

Alabama Charter Application for a 2021 Opening

New Charter Application #000567

Ivy Classical Academy (2021)

Submitted To:

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

Phone: 334-694-4908

Submitted By:

Bradley Neave
250 South Washington Street Prattville, Alabama 36067

Table Of Contents

General

- A. School Information
- B. Contact Person
- C. Enrollment Projections
- D. Board Members
- E. Start-up Team Members

EXECUTIVE SUMMARY

- 1. Executive Summary

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

- 1. Program Overview
- 2. Curriculum and Instructional Design
- 3. Student Performance Standards
- 4. High School Graduation Requirements (High Schools Only)
- 5. School Calendar and Schedule
- 6. School Culture
- 7. Supplemental Programming
- 8. Special Populations and At-Risk Students
- 9. Unique/Innovative Program Offering
- 10. Student Recruitment and Enrollment
- 11. Student Discipline Policy and Plan
- 12. Family and Community Involvement
- 13. Partnership or Contractual Relationships
- 14. Educational Service Providers (ESP) and Other Partnerships
- 15. Educational Program Capacity

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

19. Organization Structure and Relationships

20. Governing Board

21. Advisory Bodies

22. Grievance/Complaint Process

23. Staff Structure

24. Staffing Plans, Hiring, Management, and Evaluation

25. Professional Development

26. Performance Management

27. Facilities

28. Start-Up and Ongoing Operations

29. Operations Capacity

30. Unique/Innovative Operational Aspects

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

32. Financial Management Capacity

EXISTING OPERATORS

33. Existing Operators

GENERAL

A. School Information

Open Date: **August 6, 2021**
 Proposed Name: **Ivy Classical Academy (2021)**
 School Type: **Elementary / Middle / High**
 Grade Levels: **[K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]**
 School District: **Autauga County**
 Neighborhood / Community: **Prattville, Alabama**
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **250 Prattville, Alabama 36067**
 Phone: **334-386-6040**
 Fax:
 Web Site: **www.ivyclassical.com**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **Alabama Classical Group (None)**

B. Primary Contact Person

Name: **Bradley Neave**
 Mailing Address: **250 South Washington Street Prattville, Alabama 36067**
 Mobile Phone: **813-928-7875**
 Alternate Phone:
 Email: **bradley.neave@gmail.com**
 Current Employer: **Self-Employed**

C. Attendance Projections

Grade Level	2021-22 Enrollment		2022-23 Enrollment		2023-24 Enrollment		2024-25 Enrollment		2025-26 Enrollment		At Capacity 2028-29	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
K	80	96	80	96	80	96	80	96	80	96	80	96
1	80	96	80	96	80	96	80	96	80	96	80	96
2	80	96	80	96	80	96	80	96	80	96	80	96
3	80	96	80	96	80	96	80	96	80	96	80	96
4	70	86	70	86	70	86	70	86	70	86	70	86
5	70	86	70	86	70	86	70	86	70	86	70	86
6	70	86	70	86	70	86	70	86	70	86	70	86
7			70	86	70	86	70	86	70	86	70	86
8					70	86	70	86	70	86	70	86
9							50	58	50	58	50	58

10										50	58	50	58
11												50	58
12												50	58
Total	530	642	600	728	670	814	720	872	770	930	870	1046	

D. Board Members

Name	Title	Contact Information	Current Employer
Byrd, Carl	Board Member	P: M: 3343912194 E: carlbyrd@amridgeuniversity.edu	Amridge University
Cavnar, Andrew Reid	Board Member	P: M: 3343992256 E: reidcavnar@gmail.com	Stifel
Harp, Mallory	Board Member	P: M: 2056398202 E: mallorynicoleyaw@gmail.com	A+ Education Partnership
Neave, Bradley	Board Chairperson	P: 8139287875 M: 8139287875 E: bradley.neave@gmail.com	Self Employed
Neave, Jessica	Board Member	P: M: 2052233558 E: jessica@designsouthstudio.com	Self Employed
Nettles, Franklin	Board Member	P: M: 2052588680 E: franklinnettles@gmail.com	Alabama Department of Youth Services
Nettles, Teresa	Board Member	P: M: 3347171559 E: teresanettles74@gmail.com	Self Employed
Newton, Thomas	Board Member	P: M: 3343003206 E: tnewton@realmarketgroup.com	Self Employed
Pendergrass, Joshua	Board Member	P: M: 2055773499 E: joshuampendergrass@gmail.com	Alabama Policy Institute
Wohlers, James	Board Member	P: M: 3343140838 E: jwohlers@bgi-services.com	Self Employed

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Starnes, Tammy	Consultant	P: M: 334-462-0801 E: h2consulting2018@gmail.com	Consultant

EXECUTIVE SUMMARY

1. Executive Summary

Section 1: Executive Summary

THIS ENTIRE SECTION NOT ON UPDATED RUBRIC

1.a Educational Needs, Student Population and Non-Academic Challenges (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has convincingly demonstrated a solid understanding of the anticipated student population and capacity to implement the proposed school plan in its description of the proposed student population and the educational needs of the anticipated student population and non-academic challenges the school is likely to encounter, the rationale for the number of students and grade levels served in year one of the attendance projection. There is a description of how the school will increase opportunities for at-risk students and how the applicant team has assessed demand and/or need for the school and the basis for the growth plan in the enrollment attendance projection, and how the applicant team has assessed demand and/or need for the school.

Mission and Vision

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

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

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

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

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

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

Educational Needs and Anticipated Student Population

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

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

Ivy Classical Academy anticipates 586 Students, of those we anticipate roughly 65 to be identified as having special needs or disabilities (SPED), and we anticipate less than 10 students to be identified as English Language Learners (ELL).

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

1.b Geographic Location (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided abundant and comprehensive evidence to support the geographic location of the school, the rationale for selecting the school location, grade levels served, and student body; and identified any enrollment priorities the school intends to employ, and is consistent with applicable restrictions on enrollment eligibility and selection.

Geographic Location

The below information provides evidence to support the proposed geographic location of the school and the rationale for selecting the proposed location.

Student Enrollment by County

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

Student Population by Radius from the School:

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

Breakdown of Proposed Student Population in Autauga County

Autauga County Student Demographics	Percentage

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

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

Elmore County Student Demographics	Percentage
White	69.3%
Black	26.9%
Hispanic	3.97%
Asian	.85%
Female	46.4%
Male	53.6%
Students with Disabilities	13.4%
Economically Disadvantaged	53.6%

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

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

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

Autauga County Proficiency Indicators	Percentage
Reading Proficiency	55.9%
Math Proficiency	55.3%
Science Proficiency	49.2%

Student Population by Radius from the School:

Elmore County Proficiency Indicators	Percentage
Reading Proficiency	49.2%

Math Proficiency	49.6%
Science Proficiency	40.2%

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

Autauga County Accountability Indicators	Percentage
Academic Achievement	76.8%
College and Career Readiness	76.2%
Chronic Absenteeism	21.9%

Student Population by Radius from the School:

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

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

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

The public school system has also been experiencing a tremendous outflow of students to private and homeschooling associations. This trend has got to be halted and the school feels offering a new option for students in which they receive a classical education is greatly needed.

Enrollment Priorities

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

1.c School Plan, Mission, Vision, Objectives, and Goals (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has demonstrated a high degree of implementation capacity in it's clear and comprehensive description of the school plan and the students and community to be served, the mission and vision statement, measurable school goals and objectives, what success will look like, and aligns with Alabama charter law and the Commission's stated priorities.

School Plan

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

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

Ivy Classical Academy will train students who will be stewards of the "Western Tradition" and the pillars of a free society. We believe that the diffusion of learning is essential to the perpetuity of this tradition. Therefore, our aim is to provide a liberal education not geared toward a specific trade or profession, but one that aims at understanding the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty. Where possible, we believe that we must engage those ideas and those principles in the original texts which have both intrinsic worth and beauty and are worthy of study and contemplation in and of themselves. We also find a clear expression of this legacy both in the founding documents of our country as an experiment in self-government under law and in the literary and scientific education of the founders themselves. As they sought to avoid the problems of pure democracy as seen in Athens and of a republic that gave way to an empire in Rome and despotism in Europe, we too must engage in those ideas in order to have a citizenry who understands the perils of each. We do this through a classical, great books curriculum designed to engage the student in the ideas and principles of our founding.

Ivy Classical Academy will provide students a full and complete education that will challenge them to excel both in learning and in character. This classical educational program will succeed through the academy's high standards and curriculum, supported by a well-regulated campus. The goal of Ivy Classical Academy is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

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

In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school day given to teaching literacy and numeracy. Both subjects are foundational to a student's education, so the resources and methods deployed in each case must be consistent and excellent.

The K-3 Literacy portion is based on Literacy Essentials, by Access Literacy, LLC. Literacy Essentials outlines a set of research-supported instructional practices. Research suggests that

each of these practices can have a positive impact on literacy development, and we believe that the use of these practices in every classroom every day will make a measurable positive difference in literacy achievement. The practices can be used within a variety of overall approaches to literacy instruction and within many different structures of the school day. That is, they will occur throughout the day (e.g. they may be integrated into opportunities for science and social studies learning).

The K-6 Mathematics portion is based on Singapore Math. The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they're ready is not an option, so the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

The K-8 History and Science portions are based on the Core Knowledge® Sequence. The Core Knowledge Sequence is based upon E.D. Hirsch's idea of cultural literacy, which makes it the ideal curriculum for a classical school. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at Ivy Classical Academy. With cultural literacy as the guiding principle, the Core Knowledge sequence leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics which are especially important for cultural literacy are repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support some, but not the entirety, of the sequence, so teachers are supported but encouraged to reach beyond the immediate resources and take ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom. Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and will not play a secondary role at Ivy Classical Academy. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. High school students will be offered at least four full years of science classes, and will be expected to complete four years of science to meet graduation requirements.

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

movement, songs, and chants. Through Well-Ordered Language's unique, creative, and orderly method of analyzing the grammatical functions of the parts of speech, students will find the mastery of grammar achievable, meaningful, and delightful.

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

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from Kindergarten through 8th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States.

In high school, Ivy Classical Academy will follow the BCSI course sequence. This includes four and a half years of history; four years of literature, math, and science; three years of foreign language; and a semester each of government, economics, and moral philosophy. In history, students begin with Western Civilization I & II in 9th and 10th grade, learn American History from 1600-1900 in 11th grade, and finish with a year of Modern European History (1789-2000) and a semester of 20th Century American History in 12th grade. In literature, student read great works, usually in their entirety, with an emphasis on ancient literature in 9th grade, British literature in 10th grade, American literature in 11th grade, and modern literature in 12th grade. The required track for science is Biology and Chemistry, then options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry in the other two years. In math, students will complete courses at least through Geometry and Algebra II, and be able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. In foreign language, students will be expected to take at least one year of Latin and two additional years of a foreign language—either Latin or a modern foreign language.

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

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

Community Engagement

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

support from elected officials as well as pre-enrollment letters from prospective parents.

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

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

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

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

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

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

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

Leadership and Governance

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

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

Enrollment Summary

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

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

The number of students selected is based on four (4) sections of 22 students in grades K-3, three

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

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

Attachments

Section 1: Executive Summary

1.1	Founding Board Members	Neave, Bradley, 7/13/20 6:15 PM	PDF / 3.041 MB
-----	--	---------------------------------	----------------

EDUCATIONAL PROGRAM DESIGN AND CAPACITY

1. Program Overview

Section 2: Program Overview

2.a Educational Program Terms (THIS TOPIC ON UPDATED RUBRIC)

The applicant has convincingly and comprehensively summarized the essential design elements of the school model, and provided at least three (no more than five) specific and measurable Goals.

Essential Design Elements

Ivy Classical Academy's mission is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. Ivy Classical Academy's Education Program Terms identify the characteristics and essential components of the educational program that are considered critical to the school's success and for which we are prepared to be held accountable to both the Commission and the public. The Ivy Classical Academy philosophy will be reflected in the following observable, verifiable design elements to which the Commission should hold the school accountable:

- **Classical Education**: a Classical curriculum serves as the very core and foundation of the academic design element of the school.
- **Student Character Development**: Personal discipline, ethics, and responsibility will be consistently reinforced at Ivy Classical Academy. By setting and reinforcing high moral and ethical standards, Ivy Classical Academy will prepare students to accept the privileges and responsibilities of an American citizen.
- **Family Involvement**: Parents/guardians play an important role in fostering a child's emotional, spiritual, and educational development; thus, a verifiable relationship between the home and school will be maintained.
- **Sense of Community**: Students, parents/guardians, teachers, and staff at Ivy Classical Academy will have a strong sense of community which will be evidenced by feelings of membership, belonging, and a shared emotional connection. True membership and inclusion, trust, spirit, and learning as a common expectation will all be observable.

These design elements will establish the culture of our learning environment, as they capture the essentials of what students will experience while enrolled at Ivy Classical Academy.

Ivy Classical Academy will leverage instructional practices that are culturally appropriate. Students will expand their knowledge of other cultures and languages and celebrate diversity through our culturally responsive curriculum. In order to maximize learning opportunities, our teachers will gain knowledge of the cultures represented in their classrooms and across the school, so that they can adapt lessons to reflect ways of communicating and learning that are familiar to the students.

Ivy Classical Academy strives to offer enrichment and to develop character through both curricular and extracurricular offerings, to nurture the child's humanity with a constant view to the potential adult. The time-honored liberal arts curriculum and pedagogy direct student achievement toward mastery of the fundamentals in the basic academic skills, exploration of the arts and sciences, and

understanding of the foundational tenets of our Western heritage. The curriculum by purpose and design is a survey of the best intellectual and cultural traditions of the West as they have been developed and refined over many generations.

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

Ivy Classical Academy will train students who will be stewards of the “Western Tradition” and the pillars of a free society. We believe that the diffusion of learning is essential to the perpetuity of this tradition. Therefore, our aim is to provide a liberal education not geared toward a specific trade or profession, but one that aims at understanding the highest matters and the deepest questions of Truth, Justice, Virtue, and Beauty. Where possible, we believe that we must engage those ideas and those principles in the original texts which have both intrinsic worth and beauty and are worthy of study and contemplation in and of themselves. We also find a clear expression of this legacy both in the founding documents of our country as an experiment in self-government under law and in the literary and scientific education of the founders themselves. As they sought to avoid the problems of pure democracy as seen in Athens and of a republic that gave way to an empire in Rome and despotism in Europe, we too must engage in those ideas in order to have a citizenry who understands the perils of each. We do this through a classical, great books curriculum designed to engage the student in the ideas and principles of our founding.

Ivy Classical Academy will provide students a full and complete education that will challenge them to excel both in learning and in character. This classical educational program will succeed through the academy’s high standards and curriculum, supported by a well-regulated, culturally responsive campus environment. The goal of Ivy Classical Academy is to graduate students who are highly literate, prepared to continue academic achievement, and ready to become responsible members of their community. The curriculum has been carefully selected to facilitate those goals.

Specific and Measurable Goals

Ivy Classical Academy has set for itself three mission specific academic and organizational goals and targets.

- **Reduce Chronic Absenteeism:** Chronic absenteeism in Autauga County has been markedly higher than the State average for the past few years. In 2017-2018, 22% of public-school students missed more than two weeks of school. When students are continually absent, they run a higher risk of falling behind, dropping out or disrupting class when they return. Ivy Classical Academy wishes to reverse the trend and believes by implementing a rigorous, challenging classical curriculum, that students will become more immersed and fully engaged in their education.

The first goal is to achieve and maintain a 10% or less rate of chronic absenteeism school wide. This will be measured through daily attendance, something that will already be monitored, so evaluating and monitoring data for this goal will not cause an additional burden on the school’s administration.

Anonymous absenteeism data will be circulated and evaluated weekly, monthly, by semester and at the end of the academic year to determine if a corrective course of action is needed to maintain the stated goal of 10% or less chronic absenteeism. This anonymous absenteeism data will be

sent to teachers, staff and parents along with timely reminders as to the importance of students routinely attending school.

Absenteeism rates will also be factored into the Upper School's House System, as the Houses will be given points for perfect and high levels of attendance. This will develop a culture in which students have accountability to each other and to their respective Houses.

- **Latin Proficiency:** The Latin language forms a critical component of the school's classical curriculum. As such, the second goal of the school is to maintain a 75% proficiency rate for students participating in Latin language studies commensurate with their grade level.

Data will be collected through formative and summative assessments on a more frequent basis (daily and weekly if needed). Having access to more frequent data points will allow teachers, the department head and the Assistant Dean of Academics to monitor the successful implementation of the Latin language studies and quickly identify any negative trends in specific classrooms, at the grade level, between cohorts, or school-wide. Any developing trends can be more closely monitored and evaluated to determine if any system, methodology or policy warrants changing to improve student's proficiency in Latin language studies.

- **General Proficiencies:** Students in Autauga County rank in the middle of the pack in a State that historically ranks poorest in the Nation in terms of proficiencies. Worryingly, many of these students are graduating ill-prepared. For example, Autaugaville School graduates 87.1% of it's students, and 61.29% are determined to be college and career ready, but students tested out at 24.6% reading proficiency and 18.8% math proficiency.

The third goal of Ivy Classical Academy is to raise the overall proficiency levels in Reading, Math, and Science. Given that the school anticipates a period of acclimation for new students, as they embrace a new curriculum and learning environment, expectations are tapered for the first and second years. The following chart indicates current proficiency levels for Autauga County, the target annual increase that the school is aiming to achieve, and the resulting school wide proficiency level for Ivy Classical Academy at the end of the five-year term.

Proficiency levels will be determined by students participation in Alabama's standardized assessments and tests, allowing the school to compare proficiency levels directly against those of Autauga County and other public schools in the State of Alabama.

2.b Research Driven Program (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided strong and convincing evidence that the educational program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.

Proven Methods

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

The BCSI network and other classical schools offered within public school settings has proven that Classical curriculum can be implemented successfully regardless of a student's race, ethnicity, culture, gender, socio-economic background or special needs. Across the BCSI network, eleven states are represented. These states far outperform the State of Alabama in terms of Reading, Math and Science proficiencies. By implementing BCSI's Classical curriculum, the affiliated schools experience an average increase of 20% in Reading Proficiency as compared to their district counterparts and a 10% increase in Math Proficiency.

Other non-affiliated schools, such as Archimedean Academy in Miami, FL, offer Classical education in a public school setting. Archimedean Academy serves a K-6 student population that is 92% minority and 50% economically disadvantaged. The school reports a dramatic increase in proficiencies over other public schools in the district (Math 95/57, English 85/54, Science 76/53).

Archimedean Upper Conservatory serves a 9-12 grade student population that is 86% minority and 60% economically disadvantaged. The school reports even more dramatic results, demonstrating that as students continue through a classical curriculum the high performance doesn't slow down (Math 87/56, English 98/54, Science 100/56). The school also graduates 100% of the students with an average SAT score of 1798 vs the state average of 1396, and an average ACT score of 26 vs 20 for the state average.

There are a number of public schools in inner city Chicago that are also offering a Classical education, which are yielding amazing results demonstrated through increase in proficiencies, decrease in absenteeism and reduced incidents of behavioral issues.

Curriculum and Educational Methods

Classical education is largely effective due to how and when students are taught, regardless of their learning style. Children learn in three phases or stages (grammar, logic, and rhetoric), known as the trivium. Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe Ivy Classical Academy's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but in character development. At Ivy Classical Academy, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from Ivy Classical Academy highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

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

In the earliest grades, the curriculum focuses primarily on language, with the bulk of the school

day given to teaching literacy and numeracy. Both subjects are foundational to a student's education, so the resources and methods deployed in each case must be consistent and excellent.

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

The K-6 Mathematics portion is based on Singapore Math. The Singapore Math Program provides students with a strong conceptual foundation in basic mathematics. From the earliest grades, this program emphasizes concepts, mental math, and number sense while employing physical and graphical illustrations of underlying mathematical rules and phenomena. The program presents mathematical skill building and problem solving such that students have a better understanding of not simply when to use a particular equation—but why. Moving students on to higher levels of skills before they're ready is not an option, so the program will be employed at each student's ability level. Ability-level groups will be determined at the beginning of each school year, and adjustments will be made on an as-needed basis in order to best equip each student with the language of numeracy.

The K-8 History and Science portions are based on the Core Knowledge ® Sequence. The Core Knowledge Sequence is based upon E.D. Hirsch's idea of cultural literacy, which makes it the ideal curriculum for a classical school. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8. It will provide the basic curricular framework for history, geography, literature, visual arts, music, and science at Ivy Classical Academy. With cultural literacy as the guiding principle, the Core Knowledge sequence leads students through a comprehensive and grade-appropriate view of science, literature, art, music, and history. Topics which are especially important for cultural literacy are repeated in a spiraling fashion—so that younger students build a firm but broad foundation in these topics while older students are able to achieve depth. The sequence provides a necessary order across grades and between schools and families, such that teachers can base their lessons upon what students have learned and will learn, and parents can anticipate what their students will learn in each grade. The Core Knowledge Foundation provides resources to support some, but not the entirety, of the sequence, so teachers are supported but encouraged to reach beyond the immediate resources and take ownership of their own lessons. The BCSI has found this arrangement valuable in striking a balance between teacher support and teacher freedom. Although the rhetoric surrounding a classical school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and will not play a secondary role at Ivy Classical Academy. The Core Knowledge science program focuses on thematically linked science topics and biographies of great scientists. The order of the Core Knowledge program allows for regular repetition of the most important topics, such that students are well-versed in the fundamentals by the time they reach high school. The science program is supported by Pearson's Science Explorer series, complete with integrated lab manuals and demonstrations and Delta Science Content Readers. High school students will be offered at least four full years of science classes, and will be expected to complete four years of science to meet graduation requirements.

The grades 3-6 Grammar portion is based on the Well-Ordered Language series. Grammar is a vital tool used throughout a lifetime to express creativity and original thought. A strong, creative, and engaging approach to grammar will grab students' attention and equip them to use this tool to great effect. The new Well-Ordered Language series is changing how students learn grammar.

Using tested content, beautiful design, and proven classical pedagogy, they have developed the series to provide students with a clear path to mastery. The curriculum is designed for teachers and students to actively engage with each other and with the grammatical concepts in each lesson, using language skills—reading, writing, speaking, and listening—along with physical movement, songs, and chants. Through Well-Ordered Language’s unique, creative, and orderly method of analyzing the grammatical functions of the parts of speech, students will find the mastery of grammar achievable, meaningful, and delightful.

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

As students mature in their facility with language, the curriculum directs their time and intellectual energy into more content-based (as opposed to skill-based) aspects of the curriculum. The basis of these subjects from Kindergarten through 8th grade is the Core Knowledge Sequence, made available through the Core Knowledge Foundation. This sequence was developed to provide comprehensive order to K-8 education, with the intention of training students in the art, literature, science, history, math, and language that form their cultural and intellectual inheritance. The Core Knowledge Sequence was first published in 1988 and has been successfully employed and tested in hundreds of schools throughout the United States.

In high school, Ivy Classical Academy will follow the BCSI course sequence. This includes four and a half years of history; four years of literature, math, and science; three years of foreign language; and a semester each of government, economics, and moral philosophy. In history, students begin with Western Civilization I & II in 9th and 10th grade, learn American History from 1600-1900 in 11th grade, and finish with a year of Modern European History (1789-2000) and a semester of 20th Century American History in 12th grade. In literature, student read great works, usually in their entirety, with an emphasis on ancient literature in 9th grade, British literature in 10th grade, American literature in 11th grade, and modern literature in 12th grade. The required track for science is Biology and Chemistry, then options such as Physics, Earth Science, Astronomy, or a more advanced course in Biology or Chemistry in the other two years. In math, students will complete courses at least through Geometry and Algebra II, and be able to take additional courses such as Trigonometry and Pre-Calculus to complete the four-year math requirement. In foreign language, students will be expected to take at least one year of Latin and two additional years of a foreign language—either Latin or a modern foreign language.

2.c Culturally Responsive Program (THIS TOPIC ON UPDATED RUBRIC)

The applicant has clearly and comprehensively described the culturally responsive instructional aspects of the program and provided strong evidence and a sophisticated understanding of the impact of the culturally responsive aspects of the program on the targeted student population.

Cultural Responsiveness

We firmly believe that culture is central to and supports learning; thus, instruction at Ivy Classical Academy will be culturally responsive in that it takes into account that everyone should possess the ability to learn from and relate respectfully with people of similar culture as well as those from other cultures. Furthermore, multicultural viewpoints will be encouraged, as will a variety of instructional methods to better serve the needs of all students. Students will be taught that there is more than one way to interpret a statement, event, or action. They will also be allowed to learn in different ways and share viewpoints and perspectives based on their own cultural and social

experiences. The learning environment will encourage and allow for inclusion of knowledge that is relevant to all students in the targeted student population.

As classrooms in America become increasingly diverse, Ivy Classical Academy understands the importance of incorporating cultural competency into professional development activities as part of a culturally responsive program. NEA President Dennis Van Roekel notes, "Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well."

The school also understands that cultural competence doesn't occur as a result of a single day of training, or reading a book, or taking a course. Educators become culturally competent over time, which is why it is imperative that the school provides its teachers with continual opportunities to promote stronger cultural competency. Better cultural competency will ultimately help the school close achievement gaps between students of different racial, ethnic, cultural, and socio-economic backgrounds.

A good starting point for Cultural Competence development has been identified as the National Education Association, as it offers online courses provided by the Center for Social Justice.

Attachments

Section 1: Program Overview

– No Attachments –

2. Curriculum and Instructional Design

Section 3: Curriculum and Instructional Design

3.a Basic Learning Environment (THIS TOPIC ON UPDATED RUBRIC)

The description of the basic learning environment is clear, comprehensive and includes class size and structure, is well aligned to the school's mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness.

Basic Learning Environment

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

The educational model at Ivy Classical Academy is steeped in the tradition and classical education that once guided virtually all American schools. The school culture keeps the focus on learning, as a structured environment sets and maintains an appropriate educational tone from beginning to end. The classroom teachers and rigorous curricula properly train students to be intelligent individuals who possess the basic skills and logical approach to answering questions about the world around them. In addition, the school establishes a relationship between the home and school, recognizing the importance of family and the parents' role in fostering a child's emotional, spiritual, and educational development. Family, along with faculty and staff are dedicated to aligning the student's educational experience with the school's mission and vision.

This includes the reinforcing of values such as hard work, academic achievement, right behavior and proper regard for others. It also means that a strong emphasis is placed on the development of moral character.

Ivy Classical recognizes each child as a person who, by virtue of their humanity, is in community with all the other children in the Academy, regardless of age, race, ethnicity, culture, socio-economic background or special needs. By developing and maintaining a culturally responsive community, students, faculty and staff will demonstrate the ability to learn from and relate respectfully with people of similar culture as well as to those from other cultures. Bias, prejudice, or discrimination from any member of the student body, or staff will not be tolerated at Ivy Classical Academy.

By setting high moral and ethical standards, the Academy prepares its students to accept the privileges and responsibilities of being an upstanding and contributing member of society. The school believes that every child is fully capable of achieving his or her potential when afforded respect, fairness, kindness, discipline and appropriate instruction in a culturally responsive manner.

Overview of Classical Education

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

Classical education is an educational model that depends on a three-part process of training the mind. Students generate knowledge and meaning through sequential development, building on prior cognitive abilities. The early years of school are spent identifying and recalling factual information, systematically laying the foundation for advanced study. In the middle years, students learn to think through arguments, analyze, reflect, apply and create. In the high school years, students learn to express themselves and apply their understanding in order to reason and evaluate. This classical pattern is known as the trivium. The learner's brain synapses are strengthened when the learning process is scaffolded through proper techniques, the introduction of new knowledge, procedural reinforcement, and eventually organization and structure in the mind. The teacher's role is to activate prior knowledge and facilitate the integration of new knowledge. Sound instructional strategies tied to meaningful learning activities leads to the development of conceptual knowledge.

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

Instructional Environment

The cultivation of an engaging, classical education begins with a culturally responsive environment that promotes intellectual curiosity. Ivy Classical Academy provides a classroom-based, teacher-directed, traditional approach consistent with the classical model. It is the school's mission to train student's minds through the classical, content-rich curriculum, and in the classical model students learn best when they receive explicit instruction and have the opportunity to explore and practice under a well-trained teacher. As students' knowledge base grows, they will be afforded more choice and independent study opportunities.

Key components of the learning environment have the following characteristics:

- Tidy, clean, and visually appealing: Classrooms will have the desks neatly arranged in a way that promotes the optimal learning of the daily topic or lesson. The walls will be clutter-free, yet visually stimulating. Essential academic information may be posted along with framed works of art or portraits and inspirational quotes. The classroom will have an overall positive, calming feel that supports a culture of support and community. Lower grade classrooms may have reading areas and flexible seating that meet the active, hands-on demands of young learners.
- Engages students in auditory, sensory, kinetic, and visual learning: Understanding that each student has unique and personal learning styles equips teachers to meet those individual needs through multiple modalities of instruction. Depending on the subject and particular class makeup, teachers can determine if students will learn the subject matter best through listening, or seeing, or through hands on demonstrations. As such, the individual desks or tables may be arranged to meet the requirements of the lesson. Flexible arrangement allows for students to participate in hands-on group activities or small group discussion, receive direct instruction, work or read independently, participate in debates and other whole group activities, and allow for physical movement.
- Uses technology as an instructional support tool: Ivy Classical Academy recognizes the importance of learning how to use technology effectively in today's society. However, computers and tablets will not drive the instruction, but shall serve as a tool for learning. Teachers will have computers and the ability to display media or virtual content in an interactive way to support instruction in the classroom. Technology may be incorporated into lessons and classroom activities strategically and in conjunction with instruction. Students will have dedicated time on the computer to interact with online simulations, develop typing, research, and online skills, and practice using online assessment tools. Students may have the opportunity to take computer science courses in the lower, middle or upper grades. In all cases, computers are tools used to support learning and should not be considered a primary mode of instruction.
- Content-Rich: The classroom and school building will be accented with student-work samples and displays of student learning. From historical time periods to current, maps, pictures, essays, art sculptures, drawings, writing excerpts, and timelines may be displayed. For mathematics and science, student graphs, lab activities, cross-curricular projects, scale-drawings, solutions to problems and other data will hang in the halls and in the classrooms. The school building will reflect United States and world history with colorful prints and paintings in the hallways. The virtues that the country was founded upon can be found displayed in various locations in the school as a reminder to students, faculty, and visitors of the high daily expectations to be held by all. BCSI provides access to rich, storied artwork collections that affiliate schools are allowed to reproduce and prominently display throughout the campus.
- A culture that fosters upstanding moral character, virtues, perseverance and cultural responsiveness: In addition to learning the concepts and skills related to the curriculum, the classroom is a place where students are molded into outstanding citizens and upright human beings. Promoting virtuous living is part of the school's mission. It is expected that moral characteristics are emphasized throughout the school day. Ivy Classical supports the formation of virtuous character. Encouraging words and promotion of this growth mindset idea increases intrinsic motivation. Exceptional virtues will be modeled by the faculty and shall be highlighted and celebrated throughout the building. All students can perform well when motivated and inspired to achieve at a high level, regardless of their race, ethnicity, gender, culture, socio-economic background or special needs.

The school believes that instilling and implementing these key components will create a basic learning environment which is well suited and aligned with the school's mission and vision. Resulting in students who are not only thoughtful, well-spoken, articulate and well educated, but possess a life-long passion for learning and the desire to be contributing members of society.

Class Size and Structure

The class size and structure at Ivy Classical Academy promotes community and authentic learning experiences. The classroom teachers provide daily instruction according to the Academy's curriculum while promoting an atmosphere of integrity, rigorous effort, intellectual vigor and respect for others. Lower grade students will be taught in traditional, self-contained classrooms. For the majority of the school day, students will remain with one teacher who will plan and execute lessons in all subject areas. There will be instances in which individual classes partake in music or art specific lessons, which might require the class to attend another classroom for those specific lessons.

Middle and upper grade students will move to content-specific classrooms (literature/language, mathematics, science, and social studies).

Each of the lower grade classrooms will serve approximately 22 students and the middle and upper grade classrooms will serve roughly 26 students; However, the overall student to teacher ratio in individual classes will range from 11:1 to 13:1, as a major priority of Ivy Classical Academy, in accordance with most BCSI affiliated schools, will be to provide Teaching Assistant for each class. Teaching Assistants will be sourced through relationships with local area colleges, Auburn, University of Alabama, Faulkner, Huntingdon, Montevallo and AUM. Given the proximity to these campuses (at most a one hour commute) and the uniqueness of a classical education being offered within a public school setting, will make Ivy Classical Academy the top choice for those looking to fill Teaching Assistant spots. This will also provide a healthy pipeline for Ivy Classical Academy, as the school will need to fill full-time teacher positions for the first six years as the school adds a grade each year.

Cultural Responsiveness

The population of the school is expected to mirror that of the surrounding counties- Autauga and Elmore. It is estimated that the school will serve approximately 65 special education students who have an IEP or 504 in year one, and the school anticipates roughly a dozen English Language Learners. Like most schools across the U.S, Ivy Classical Academy expects an increase in ethnic and racial diversity. In anticipation of this increased diversity, the school leaders have placed heightened importance on the need for the learning environment to be effective for all of the anticipated students. Teachers will be taught cultural sensitivity and responsiveness through professional development opportunities, and will implement this knowledge and understanding through diverse learning styles to make learning more attainable, differentiated, and relevant. The lower student to teacher ratio will foster deeper relationships and increased trust between the students and teachers. This will result in reduced behavior problems and an increase in student self-esteem. School leaders and staff will recognize individual and cultural differences and acknowledge them in a positive manner. Embracing the strengths and acknowledging the varied needs of individuals students will be embraced at Ivy Classical Academy as part of an environment focused on cultural responsiveness.

3.b Curriculum Overview (THIS TOPIC NOT ON UPDATED RUBRIC)

The description of the school's curricula contains abundant detail to demonstrate strong alignment to applicable state standards, appropriate course outcomes, and a complete and comprehensive scope and sequence is provided as an attachment.

Curriculum Overview

Ivy Classical is dedicated to providing a content-rich classical education in the liberal arts and sciences with an emphasis in art, music, and Latin. The school's curriculum is modeled after the BCSI Program. The curriculum was chosen because of its impact on and school grade data. Of

the 19 schools who were associated with BCSI for the 2018-19 school year BCSI has data on 17 of the schools. Of those 17 affiliated schools, eleven received A or A-equivalent scores and five received B or B-equivalent scores,

Each of the BCSI schools vary in student population. However, the anticipated student population of Ivy Classical most closely mirrors

A sample of the Kindergarten and 5th grade Scope and Sequence written by BCSI is attached.

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

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

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

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

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

The Sequence and accompanying materials provided by the Core Knowledge Foundation support

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

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

See Attachment: Course Scope

3.c Curriculum Development (THIS TOPIC ON UPDATED RUBRIC)

The applicant has comprehensively described the curriculum and its alignment to the goals, summarizes the curricular choices and the rationale for each.

Proposed K-8 Course Offerings by Grade Level

#	Kindergarten	1st grade	2nd grade	3rd grade	4th grade
1	Literacy and Literature	Literacy Essentials and Literature	Literacy and Literature	Literacy, Literature, Grammar & Composition	Literacy, Literature, Grammar & Composition
2	History and Geography	History and Geography	History and Geography	History and Geography	History and Geography
3	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
4	Science	Science	Science	Science	Science
5	Art	Art	Art	Art	Art
6	Music	Music	Music	Music	Music
7	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education

#	5th grade	6th grade	7th grade	8th grade
---	-----------	-----------	-----------	-----------

1	Literacy and Literature, Grammar & Composition	Literacy Essentials and Literature, Grammar & Composition	Grammar & Composition and Literature	Grammar & Composition and Literature
2	History and Geography	History and Geography	History and Geography: America 1607-1877	History and Geography: America 1877-present
3	Mathematics	Mathematics	Mathematics	Mathematics- Algebra I
4	Science	Science	Science	Science
5	Art	Art	Art	Art
6	Music	Music	Music	Music
7	Physical Education	Physical Education	Physical Education	Physical Education
8		Latin I	Latin II	Latin III

English Language Arts

- **Read-Aloud**

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

- **Literature**

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

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

- **Language Arts, Writing, Spelling and Grammar**

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

1. To learn to communicate, orally and on paper, in standard English in order to function competently both in school and in life.
2. To acquire the ability to read and comprehend the written word in preparation for the competitive world of work and to become a responsible citizen.
3. To learn to spell correctly as an aid in preparation for business, civic and social life.
4. To gain a true understanding of language, and its related framework for logic, through the study of grammar, syntax and correct usage to aid creative self-expression.
5. To learn to write legibly and to use a word processor in order to communicate written thoughts effectively.
6. For the development of the critical facility, including literary taste and judgment, acquired through the study of literary selections which represent the best examples of our written cultural heritage.

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

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

The Riggs curriculum and explicit phonics instruction will continue through the lower grades. The 3rd-8th grade grammar curriculum that complements the Core Knowledge literature study and

writing components in other subjects will be The Well Ordered Language from Classical Academic Press

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

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

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

Mathematics

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

According to the news article released by [al.com](https://www.al.com/news/2019/11/alabamas-dead-last-test-scores-wake-up-call-for-officials.html), "Alabama's math scores were rock-bottom for 2019, 52nd in the country behind all states, Washington D.C. and the Department of Defense schools. Alabama's reading scores slid to 49th in both grades. The National Assessment of Educational Progress (NAEP), known as the nation's report card, is given every two years to fourth- and eighth-graders in math and reading at a statistically valid sample of schools and students in each state." (<https://www.al.com/news/2019/11/alabamas-dead-last-test-scores-wake-up-call-for-officials.html>)

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

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

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

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

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

with provided alignment documents to assist in the process.

Sciences

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

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

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

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

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

Social Studies

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

The Core Knowledge Curriculum is rich in history and is supported and enhanced by the use of primary source documents and traditional works of literature. The Sequence places an emphasis on geography in the study of history. The five themes in geography- location, place, human

interaction, movement, and regions- offer a basic approach and framework to the study of the world. Students are introduced to historical time periods through studying geographic regions and the literature that accompanied it. Classical and Biblical history will be included in the study of Western Civilization.

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

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

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

Grade Level	Units of Study
Kindergarten	Let's Explore Our World!, Native Americans, Exploring and Moving to America, The Mount Rushmore Presidents
1st grade	Continents, Countries, and Maps, Mesopotamia, Ancient Egypt, Three World Religions, Early Civilizations of the Americas, The Culture of Mexico, Early Explorers and Settlers, From Colonies to Independence, Exploring the West
2nd grade	Ancient India, Ancient China, The Culture of Japan, Ancient Greece, Geography of the Americas, Making the Constitution, The War of 1812, Americans Move West, The Civil War, Immigration and Citizenship, Civil Rights Leaders,
3rd grade	World Rivers, Ancient Rome, The Vikings, The Earliest Americans, Canada, Exploration of North America, The Thirteen Colonies,
4th grade	Using Maps, World Mountains, Medieval Europe, Medieval Islamic Empires, Early and Medieval African Kingdoms, Dynasties of China, The American Revolution, The United States Constitution, Early Presidents, American Reformers
	World Lakes, Maya, Aztec, and Inca Civilizations, The Age of Exploration,

5th grade	The Renaissance, The Reformation, England and the Golden Age, Early Russia, Feudal Japan, The Geography of the United States, Westward Expansion Before the Civil War, The Civil War, Westward Expansion After the Civil War, Native Americans: Cultures and Conflicts
6th grade	World Deserts, Ancient Greece and Rome, The Enlightenment, The French Revolution and Romanticism, The Industrial Revolution/: Changes and Challenges, Independence of Latin America, Immigration, industrialization and Urbanization in America, Reform in Industrial America

Computer Science and Digital Literacy

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

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

Computer Science Overviews Outlined in the ALCOS

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

Wheelock's Latin

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

1. Intellectual strength and fortitude are fostered through the study of this highly logical language which becomes clearer as students grow in understanding of its structure. Our students' capacity for reason and intellectual rigor will grow through Latin study, which will result in improved language skills.
2. Latin is the language of law, government, logic, scientific taxonomy, and theology. It is the language from which the political and legal terms are derived.
3. English is a hybrid of Germanic Anglo Saxon and Latin. Students develop a deeper understanding of grammar through the dissection of the Latin language, making them

stronger readers, writers, and speakers. Perhaps even more obvious is the growth in student vocabulary as they are able to use Latin for etymological analysis of English words, with over half of the English vocabulary derived from Latin.

4. A foundation in Latin makes the Romance languages easier to access and learn once students understand how language works.
5. Latin is central to the languages of law, medicine, and biology. Latin provides the root words for all of the modern sciences. Students who pursue advanced education and careers in these fields will have a distinct advantage over their peers through the robust Latin curriculum and instruction received.
6. Students who become proficient in Latin will have direct access to the writings and speeches of some of the greatest ancient writings. The Romans passed down the findings from the studies of the ancient world in Latin. By reading works in their original language, students will have access to the full scope of nuance, wit, and deeper meaning within those texts. Students will also have the opportunity to form their own interpretations of the work instead of relying on a potentially erroneous translation.

Music and Art

Art and music supplement the student's study of the world. In the lower grades, art provides opportunities for students to sing, dance, listen to music, play, act, read and write poetry, draw, paint, and create. Children are also exposed to fine paintings, great music and composers, and inspiring examples of art. As students progress in their knowledge, they learn more about the methods and terminology of the different arts and become familiar with a wider range of arts and masterpieces. The Academy will use the Core Knowledge Sequence curriculum for both Visual Arts and Music.

Physical Education

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

High School Curriculum - The 9th-12th Grade Sequence

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

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

- The Senior Project (1.0)

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

PROPOSED HIGH SCHOOL CORE COURSE OFFERINGS BY GRADE LEVEL

#	9th Grade	10th Grade	11th Grade	12th Grade
1	Ancient (Classical) Literature	British Literature	American Literature	Modern Literature
2	Ancient World to A.D. 500	Europe 500-1815	America 1607- present	Modern World
3	Geometry	Algebra II	Trigonometry & Precalculus	Calculus
4	Biology I	Chemistry I	Physics I	Bio/Chem/or Physics II, Astronomy or Earth Science
5	9th grade Composition	World Language, Art, Music, Computer Science, or other	Fall: US Government Spring: Economics	Fall: Alabama History Spring: Modern. US Hist.
6	Physical Education	Fall: Health Spring: Music/Art	Fall: Oration Spring: Moral Philosophy	SENIOR PROJECT
7	Latin IV	Latin V	Latin, World Lang, Music, Art, Computer Programming, or elective	Latin, World Lang, Music, Art, Computer Programming, or elective

K-12 Core Instruction Summary and Textbooks

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

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

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

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

Instruction: Classical content, teaching, and preparation

Subject	Books for Teachers
	<p>Singapore Math Essentials</p> <p>Singapore Math Primary Mathematics</p> <p>Singapore Math Dimensions</p>

<p>Math</p>	<p>A Second Course in Algebra, Arthur Weeks and Jackson Adkins</p> <p>Geometry, Weeks & Adkins</p> <p>Euclid’s Elements, Green Lion Press</p> <p>Precalculus, Michael Sullivan (latest Edition)</p> <p>Trigonometry, I.M. Gelfand and Mark Saul</p> <p>Calculus: An Intuitive and Physical Approach, Morris Kline</p> <p>Calculus, Janes Stewart</p>
<p>Science</p>	<p>Core Knowledge Sequence</p> <p>Delta Science Content Readers, Delta Education</p> <p>Science Explorer Series, Prentice Hall</p> <p>Earth Science, Edward J. Tarbuk and Frederick K. Lutgens</p> <p>Biology, Robert Miller and Joseph Levine</p> <p>Biology, Peter H. Raven and George B. Johnson</p> <p>BSCS Biology: A Molecular Approach</p> <p>Modern Chemistry, Mickey Sarquis and Jerry L. Sarquis (Holt McDougal)</p> <p>Physics, Raymond A. Serway and Jerry S. Faughn</p>
	<p>Core Knowledge Sequence</p> <p>A History of Modern Europe from the Renaissance to the Present, John Merriman</p> <p>Western Heritage, Vol. 1: To 1740 (8th ed.), Donald Kagan</p> <p>A History of the Modern World, R. R. Palmer, Joel Colton, Lloyd Kramer</p> <p>American Heritage: A Reader, AmP Publishers Group</p> <p>Lessons for the Young Economist, Robert Murphy</p> <p>Judaism: A Very Short Introduction, Norman Solomon</p> <p>Creators, Conquerors, and Citizens, Robin Waterfield</p> <p>The Greek Way, Edith Hamilton</p>

Social Studies

SPQR, Mary Beard

The Roman Way, Edith Hamilton

Greeks & Romans Bearing Gifts, Carl Richard

Europe: A History, Norman Davies

or

The Penguin History of Europe, J.M. Roberts

Islam: A Very Short Introduction, Malise Ruthven

Leviathan, Thomas Hobbes

Two Treatises on Government, John Locke

A Letter Concerning Toleration, John Locke

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

The French Revolution: A Very Short Introduction, William Doyle

The Napoleonic Wars: A Very Short Introduction, Mike Rapport

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

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

The Roots of American Order, Russell Kirk

We Still Hold These Truths, Matthew Spalding

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

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

The Political Theory of the American Founding, Thomas West

Vindicating the Founders, Thomas West

Crisis of the House Divided, Harry Jaffa

A New Birth of Freedom, Harry Jaffa

The First World War, John Keegan

The Second World War, John Keegan

The Cold War: A Very Short Introduction, Robert McMahon

The King Years, Taylor Branch

The Vietnam War: A Very Short Introduction, Atwood Lawrence

Europe: A History, Norman Davies

or

The Penguin History of Europe, J.M. Roberts

The French Revolution: A Very Short Introduction, William Doyle

The Napoleonic Wars: A Very Short Introduction, Mike Rapport

The Guns of August, Barbara Tuchman

The First World War, John Keegan

The Second World War, John Keegan

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

Well Ordered Language

Get Smart: Grammar thru Sentence Diagramming

Stay Smart, Elizabeth O'Brien

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

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

Romantic Poetry: An Annotated Anthology, Michael O'Neill and Charles Mahoney

The Visionary Company: A Reading of English Romantic Poetry, Harold Bloom

Adventures of Huckleberry Finn, Mark Twain, Norton Critical Edition

A Good Man is Hard to Find, Flannery O'Connor

The Elements of Style, William Strunk, Jr. and E.B. White

Crime and Punishment, Fyodor Dostoevsky

Hamlet, William Shakespeare

Heart of Darkness, Joseph Conrad

**EnglishLanguage
Arts**

	The Metamorphosis, Franz Kafka
Latin	English from the Roots Up Latin Alive! Wheelock's Latin, Frederick Wheelock & Richard LaFleur Thirty-Eight Latin Stories, Anne Groton & James May Ritchie's Fabulae Faciles, Geoffrey Steadman

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

It is important to note that the above curriculum has been implemented in over 20 BCSI affiliated schools in eleven states. Each of the states represented by BCSI affiliated charter schools far outrank Alabama in terms of general English, Math and Science proficiencies, yet these schools have seen an average increase of 20% in English Proficiency and 10% increase in Math Proficiency - a remarkable feat within the public education sector.

3.d Instructional Strategies (THIS TOPIC NOT ON UPDATED RUBRIC)

There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience-based rationale for why the listed strategies are being used and how they are culturally responsive and responsive to the anticipated student population. There is a comprehensive and relevant description of the processes methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Instructional Methods and Strategies

Robert Marzano's *The New Art and Science of Teaching*, based on 50 years of educational research, places focus on student learning outcomes, with 43 research-based elements that teachers will use to help students grasp information and skills transferred through their instruction. Marzano outlines three overarching categories of teaching- feedback, meaningful content instruction, and meeting basic psychological needs. If used together, these three areas boost the learner's self system and influence the growth mindset. The individual teaching strategies associated with element are accessible for all learners-reluctant to high achieving. Each individual student can achieve at high levels; they simply have to believe it's possible.

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

Marzano's New Art and Science of Teaching Domains and Elements	
Domain	Element
Providing and Communicating Clear Learning Goals	Providing Scales and Rubrics Tracking Student Progress Celebrating Success
Assessment	Informal Assessments of the Whole Class Formal Assessments of the Whole Class
Direct Instruction Lessons	Chunking Content Processing Content Recording and Representing Content
Practice and Deepening Lessons	Structured Practice Sessions Examining Similarities and Differences Examining Errors in Reasoning
Knowledge Application Lessons	Engaging Students in Cognitively Complex Tasks Providing Resources and Guidance Generating and Defending Claims
	Previewing Highlighting Critical Information Reviewing Content

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

Relationships	Understanding Students' Backgrounds and Interests Displaying Objectivity and Control
Communicating High Expectations	Demonstrating Value and Respect for Reluctant Learners Asking In-Depth Questions of Reluctant Learners Probing Incorrect Answers with Reluctant Learners

The school's primary instructional strategies will support the school's mission to train our student's minds and hearts through a classical, content-rich curriculum that puts an emphasis on traditional learning, virtuous living, and civic responsibility.

The following instructional strategies are culturally responsive to the needs of any student regardless of socioeconomic status, race, ethnicity, language, age, or gender. All students must receive feedback, get meaningful content instruction, and have their basic psychological needs met in order to maximize their learning. The following strategies will be used for teaching a classical curriculum and fostering student learning.

- Scales and rubrics
- Formative and summative assessments
- Presenting content in small chunks
- Perspective analysis and collaborative processing
- Recording and representing content (outlines, summarizing, pictorial notes, graphic organizers, webs, dramatic enactments, mnemonic devices)
- Structured practice sessions (modeling, guided practice, close monitoring, frequent structured practice, fluency practice, worked examples)
- Examining similarities and differences
- Examining errors in reasoning
- Engaging students in cognitively complex tasks
- Generating and defending claims
- Reflecting on learning
- Elaborating on information
- Purposeful homework
- Revising knowledge

To promote virtuous living and civic responsibility, the following strategies will be used to build relationships between teachers and increase student self-awareness and build the growth mindset.

- Providing opportunities for students to talk about themselves.
- Establishing rules and procedures (explaining, generating, modifying, and reviewing rules and procedures), language of responsibility and statements of school beliefs, posting/promoting rules, class pledge or school constitution, classroom meetings, and student-self assessment
- Having an organized physical layout of the classroom and school

- Positive affirmation and acknowledging adherence to rules and procedures (verbal and nonverbal affirmations, tangible recognition, token economies, recognition forms or certificates, communication to parents)
- Understanding students' backgrounds and interests
- Displaying objectivity and control (student self-reflection and self-monitoring, identifying emotional triggers, identifying unique student needs, communication styles, active listening and speaking)
- Demonstrating value for reluctant learners (setting high expectation levels for all students, identifying differential treatment of reluctant learners, nonverbal and verbal indicators of respect)

Differentiation and Support

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

Lesson delivery will be differentiated based on students' learning styles. Written and verbal instructions or directions will be provided. Texts, articles, and other reading materials are varied by reading ability while still maintaining high expectations. Within a particular lesson the content will be presented through hands-on, auditory, or visual means, and a teacher will use more one way of reinforcing ideas, concepts, and skills. Peer-monitoring, small groups, or the buddy system will also be used to re-teach or extend learning.

The course work or product submission will differ by student ability. Students may receive choice boards to demonstrate understanding in a way that appeals to their interests and strengths. Grading may also be differentiated. For example, all students will be expected to attempt answering all problems or questions, but a subgroup may only be graded on certain ones. Due to the strong relationship between student and teacher will allow the teacher to know individual strengths and weakness and he or she may hold each individual student to his or her own ability.

The learning environment is a safe space for students to learn. Teachers will develop routines that allow students to seek help when the teacher is not immediately available. For individual work, there will be places for students to work quietly, and without distraction. Other places allow for student collaboration at a manageable noise level. It is the expectation that students spend the majority of the time under the instruction of a classroom teacher. However, pull-out sessions will be used for intense remediation. Classroom norms will be set on the first day of school and will be reinforced for consistency throughout the building.

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

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

Attachments

Section 2: Curriculum and Instructional Design

2.1 [Course Scope](#)

Neave, Bradley, 7/13/20 5:08 PM

PDF / 635.823 KB

3. Student Performance Standards

Section 4: Student Performance Standards

4.a Student Performance Standards (THIS TOPIC ON UPDATE RUBRIC)

There is a comprehensive description of the student performance standards for the school as a whole.

Performance Standards for the School as a Whole

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

During the planning year, the Board and school leaders will work closely with BCSI to further ensure the alignment of the school's curriculum to the State of Alabama's performance standards.

See [Attachment: Proposed Learning Standards](#) for Ivy Classical Academy's proposed learning standards for each grade, based on the Alabama Courses of Study.

4.b Academic Standards Beyond State Standards (THIS TOPIC NOT ON UPDATED RUBRIC)

If the applicant plans to adopt or develop additional academic expectations beyond the state standards, there is a clear, comprehensive and compelling explanation and rationale of the expectations (e.g. content areas, grade levels) and alignment to the educational program is provided.

Academic Standards Beyond State Standards

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

While it is not part of the Alabama CCRS standards, Latin is an integral part of Ivy Classical

Academy's literacy curriculum because it aids students in mastering English. Over 60% of all English words are derived from Latin, and studying Latin grammar supports the understanding of English grammar. Learning Latin contributes to students' understanding of how to build and link words, phrases, and sentences while promoting their sequencing skills. Latin leads to a deep understanding of word formation, which will be particularly important for students who plan to enter fields with large technical vocabularies (e.g. medicine and law).

4.c Grade Promotion (THIS TOPIC ON UPDATED RUBRIC)

The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school's education program, mission and vision. The applicant has provided a strong culturally responsive plan for clearly communicating these criteria to staff, students, and families.

Grade Promotion

While the final determination will be made by the academic administration, all decisions regarding student promotion from one grade to the next will be made through a collaborative process involving appropriate administrators, faculty/staff, and parents. Prior to finalizing grade promotion policy, the school leaders will have a chance to discuss best practices for Grade Promotion with their counterparts at other schools in the BCSI network. In all cases, the process of making promotion and retention decisions will take into consideration a variety of factors, not solely academic progress. Grade level performance is determined by a combination of (a) social preparedness and (b) mastery of academic skills.

First and foremost, we acknowledge the negative connotations surrounding grade retention; students who are retained may suffer emotionally and socially while being hindered from learning new content in the subsequent grade (Ketschemann et al., 2019). As suggested by Martin (2011), the goal will be to provide struggling students with necessary interventions (i.e. individualized instruction, personalized tutoring, etc.) while allowing them to be promoted to the next grade along with their peers.

High Standards

We also recognize the importance of considering academic preparedness when promoting a student from one grade to the next. While promoting an under prepared student for the sake of keeping him with his peers may cause him to fall even further behind, both socially and academically (Hanover Research, 2013), retaining that student can lead to substantive long term academic gains and reduce the likelihood that they are retained in a later grades. Thus, minimum academic standards must be met by the student before he or she is promoted to the next grade. K-6 students must pass English-Language arts, reading, mathematics, science, and social studies to be promoted to the next grade level. Students who (a) have a cumulative failing grade of 60 or below in two or more core classes at the end of the school year or (b) have less than a cumulative average of a 70 across all courses at the end of the year will fail the grade. In recognition of the importance of both the social and emotional benefits of promotion based on high standards, our goal is to offer tutoring during the school year, and if needed, a summer school program centered around individualized instruction for students who are retained or tracking towards retention. All efforts, without sacrificing the high standards of promotion, will be made to facilitate promotion to the next grade for students that are or have fallen behind.

To reiterate, in all cases, the decision of whether a student should be promoted or retained shall be made with input from the appropriate administrators, faculty/staff, and parents and on the basis of which grade placement provides the student a better chance of progressing in both his or her social and educational development.

These promotion policies and standards ensure that minimum academic expectations will be mastered by students at a given grade level prior to their advancing to the next grade level. Further, we acknowledge that students learn at different rates by different means; thus, it will occasionally be beneficial to students to be retained in or at a specific grade level to receive additional instructional assistance which should enable them to master the academic skills which are necessary for them to experience success in school.

Alignment to Education Program, Mission and Vision

Ivy Classical Academy's mission is to train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. In order to ensure that students are promoted, they must display a minimum level of mastery not only according to the standards set forth by the State of Alabama, but also in regards to the elements of a classical education that are not found in a traditional school setting. Latin is a core component, as such students will be held to minimum expectations in order to be promoted to the next grade level. This will be monitored by formative and summative assessments in the classroom specific to the study of Latin.

In addition to evaluating academic progress, the school expects students to adhere to the principles of moral character (as related to honor, discipline and civic virtue).

Behavior such as being chronically absent, disengaged, disruptive, cheating, and stealing will all weigh in the staff's decision to promote to the next grade. It is important to note, than in many of those instances, especially for recurring instances, that intervention will take place. Some of those issues will be dealt within the framework of the discipline policy, others might include parental involvement. For example, if a student makes a decision to routinely cheat, efforts will be made to understand the root cause. Is it speed of curriculum, is it performance anxiety, is it retention or attention issues, is the home environment not conducive to proper studying and finishing homework?

Clear Communication

Teachers will provide routine progress reports to all students and their parent/guardians as the class, department or school determines. If a student needs to be retained based on the teacher's professional judgment of the student's academic performance and/or other factors, the parent/guardians of that student will be informed as early in the school year as possible, as early diagnosis and targeted intervention is imperative. Notification will be sent via mail from Ivy Classical Academy to parents/guardians of students who meet the retention guidelines of this policy. A series of three letters will be sent at specified times which are (1) at the end of the first semester (second nine weeks grading period), (2) at the end of the third nine weeks grading period, and (3) at the end of the school year. The letters will inform parents/guardians of their children's potential or definite retention. A copy of each letter sent, as well as letters returned to the school, will be filed in each student's permanent record folder. The letters of notification regarding retention will serve to bring principals and teachers together in a team effort, to inform parents/guardians and involve them as much as possible before the end of the school year, and to satisfy documentation requirements for the school.

Ivy Classical Academy will formalize the plan for communicating the aforementioned criteria to staff, teachers, students, and families during the planning year. The adopted policies and standards for promoting students from one grade to the next will be outlined in detail in (a) the Staff and Faculty Handbook and (b) the Student and Parent Handbook, both of which will be

distributed with notice of disclosure forms being signed by those recipients and kept on file. This will ensure that all parents, guardians, staff and faculty have acknowledged receipt and understanding of the school policies.

The school also understands the importance of cultural responsiveness when communicating with parents and will closely monitor the ever changing needs of the student, parent and guardian population. This might mean making the handbooks and communication available in multiple languages depending on the enrollment makeup. It might mean offering forums for parents/guardians to attend to get a better understanding of the policy. Some parents/guardians might not have a full command of the written language, and thus need to have one on one communication to best comprehend what is expected of them and their children. The PTO will be instrumental in monitoring and reporting any changes or developing needs, as it is often the case that parents share more openly with other parents than they do the school's administration. This will ensure that Ivy Classical Academy continually communicates with students, parent/guardians and staff in the most culturally responsive manner possible.

Staff and faculty will receive a copy of the Staff and Faculty Handbook at the time they are hired. Additionally, the school leader will ensure newly hired staff and faculty understand and are familiar with these policies and standards during the onboarding process, and they will be reiterated during the in-service days prior to the start of each school year.

Students and parents/guardians will receive a copy of the Student and Parent Handbook during new student orientation (which requires a parent/guardian to be in attendance with the student). In addition to having access to these policies and standards in the Student and Parent Handbook, these policies and standards will be discussed with students and parents/guardians during new student orientation.

4d. Exit Standards (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided the school's exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do, and meet or exceed all state grade level expectations.

Exit Standards

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

Section References

- Hanover Research. (2013, April). Examining the impact of grade retention. Retrieved from <https://www.gssaweb.org/wp-content/uploads/2015/04/Examining-the-Impact-of-Grade-Retent>
- Kretschmann, J., Vock, M., Lüdtke, O., Jansen, M., & Gronostaj, A. (2019). Effects of grade retention on students' motivation: A longitudinal study over 3 years of secondary school. *Journal of Educational Psychology, 111*(8), 1432–1446. <https://doi.org/10.1037/edu0000353>
- Martin, A. J. (2011). Holding back and holding behind: Grade retention and students' non-academic and academic outcomes. *British Educational Research Journal, 37*(5), 739–763. <https://doi.org/10.1080/01411926.2010.490874>
- Schwerdt, G., West, M. R., & Winters, M. A. (2017). The effects of test-based retention on student outcomes over time: Regression discontinuity evidence from Florida. *Journal of Public Economics, 152*, 154-169. <https://doi.org/10.1016/j.jpubeco.2017.06.004>

Attachments

Section 3: Student Performance Standards

3.1	Alabama Exit Standards	Neave, Bradley, 7/11/20 6:00 PM	PDF / 599.274 KB
3.2	Proposed Learning Standards	Neave, Bradley, 7/11/20 6:00 PM	PDF / 3.259 MB

4. High School Graduation Requirements (High Schools Only)

Section 5: High School Graduation Requirements (High Schools Only)

5.a Exit Standards (THIS TOPIC ON UPDATED RUBRIC)

There is a clear and comprehensive description of how the school will meet the requirements described in Attachment 4, along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements.

Exit Standards

Ivy Classical Academy will graduate the school's inaugural senior class at the end of the 2027-2028 school year. Ivy Classical Academy students will earn a half credit for each semester course and a whole credit for a year-long course as long as the student has earned a minimum 70% grade average for the course while meeting the attendance requirement for the state.

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

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

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

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

5.b Career / College Readiness (THIS TOPIC ON UPDATED RUBRIC)

There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities

Career and College Readiness

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

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

5.c Dropout Prevention (THIS TOPIC ON UPDATED RUBRIC)

There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out

Dropout Prevention

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

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

Homework and classwork help will be offered during specific study hall hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice and further feedback. When learning gains are not progressing at an appropriate rate, we will provide for tutoring. These sessions are programmed within our operating budget and will be applied to those students requiring extra intervention to bring them up to grade level expectations.

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

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

If upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics will continue remedial instruction or supplemental instruction until expectations are met or the student withdraws from

the School. Progress monitoring will stay active until a student has made sufficient learning gains to illustrate proficiency.

Please See Attachment: [BCSI HS Graduation Requirements](#) for a review of the additional requirements as set forth by BCSI.

Attachments

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

4.1 BCSI HS Graduation Requirements	Neave, Bradley, 7/10/20 8:51 PM	DOCX / 17.865 KB
---	---------------------------------	------------------

5. School Calendar and Schedule

Section 6: School Calendar and Schedule

6.a Annual Academic Schedule (THIS TOPIC ON UPDATED RUBRIC)

There is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Alabama’s Standards. The school’s proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days.

Annual Academic Calendar

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

Instructional Days / Hours

The academic schedule will provide the school with 180 instructional days and 1080 total hours of instruction, which the school and BCSI have determined to fall in line with the required number of instructional days to effectively and efficiently pass along the necessary subject material for students to not only meet and exceed the standards as set forth by the State of Alabama, but also the internal/additional requirements as set forth by Ivy Classical Academy (Latin language studies).

The school day will meet the minimum set forth in the Code of Alabama and State Board of Education rules and regulations. The Code of Alabama states that a school day shall include six hours (360 minutes) of actual teaching time exclusive of all breaks, recesses and intermissions.

Make-up Days

In the event of a school closure, early release, or shelter in place due to inclement weather or other emergency, the information must be reported by the superintendent of each school system on the School Closure Notification Form. After completion of the Notification Form, the

superintendent must complete the School Day Make-Up Form and submit it to the State Superintendent of Education for approval. In such events, the school leader or appropriate staff member will closely monitor and communicate with the State and other County school officials to follow the same protocol. If it is determined that a make-up day is needed, then it will be schedule in accordance with that of Autauga County Public School's make-up day. This will again minimize disruptions for families that have students in both the county school system as well as Ivy Classical Academy.

Assessment Days

In terms of external assessments, the School will conduct those assessments during the same time frame as the Autauga County Public School System. This will ensure that Ivy Classical Academy can furnish the assessment data to Autauga County in a timely manner, thus allowing the school to more closely monitor school progress compared to that of the other county schools, and Autauga County as a whole. The school leader or appointed staff member will coordinate with the county in obtaining the assessment schedule when it is finalized, and will circulate the dates internally so department heads and school leaders can best incorporate those dates into the school's academic calendar and lesson planning.

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

Please See Attachment: Assessment Schedule, for the 2019-2020 Autauga County Schedule.

6.b Daily and Weekly Schedule (THIS TOPIC ON UPDATED RUBRIC)

The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong and sophisticated explanation as to why the school's daily and weekly schedule will be optimal for student learning and faculty/staff development needs.

Daily and Weekly Schedule

The structure of the school day and week will resemble that of schools within the Autauga County school system, with a typical week seeing students attend the school Monday through Friday.

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

Instructional Hours / Minutes

Ivy Classical Academy will dedicate 290 minutes of instructional time in the Lower School (K - 6th Grades) for core subjects. The school will dedicate 250 minutes of instructional time in the Upper School (7th - 12th Grades) for core subjects.

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

Start and Dismissal Times

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

Optimal Student Learning

The Board feels the school's tentative daily and weekly schedule will be optimal for student learning as it breaks classes down into manageable blocks of time. The duration of the blocks is smaller for the younger classes, as studies have shown that younger children routinely keep attention for 15 to 20 minutes. By focusing the younger grades on smaller blocks, teachers can keep activities and the learning environment fresh. Kindergartners will also have three 20 minute recess blocks, in addition to lunch, which in countries like Norway, has demonstrated positive results in classroom attention and subject matter retention. Class time for the older grades will be restricted to 50 minute blocks, with complex subjects such as math being broken out over two smaller sessions separated by another subject altogether (Math Facts / Math Modeling) (ELA Language / ELA Literature).

Optimal Teacher Development

The school schedule will also provide ample time not only for individual teachers to perform non-classroom tasks (grading, assessment review, course prep), but will make it possible for cohorts and entire departments to get together during the school day to work on collective goals and tasks as well as prepare student lessons with synergies across grade levels. By providing teachers in the same departments with this time to work collectively, the school feels that students will reap the rewards of a more comprehensive and well planned education.

Attachments

Section 5: School Calendar and Schedule

5.1	Sample Daily Schedule	Neave, Bradley, 7/11/20 6:52 PM	PDF / 131.734 KB
5.2	Assessment Schedule	Neave, Bradley, 7/11/20 6:50 PM	PDF / 115.271 KB
5.3	Proposed School Calendar	Neave, Bradley, 7/11/20 6:49 PM	PDF / 257.413 KB

6. School Culture

Section 7: School Culture

7.a Culture of the School (THIS TOPIC ON UPDATED RUBRIC)

There is a compelling description of the culture of the proposed school, explaining how it will promote and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development. The applicant's description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness.

Culture of the School

Ivy Classical Academy will promote a positive and culturally inclusive academic environment where students show respect for themselves, their teachers, their school and their peers. It is Ivy Classical Academy's belief that the inclusive culture it will develop stems from the individual and collective acknowledgement that all students are unique and that all students require direction and guidance in order to reinforce their intellectual and social development. To instill and cultivate this common belief, the school will continually enforce the ideal that all students are equal, and that not all students learn or develop in the same manner or speed. Differences amongst individuals and groups will be embraced at Ivy Classical Academy.

Inclusiveness will take part in the classroom, through active participation and engagement.

Teacher's will enforce the belief and ideals that all students, regardless of race, ethnicity, religion, gender or socio-economic background have a voice and should actively engage in open discussions. Inclusiveness will take part school-wide when determining roster spots for athletic teams, academic teams, etc - all of which will be done without any prejudice or discrimination. Likewise, the Upper School House System will be undertaken with a random selection process, again without any form of prejudice or discrimination. This process will ensure a culturally diverse, yet unified group of students all striving for individual excellence, as well as group excellence.

Faculty and staff at Ivy Classical Academy are expected to embody the virtues and beliefs they are instilling in their students by pursuing knowledge as a life-long learner, being a model of exemplary citizenship, and demonstrating scholarly and compassionate leadership. Faculty are also expected to develop a helping culture, of the sort described in Harvard's Business Review about IDEO, an international design and consulting firm (<https://hbr.org/2014/01/ideos-culture-of-helping>), to support each other as we strive to fulfill the school's mission and vision. Habits of virtue, including cultural responsiveness, must be modeled and evident in all faculty and their interactions with students and parents.

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

7.b Establishing and Maintaining Culture (THIS TOPIC ON UPDATED RUBRIC)

There is a well-articulated, comprehensive and compelling description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.

Establishing and Maintaining Culture

The main goals of establishing this culture are to:

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

In order to establish the desired school culture, Ivy Classical Academy will implement a number of policies and systems starting on the first day of school. These policies include, but are not limited to:

Seven Virtues

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

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

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

upon graduation – complete.

The seven virtues will be prominently displayed at the school entrance and on the school campus. Students, once in an appropriate grade level, will learn the definitions and meaning of the seven virtues, as well as the importance they hold to the school's mission and vision and how by adhering to them, it will result in a more complete and well-rounded education and life after school.

School Uniforms

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

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

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

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

House System

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

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

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

- Herodotus
- Shakespeare
- Newton
- Da Vinci
- Beethoven
- Euclid
- Plato
- Socrates

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

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

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

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

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

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

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

Professional Capacity

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

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

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

Parents / Guardians

Parents and Guardians of Ivy Classical Students will understand from the first day of school what open communication and an invitation to engage is all about. There will be routine communication from teachers, department heads and school leadership, important to develop the culture of parental involvement. This communication will be culturally responsive, and will be circulated in multiple languages when needed, as well as over multiple platforms (mail, text, email, etc.). It is important that the school set the tone early on that the school desires parent/guardian involvement

and inclusion. More frequent PTO forums will be held, parents will be invited to participate in school activities (civic volunteering, campus clean-up, and social events). The school will host Mother and Father lunch dates on specific days, so that parents can spend time with their children in the school setting without disrupting the classroom. The school will host homework sessions for parents that desire to help their children, but might need a refresher themselves. The school will upload and maintain classroom connections, a series in which teachers record mini-modules designed to help parents understand what their students are learning, so they can more actively participate in discussions at home. An example of this might be a small series on the differences between Singapore Math and Common Core, describing the benefits to the methods the school chooses.

Mid-Year Enrollment

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

Please See Attachment: BCSI Waiting List for the most recent waiting list for Other BCSI Affiliated Classical Charter Schools.

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

- Assigning to them a grade and gender appropriate ambassador student who will be able to answer questions about school life, the school campus, extracurricular activities and the community.
- Assign to their parent/guardian/family an ambassador family to help integrate them into the school and local community.
- If the incoming student is in 7th grade or higher, they will immediately be assigned to their House, and have a meeting with the house mentor and head students from their grade level.
- The student will be offered additional tutoring or assistance in learning Latin, if the student hasn't already been introduced.
- The student will take any relevant assessment, both formative and summative, to determine if an alternate grade placement is warranted.

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

7.c Cultural Responsiveness (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant's explanation for how the school culture will be culturally responsive, take account of and serve all students, including receiving special education services, English Language Learners (ELLs) and any student at risk of academic failure clearly demonstrates the applicant's thorough understanding and capacity to ensure cultural inclusive-ness and responsiveness for all students.

Cultural Responsiveness

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

language barrier, or academic challenges.

The seven virtues provide a firm foundation whereby every student is not only accepted but is accepting of every student, including those with differences or special needs.

Since every student will be assigned to a House in the Upper School House System, students with special needs, language barriers, or at risk of academic failure will find themselves a part of a group of students holding each other accountable and rooting for each other. During the planning year, the department heads will formalize a plan in which special needs students, ELL, or at-risk students can be active in and play an important role in the success of their respective houses. This will provide a source of encouragement and belonging for special need students often lacking in public schools.

In some instances, the difference between a low and high-performing student can be something as simple as receiving positive reinforcement, or a sense of belonging, or to understand what they are doing matters to others. All of these are pillars of the culture that Ivy Classical will instill for all students.

7.d Typical School Day (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has described a compelling typical school day from the perspective of a student and from the perspective of a teacher and clearly demonstrates the applicant’s understanding and capacity to ensure cultural inclusiveness and responsiveness for all students and staff.

Typical School Day for Students

--Please See Attachment: Sample Day for the Third Grade

Typical School Day for Teachers

Please See Attachment: Sample Day for the Third Grade

Attachments

Section 6: School Culture

6.1	Sample Day for the Third Grade	Neave, Bradley, 7/11/20 7:56 PM	PDF / 104.068 KB
6.2	BCSI Waiting List	Neave, Bradley, 7/11/20 7:56 PM	PDF / 441.624 KB

7. Supplemental Programming

Section 8: Supplemental Programming

8.a Summer School (THIS TOPIC NOT ON UPDATED RUBRIC)

If the applicant has proposed to operate summer school, the applicant has provided a comprehensive and compelling description of the proposed summer school offerings including the schedule, length, anticipated participants. The applicant has clearly demonstrated how participants will be identified and the process for determining

attendance when interest exceeds capacity, and how the program aligns with the mission, vision and educational program. There is a clear plan for resource and staffing needs which is also reflected in the budget.

Summer School

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

8.b Extra or Co-Curricular Activities (THIS TOPIC ON UPDATED RUBRIC)

There is a clearly articulated and detailed description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs.

Extra or Co-Curricular Activities

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

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

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

The schedule, length, and anticipated participants will all vary greatly between activities and offerings.

One key element of a classical curriculum is learning Latin. Since it is so instrumental to the foundation of the school's curriculum, Ivy Classical Academy will offer Latin tutoring at no additional cost to provide support to students requiring extra assistance or for new students who transfer into the school without any prior experience with Latin. This will be provided by the school's Latin teachers and may involve virtual learning opportunities, as well as opportunities outside of the normal school hours. While it is wishful thinking that the teachers may volunteer this additional time, it may be necessary for the school to fund allocate funds to this program.

If the need or demand is great enough, the school may elect to offer a Latin summer camp for both existing and incoming students. This will be paid for out of the schools budget, with an eye on minimizing expenses.

Student Athletics

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

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

Children who play team sports show increased cooperation and teamwork and foster a sense of community. There's also a sense of shared responsibility for the outcome, which means that

having a bad day isn't the end of the world.

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

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

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

The Board and school leaders will also determine during the planning year if it is attainable, both financially and ability to furnish the proper numbers, for the school to partake in District-Sponsored Interscholastic Programs. If it is determined to be a viable and prudent option, the school will allocated funding from the budget to support the programs. If there is a shortage in funds, the school will undertake fundraising activities as well as direct sponsorships from parents and local area businesses. Given the limited budget, the school may opt to partner with the YMCA, which offers a full slate of extra-curricular youth sports leagues and competitions, through which the school can furnish teams comprised of school students. The school may opt to fund this from the budget, or to offer these activities as a fee based activity.

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

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

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

Cultural Responsiveness

Whether academic, athletic or civic in nature, any Extra or Co-Curricular activity will be made available to all students regardless of race, ethnicity, gender, culture or socio-economic background. None of the activities will demonstrate prejudice towards students with special needs or other barriers such as language or learning disabilities.

If the school opts to offer any sanctioned activity, resulting in a team representing the school, then it will be the responsibility of the coach and school leaders to put together activity specific policies and handbooks. Assuming that students aren't otherwise disqualified (academically, or due to discipline) then everyone can try out to become a member of team's representing the school. It will be the sole discretion of the coach to determine the most qualified representatives for the school, but in so choosing, the coach cannot display any prejudice or discrimination.

8.c Student Mental, Emotional, and Social Development and Health (THIS TOPIC ON UPDATED RUBRIC)

There is a clearly articulated and compelling description of culturally responsive programs

that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.

Student Mental, Emotional, And Social Development and Health

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

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

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

- **Counselor:** Several of the school counselor's primary functions will be to build relationships with students, be an active part of the discipline process, and provide an open door for students wishing to discuss emotional needs. This will be explained in the student handbook, so that students will have a full understanding of what resources they have access to.
- **Core Virtues:** The school will continually reinforce and reiterate the school's seven core virtues of Excellence, Courage, Humility, Perseverance, Prudence, Integrity and Responsibility. Students will gain an understanding of the role these virtues have in the curriculum, discipline and décor and how implementing them into our daily lives results in a more well rounded mental, emotional and social wellbeing.
- **Discipline:** Ivy Classical Academy will not implement a discipline program based entirely on restorative justice, trauma care, or positive behavioral intervention systems, PBIS. But they will each serve as valuable tools and practices within a framework of a more traditional discipline system. The school counselor will be fully involved in the final planning of the discipline policy to ensure that the students mental, emotional and social development and health is factored into the discipline program.
- **House System:** Ivy Classical will employ a form of structure starting in grade 7 that encourages interpersonal development and provides some administrative framework. While most schools have a form of 'Home Room' at the beginning of the day to take attendance, cover any administrative responsibilities and provide a segue into the academic portion of the daily schedule. The House System is a more robust and comprehensive platform for children in grades 7-12 to work collectively towards common goals, perform group activities and help each other out. This collaboration with students across the grade levels helps build upon the school's virtues and provides a safe environment for students to interact with each other for a common purpose. This interaction helps build friendships, comradery and a team first environment that will ultimately lead to better mental, emotional and social development.
- **After School Care:** Given the percentage of FRL students in Autauga County and the surrounding area, Ivy Classical Academy, will ways to implement an after-school care program. This may be developed internally or outsourced to a local organization that will be tasked with implementing the program. Some local organizations that the school may choose to partner with are the local YMCA or the Boys and Girls Clubs.
- **Tutoring:** Falling behind academically can be a cause for extreme stress and anxiety. That is why Ivy Classical Academy will be implementing a tutoring program for students who need additional time and help, or for those who are falling behind in class. The tutoring program will be help outside of normal school hours and the counselor and school leaders will work on an implementation strategy in Year Zero.

Several of these programs may result in direct costs to the school, counseling and tutoring, in which case funding will be allocated through the school budget. Other practices will be offered on

a fee-based basis, tutoring, after school care, care prior to school, etc. The school will work with providers to minimize costs and in some cases they have agreed to provide this free of cost to at-risk families (YMCA).

Activities and systems like the House System will have indirect costs, which will be the responsibility of students and their families. Some of these costs will be decorating floats for parades, food and concessions for study sessions in preparation for the academic portion of the Oxford Games, Buying color specific clothing for House sporting events or school-wide events.

Unique Needs of the Student Population

The school will implement all of these programs in a culturally responsive manner, a manner in which all students are provided access to the programs without any prejudice or discrimination. In the event that a student can benefit from a program, but otherwise can't afford it, the school will seek scholarships or activity donors to allow for their participation.

The school also believes that these programs are all encompassing and broad enough to not only serve the student population of the school as a whole, but will also serve and cover any unique needs of the individual students, including those with special needs, language barriers, or those who are at-risk of falling behind or dropping out.

8.d Other Student Programming (THIS TOPIC NOT ON UPDATED RUBRIC)

If applicable, the applicant has described any other student-focused activities and programs that are integral to the educational and student-development plans.

Other Student Programming

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

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

8.e Supplemental Programming Parental Outreach (THIS TOPIC NOT ON UPDATED RUBRIC)

There is a clear and compelling culturally inclusive plan for outreach to families to apprise them of supplemental programming opportunities. Said plan demonstrates the applicant's thorough understanding of culturally inclusive outreach.

Supplemental Program Parent Outreach

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

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

In the event that a parent or guardian is unable to attend scheduled meetings and/or has no

access to the internet, the school will provide access to a kiosk on school property to provide more information. Contact information for specific coaches and activity volunteers can be made available as well.

See Attachment: Kiosk Rendering

Attachments

Section 7: Supplemental Programming

7.1 [Kiosk Rendering](#)

Neave, Bradley, 7/11/20 8:48 PM

PDF / 574.333 KB

8. Special Populations and At-Risk Students

Section 9: Special Populations and At-Risk Students

9.a Special Populations Plan (THIS TOPIC ON UPDATED RUBRIC)

There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment and the school calendar and schedule is supportive of those needs.

Overall Plan to Serve Students with Special Needs

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

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

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

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

Identifying Students with Special Needs

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

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

at-risk students.

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

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

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

A strong Response to Instruction (RtI) program will be implemented for struggling students. Students who are not experiencing success in the classroom will have access to three levels of support, each increasing in the level of intensity and frequency before requesting SPED testing. Only after a student has progressed through all three Tiers of RtI will they be tested for learning disabilities. All other reasons for lack of success will be investigated, including but not limited to, attendance, lack of specific interventions, frequency of interventions, hearing and/or vision difficulties, etc.

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

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

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

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

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

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

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

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

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

At-Risk Students

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

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

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

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

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

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

ELL Students

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

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

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

become certified on an as needed basis.

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

HICAP Students

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

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

Least Restrictive Environment

Ivy Classical Academy will convey to parents with SPED children that an LRE is not a place, but the learning program that the school will provide to special needs students.

The school's intent and use of LRE is to make sure that kids who require special education are included in the general education classroom setting as often as possible. This is not always possible, and that will be the sole determination of the school's IEP team, through discussions with parents and guardians, to decide what the LRE is most suitable for each specific student. These are a few common LRE scenarios that will be found at the school:

- **General education classroom with support.** Your child spends the entire day in a general education class. Your child receives supports and services like a tutor or aide, assistive technology, related services, accommodations, modifications, or any combination of these. The school will partner with local colleges, such as Faulkner and Huntingdon and Montevallo, to source and onboard teachers, aids and interns. This will make this particular scenario more feasible given the limited budget of the Autauga County School System.
- **Partial mainstream/inclusion classroom.** Your child spends part of the day in a general education class. Your child gets some individual or small-group instruction in a special education class, or is pulled out of class for some services. This will be determined by the IEP team and might involve more specialized and individualized instruction for the more complex subjects, but keeping the students in a more mainstream setting for courses that are more conducive to the students' abilities.
- **Special education class.** This is a program with specialized instruction for kids with similar learning needs. This might also include individualized instruction in a private setting so as to provide the student with an unencumbered environment free from distraction to better learn the material.

The Board and school leaders will be looking to onboard a seasoned Special Education Department Head, as this will provide the school's special needs population with the capability and experience to most thoroughly address how the school will meet the needs of all students in the least restrictive environment.

School Calendar and Schedule

The Board feels that the school's calendar and schedule is supportive of the anticipated needs of

the school's special needs students. As with other BCSI charter schools, the plan is to fully immerse and include all students in the classroom as much as possible, without being a distraction or disturbance to other students and as long as the students learning potential is maximized. In the event that students need to be pulled

Please See Attachment: [The Plain Language of Special Education](#) for more information on the program.

9.b Expected Special Populations (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has thoroughly identified the special populations and at-risk groups that the school expects to serve and explained the basis for these assumptions. There is a comprehensive and articulate explanation of how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of all students.

The applicant has demonstrated a thorough understanding and capacity to comply with applicable laws and regulations.

Topic included in the overview. 9.a

9.c SPED (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has comprehensively and completely explained how the school will identify and meet the specific learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Included are complete descriptions of specific programs, strategies, and supports the school will provide, including the following: methods for student identification, specific instructional programs and practices, plans for monitoring and evaluating academic, social, emotional and functional performance and graduation/promotion, scientifically based research interventions, and qualified staffing for specially designed instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students with disabilities.

Topic included in the overview. 9.a

9.d ELL (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has thoroughly explained how the school will meet the needs of English Language Learner (ELL) students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, providing qualified staffing for ELL instruction and parent notification requirements. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who speak a language other than English.

Topic included in the overview. 9.a

9.e At-Risk (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has thoroughly explained how the school will meet the needs of at-risk students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, and qualified staffing for ELL instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are at-risk.

Topic included in the overview. 9.a

9.f HICAP (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has thoroughly explained how the school will meet the needs of its highly capable students, including: comprehensive methods for identification, special instructional programs, explicit plans for monitoring and evaluating student academic progress, and qualified staffing for highly capable instruction. The applicant has demonstrated a sophisticated understanding and explanation of how it will serve its students who are highly capable.

Topic included in the overview. 9.a

Attachments

Section 8: Special Populations and At-Risk Students

8.1	Response to Instruction	Neave, Bradley, 7/11/20 9:51 PM	PDF / 1.548 MB
8.2	WIDA ELL Plan	Neave, Bradley, 7/11/20 9:50 PM	PDF / 674.063 KB
8.3	Plain Language of Special Education	Neave, Bradley, 7/11/20 9:50 PM	PDF / 2.542 MB

9. Unique/Innovative Program Offering

Section 9: Unique / Innovative Program Offering

(THIS ENTIRE SECTION NOT ON UPDATED RUBRIC)

9.a Unique / Innovative Program Offering (THIS TOPIC NOT ON UPDATED RUBRIC)

Compelling evidence of how the school will offer unique or innovative programs or characteristics that are otherwise not offered by the local school system or not offered to the same extent.

Classical Education

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

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

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

Seven Virtues

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

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

School Uniforms

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

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

House System

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

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

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

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

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

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

Professional Capacity

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

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

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

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

Integration

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

Evidence of Success

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

Attachments

Section 9: Unique/Innovative Program Offering

– No Attachments –

10. Student Recruitment and Enrollment

Section 10: Student Recruitment & Enrollment

10.a Recruitment and Enrollment Plan (THIS TOPIC ON UPDATED RUBRIC)

There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically and completely described the school's plan for outreach to at-risk students, including evidence of targeted outreach plans to specific neighborhoods or zip codes, identified based on the proposed student population and the mission of the school.

Recruitment and Enrollment Plan

Ivy Classical Academy is committed to meeting the learning needs of ALL students. In order to do so, the school will engage in a wide range of culturally inclusive community outreach efforts that will reach as many families and students as possible, including those with economic or academic disadvantages, students with special needs (IEP's, section 504 plans, etc.), students at risk for dropping out, and English Language Learners.

In order for this plan to be culturally inclusive and to provide equal access to all interested students and families, the school will provide enrollment information in various formats, languages and through various channels. Large swaths of the area are devoid of internet access, other areas lack public facilities (libraries, post offices, etc.) so the school leaders and Board Members

will establish a targeted outreach plan that covers the largest number of prospective families in Autauga County. Specifics of this plan can be found in the sections below.

Targeted Outreach

The application asks the school to identify specific targeted outreach plans that focus on at-risk students, but the stark reality is that Autauga County is at risk as a whole. Prior to Covid-19 one in every two public students was determined to be economically disadvantaged by the Autauga County Public School System. 12% of the population is identified as Special Needs, 2% English Language Learners, for a total of close to 60% of the total student population determined to be educationally disadvantaged without factoring in students at-risk of dropping out or failure.

Due to Covid-19 closures, Autauga Counties unemployment rate skyrocketed from 2.5% percent in March to over 22% in May. Rural areas like Autauga County do not rebound as quickly from economic downturns, so the anticipated student population determined to be Economically Disadvantage for the 2020-2021 school year and beyond will be significantly higher than the last reported data for the 2019-2020 school year.

The school believes a large majority of the county's public students are educationally disadvantaged, making the geographic size of Autauga County the single largest obstacle that the school faces in terms of recruitment outreach, with the county covering more than 600 square miles. Given that students will be open to enroll from all reaches of the county, the school will recruit influential community members to serve as school ambassadors (church leaders, state reps, council members, commission members) for various parts of the county. The ambassadors will be key stakeholders in the school, that spend time learning and understanding the benefits not only of charter schools, but also classical education. These ambassadors, along with board members and equipped with prepared literature, will work their specific regions to educate, familiarize and otherwise excite the areas about the possibility of enrolling their students at Ivy Classical Academy. These ambassadors will work directly with the marketing committee to develop individualized collateral that speaks directly to the areas of the community in question, in a culturally inclusive manner (Marbury, Autaugaville, Billingsley, Prattville). This might mean using relatable stories, key demographic data, case studies and also the printing in multiple languages (Spanish, Korean).

Current Efforts

The school will not be starting from scratch once approval is granted. Thus far, the school has connected with many residents and families throughout Autauga County and the surrounding communities who are supportive and desire that their child have a chance to attend Ivy Classical Academy. We have spent hours engaging in conversations with community leaders, organizations, families, and residents who feel certain that Ivy Classical Academy will be an extremely valuable addition to our growing community. The school's intention and desire is for Autauga County area families to learn about Ivy Classical Academy and have an equal opportunity to enroll their child, regardless of location, gender, race, ethnicity, culture or socio-economic background.

We have seen significant interest from parents, families, businesses, and private organizations, who have been enthusiastic and supportive of our outreach efforts thus far. To date, we are closing in on 400 students pre-enrolled for the Fall of 2021. This is significant, as the school has surpassed the minimum level of pre-enrollment to which the State of Alabama deems a charter school as financially viable (250). We fully expect this number to continue increasing as we ramp up the implementation of our far-reaching marketing efforts including events, public forums, and other outreach efforts scheduled for this current calendar year.

Please See Attachment: Pre-Enrollment Forms, to read specific comments from parents who have pre-enrolled their students in Ivy Classical Academy. The letters of intent to pre-enroll students have been redacted to protect the identity of the parents and their children. Additional data was obtained from the online pre-enrollment form in regards to county of residency, age of children and whether or not any students qualify for SPED or Free or Reduced Price Meals. The secondary information was not mandatory and it was expressly stated that the school will not exclude any applicants based on answers relating to SPED or FRL. This secondary information was collected to help identify an

Recruitment Strategy

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

Outreach will focus on discussing the basis for implementing a classical curriculum and how Ivy Classical Academy will instill virtues and civic responsibility. The information will help parents and guardians understand that the school will use the Trivium, which utilizes different methods of delivery depending on the age of the students, resulting in more knowledgeable, intelligent, and articulate students. The three stages represented in the Trivium are Grammar, Logic, and Rhetoric.

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

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

- Public forums
- Community events
- Newspaper advertising
- Radio advertising
- Billboard advertising
- Web advertising (e.g. Facebook, Custom Website, etc.)
 - www.ivyclassical.com
 - www.facebook.com/ivyclassical
- Parent & guardian / prospective student informational sessions
- Email marketing campaigns
- Posters/Flyers Displayed with Permission Throughout the County.
 - Post Offices
 - YMCA Branches
 - Public Libraries
 - Churches
- Custom Informational Brochures
- Education fairs

There are also over 200 churches in Autauga County. The school leaders and Board Members will reach out to leaders at these churches as a means for them to spread the information about Ivy Classical Academy amongst their congregations. If the school can demonstrate the value of a

classical education and benefits of students enrolling at Ivy Classical Academy to the church leaders, the message will be reflected throughout the church body.

False Assumptions

Charter Schools in Alabama don't historically have a good reputation, and unfortunately many individuals are led to believe false assumptions.

In order to address this, the school's marketing materials will very clearly state that Ivy Classical Academy does not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students. The material will make clear that this is a tuition-free education that won't require families to incur hidden costs. Material will make clear that students enrolled in Exceptional Student Education (ESE) and English Language Learner (ELL) programs will be welcome at Ivy Classical Academy.

10.b Enrollment Policy (THIS TOPIC NOT ON UPDATED RUBRIC)

There is an enrollment policy that includes culturally inclusive strategies and the tentative dates for the application period and enrollment, a timeline for student recruitment/engagement and enrollment, publicly noticed and open lottery procedures, and policies and procedures for waiting lists, withdrawals, reenrollment, and transfers (Attachment 6)

The attached Enrollment Policy will be finalized early during the planning year, prior to the enrollment period commencing. The enrollment policy will be circulated in a culturally responsive manner to ensure that parents/guardians of all areas of Autauga County are fully aware of the process and procedures of enrolling their students. This information will be made available in multiple languages when necessary, and distributed through several methods (email, text, posted online, hard copies at the school office.)

Please See Attachment 8: Enrollment Policy

Attachments

Section 10: Student Recruitment and Enrollment

10.1	Pre-Enrollment Forms	Neave, Bradley, 7/11/20 11:29 PM	PDF / 6.485 MB
10.2	Enrollment Policy	Neave, Bradley, 7/11/20 11:28 PM	DOCX / 40.088 KB

11. Student Discipline Policy and Plan

Section 11: Student Discipline Policy and Plan

11.a Discipline Policy (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided a compelling, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and has comprehensively

demonstrated compliance with applicable state laws and authorizer policies, adherence to legal due process requirements. The applicant demonstrates the capacity to successfully implement the discipline plan schoolwide.

Ivy Classical Academy Discipline Policy and Plan

Ivy Classical Academy is committed to creating a culture of accountability and responsibility, as well as cultivating wisdom and virtue in all students. The school expects students to behave in a manner that positively contributes to the learning environment on campus. Students will respect themselves, the faculty and staff, their peers, adults on campus, and the school property. Students who demonstrate disruptive behavior or in a manner counter to the school's discipline policy will be subjected to disciplinary action.

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

Please See Attachment: Proposed Discipline Policy for a more comprehensive overview of the proposed discipline policy for Ivy Classical Academy. This proposed policy and plan was derived through discussions with BCSI and other affiliate schools that are currently using and enforcing similar discipline policies in their schools across the country. These similar policies have been successfully implemented in school across the network of BCSI Affiliated Schools. Meaning more than 22 schools, in eleven states, tasked with keeping 12,000 students behaving properly can attest to the benefits and efficacy of the proposed discipline plan and policy.

It is important to note that the board will defer final approval of any discipline policy or code of conduct to the school leader. The board believes it is essential to allow the school leader to finalize the policy they wish to implement, as it will further ensure a policy founded on real world experience, research, and best practices. Thus, the policy outlined is a proposed student discipline policy and plan, as well as a proposed code of conduct.

Culturally Responsive

Culturally Responsive Behavior Supports, 2011, states that Culturally Responsive discipline is when teachers make sure they are treating all of their students equally, with no discrimination or prejudice based on race, ethnicity, culture, gender, religion or socio-economic background.

David Osher et al. (2004) also emphasizes the importance of reducing disproportionate incidents of discipline based on race, ethnicity or language barriers.

Based on this research, Ivy Classical Academy will demand of its teachers a totally unbiased approach to discipline. All students, except those with diagnosed behavioral issues and special education needs, will be held to the same standards of excellence and conduct regardless of race, ethnicity, culture, gender, religion or socio-economic background.

This will provide the school with a discipline policy that is not only culturally responsive, but also fully effective for the anticipated student population, as the policy mandates that the school and administration enforce discipline based solely on the infraction regardless of bias, discrimination or prejudice.

Honor Code

An Ivy Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to excellence in courage, humility, responsibility, prudence, perseverance, integrity and excellence.

Why have an honor code?

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

Self-Governance

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

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

Students with Disabilities

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

These protections apply to students with disabilities who have individual educational plans (IEPs) or Section 504 plans.

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

If it is determined that a student's disability was a contributing factor for the violation of school conduct, then the school will rely on the IEP team and Head of the Special Needs department and staff to make any necessary changes to the IEP plan and LRE to ensure the safety and wellbeing of the student in question as well as fellow students and school staff.

Discipline Rates

Since Ivy Classical Academy will be implementing a culturally responsive discipline policy, the administration will not tolerate the disproportionate discipline of any student or group of students based on their race, ethnicity, gender, etc. A student will receive appropriate discipline as outlined in the code of conduct based on the severity of the infraction, conduct history, etc.

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

Procedures for Due Process:

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

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

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

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

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

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

11.b Distribution Plan (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has thoroughly described how students and parents/guardians will be informed of the school's discipline policy.

Distribution Plan

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

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

If there are any updates to the school's discipline policy, they will be noted and included with the

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

Attachments

Section 11: Student Discipline Policy and Plan

11.1	Proposed Discipline Policy	Neave, Bradley, 7/12/20 12:59 AM	PDF / 197.392 KB
------	--	----------------------------------	------------------

12. Family and Community Involvement

Section 12: Family and Community Involvement

12.a Family and Community Involvement and Engagement to Date (THIS TOPIC ON UPDATED RUBRIC)

The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school.

The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.

Family and Community Involvement and Engagement

The entire Founding Board is comprised of family members and community members. Nine of the ten Board members will have children or grandchildren enrolling in Ivy Classical Academy. All ten of the members reside in Autauga County, three having been born in Autauga County. Six of the ten Board members have founded and continue to run business in the community. One of the board members taught in the Autauga County School system prior to moving over to A+ Education Partners to focus on developing advanced curriculum being deployed across the State of Alabama. Four of the Board members are involved in the governance of other public and civic groups.

It is also important to note that the diversity of the Board makeup mirrors the demographics found in Autauga County and the River Region as a whole, ensuring cultural inclusivity and responsiveness.

Therefore, all discussions, planning and development to date related to Ivy Classical Academy have been undertaken specifically by and with the full and total involvement of family and community members.

Because the Board is comprised fully of family and community members, the planning and development of the school is based on real-world need, not assumptions by an independent group with no family or community ties to the area. It because of these deep ties to the community, and

the Boards common bond of having school age children in Autauga County, that the development to date has received so much support and interest from Autauga County as a whole.

Community members continually reach out to ask how they can help or become involved. So, once the school gains approval, Board Members will seek to engage those parents, guardians and members of the community by:

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

Another community member, a former principal of a school in Autauga County and budgeting specialist at the County level, has been instrumental in helping the school provide financial worksheets and budget projections based on Autauga County's most current budget allocation and cost breakdowns. This has allowed the school to put together a comprehensive budget.

Recently, several community members have reached out to express that their organizations would like to begin talks to determine if the school would make a good recipient for one of their large annual donations.

The school has also been in discussions with the Executive Director for the local YMCA. These discussions have been central to the development of the school's athletic facility planning, as well as affordable on-campus student care prior to and after regular school hours.

Parent and Community Demand

Given the overwhelming family and community support, Ivy Classical Academy Founding Board Members wanted to be able to quantify parent and community demand for the school. The solution was to set up and direct inquiries to a school website. The Board undertook the time and expense of developing an informative website that addresses common questions around what charter schools are, what classical education is, and some of the other policies and programs that differentiate Ivy Classical Academy from other local schools.

The Board also developed and implemented a pre-enrollment form accessible through the website for interested parents and guardians to pre-enroll their students for the 2021-2022 school year. As of June, 2020, the number of pre-enrollments is closing in on 400 students.

An informative video, used during the first public hearing was subsequently uploaded to the school's Facebook page where it has been viewed over 2,400 times.

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

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

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

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

And most notably, Board Members of Ivy Classical Academy have been in discussions with an established community member and landowner who has expressed an interest in donating 18 +/- acres to the school in a very prominent and accessible location. This land is prominently located with great access to all major roads in Autauga County (Hwy 31, Hwy 14, I-65).

Civic Leaders (Mayor, Planning), with the potential land donation in mind, have held initial discussions as to expanding ingress and egress to the parcel, as well as looking at infrastructure needs.

Please See Attachment: Letters of Support for Letters of Support from the aforementioned individuals

Family-School Engagement

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

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

Several of these opportunities will become available immediately following the approval of the applicant school, and through their inception will provide additional opportunities for engagement. Some of these engagement opportunities will be short term endeavors, and others will provide multi-year engagement opportunities for the parents, guardians or family and community members who wish to be involved.

It is also important to note that just because an activity or engagement opportunity is listed below, that it doesn't necessarily mean it will be fully staffed/comprised of non-school staff. And in some instances, the Board and school leaders will outline minimum skill sets or experience needed to partake in the below mentioned groups. Several of the groups listed below will have a structured nomination and selection process as well (PTO, Advisory Committees, etc.) with Parent/Guardian voting being a component of successful appointment in some of the instances.

Non-Volunteer Activities

- Parent/Teacher Organization (Immediate)
- School Board Member Participation
- Advisory Committee Membership (Immediate)
- Pep rallies and Oxford Games Events – see Section 6: School Culture
- House Selection Gala
- STEAM Field Trip Chaperone
- Sporting Events
- Theater, Music, and Dance Productions
- Community Engagement Committee (Immediate)
- Fundraising and Endowment Advisory Body (Immediate)
- Recruitment & Enrollment Committee (Immediate)
 - Church Leaders

- Prominent Community Members
- Prospective Parents and Grandparents
- Prospective Teachers
- Staff Recruiting Committee (Immediate)

Volunteer Activities

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

Parent Expectations

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

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

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

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

Community and Family Outreach

Once approved, the school will immediately begin filling committee and volunteer positions. This will be done so as to more effectively and efficiently reach out to all corners of Autauga County to inform prospective families and students about Ivy Classical Academy. Volunteers and Board Members will post information about the school, classical education, charter schools and the enrollment process in all public libraries and post offices. Board members and volunteers, using their ties to the community, will hold discussions with church leaders and prominent community members to secure their endorsement of Ivy Classical Academy and further extend the reach of the school during the planning year. School representatives will talk with community business leaders (Restaurants, Shops, Banks, Retail, C-Stores) about posting school flyers, and posting school information to their social media accounts.

By monitoring feedback and responses to the aforementioned efforts, the school may opt to send direct-mail literature to any specific areas with limited outreach success.

The school will also deploy assets to market social media postings - the advertising campaigns will center on Autauga County, but in the event we feel outreach is lagging in specific areas, we can further narrow the campaigns to specific zipcodes or clusters of prospective families and students.

The school feels that the in-person (meetings, Q&A sessions, phone calls), promotional (flyers, banner stands, etc.) and targeted mail and social media campaigns (direct mail, Facebook) reflect a realistic and diverse outreach strategy. The school also feels that the design of this outreach program will reach a broad audience and ensure and promote genuine community and family engagement.

12.b Family Engagement and Cultural Inclusiveness (THIS TOPIC NOT ON UPDATED RUBRIC)

There is a sophisticated and high-level description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement is realistic, strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians

Family Engagement and Cultural Inclusiveness

Families will be encouraged to participate not only in volunteer activities and on committees and Advisory Bodies, but also to show support for the school at sanctioned athletic events and also the competitions associated with the House System and Oxford Games. By offering parents, guardians and families a broad range of engagement opportunities, the family units will be more well connected to and contribute more to the student's wholistic educational experience. These opportunities provided to families will not only encourage parental involvement, but also aligns with the school's plan to have key stakeholders (parents, guardians, family members) fully involved on committees and taking part in volunteer activities. Similar plans have born success at other schools within the BCSI affiliated school network, and discussions centering around the implementation and best practices were taken into consideration when forming this strong, realistic plan for family engagement.

This plan is also fully inclusive of all cultures, as family engagement will be none restrictive and open to all family members wishing to participate regardless of race, ethnicity, gender, culture, or socio-economic background. If a need is assessed, in regards to family engagement, volunteer or committee opportunities that requires any collateral to be produced in multiple languages, it will be done so. The school will also broadcast to the student and family bodies, that all volunteer, committee and Advisory Body positions are open to all who wish to apply, regardless of race, ethnicity, culture, gender, special needs or socio-economic background. Discrimination of any form will not be tolerated at Ivy Classical Academy, and that extends to any sanctioned school activities as well as to the activities surrounding any volunteer, committee or Advisory Body.

12.c Community Resources / Contractual and other Partnerships (THIS TOPIC NOT ON UPDATED RUBRIC)

There is a thorough and convincing description of the community resources that will be available to students and families, and any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is compelling and diverse evidence of support that spans various intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided.

Local Partnerships

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

Potential Local Partnerships

1. [Autauga County Rural Transportation](#) is a local service that provides transportation for residents of Autauga County with minimal ticket rates. Ivy Classical Academy will not be providing student transportation to the school or to/from any school sanctioned events. For students with limited access to reliable transportation, this partnership will provide a safe and effective means for students to get to/from Ivy Classical Academy as well as to extracurricular events.
2. [AO Discover!](#) is a nonprofit children’s museum and science center created to provide exceptional hands-on educational opportunities in science, technology, engineering, mathematics, and arts for the children and families of East Alabama. Ivy Classical Academy students will be able to visit AO Discover! for field trips and intensive hands on sessions.

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

1. [YMCA](#) provides the community with access to amazing sports and recreational facilities. During the early years, Ivy Classical Academy may choose to partner with the YMCA for access to their athletic facilities such as gymnastics, swimming pools, basketball courts, et. The YMCA will also be able to provide parents and guardians with affordable on-campus childcare, both prior to and after regular school hours, which will extend the pickup-up and drop-off windows.

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

Attachments

Section 12: Family and Community Involvement

12.1	Letter of Support Dismukes	Neave, Bradley, 7/12/20 9:09 PM	PDF / 240.912 KB
12.2	Letter of Support Gillespie	Neave, Bradley, 7/12/20 9:09 PM	PDF / 155.906 KB

13. Partnership or Contractual Relationships

Section 13: Partnership or Contractual Relationships

(THIS ENTIRE SECTION NOT ON UPDATED RUBRIC)

***13.a Partnership or Contractual Relationships (THIS TOPIC NOT ON UPDATED RUBRIC)
Compelling evidence of numerous high-quality partnerships and connections with
community organizations, business, or other educational institutions.***

Educational Partnership

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

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

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

Please See Attachment: BCSI Letter of Intent

Local Partnerships

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

Potential Local Partnerships

1. Autauga County Rural Transportation is a local service that provides transportation for residents of Autauga County with minimal ticket rates. Ivy Classical Academy will not be providing student transportation to the school or to/from any school sanctioned events. For students with limited access to reliable transportation, this partnership will provide a safe and effective means for students to get to/from Ivy Classical Academy as well as to extracurricular events.
1. AO Discover! is a nonprofit children's museum and science center created to provide exceptional hands-on educational opportunities in science, technology, engineering, mathematics, and arts for the children and families of East Alabama. Ivy Classical Academy students will be able to visit AO Discover! for field trips and intensive hands on sessions.

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

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

While the school desires to offer students amenities and facilities to enhance their student experience, financial prudence and restraint will be displayed to ensure the success and longevity

of Ivy Classical Academy. Partnering with the YMCA could be a way to provide athletic fields and facilities to the students without having to commence construction before the school is financially equipped to do so.

Attachments

Section 13: Partnership or Contractual Relationships

13.1 BCSI Letter of Intent	Neave, Bradley, 7/12/20 9:33 PM	PDF / 4.248 MB
--	---------------------------------	----------------

14. Educational Service Providers (ESP) and Other Partnerships

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

(THIS SECTION DOES NOT APPLY)

Ivy Classical Academy will not be entering into any partnerships or agreements with an Education Service Provider (ESP)

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

Attachments

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

– No Attachments –

15. Educational Program Capacity

Section 13: Educational Program Capacity

13.a Leadership Team Capacity (THIS TOPIC ON UPDATED RUBRIC)

Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.

The applicant has comprehensively and convincingly demonstrated strong individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as:

- ***School leadership, administration, and governance;***
- ***Curriculum, instruction, and assessment;***
- ***Performance management;***
- ***Cultural competence/inclusiveness;***
- ***Family and community engagement;***
- ***Special populations.***

Key Members

From the first discussion about the school, Ivy Classical Academy has generated an incredible amount of support from prospective parents, teachers and community leaders. This is a clear indication that the school is not only wanted, but desperately needed in Prattville. Ivy Classical Academy's leadership team is currently comprised of the Board Members, Barney Charter School Initiative and key community members, who as a group are collectively ready, willing, and capable of successfully opening and operating a high-quality charter school. The Board will remain committed to the mission and vision of the school.

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

School Leadership, Administration, and Governance

Dr. Carl Byrd currently serves as the Dean of Academic Affairs at Amridge University (Montgomery, AL). In his leadership and administrative capacity at Amridge University, Dr. Byrd is responsible for the development of quality instruction, research, institutional effectiveness efforts, service programs, and ensuring that all academic programs and services are conducted in accordance with accreditation standards. He brings extensive leadership expertise in policy development, curriculum development, student learning outcome assessment, faculty professional development training, instructional design, and program evaluation.

Tammy Starnes has been assisting with the development of the school, and has provided valued insight in terms of navigating the State and Federal funding, and resulting budgets and financial projections. With over 25 years of diversified experience in the Alabama K-12 Educational System, and 21 years of Leadership, Tammy has a long career in School leadership, Public School Administration and School Governance, as a member of the Autauga County Board of Education. Beginning as an Elementary School teacher in Autauga County, Tammy has gone on to serve in a number of roles including, but not limited to: Assistant Principal, Education Specialist, Education Administration, Board of Education Member, Working directly for the Department of Education, School Principal and Director of Elementary and Federal Programs for the County. Most recently, Tammy has been working as an independent contractor for various school districts and charter schools. Please see Attachment: Starnes Resume, for a complete work history.

Curriculum, Instruction and Assessment

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

Mallory Harp currently serve as the 6-10th grade Science Content Director for A+ Education Partnerships. Her primary role is to support classroom science teachers across the state including: writing and revising science curricula, developing teacher leaders, planning and coordinating training events, reviewing teacher feedback, and making classroom visits. In this role, Mallory also helps teachers write their own or choose high-level questions to form the basis of their assessments. Mallory also serves on a team that writes and reviews questions for the ACAP State Assessment for science.

Prior to joining A+, Mallory served nine years in the middle school classroom teaching physical science while also serving in various roles with student leadership. During this time, Mallory also wrote assessments for her own classrooms.

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

Tammy Starnes In many of the roles in which she has served, Tammy had direct oversight of the school's curriculum, instruction and assessment. Several key accomplishments include: Development and implementation of K-6 Curriculum Roundtables, Increased depth of data analysis, accountability and data drive expectations, Implemented usage of cross curricular decision making and reporting, initiated vertical teaming to help identify gaps in curriculum and organized school curriculum teams.

Jim Wohlers earned a Bachelor of Science in Management and a Master of Science in Human Resources, both from Auburn University at Montgomery (AUM). After completing graduate school, Jim served as an Adjunct Professor for senior level Human Resources courses at AUM.

Performance Management

Dr. Carl Byrd is also tasked with managing the performance of the school as a whole, as well as personnel. Carl is responsible for monitoring the institutional effectiveness efforts, including faculty professional development training, instructional design, and program evaluation.

Tammy Starnes has many decades of performance management experience at the school, district and state levels. Tammy was instrumental to the development and implementation of the state personnel evaluation systems used to monitor teacher and staff performance; EDUCATEAlabama and LEADAlabama. Served as a representative for the professional Evaluation Section of the SDE Accountability Roundtable. Supervised English Learner programs in the LEA's in most need of support. Oversaw PEPE evaluations on assigned staff at the school level, as well as oversaw the statewide implementation of PEPE, a formative teacher performance assessment tool.

Cultural Competence / Inclusiveness

At the very core of Ivy Classical Academy is the inclusion and acceptance of all. The school will welcome and embrace students, faculty and staff regardless of their race, culture, ethnicity, gender, socio-economic background, or special needs. This culture will be extended to families and the community at large. Whether on campus or off, bias, prejudice or discrimination will not be tolerated by any student or member of the faculty or staff. Board members, school leaders and

all staff will be required to undertake and maintain cultural competence and sensitivity training as part of their respective professional development. Increased capacity in the area of cultural inclusivity and competence will reinforce the belief that everyone has the ability to learn from and relate respectfully with people from their own culture as well as those from other cultures.

In terms of cultural competence and inclusiveness specifically related to Autauga County - the Board believes the very composition of the board addresses any potential concerns. All members are active and respected members of the community, and the diversity of the board is a direct reflection of the county and thus the targeted population.

Family and Community Engagement

The Board composition is direct evidence of family and community engagement. Of the ten members, nine anticipate enrolling children or grandchildren in Ivy Classical Academy. All ten of the members reside within Autauga County, three of whom are life long residents. Six of the members have founded and continue to run businesses in the community. Several members serve in governance roles with other civic and community groups (YMCA, HPRA, HPC) and all are committed to the success of Ivy Classical Academy.

Outside of the Board, but resulting directly from Board involvement, the school is closing in on 400 pre-enrollments for the 2021 school year. This is a milestone accomplishment, as it pushes the anticipated enrollment for Ivy Classical Academy pas the 250 student threshold, which the Alabama Department of Education has identified as the minimum number of students for a charter school to achieve and attain financial viability.

The Board has entered into discussions with the YMCA to furnish athletic and physical education facilities, as well as affordable on-campus student supervision before and after regular school hours.

Tammy Starnes as a member of the Autauga County Board of Education, and while serving in the capacity of Assistant and School Principal, was a bridge or liaison between the school, governing bodies and families and community members.

Special Populations

The Board fully understands that there is no substitute for experience when it comes to the education of students with special needs. As such, the board is placing a very high emphasis on recruiting and hiring the best possible SPED Department Heads and staff. Once charter approval is granted, the Board and school leaders will look to form lasting partnerships with Faulkner University, Huntingdon University, Montevallo University as well as Auburn and Alabama. These schools have a robust and talented pool of students seeking to enter the field of education, many focused on special needs. These schools, especially Faulkner and U of A, also have world class facilities designed to help and assist families of special needs students. It is truly a blessing for Ivy Classical Academy to be in close proximity to these schools, not only due to the potential of talented staff, but also to share in best practices and utilize the world class facilities.

Tammy Starnes in her roles as Assistant Principal, Principal and at the District level, Tammy was both indirectly and directly responsible for the school's special needs department. As such, she has a broad knowledge of how best to source and allocate both State and Federal funding related to special education for public schools in Autauga County. Tammy is also ELL certified and during her tenure at the Alabama Department of Education, served on the ACCESS for ELL's CAL Quality Control Committee (Washington DC). Tammy also served as the supervisor for English Learner Coaches and developed and implemented statewide SAMUELS (School wide Assistance Meetings for Understanding English Learners).

Franklin Nettles has broad experience working with At-Risk students in the State of Alabama. Franklin has worked as a youth coordinator for the Lowndes County Board of Education, served as a career counselor for Montgomery Job Corps, and currently works for the State of Alabama's Department of Youth Services. Over his career, Franklin has demonstrated the keen ability to form strong relationships and build trust with At-Risk Students, resulting in positive outcomes. This ability serves the board well as Franklin brings real world experience to the table in dealing with At-Risk youth in the immediate area. Franklin has also used his experience to build partnerships with agencies, businesses, and other schools to ensure adequate resources for At-Risk students.

Teresa Nettles holds a Masters degree in Counseling from Faulkner University. While with Alabama's Department of Youth Services, Teresa drew from her knowledge and ability to help At-Risk Youth transition into vocational training, job settings, or supported education environments. Teresa also gained valuable experience in dealing with At-Risk youths while working with Montgomery's Housing Authority. In this role, Teresa would facilitate anger management sessions, parenting sessions as well as intervention classes for At-Risk Youth.

13.b Community Relationship (THIS TOPIC NOT ON UPDATED RUBRIC)

There is a convincing and compelling description and evidence of the applicant's ties to and/or knowledge of the target community.

Ties to the Target Community

Each of the ten Board members are residents of Autauga County, three being life long residents. The group is diverse, ranging in age from the 30's to the 70's, thus spanning several generations. The diversity of the Board is a direct reflection of the demographics of the target community. Six of the Board members have founded and continue to operate local are businesses. As such, the makeup and composition of the Board serves as convincing evidence to the Boards knowledge and ties to the target community.

13.c Partnerships (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided compelling evidence of organizations, agencies, and/or consultants that are partners in planning and establishing the school and has thoroughly described their current and planned roles and any resources they have contributed or plan to contribute to the school's development.

Partnerships

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

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

13.d School Leader Capacity (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has thoroughly identified the principal/head of school candidate and convincingly explains why this individual is well-qualified to lead the proposed school in achieving its mission; summarizes the proposed leader's academic and organizational leadership record, provides evidence that demonstrates capacity to practice cultural competency and design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, comprehensively describes any leadership training programs, or other relevant leadership roles that they have completed or are currently participating in, provides the qualifications, resume, and professional biography for this individual (Attachment 9), and specific and compelling evidence of the leader's ability to effectively serve the anticipated population.

If no candidate has been identified, thoroughly describes the process and timeline for recruiting, selecting, and hiring the school leader and clearly and comprehensively describes the criteria to be used in selecting this leader, provides a strong job description and qualifications for the school leader (Attachment 9), and a realistic and ambitious plan for recruiting and hiring strong and compatible leader.

School Leader Qualifications

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

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

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

Compensation

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

Compensation will be funded through several grant opportunities the school will apply for through New Schools for Alabama, an organization that makes competitive grants to support the growth of new, high-quality charter schools. New Schools for Alabama has already received the school's application for the CSP Grants.

- The CSP Grant - which stems from a \$25M federal grant New Schools received in 2019 - provides selected applicants with a five-year startup grant of up to \$1.5 million to support

their costs during the planning year. Eligible applicants must be nonprofit organizations approved to launch a charter school that has not yet opened. Startup and district conversion charter schools alike are eligible.

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

Attachments

Section 15: Educational Program Capacity

15.1	Tammy Starnes CV	Neave, Bradley, 7/13/20 8:21 PM	PDF / 134.876 KB
15.2	Job Qualifications - Administrative Staff	Neave, Bradley, 7/13/20 1:39 AM	PDF / 139.209 KB
15.3	Job Qualifications - School Leader	Neave, Bradley, 7/13/20 1:38 AM	PDF / 122.892 KB

OPERATIONS PLAN AND CAPACITY

18. Legal Status and Governing Documents

Section 14: Legal Status and Governing Documents

(THIS ENTIRE SECTION NOT INCLUDED IN NEW RUBRIC)

14.a Legal Status (TOPIC NOT INCLUDED IN NEW RUBRIC)

The applicant has clearly and comprehensively described the proposed school’s legal status.

The applicant has submitted detailed, clear, and concise documentation as Attachment 11:

- ***Articles of Incorporation;***
- ***Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items);***
- ***Bylaws;***
- ***Completed and Board Chair signed Statement of Assurances;***
- ***Other governing documents already adopted.***

Alabama Classical Group, the entity formed for the sole purpose of governing Ivy Classical Academy, received non-profit and federal tax-exempt status from the IRS on April 23rd, 2020.

All formation, tax, governing and policy documents are uploaded collectively as Attachment: Governing Documents.

Signed Statement of Assurances from all Board Members are included as Attachment: Statement of Assurances.

Attachments

Section 18: Legal Status and Governing Documents

18.1	Statement of Assurances	Neave, Bradley, 7/10/20 2:23 AM	PDF / 313.024 KB
18.2	Governing Documents	Neave, Bradley, 7/10/20 2:15 AM	PDF / 5.39 MB

19. Organization Structure and Relationships

Section 15: Organization Structure & Partnerships

15a. Organization Charts (THIS TOPIC ON UPDATED RUBRIC)

The applicant has submitted organizational charts.

Organization charts that clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team,

staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.

Organization Charts

Please find attached, the organizational chart for the school outlining the organizational structure for year one, as well as year five onward. Given the anticipated size of the school's enrollment in year one, the school believes that the organization will reach full top-line staffing somewhere between year two and year three, with the major additions in subsequent years being the addition of teaching staff.

The school will embrace a very linear hierarchy, by which the Dean of School will be entrusted to make all staffing, administration and operational decisions, outside of the scope of powers and duties designated to the Governing Board.

By hiring key personnel and staff that can be delegated to and trusted, the Dean of School will enable the school to deal with situations more effectively and efficiently. For example, if a member of the teaching faculty has an issue, they should first approach department heads for resolution. If a resolution cannot be met, then it will be escalated to the Student Services Coordinator, or Assistant Dean of Academics, ultimately escalating to the Dean of School when preceding attempts to find a resolution could not be met.

By following this hierarchy, the Dean of School will be able to conduct the school on a broader level, without getting mired down in the minutia of day to day operations. The Board feels this is important, because as the leader of a charter school, the Dean of School will be responsible for all facets of the school – education, finances, operations, facilities, community relations, etc. Due to the nature of this role, it is important that the Dean of School builds a culture of trust with clear lines of reporting and clearly outlined roles and responsibilities.

The Dean of School will be tasked with finalizing the roles and responsibilities of all reporting administrative staff, support staff and teaching faculty. This will be completed during the planning year and incorporated into any material or contracts circulated during the hiring process.

Please see Attachment: Organizational Charts

Advisory Bodies

The nature and purpose of the Advisory Body will determine the relationship and lines of reporting within the school structure. An Advisory Body might report directly to the Governing Board, The Dean of School, or either of the Assistant Deans. This has been outlined on the Organization Chart, but final decisions on Advisory Body reporting will be determined by the Governing Board and incorporated into any onboarding or by-law documentations as pertaining to the specific Advisory Board.

15.b Proposed Partnerships (THIS TOPIC ON UPDATED RUBRIC)

The applicant has clearly and comprehensively described any other proposed partnerships or contractual relationships that will be central to the school's operations or mission such as business services, payroll, auditing services, program management, and professional development, including the anticipated costs and criteria for selecting such services, and provided a copy of the proposed contract(s).

The sole partnership outlined on the Organization Chart is the partnership that will be formed with a local CPA firm. This partnership has not been formalized as discussions with local CPA firms

will take place during the planning year. Selection of the CPA firm to perform annual audits on the school will follow all open meeting and public governing body rules and regulations.

The Barney Charter School Initiative will be furnishing curriculum and ongoing professional development opportunities for teacher, staff and the board, but will not play a central role in the management, thus they are not included in the organizational chart. A copy of the proposed agreement for Curriculum Support is included as [Attachment: BCSI Curriculum Support Agreement](#).

Attachments

Section 19: Organization Structure and Relationships

19.1	BCSI Curriculum Support Agreement	Neave, Bradley, 7/10/20 2:30 AM	PDF / 159.755 KB
19.2	Organizational Charts	Neave, Bradley, 7/10/20 2:28 AM	PDF / 802.485 KB

20. Governing Board

Section 16: Governing Board

16.a Philosophy (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has clearly and comprehensively described the governance philosophy that will guide the board, inclusive of the nature and extent of involvement by key stakeholder groups.

Governance Philosophy

Ivy Classical Academy is committed to shared and participatory governance principles, designed to guide wise decision-making supporting the school's mission and vision. The school's governance philosophy is centered around the five pillars of shared decision-making, all of which must be present for effective governance. The pillars that will guide the Board's governance philosophy are:

- Shared Vision - Board members, school leaders and staff will share in the ideals expressed in the school's mission and vision.
- Shared Engagement - Board members, school leaders and staff must be involved through personal contributions. Individual and collective engagement is integral to the overall success of the school.
- Shared Respect - Respect creates a culture of trust, which is essential for the effective sharing of information, collaborative efforts directed towards fulfilling the school's mission and vision and to set a solid foundation for the school's students.
- Shared Information - For decision making to work effectively, Board members, school leaders and staff will take personal responsibility for being informed and informing others. Best outcomes require the constant sharing of information, a critical component to the effectiveness of the school's governance.
- Shared Decisions - The Board will make governing decisions based on data and available information, moving forward with thoughtful and reasoned actions resulting in the philosophy

of engaged decision-making.

Please See Attachment: Governing Bylaws.

16.b Structure (THIS TOPIC ON UPDATED RUBRIC)

The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board. Individuals who will serve key roles on the board have been identified and are committed.

Governance Structure

Ivy Classical Academy's Board will be structured after John Carver's Policy Governance model, an integrated board model designed to empower Board members to fulfill their obligation of accountability for the school. This structure enables the Board to:

- Focus on the larger issues
- Delegate with clarity,
- Direct the Head of School with minimal interference
- Rigorously evaluate the accomplishments of the school, and
- Ensure that the school will be an educational, financial and operational success.

Primary Roles

The primary roles of the Governing Board will include, but won't necessarily be limited to:

- Focus on long-term strategic planning
- Development of school policy
- Oversight of the school operations and finances
- Ensure the adherence to Ivy Classical Academy's mission and vision
- Oversee advisory bodies and committees, and
- Evaluate the Head of School.

Head of School Interaction

The Board and the Head of School will develop a collaborative relationship both sides striving to strengthen and adhere to the mission and vision of the school. The Head of School will be required to attend all Board meetings and provide routine updates regarding student performance, any needs that have arisen, as well as the state of the school as a whole. The Head of School will also, when requested, provide recommendations to the Board regarding any pending matters or concerns. The Governing Board will also evaluate the Head of School on an annual basis.

Advisory Body Interaction

Ivy Classical Academy will be forming several Advisory Bodies that can expand organizational capacity, reach, and impact in ways that might not be appropriate or feasible for Board or staff members. The Advisory Bodies will be structured as small teams of key stakeholders or individuals with special skills, that will report to the Governing Board, Head of School or Assistant Head of School depending on the nature of the Advisory Body.

The relationship between Advisory Bodies and the Governing Board might be collaborative, or

consultative depending on the nature and task of the Advisory Body. For example, a PTO might be more collaborative in nature, where an Advisory Body tasked with fact finding for a specific purpose or mission will be purely consultative. The relationship between specific Advisory Bodies and the Governing Board will be outlined in any formation documents or by-laws specific to those Advisory Bodies.

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

Advisory Bodies will have a minimum of one member of the Governing Board or senior school administration as part of that Advisory Body.

Governing Board Size

The Governing Board will be made up of seven members comprised of key stakeholders. (e.g. Parents, Grandparents, Community Members, Business Leaders, and eventually Student Alumni).

Current Board Composition

The current Board has ten members, nine of whom are parents or grandparents of prospective Ivy Classical Academy students. All members reside in Autauga County, three are natives of Autauga County.

Desired Board Composition

The Governing Board will consist of seven members. Two members will be dropping off due to spousal / double representation (Neave/Nettles) and one member will be dropping off due to time constraints (Newton). The remaining seven members all reside in Autauga County, two being natives of Autauga County. Of the seven Board members, six are parents of prospective Ivy Classical Academy students.

Powers of the Governing Board

The powers of the Governing Board include, but are not limited to the following:

- To elect and remove members.
- To select and remove officers, agents, and employees of the school and to prescribe powers and duties for them, as well as to fix the compensation for teachers, faculty and administrative staff.
- To conduct, govern, and control the affairs and activities of the school, and to approve or create policy or regulations.
- To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in adhering to the mission and vision of the school.
- To acquire real or personal property needed to fulfill the mission and vision of the school, both currently and with the future in mind.
- To borrow money, incur debt, and to execute and deliver promissory notes for real or personal property needed to fulfill the mission and vision of the school.
- To indemnify and maintain insurance on behalf of any of its members.

Duties

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

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

Key Skills of Governing Board Members

Board Member selection centered around finding individuals with key skills that would serve to increase the capacity of the board and help ensure the school is an educational, financial and operational success.

- Dr. Carl Byrd: Student Assessment, Curriculum Development, Teaching Experience, Policy Development, Faculty Professional Development, Instructional Design, Program Evaluation
- Reid Cavnar: Public Finance, Charter School Finance, Credit Rating, Debt Restructuring, Management
- Mallory Harp: Curriculum Development, Curriculum Evaluation, Teaching Experience, Faculty Training
- Bradley Neave: Management, Governance, Strategic Planning, Organizational Evaluation, Program Implementation, Fundraising
- Jessica Neave: Management, Project Planning, Budgeting, Facility Design, Commercial Development
- Franklin Nettles: Program Development, School Discipline Policy, Student Counseling, Management
- Teresa Nettles: Youth Counseling & Development, Program Outcome Assessment, Management, Fundraising, Leadership
- Tom Newton: Governance, Management, Real Estate Acquisitions, Real Estate Development, Permitting
- Josh Pendergrass: Legal Representation, Governance, Public Relations, Policy Formation, Communications, Lobbying
- Jim Wohlers: Facilities Management, Human Resources, Finance, Teaching Experience, Special Education

Areas of Expertise

Members of the Board have demonstrated expertise in the following areas: Academic Administration, Curriculum Design and Development, Student and Program Assessments, Public

Finance, Real Estate Acquisition and Development, Commercial Design, Legal Matters, Lobbying, Communications, Public Relations, Operational Management, Fundraising, Student and Youth Counseling, Human Resources, Governance and Teaching.

Constituencies Represented

Members were selected to represent and reflect the broad spectrum of constituencies in Autauga County, as such the Board is a diverse group of key stakeholders. All but one of the members plans on enrolling a child(ren) or grandchild(ren) in Ivy Classical Academy, satisfying the 20% minimum according to Alabama Charter School Law. The decision was made to build the Board with solid community representation, with all members residing in Autauga County, several in the more rural areas of Northern Autauga County. Six members own and operate small businesses in the community. The age range of the Board is mid 30's to mid 70's, representing a number of generations and stages of life. The Board is made up of current and former teachers, business owners, accomplished professionals, church founders, church leaders, and education advocates. The members represent a wide range of sectors including public finance, law, communication, business ownership and management, human resources, real estate and facilities management, allowing constituents to more easily relate the individual members and the Board as a whole.

Identified and Committed

The above identified members are all committed to the long-term educational, financial and operational success of Ivy Classical Academy.

6.c Membership (THIS TOPIC NOT ON UPDATED RUBRIC)

For each individual identified as a current and/or a proposed board member in Category 1 Section D (Board Member Roster), the applicant has comprehensively summarized each member's interests in and qualifications for serving on the school's board.

The applicant has provided (Attachment 14) the following documents for each individual identified:

- ***Completed and signed Board Member Disclosure Form;***
- ***Resume***

Please See Attachment: Board Disclosure Forms

16.d Assurances (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant provided, In Attachment 15, a written assurance that background check verification for each board member and school leader has been initiated and will be completed within the timetables set forth in the Sample Contract: Attachment 1, Pre-Opening Process and Conditions.

Please See Attachment: Statement of Assurances

16.e Selection (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant outlines and clearly explains the procedure by which board members have been and will be selected. The applicant clearly describes how often the board meets, and discusses the plans for any committee structure.

Board Member Selection

Founding Board members were selected based on unique qualifications and skills best suited to

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

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

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

Frequency of Board Meetings

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

Governing Board Committees

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

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

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

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

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

16.f Capacity (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant clearly and comprehensively describes the plans for increasing the capacity of the governing board, how the board will expand and develop over time, how new members will be recruited and added, and how vacancies will be filled. There is a description of the orientation or training for new board members, the kinds of ongoing development/training for existing board members, and the plan for training and development includes:

- ***A timetable;***
- ***Specific topics to be addressed;***
- ***Participation requirements;***

- ***Development of cultural competence.***

Governing Board Capacity

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

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

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

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

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

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

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

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

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

- Recommended reading such as *Getting Started with Policy Governance: Bringing Purpose, Integrity, and Efficiency to Your Board* by Caroline Oliver (2009), *Good to Great and the Social Sectors* by Jim Collins (2005), and *Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations* by John Carver (1990)
- Ongoing training related to topics such as updated legislative requirements and finance
- Governing board training seminars conducted by the Barney Charter School Initiative.

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

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

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

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

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

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

16.g Transition to Formal Board (THIS TOPIC NOT ON UPDATED RUBRIC)

If the applicant does not include the formal school governing board, the applicant comprehensively explains how and when the transition to the formal governing board will take place.

Transition to Formal Board

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

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

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

16.h Ethics (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant clearly outlines and describes the board's ethical standards and procedures for identifying and addressing conflicts of interest (Attachment 16) and the proposed board:

- ***Code of Ethics Policy;***
- ***Conflict of Interest Policy.***

Governing Board's Ethics and Conflict of Interest

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

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

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

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

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

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

remaining members of the Board.

See Attachment: [Code of Ethics Policy](#)

16.i Existing Relationships / Conflicts (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant clearly and comprehensively identified any existing relationships that could pose actual or perceived conflicts if the application is approved. The applicant openly described specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Existing Relationships / Conflicts

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

16.j Existing Nonprofits (THIS TOPIC NOT ON UPDATED RUBRIC)

If this application is being submitted by an existing nonprofit organization whose core mission is NOT the operation of charter schools, the applicant has clearly and decisively indicated the following:

- ***Whether the existing nonprofit board governs the new school;***
- ***The extent to which the school will be a new nonprofit corporation governed by a separate board;***
- ***If the current nonprofit’s board will govern the charter school, a description of the steps taken to transform its board membership, mission, and bylaws to assume its new duties. A description of the plan and timeline for completing the transition and orienting the board to its new duties;***
- ***If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit’s board will be and represented on the applicant’s organizational chart.***

Existing Nonprofits

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

Attachments

Section 20: Governing Board

20.1	Statement of Assurances	Neave, Bradley, 7/13/20 8:28 PM	PDF / 313.024 KB
20.2	Board Disclosure Forms	Neave, Bradley, 7/13/20 6:57 PM	PDF / 4.837 MB
20.3	Code of Ethics Policy	Neave, Bradley, 7/10/20 2:38 AM	PDF / 105.482 KB
20.4	Governing Bylaws	Neave, Bradley, 7/10/20 2:32 AM	PDF / 377.798 KB

21. Advisory Bodies

Section 17: Advisory Bodies

THIS ENTIRE SECTION NOT ON UPDATED RUBRIC

17a. Advisory Bodies (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has clearly and comprehensively described any school advisory bodies or councils to be formed and provided a detailed explanation of the role(s), duties, and authority of each.

The applicant clearly and thoroughly described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.

Advisory Bodies

Ivy Classical Academy plans to have the following committees.

Parent Teacher Organization (PTO)

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

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

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

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

Community Advisory Committee

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

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

Fundraising and Endowment Advisory Committee

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

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

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

Future Councils

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

This Section Does Not Contain Any Attachments.

Attachments

Section 21: Advisory Bodies

– No Attachments –

22. Grievance/Complaint Process

Section 22: Grievance / Complaint Process

THIS ENTIRE SECTION NOT ON UPDATED RUBRIC

22a. Grievance / Complaint Process (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has clearly and thoroughly outlined and provided in detail a parent and community friendly, culturally responsive school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the final administrative appeal is heard by the governing board.

General Complaint Policy

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

Internal Complaints

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

When reasonably possible, an attempt to resolve internal complaints should be made at the lowest possible level, including attempts to discuss and resolve concerns between the two or more involved parties. If there is no resolution, parties should involve an immediate supervisor. In

the event an informal resolution does not suffice or does not resolve the situation, the following steps will be followed by the appointed school leader.

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

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

General Complaints

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

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

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

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

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

General Requirements of All Complaints

1. Confidentiality: All complainants will be notified that any information obtained from the complainants and through information gathered about the complaint will be held in a manner

as confidentially as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The school leader will investigate complaints appropriately under the circumstances and pursuant to any applicable procedures, and if necessary, appropriate remedial measures will be taken to ensure effective resolution of any complaint.

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

Attachments

Section 22: Grievance/Complaint Process

– No Attachments –

23. Staff Structure

Section 21(A): Staffing Plans

21e. Staffing Chart (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided a comprehensive and complete staffing chart for the school with thorough notes or roster to identify the following:

- ***Year one positions, as well as positions to be added during the five (5) year charter contract;***
- ***Administrative, instructional, and non-instructional personnel;***
- ***The number of classroom teachers, paraprofessionals, and specialty teachers;***
- ***Operational and support staff.***

Staffing Plans

The attached staffing chart was created in collaboration with Ms. Starnes, a former principal of an Autauga County Public School, who was also instrumental in overseeing the Federal and State funding at the County level. She has a wealth of knowledge and a full understanding of the needs of the student population and how best to fill those needs given the limited budgeting of the Autauga County public school system.

As such, the staffing chart is based on up-to-date Autauga County Public School modeling that computes staffing numbers aligned with the county school system budget.

The attached staffing chart is a predictive staffing chart based on Ivy Classical Academy reaching full enrollment for the grades offered in year's one through five.

Please See Attachment: Staffing Chart

Staffing Chart Notes:

- Autauga County is the least funded public school system in the state, as such Ms. Starnes was able to pull from her first hand experience in allocating funds from the State and Federal level most effectively, as it pertains directly to student needs in Autauga County
- A creative answer to SPED needs was to only staff one full time SPED Teacher, as that allowed reallocation of funds to bring in three para professionals.
- Another example of understanding funding relevant to Autauga County is to use Federal funds for a reading coach, if State funds are allocated, the Federal funding dries up as it cannot be reallocated, however State funds do not necessarily have to be used on a reading coach, but can be redeployed towards a media specialist.
- With such a small percentage of ELL students, as per Autauga County data, the school will not employ any dedicated ELL teachers, but will hire cross trained and ELL certified teachers who can serve in a dual capacity, e.g. Math / ELL or Science / ELL.

Attachments

Section 23: Staff Structure

23.1 [Staffing Chart](#)

Neave, Bradley, 7/10/20 2:40 AM

PDF / 110.746 KB

24. Staffing Plans, Hiring, Management, and Evaluation

Section 21(B): Staff Hiring, Management, and Evaluation

THIS ENTIRE SECTION NOT ON UPDATED RUBRIC

21.a Employer / Employee Relationship (THIS TOPIC NOT ON UPDATED RUBRIC)

Overall, the applicant has demonstrated a strong capacity for hiring, managing and evaluating staff. This is convincingly demonstrated by the clear, detailed and comprehensive descriptions of the following staffing components.

The relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts, and if the school will use contracts, there is an explanation of the nature and purpose of the contracts.

Employer / Employee Relationship

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

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

21.b Compensation (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided highly competitive salary ranges and employment benefits for all employees, and strong incentives or reward structures that are part of the compensation system and the school's strategy for retaining high-performing teachers.

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

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

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

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

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

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

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

21.c Recruitment (THIS TOPIC NOT ON UPDATED RUBRIC)

The school's strategy, plans, and timeline for recruiting and hiring the teaching staff, in accordance with the state rules and regulations regarding staff qualifications and accountability plan, and how this plan includes culturally inclusive hiring practices, other key selection criteria and any special considerations relevant to the school's design is comprehensive.

Recruitment

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

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

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

- Detailed summary of the job description including the key elements of location, job title,

- essential functions, required experience and/or education
- Description of primary job duties.
- Indicate a closing date for accepting applications
- Salary Range

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

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

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

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

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

21.d Hiring / Termination (THIS TOPIC NOT ON UPDATED RUBRIC)

The school's procedures for hiring and dismissing school personnel, including the process and timeline for conducting criminal background checks is detailed, comprehensive, and clear.

Hiring of Employees

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

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

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

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

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

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

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

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

observed by the school administration and interview committee (whenever possible). Candidates' lessons will be evaluated using a rubric. Students participating in the lesson will also be interviewed using a specific toolkit protocol.

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

Termination of Employees

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

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

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

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

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

1. Employees will receive a warning and will also be provided a reasonable amount of time to implement the corrective measures outlined to resolve issues of conduct or poor performance. Those measures could include mentoring or additional professional development training. The corrective measures will be selected by the department head or when appropriate, the school leader.
1. The second step involves a warning to the employee for failure to resolve or sufficiently address the initial infraction. The second step will involve a written warning that will be documented in the employees records. At this time, the school leader will determine if any steps or processes need to be implemented in addition to the corrective measures outline in step one, or if there shall just be an extension of the time provided to the employee to undertake those measures.
1. The final step may or may not involve a temporary suspension or termination. This will be determined by the school leader. The final step will be a result of the employee's failure to

address or employ the corrective measures outlined in step one and step two. The school leader will have the final decision in whether to temporarily suspend or terminate the employee for failure to correct duly documented issues of misconduct or poor performance.

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

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

21.f Senior Administration and Staff Relationships (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided a compelling description for how the relationship between the school's senior administrative team and the rest of the staff will be managed, including the teacher-student ratio, as well as the ratio of total adults to students for the school.

Senior Administrators and Staff Relationships

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

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

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

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

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

21.g School Leader Evaluation (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided a thorough description of how the school leader will be evaluated each school year. Appropriate leadership evaluation tool(s) are provided in Attachment 20.

School Leader Evaluation

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

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

The school leader will be provided ample opportunities to increase professional capacity. The school board will immediately begin the search for a school leader upon completion of this application. The board is aiming to be able to have the school leader apply for the School

Founders Grant during Year Zero. This program will provide them with additional tools and resources that will help develop their leadership capacity. The program consists of four training experiences: Application Assistance, School Founder Training, Alabama Compliance and Residency.

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

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

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

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

Please See [Attachment: Leadership Evaluation Tools](#) for an outline of the New Schools: Principal Evaluation Tool.

21.h Teacher Evaluation (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has comprehensively described how teachers will be evaluated each school year in accordance with the state accountability plan. Teacher evaluation tool(s) and plans are provided (Attachment 21).

Teacher Support, Development and Evaluation

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

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

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

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

The Barney Charter School Initiative will also offer Ivy Classical Academy teachers the opportunity to attend summer programs aimed at increasing their understanding of classical education as well

as increasing their professional capacity. These courses take place over the summer months, on the Hillsdale College campus and are provided at no cost to school teachers of affiliated charter schools.

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

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

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

Attachments

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

24.1	Teacher Evaluation Tools	Neave, Bradley, 7/10/20 2:44 AM	PDF / 483.705 KB
24.2	Leadership Evaluation Tools	Neave, Bradley, 7/10/20 2:44 AM	PDF / 794.544 KB

25. Professional Development

Section 22: Professional Development

22.a Responsible Parties (THIS TOPIC NOT ON UPDATED RUBRIC)

The person, position, or organization responsible for professional development has been identified.

Responsible Parties

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

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

22.b Core Components (THIS TOPIC IS ON UPDATED RUBRIC)

There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student

learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Core Components of Professional Development

Teacher preparedness is linked to student achievement, yet it is not uncommon for teachers to enter the profession unprepared. Professional development activities are increasingly being used to remedy this lack of preparedness. Ivy Classical Academy is in a unique position as well, as many of the instructors will be required to learn new presentation skills or techniques or new methodologies as they align their teaching with the classical curriculum taught at the school.

In researching professional development in the school setting, Board Members most closely related to the National Learning Institute's (NLI) definition of professional development, which states "Professional development is structured professional learning that results in changes in teacher practices and improvements in student learning outcomes."

NLI went on to find that effective professional development activities incorporate most, if not all, of the following core components:

- **Content Focused:** Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogy in areas such as mathematics, science, or literacy.
- **Active Participation:** Active participation engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. These development activities use authentic tools, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.
- **Supports Collaboration:** High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, or school.
- **Effective Practice:** Curricular models and modeling of instruction should provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- **Provides Coaching and Expert Support:** Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs. It is not uncommon for teachers to have follow-up or clarifying questions pop into mind days or weeks after an instructional activity. Providing teachers with a forum or line of communication to continue their development is important to maximize the benefits of the development activity.
- **Offers Feedback and Reflection:** High-quality professional development frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- **Sustained Duration:** Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

By adhering to these core components, the school feels that on-going professional development

will enhance teacher growth and preparedness, resulting in a full and enriching student experience. Furthermore, by continually selecting professional development activities based on real-world student assessments, the stated needs of individual teachers, or overarching school wide needs, the development activities will support effective implementation of Ivy Classical Academy's educational program.

Cultural Competence

As classrooms in America become increasingly diverse, Ivy Classical Academy understands the importance of incorporating cultural competency into professional development activities. NEA President Dennis Van Roekel notes, "Educators with the skills, knowledge, and attitudes to value the diversity among students will contribute to an educational system designed to serve all students well."

The school also understands that cultural competence doesn't occur as a result of a single day of training, or reading a book, or taking a course. Educators become culturally competent over time, which is why it is imperative that the school provides its teachers with continual opportunities to promote stronger cultural competency. Better cultural competency will ultimately help the school close the achievement gaps between students of different racial, ethnic, cultural, and socio-economic backgrounds.

A good starting point for Cultural Competence development has been identified as the National Education Association, as it offers online courses provided by the Center for Social Justice.

Collection, Analysis and Use of Student Performance Data

Standardized testing, as well as individual, Informal and formal assessments provide valuable insight into students' progress, curriculum effectiveness and teaching strategies. The resulting data is extremely valuable at the classroom, school, district, and state levels.

Therefore, it is extremely important for the administration, faculty, and teachers to have a firm understanding of the difference between the types of data that schools collect and utilize.

- Standardized testing provides district, school, and grade-level data
- Individual assessments provide data on student performance in individual classes
- Summative and Formative assessments give teachers feedback on classroom instruction

Each of these data sets will be used by individual teachers, grade teams, department teams, and professional learning teams to inform and improve their classroom teaching and student outcomes.

The school will provide professional development activities to strengthen the staff's understanding of which tests and assessments to deploy, the proper collection and analysis of the resulting data and real-world strategies to effect change in the classroom based on the data collected and emerging trends.

Internal / External Professional Development

Professional development activities will be developed and conducted internally by individual teachers, groups of grade specific teachers, groups of subject specific teachers and cross-grade and cross subject groups. This will ensure the seamless transition and proper knowledge sequence is maximized between grades and subjects.

In addition to internal activities, the school will actively pursue external opportunities to provide the

staff with development activities covering a broad range of topics. Some of these activities will be virtual, some of them will be in the form of on-campus discussions with 3rd party experts and instructors, some of them will be seminars or conventions held in the area, and most importantly will be the professional development provided by the Barney Charter School Initiative (BCSI).

Every summer, BCSI provides the board, faculty, and staff of affiliated charter schools with professional development opportunities. For two weeks out of the summer, teachers can travel to Hillsdale College in Michigan and attend intensive sessions to expand their professional capacity both generally and for their specific subject specialty. They will be immersed in an environment with dozens of other like-minded teachers from classrooms across the Nation, all implementing the same classical curriculum at their respective charter schools. This forum allows for high-quality instruction, active participation, allows teachers to raise questions specific to their needs, allows teachers to ask follow-up questions to ensure proper deployment of their new skills and strategies, and allows for best practice discussions

The school aims to offer a wide variety of professional development opportunities, so that teachers can choose programs that most positively address their individual needs but will also have mandated courses related to school-wide development and advancement.

Individualized / Uniform Development

As mentioned above, professional development will be a mixture of open choice and mandatory development activities. This will allow teachers the flexibility to focus on their most pressing individual or classroom specific needs, but will also allow same-grade groups, and same-subject groups to move forward uniformly, resulting in the collective staff maintaining alignment with collective school wide developmental needs while also addressing the individual teachers.

22.c Schedule (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided a schedule (Attachment 22), and description of a comprehensive listing of specific professional development that will take place prior to school opening, a detailed description of what will be addressed during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. Safety and child abuse training are included in this description.

Schedule

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

Please See Attachment: BCSI On-Site Development Schedule

Mandated Reporter Training

In addition to the professional development provided by BCSI, all school leaders, teachers, staff and board members will be required to take the mandated reporter training conducted online by the Alabama Department of Human Resources.

This course will ensure that Ivy Classical Academy staff and teachers are well equipped to identify

and report any suspected cases of child abuse or safety concerns.

Code of Alabama § 26-14-3 (1975) provides for the mandatory and permissive reporting of child abuse/neglect to a "duly constituted authority," primarily the Department of Human Resources (DHR) and law enforcement, when any person suspects children are being abused or neglected. "The Child Abuse Mandated Reporters Training" explains:

- Why it is important to report child abuse and neglect
- Who is required to report it
- How to recognize it
- How and when to report it
- What happens after a report is made

22.d Time Allotments (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has described a plan with an abundant number of expected days/hours for professional development throughout the school year and how the school's calendar, daily schedule, and staffing structure accommodate this plan, the time scheduled for common planning and collaboration and the specifics of how this time will typically be used.

Time Allotments

Ivy Classical Academy will continually encourage ongoing professional development, which is reflected in additional contractual days of professional development before the school year begins, during the school year, and after the school year ends.

This includes participation in early release days and teacher-planning days as outlined in the Autauga County School District calendar to provide collaborative planning time for teachers to implement our curriculum or the opportunity to attend District trainings, as applicable.

Teachers will have three in-service days within the calendar school year, and one week of in-service days before the start of the school year for professional development and collaboration opportunities. Teachers will also have early-dismissal days in accordance with the Autauga County school system calendar. Some professional development and/or department meetings may be held during teacher prep periods or after school hours. The daily schedule will attempt to place students in the same grade level in special areas and electives courses at the same times to allow for additional collaborative planning time for faculty.

Professional Development Funds

Funds will be allocated for staff to attend relevant conferences and training in addition to hiring consultants to provide on campus training. Training materials, books, and other resources will be purchased for additional professional development and learning community opportunities.

Each summer, teachers will travel to Hillsdale, Michigan for free professional development from our BCSI partners. Ivy Classical Academy will coordinate with the Autauga County School System and the state of Alabama to determine if there are any grant training opportunities for our administration and the allocation of Title II funds for professional development opportunities for our faculty/staff.

Attachments

Section 25: Professional Development

25.1	BCSI On-Site&nbsp;Development Schedule	Neave, Bradley, 7/10/20 2:46 AM	PDF / 112.867 KB
------	--	---------------------------------	------------------

26. Performance Management

Section 23: Performance Management

23.a Academic and Organizational Goals (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided 3-5 mission-specific academic academic and organizational goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.

Ivy Classical Academy has set for itself three mission specific academic and organizational goals and targets that are specific, measuable, action oriented, realistic, relevant, and time-bound.

1. Reduce Chronic Absenteeism: Chronic absenteeism in Autauga County has been markedly higher than the State average for the past few years. In 2017-2018, 22% of public-school students missed more than two weeks of school. When students are continually absent, they run a higher risk of falling behind, dropping out or disrupting class when they return. Ivy Classical Academy wishes to reverse the trend and believes by implementing a rigorous, challenging classical curriculum, that students will become more immersed and fully engaged in their education.

The first goal is to achieve and maintain a 10% or less rate of chronic absenteeism school wide. This will be measured through daily attendance, something that will already be monitored, so evaluating and monitoring data for this goal will not cause an additional burden on the school's administration.

Anonymous absenteeism data will be circulated and evaluated weekly, monthly, by semester and at the end of the academic year to determine if a corrective course of action is needed to maintain the stated goal of 10% or less chronic absenteeism. This anonymous absenteeism data will be sent to teachers, staff and parents along with timely reminders as to the importance of students routinely attending school.

Absenteeism rates will also be factored into the Upper School's House System, as the Houses will be given points for perfect and high levels of attendance. This will develop a culture in which students have accountability to each other and to their respective Houses.

1. Latin Proficiency: The Latin language forms a critical component of the school's classical curriculum. As such, the second goal of the school is to maintain a 75% proficiency rate for students participating in Latin language studies commensurate with their grade level.

Data will be collected through formative and summative assessments on a more frequent basis (daily and weekly if needed). Having access to more frequent data points will allow teachers, the department head and the Assistant Dean of Academics to monitor the successful implementation of the Latin language studies and quickly identify any negative trends in specific classrooms, at the grade level, between cohorts, or school-wide. Any developing trends can be more closely monitored and evaluated to determine if any system, methodology or policy warrants changing to improve student's proficiency in Latin language studies.

1. **General Proficiencies:** Students in Autauga County rank in the middle of the pack in a State that historically ranks poorest in the Nation in terms of proficiencies. Worryingly, many of these students are graduating ill-prepared. For example, Autaugaville School graduates 87.1% of it's students, and 61.29% are determined to be college and career ready, but students tested out at 24.6% reading proficiency and 18.8% math proficiency.

The third goal of Ivy Classical Academy is to raise the overall proficiency levels in Reading, Math, and Science. Given that the school anticipates a period of acclimation for new students, as they embrace a new curriculum and learning environment, expectations are tapered for the first and second years. The following chart indicates current proficiency levels for Autauga County, the target annual increase that the school is aiming to achieve, and the resulting school wide proficiency level for Ivy Classical Academy at the end of the five-year term.

Proficiency levels will be determined by students participation in Alabama's standardized assessments and tests, allowing the school to compare proficiency levels directly against those of Autauga County and other public schools in the State of Alabama.

23.b Interim Assessments (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has clearly and comprehensively identified the primary interim and/or formative assessments the school will use to assess student learning needs and progress throughout the year, in addition to all mandatory state assessments, and provided a sophisticated explanation of how these interim assessments align with the school's educational program, performance goals, and state standards. The applicant has addressed how the school will participate in all state required assessments, especially in grade levels not assessed by the state (i.e. K-2 and high school).

Interim Assessments

In addition to all mandatory state assessments, in order to establish a complete picture of student progress, Ivy Classical Academy will employ the following additional formative and summative assessments:

- Riggs assessments that may be given daily after each lesson
- McCall – Crabbs Comprehension and Fluency Tests as needed for student remediation.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for K-2 to assess early learner competencies and skills.
- Diagnostic Assessment of Reading (DAR) will be administered to K-6 when appropriate, to measure progress of students within reading intervention.
- iReady Diagnostic Assessments will be administered to provide predictive scores for students, teachers, and parents to better understand how well students perform in reading for K-8 students.
- Singapore Math Grade Placement Assessments to ensure proper ability grouping placement and appropriate mathematical skills development.

- Teacher developed pre – assessments and post – assessments and other formative assessments completed by students aligned to Autauga County Standards

23.c Student Growth and Proficiency (THIS TOPIC NOT ON UPDATED RUBRIC)

If applicable, the applicant addressed how the school proposes to provide summative norm-referenced or criterion-based assessment data which demonstrates student growth and proficiency, for students in grade levels not assessed by the state (i.e. Kindergarten through grade 2).

Not Applicable - Addressed Above

23.d Academic Progress (THIS TOPIC ON UPDATED RUBRIC)

There is a compelling and convincing description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

Measuring and Evaluating Mission-Specific Academic Progress

The Assistant Dean of Academics will be tasked with forming groups comprised of staff, teachers and department heads to measure and evaluate data regarding and relating to the school's stated mission-specific goals. The groups will be granted access to analyze, measure and evaluate the data for individual students, student cohorts, and the school as a whole. This data will be collected through the aforementioned formative and summative assessments, as well as through faculty interaction. Results will be measured and evaluated throughout the school year, at the end of each academic year, and for the term of the charter contract to determine if the current course shows that the academic progress is on target. In the event that the school is on track to fall short of the stated goals, whether school wide, in specific classrooms, or at the individual student level, the Assistant Dean of Academics, along with the assigned groups, will collectively develop a plan of corrective action that will result in a reversal of the negative trend and steer the school back on track to attaining the stated goals.

23.e Data Analysis and Management (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant provided a clear and comprehensive description of how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Data Collection and Analysis

Ivy Classical Academy will use formative and summative assessments to evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Student assessment and performance data will be regularly assessed by the School Leader and teachers to ensure that all students are receiving the support and instruction necessary. Teachers at Ivy Classical Academy will closely monitor each student's progress, provide and document accommodations and intervention progress, collect data on their outcomes, and reach out to the multiple resources at the school to ensure the needs of students are met. Along with the School Leader, teachers will all play a critical role in managing and interpreting the data to ensure that students are receiving the support and instruction necessary to be successful.

Student data will drive individual and departmental monthly performance meetings where student progress monitoring and intervention strategies will be discussed as needed. Classroom walkthroughs will help inform areas of focus for instructional practice. Observation and student

performance will drive the School Leader's discussions with teachers and will also be used to inform professional development choices for faculty. The use of flexible ability groups with students will allow for easy implementation of remedial strategies and instruction in areas where the individual student needs it most. The School Leader will work individually with teachers to ensure differentiated instructional strategies are utilized to remediate students and increase their performance on assessments.

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

Improved Instruction and Data Reporting

The School Leader will serve as the in-house expert who will coordinate the ongoing training of Ivy Classical Academy's teachers to interpret and improve student assessment results. The School Leader will regularly attend trainings in preparation for proper analysis. He or she will continuously analyze student performance data and meet with teachers to review data and create plans and strategies to improve teaching instruction and student outcomes at all levels of achievement.

Teachers, who are daily interacting with students and assessing their performance, are the first line in identifying potential areas of need. As a result, they will proactively raise concerns so student performance deficits can be mitigated. Ivy Classical Academy also recognizes the importance of sharing assessment results with parents and the general community; thus, the School Leader will disseminate this information to parents.

23.f Responsible Parties (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant identified an experienced and knowledgeable individual responsible for managing the data, including collection, disaggregation, and analysis with and for classroom teachers, and leading or coordinating professional development to improve student achievement.

Responsible Parties

The school leader along with assistant school leader of academics, and department heads will all be responsible in varying degrees for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

23.g Corrective Action (THIS TOPIC ON UPDATED RUBRIC)

There is a plan for corrective action a school will take if it falls short of goals at the school wide, classroom, or individual student level.

Progress of the school will be regularly communicated to the governing board, BCSI, and parents. Falling short of student academic achievement expectations or stated goals at the school wide, classroom, or individual student level will trigger the School Leader and assigned staff to perform an analysis to determine the root cause. With routine data collection, and collaboration with BCSI, the school will have a good understanding of the level at which the school and students are performing and how that compares to historical data from the State of Alabama, but also against the network of other BCSI affiliated charter schools. Having access to this extra level of data will allow the school to implement and deploy any needed corrective action in a near real-time environment.

It will ultimately be the school leader's responsibility to oversee and implement school wide corrective actions that may include improvements to instruction, supplements to the curriculum, revised alignment of curriculum to tested content, or revisions to the curriculum. All department heads, teachers and staff will be responsible for the implementation of any needed corrective actions that directly impact them. BCSI will also be consulted on the analysis and corrective actions to be implemented. Ongoing monitoring will be conducted to ensure desired results.

Attachments

Section 26: Performance Management

– No Attachments –

27. Facilities

Section 27: Facilities

24.a Facilities: (THIS TOPIC ON UPDATED RUBRIC)

The applicant has secured an adequate and suitable facility or can show a contingent facility agreement

Facility Identification

The process for identifying and securing a facility has been commenced. While there is plenty of land available in Autauga County for new construction, there are also several retail and flex facilities that could be successfully converted that Ivy Classical Academy is exploring.

These are the four options that have been the focus of the Board.

The board will adhere to all laws, regulations and policies as outlined at the Federal, State and Local level as it pertains to building, renovating or converting facilities to be used for a charter school. Student safety is paramount and the board has started discussing storm shelter options with manufacturers in Alabama as well as Oklahoma.

Option 1: Land Donation / Permanent Facilities

The Board is working directly with a landowner who has expressed the desire to donate 18+/- acres to serve as Ivy Classical Academy's campus. There is an adjacent property, roughly 11+/- that is also for sale and could serve the school for future growth and expansion, especially athletic facilities, and auditorium or school parking.

The land is in a prominent location along Hwy 14 and would easily serve residents of Autauga County due to the ease of access to Interstate 65, Hwy 14, McQueen Smith Blvd and Hwy 31.

Ease of access and location would make Ivy Classical Academy's location convenient for Autauga County, Elmore County, Montgomery and Chilton County students who wish to enroll in the Academy.

If option 1 is finalized when the school has been approved, Ivy Classical Academy will seek bond financing and other conventional loans, given the historically low interest rates, to commence

construction of the school's permanent facilities.

There are dozens of reputable design/build contractors and developers who have experience with what is termed permanent prefab construction. Any negative design connotations should be assuaged by reviewing the attached portfolio of what the school could potentially resemble.

Board members have held discussions with Nudura and Project Frog regarding industrialized construction.

See Attachment: Facility Overview

Construction costs on projects utilizing industrialized construction methods are significantly lower than conventional building techniques because a large portion of the structure or shell is constructed in large facilities and then transported to the construction site, thus abating any weather related delays.

Projects around the country and of all different sizes have inception to certificate of occupancy project timelines that would have Ivy Classical Academy students at their permanent home prior to the commencement of the Fall of 2021.

The Board will have more updates for the Charter Commission at the time of our capacity interview and hearing.

Option 2: Retail Conversion A (Ball Vetures)

There is a large outdoor retail center centrally located within Prattville's city limits that has been predominantly vacant since construction in 2008.

Given their experience in dealing with unique and large real estate undertakings, Board members opened dialogue directly with the property owners, bypassing the leasing agents and management company.

The owners of the plaza have expressed an interest in working with Ivy Classical Academy to furnish the necessary square footage for classroom and common areas. The plaza has over 400,000 sf of available space and they have the development capabilities to begin conversion with any of the tenant improvements factored into the lease.

See Attachment: Facility Overview

Option 3: Retail Conversion B (Aronov)

There is a large development centrally located in Prattville that currently has two vacant spaces, each totalling roughly 50,000sf. This square footage is more than enough to provide for student and administrative needs during the first few years of the school's operations.

Talks with the property management firm have commenced and several Board members will be walking through the property in mid July to determine feasibility and to start assessing retail conversion costs.

Option 4: Mobile Modular

As part of a facility contingency plan, Board Members have held detailed discussions and sourced a quote from Mobile Modular to provide a modular, secure and aesthetically pleasing temporary facility. The proposed facility was designed around the exact needs of the school in Year One. If

additional years are needed, additional classrooms can be added to the existing campus as needed.

Mobile Modular has provided full and partial campuses for schools all across the nation, including Alabama, Georgia and Florida. They are able to set up a full campus with minimal notice (4 months), which serves the school well in a contingency type scenario.

See Attachment: Facility Overview

Hazard Mitigation Grant

Another possibility Ivy Classical Academy has started to explore is to partner with the Federal Emergency Management Association (FEMA) to build an on-campus auditorium or arena that doubles as a storm shelter facility for public use during threatening weather.

Utilizing the Hazard Mitigation Grant Program would reduce the cost to Ivy Classical Academy by 75% resulting in significant savings. The facility would serve not only the students, but also the community at large, strengthening the bond between the school and surrounding areas.

The board will reach out to FEMA regarding this partnership in the near future, leading up to the design phase of Ivy Classical Academy’s new school campus.

The school will also look to partner with the City of Prattville and Autauga County, neither of which has an auditorium. This could be a third party to the FEMA, Hazard Mitigation Grant program, resulting in a zero cost endeavor for Ivy Classical Academy.

Working with FEMA and the City of Prattville to be able to more rapidly construct athletic facilities will also boost student morale and excitement through engagement in extracurricular activities on campus. With on-campus facilities, the school will also be able to provide a wider array of extracurricular activities resulting in a more engaged student and family population.

For more information please visit: <https://www.fema.gov/hazard-mitigation-grant-program>

Compliance

Any and all undertakings by Ivy Classical Academy to furnish facilities for students will be done according to state and local regulations and requirements. The school is also well aware and equipped to interact with city and local planners and the developers to ensure the project reaches completion on time and on budget. Discussions about additional infrastructure and traffic planning has already commenced with City Planners and representatives of the Mayor's office.

Attachments

Section 27: Facilities

27.1	Facilities Overview Updated	Neave, Bradley, 7/14/20 9:24 PM	PDF / 2.154 MB
27.2	Facilities Overview	Neave, Bradley, 7/13/20 8:48 PM	PDF / 1,013.044 KB

28. Start-Up and Ongoing Operations

Section 25: Start-Up and Ongoing Operations

25.a Start-Up Plan (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided a clear, compelling, and detailed start-up plan for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the proposed budget.

Start-Up Plan

Please find attached the clear and detailed start-up plan for Ivy Classical Academy. The attached plan specifies key start-up tasks, timelines and identifies the groups/individuals responsible for overseeing the completion of the tasks. Shortly after gaining approval, the Board and on-boarded school leaders will form several start-up committees comprised of Board members, staff and qualified parents and community volunteers. The committees will include, but are not limited to:

- Administration
- Facilities
- Curriculum
- Enrollment
- Marketing
- Technology
- PTO

These committees are subject to change during the planning year, as circumstances will be somewhat fluid, and additional needs may arise that are currently unforeseen. These committees are not to be confused with Advisory Bodies.

The foundation of Ivy Classical Academy's start-up plan was based on discussions with other Barney Charter School Initiative leaders, as well as resources provided to start-up charter schools in other states.

See Attachment: Start-up Plan

25.b Transportation Plan (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided a comprehensive school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events and has strong and demonstrated capacity for its plan and for its plan.

The Code of Alabama, Section 16-13-233 states that public charter schools are not required to provide transportation to students. As such, Ivy Classical Academy does not plan on offering daily transportation services to students at the onset of the school. The school, however, will explore ways to make student pick-up and drop-off more efficient, minimizing the time students and parents spend in pick-up lines. Some examples of this will be express lanes for students who have a commute of more than 10 miles, fast-track systems streamlining the que, and multiple pick-up zones assuming student and parent safety can be assured.

While not related directly to transportation, the school has held discussions with the YMCA to offer affordable on-campus childcare options both before and after regular school hours. This will allow parents an opportunity to avoid lengthy lines associated with the school's rush hours, as well as offer them a broader drop-off and pick-up window should their job or other situation necessitate it.

The school will reassess student transportation needs during the planning year, and every year

thereafter, to determine if the school can and should offer daily transportation services. Options the school may visit during the planning year, and during subsequent years could include:

- Transportation services limited to students residing a minimum distance from the campus
- Transportation for SPED students as defined by 34 CFR §300.34(c)(16)
- Contracting with Autauga County to provide a full slate of daily transportation services
- Contracting with a private provider to support the student's transportation needs

Any transportation program the school adopts will meet the same requirements for safety, staffing and monitoring as our traditional public school counterparts.

Through additional discussions with the YMCA regarding the use of athletic fields and facilities, it has been established that the YMCA can legally and safely provide for the full transportation needs of students as it relates to providing extra-curricular sports opportunities, as well as general physical education that takes place during the normal school day/week. By utilizing the facilities provided by the YMCA for all the school's sporting, athletic and physical education needs, the school can deploy a greater percentage of the limited budget towards academic endeavors. The Board and school leaders will formalize agreements with the YMCA during the planning year ensuring that any agreements and plans are compliant with Code of Alabama, Section 16-27-1, regarding the transportation of students. Additionally, the YMCA will be required to maintain any vehicles involved in the transportation of the school's students and provide copies of all maintenance and insurance documentation for school records.

25.c Safety and Security (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has strong and demonstrated capacity for its school safety and security plan.

Ivy Classical Academy is fully committed to the safety and security of all students, faculty, staff, and visitors, as well as the facilities and school property. The school will be implementing several measures to ensure the safety and security of all physical assets, but also of every person on campus.

Ivy Classical Academy will adhere to the requirements and conditions as set forth in the Alabama School Choice and Student Opportunity Act (Act 2015-3, Section 7, and Section 9) including but not limited to:

- Mandatory Evacuation Drills
- Written Safety and Security Plans
- Annual Inspection
- School Safety Committee
- Governing Board Safety Training
- Faculty and School Leader Safety Training

Identification

Faculty and staff will always have displayed on themselves their proper school identification badge. It is good practice for not only students, but other staff members to be able to quickly determine if someone on school grounds is authorized to be there.

All visitors to the school, including volunteers, non-instructional contractors and parents will be required to provide school administration with valid photo identification upon arrival for scanning and documentation purposes. Depending on the nature of the visit, identification badges may be provided, and visitors will be escorted through the facility by a member of the faculty or staff.

Background Checks

All faculty and volunteers will be subjected to fingerprinting and background checks as required by Alabama Law.

Non-instructional contractors allowed on campus while students are present or with access to students or to school funds will be required to undergo fingerprinting and a background check in accordance with state regulations. They will always be required to wear an identification badge and be escorted through the campus by a faculty member.

Student Pick Up

All individuals who have parental or guardian permission to pick up Ivy Classical Academy students will be identified in writing on the Emergency Contact and Pick Up form provided by parents upon registration. Individuals identified on the list will be required to provide photo identification, and when possible parents or guardians should notify the school in advance of any change to their normal pick up routine.

In the event that a parent or guardian is unreachable or unable to pick up a student without prior notice, the school will use the Emergency Contact and Pick Up form to find an approved individual who can come and pick up the student.

Student Uniform Policy

Student attire should never be a cause for distraction or foster differences between the students. A standardized attire policy will keep the focus on education and learning, resulting in a safer school experience.

Ivy Classical Academy intends to implement a standardized attire policy for students, for the purpose of providing a safe and appropriate environment for students. The Board and school leader will finalize a uniform policy during Year Zero, including the sourcing of responsible vendors.

Gun-Free Schools Act

The Governing Board will set a policy providing for a gun-free environment in effect requiring the expulsion from school for a period of not less than one calendar year, and referral to the criminal justice or juvenile delinquency system, of any student who is determined to have brought a firearm to school. This policy may allow for the Governing Board to modify such expulsion requirement for a student on a case-by-case basis. *Code of Alabama (1975), §16-1-24.3(a)(c)*

Drug Free Workplace

Ivy Classical Academy will operate a drug-free workplace and campus in accordance with *Code of Alabama (1975), §16-1-24.1, §16-40A-3*

Tobacco Free Workplace

Ivy Classical Academy will operate a tobacco-free workplace and campus in accordance with AAC, Chapter 290-3-1-.02(1)(b)(2). This policy will extend to any events on school property or any school-sponsored events. The final policy will prescribe specific penalties for all students and school personnel who violate the Tobacco-Free policy.

Facility Security

To ensure maximum facility security, the school intends to use a single primary entry point for all visitors, volunteers, and non-instructional contractors. All secondary access points will be kept locked. Additional safety steps can be taken to keep the primary entrance locked, and accessible to visitors and guests only after they have been granted access to the door by a remote buzzer.

Inspections

The school will comply with all required inspections including those conducted by the fire marshal and will participate in regular fire drills.

Emergency exits will be clearly marked, and evacuation routes will be published and posted. Faculty and staff will be knowledgeable of evacuation routes for their area(s) of the facility.

Perimeter Fencing

Depending on the facility design, the school may opt to erect perimeter fencing around the campus, or certain portions of the campus, such as playgrounds and outdoor green space. The fencing would be to prevent trespassing, as well as to prevent younger children from the possibility of any traffic/vehicular related danger.

Technology and Equipment

To make the security and safety of the campus and students more streamlined, the school may choose technology platforms such as, but not limited to:

- Systems to securely check-in and log volunteers and visitors
- Fire alarm systems (as required by building code)
- Carbon Monoxide monitors
- Alarm Systems
- PA System
- Two-way radio system to communicate with faculty during emergencies
- Firewall systems to secure all school related information technology
- Rapid communication system that will send text blasts and emails to the entire school community (students, faculty and staff, parents and guardians, volunteers, etc.) This service will be used in cases of extreme urgency such as unforeseen school closings, inclement and severe weather, active school shooter situations, etc.
- Security Cameras that will monitor the primary and secondary access points as well as any other public areas that may require monitoring.

The Governing Board and school leaders will commence the formalization of a Safety and Security policy once the facilities have been finalized. Any and all Safety and Security policies will be reviewed annually to ensure that the plans and processes the school has in place provide the greatest level of security and safety to every person on campus, as well as the physical structures themselves.

25.d Food Service (THIS TOPIC ON UPDATED RUBRIC)

The applicant has a comprehensive plan for food service and other significant operational or ancillary services.

National School Lunch, School Breakfast and the Afterschool Snack Programs are all available to all Alabama public charter schools, including Ivy Classical Academy. The United States Department of Agriculture (USDA) provides the funding for meal operations and services and is based upon monthly claims for reimbursement from the school.

Ivy Classical Academy believes that serving healthy meals and snacks will provide the proper fuel for students to build not only strong bodies, but also strong minds. Providing nutritious and healthy meals during school will also help students achieve their maximum potential.

The Board has placed a large emphasis on the school's Child Nutrition Program (CNP) and has already held discussions with a State Licensed Nutritionist to develop and fine tune the program.

Once the school is approved, the board will commence final facility negotiations. Facility selection and enrollment numbers, more importantly the number of students qualifying for Free and Reduced Lunch (FRL), finalized in the first quarter of 2021 will determine if the school can and should provide in-house food services, or whether an outside vendor will better serve the school's needs.

If Ivy Classical Academy moves forward with internal food services, the school will comply with all Federal and State regulatory requirements as outlined in the Code of Federal Regulations 7, Parts 210 and 220. If the decision is to contract out the service, Ivy Classical Academy will select the best possible vendor, who will in turn be held to the state and federal regulatory requirements.

This decision will be finalized, with the resulting outcomes reported to the Charter Commission by March 31st, 2021. In the event the Board elects to contract out the food services program, the aim would be to have the vendor selection f

25.e Insurance Coverage (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided a list of the types and levels of insurance coverage (Attachment 26) the school will secure, and has demonstrated that they have exceeded the coverage identified in the sample contract (including but not limited to workers compensation, unemployment compensation, general liability, property, indemnity, directors and officers, motor vehicle, and errors and omissions [Sample Contract § 12.1]).

Ivy Classical Academy will maintain adequate insurance coverage necessary for the school's operation as set forth in the charter contract presented by the Alabama Charter School Commission. This coverage will include, but not be limited to:

- property insurance
- general liability insurance
- workers' compensation insurance
- unemployment compensation insurance
- motor vehicle insurance
- errors and omissions insurance

The school will also secure additional insurance that will provide coverage to the Governing Board, School, faculty, and staff.

Ivy Classical Academy will secure and maintain fidelity bonds for School faculty members who have been given the responsibility to receive, manage or disburse funds for or on behalf of the school.

Where applicable, the state, charter commission or school district will be listed on the policy as an additional insured.

Ivy Classical Academy will also secure, through the payroll company or other third-party vendors, appropriate group policies for employees such as health insurance, dental, life, short and long-term disability, etc. These benefits will be offered to all full-time employees of Ivy Classical

Academy.

Ivy Classical Academy will commence the process of finalizing insurance coverage once a more comprehensive understanding is had in terms of final staff projections and facility size.

[See Attachment: Insurance Coverage Levels](#)

Attachments

Section 28: Start-Up and Ongoing Operations

28.1	Start-Up Plan	Neave, Bradley, 7/10/20 4:56 AM	PDF / 270.431 KB
28.2	Insurance Coverage Levels	Neave, Bradley, 7/10/20 3:30 AM	PDF / 94.398 KB

29. Operations Capacity

Section 26: Operations Capacity

26.a Applicant Team Capacity (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided a comprehensive and compelling description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in areas such as:

- ***Staffing***
- ***Professional development***
- ***Performance management***
- ***General operations***
- ***Facilities management***

Founding members were selected based on individual qualifications that would serve to increase the operational capacity of the group, making the Board collectively qualified to implement the school's operations plan successfully.

Staffing

Several of the Board Members are local small business owners whose responsibilities include all facets of staffing – recruiting, interviewing, on-boarding, promotion, and termination.

- Jim Wohlers has over 20 years of experience overseeing staffing and human resources departments in various sectors, at one time overseeing a staff of 600 across several states. Some of Jim's primary responsibilities included: Directing personnel, training, and labor relations activities, identifying staffing needs, and recruiting and interviewing applicants.
- Teresa Nettles also holds a degree in Human Resources.
- As a church founder, Franklin Nettles, had to ensure that adequate staffing needs were met to ensure the continued success of the church. This included staff recruitment, training, delegation, and performance reviews.

Professional Development

The Board has a depth of professional development experience, whether it be the attenuation of

professional accreditation, or certifications for themselves, or by developing, teaching or implementing opportunities for staff, team members or other entities to increase professional capacity. The school, in collaboration with The Barney Charter School Initiative, BCSI, will provide staff, the Board and teachers with many proven and effective opportunities for professional development. Please see [Section 25: Professional Development](#) for a more comprehensive analysis on how Ivy Classical Academy plans to implement Professional Development.

- Mallory Harp is the current Science Content Director and former Curriculum Developer for A+ Education Partners. In addition to developing curriculum designed specifically to increase teachers professional capacity in Math and Science, Mallory is also instrumental in advocating for policies, practices, and investments that in turn provide professional development opportunities for teachers and school leaders all across the State of Alabama.
- Carl Byrd is the Dean of Academic Affairs for Amridge University. He is also an Assistant Professor teaching courses such as: Leadership and Organizational Dynamics, Principles of Management, Management Intervention, and Leadership Principles and Ethics. These courses are designed to help students, oftentimes business professionals, increase their professional capacity and further their professional development by acquiring new professional skills to make them more effective leaders and workers.
- To effectively ensure her firm's services are up to date, Jessica coordinates and implements structured development opportunities for her designers to maintain proper accreditation, as well as increase their professional capacity

Performance Management

Performance management principles are used most often in the workplace and can be applied wherever people interact with their environments to produce desired effect. Schools, in particular, can benefit greatly from efficient performance management principles. Each member of the board deals with performance management on a routine basis. For example:

- Mallory must weigh the efficacy of the science content against improvement in student performance and teacher development.
- Tom and his team evaluate real estate holdings against industry benchmarks to determine which projects to proceed with and which to sell.
- Jessica and her team deal with last minute change orders and logistics issues, which if left unchecked, can result in significant budget overruns.
- Franklin must ensure that all areas of the church are operating as efficiently as possible and is the best use of the church budget.
- Reid and his team continuously monitor client loans and bonds to determine any short and long term benefits of restructuring financial agreements.

General Operations

With five small business owners on the board, the collective general operations experience of the group is extensive:

- Bradley Neave has broad experience in general operations over a multitude of sectors. From helping grow and run his family business, to overseeing the development of franchise systems with over 100+ franchisees, to serving as COO and CBDO for a multi-national non-profit. Bradley's unique mix of experience allows him to jump in to most any situation seamlessly, whether dealing with foreign policy, finance, business development, management, or general operations.
- As a small business owner, Teresa Nettles uses a wide array of professional skills and general operations experience daily. Keeping a business running means having to have a

firm grasp on Bookkeeping, Inventory, Contract Negotiations, Vendor Relations, Finances, Taxes, Staffing, HR, and much more. Teresa also serves on the Historic Preservation Committee for the City of Prattville, which requires Teresa to pull from her experience as a business owner to think through complex planning and zoning issues, and weigh them against the well-being of the historic zone and those who reside there.

- Communication is a key component to General Operations, whether internal or geared towards the public. As the appointed Communications Directed for Governor Kay Ivey, Joshua Pendergrass has a keen understanding of how best and through which platform to disseminate critical information.

26.b Facility Acquisition and Management Capacity (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided strong evidence of the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Facilities Acquisition and Management

Ivy Classical Academy's Founding Board is particularly experienced in terms of facility acquisition and management. Board Member, Tom Newton, is a principal and founding member of RMG, LLC, specializing in single tenant retail development. He is also a principal and founder of Net Lease Alliance, an equity and debt provider for real estate development throughout the United States.

- Tom began his professional real estate career in 1980 developing neighborhood shopping centers and larger lifestyle centers throughout the southeast. From 1990 to 2010, he was a founder and managing partner of a regional development firm with offices in Alabama, Tennessee, Ohio, and Arizona. Since 1980, Tom has been principal and partner in developing more than 300 retail projects.
- Another Board Member, Jim Wohlers, served as Vice President for a professional facilities management company for eight years. The company provided facilities management services across the country for several sectors, most notably schools and universities.
- Lastly, Jessica Neave is the Founder and President of Design South, a commercial interior design firm based in Atlanta. Since forming the company, Jessica and her team have overseen the interior design and build-out of over \$1.5 Billion USD in new construction and renovation projects across the country. Jessica began her design career working for a developer focused on student housing, but Design South has a broader scope, working directly with architects, developers, and builders on all types of commercial and residential projects.

This Section Has No Attachments

Attachments

Section 29: Operations Capacity

– No Attachments –

30. Unique/Innovative Operational Aspects

Section 30: Unique & Innovative Operational Aspects

THIS SECTION NOT ON THE UPDATED RUBRIC

30.a Unique Operational Aspects (THIS TOPIC NOT ON UPDATED RUBRIC)

Compelling evidence of how the school will offer unique or innovative operational aspects that are otherwise not offered by the local school system or not offered to the same extent.

Unique Operational Aspects

It is the goal of Ivy Classical Academy to explore and take advantage of special and unique opportunities to improve the school's operations resulting in the best possible education and school experience for teachers, staff, students and their families.

Hazard Mitigation Grant

One idea that Ivy Classical Academy has started to explore is to partner with the Federal Emergency Management Association (FEMA) to build an on-campus auditorium or arena that doubles as a storm shelter facility for public use during threatening weather.

Utilizing the Hazard Mitigation Grant Program would reduce the cost to Ivy Classical Academy by 75% resulting in significant savings. The facility would serve not only the students, but also the community at large, strengthening the bond between the school and surrounding areas.

The board will reach out to FEMA regarding this partnership in the near future, leading up to the design phase of Ivy Classical Academy's new school campus.

The school will also look to partner with the City of Prattville and Autauga County, neither of which has an auditorium. This could be a third party to the FEMA, Hazard Mitigation Grant program, resulting in a zero cost endeavor for Ivy Classical Academy.

This type of endeavors is fairly unique to the charter school sector, so it is difficult to quantify the benefits. However, a collaboration between Ivy Classical Academy, FEMA, and the City of Prattville to provide facilities at a substantial reduction in cost to the school will result in more funding and finances directed towards the academic and curriculum programs, as well as the teaching staff at the school. The increased funds available to those areas will result in more positive student outcomes and an enhanced learning environment.

Working with FEMA and the City of Prattville to be able to more rapidly construct athletic facilities will also boost student morale and excitement through engagement in extracurricular activities on campus. With on-campus facilities, the school will also be able to provide a wider array of extracurricular activities resulting in a more engaged student and family population.

Informational Kiosks

Information kiosks are another innovative element that will be incorporated onto the Ivy Classical Academy campus. These kiosks will provide students and parents without or with limited access to the internet the same access to information regarding school events, information, billing/payments, and enrollment information as needed. Kiosks will be centrally located and self-operated. Through the use of proper IT systems and security, users will be able to access secure portions of the website to maximize their usability and experience.

The kiosks will be provided at a substantial cost savings by one of our family partners.

STEAM Center

Similar to what is being developed by AO Discover!, Ivy Classical Academy may look to set up an experience center focused on Science, Technology, Engineering, Arts and Mathematics. This will be used as a supplement to the classroom experience, and will be opened before and after school hours for students and their families to explore and have fun at. Opening the center to other schools and the general public could provide a source of supplemental funding for Ivy Classical Academy events, facilities or extracurricular programs.

Alternate Operational Ideas

The Board feels it will be best to wait until the school leader has been selected to discuss too many unique and innovative operational aspects, as they may wish to focus on building a solid, time tested foundation first and implement new ideas as the school matures.

Some ideas that have been brought up for later discussion are:

- Classroom Gardening
- Design Challenges
- Student Served Lunch
- Student Staffed Coffee Lounge for Upper School Students
- Apprenticeships with Local Businesses
- Student Involved School Cleaning (see Japanese School Program)
- Sister School Program
- Positive Peer / Colleague Review
- The House System

Any of these real-world, innovative ideas would help students think differently and deepen their learning while contributing to their school and community. As students become more invested and involved, they will develop a sense of responsibility, pride, and belonging.

This Section Has No Attachments

Attachments

Section 30: Unique/Innovative Operational Aspects

– No Attachments –

FINANCIAL PLAN AND CAPACITY

31. Financial Plan

Section 27: Financial Plan

27.a Systems, Policies and Processes (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided a detailed and comprehensive description of the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements which demonstrates a sound financial structure.

Systems, Policies, and Processes

Financial Planning – Annual Budget and Multi-Year Forecast

The Governing Board, at a public meeting, shall adopt an annual budget and maintain an operating budget. The budget development process will begin each year with a needs assessment in which stakeholder data will be collected from multiple data sources. After all supporting information and forecasts are completed, the leadership team--led by the Ivy Classical Academy School Leader--will compile and analyze the data and create the annual budgets. The School Leader will work collaboratively with the Governing Board President for initial review and approval. Once approved by the Governing Board President, it shall be submitted to and approved by the ICA Board of Directors at a regularly scheduled meeting. The School will then provide a copy to the Commission, post the budget on its website, and make a copy available to anyone upon request.

In coordination with the School Leader, Business Manager and the Treasurer, regular financial reports will be provided to the Governing Board, including budget comparisons, statement of income and expenditures, balance sheets, ongoing financial forecasts and other related information. Reports will be reviewed at least monthly by the Finance Committee and the Governing Board. The review of financial reports should be related to the annual goals and strategic objectives as approved by the Governing Board. All financial statements will be available to the public through the school's website.

Transparency

All monthly financial reports, the approved budget, the audited financial statements, and any other financial forecast will be posted on the school's website and will be provided to the Commission as they become available. These documents will also be made available to anyone upon request.

Bank Accounts

The Board may authorize bank accounts for general or specific purposes. School assets shall be kept at any bank or financial institution that participate in the Security for Alabama Funds Enhancement, or SAFE Program. This program is encompassed in Title 41, Chapter 14A, Code of Alabama 1975, as amended, to provide a uniform program for the security of public funds deposited with financial institutions in the State of Alabama. All bank accounts shall be reconciled as often as statements are available, typically monthly.

Petty Cash

Petty cash funds may be established for incidental, non-recurring cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No fund shall exceed \$500 or individual payment shall be greater than \$100. Petty cash funds are recorded on the balance sheet as a cash account. The petty cash account is balanced periodically by the business office.

Cash Handling and Cash Receipts

Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented. School staff follow established procedures (internal controls) for the handling of cash receipts as outlined in the Cash Handling & Receipts Procedures. The school will comply with all applicable state and federal laws.

All funds shall be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Funds should be deposited daily or within three days after receipt. Unauthorized school employees should never hold funds in any unapproved location for any reason. Periodic and unscheduled audits or reviews should be performed for all cash activity. All payments of school fees shall correspond with the approved fee schedule.

Fundraising

Fundraising is generally permitted within the school to allow the school to raise additional funds to supplement school-sponsored academic and co-curricular programs. Fundraising at the school level is only authorized and administered by the CEO. The Board shall annually review the fundraising activities of the school and of all activities that support or subsidize the school. The Board shall ensure that revenues raised during fundraising activities or through activities that support the school (local funds) are raised within established cash handling policies. All expenditures shall be made in accordance with established school policies and procedures. The Board shall ensure that all activities of fundraising and parent organizations are adequately reviewed and considered with the school's insurer to evaluate and manage risks associated with such activities. Fundraising guidelines are:

- All monies raised through fundraisers for school-sponsored activities are considered public funds. This includes all donations to the school, regardless of whether or not such donations are part of any fundraising activity or event;
- Cash Handling and Cash Receipt procedures of the school apply to all school-sponsored fundraising activities;
- Relationships with non-school employees in relation to fundraising activities are managed by the Director;
- Conflict of Interest forms must be completed when persons employed by or affiliated with the school are also involved in fundraising organizations or hold funds that that will benefit the school;
- Fundraising activities may be subject to fee waiver laws and the CEO oversees the administration of fee waivers;
- "School-sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by the school, school board, administration, or board committees, including the authorized parent organization or authorized curricular school clubs, activities, sports, classes or programs that also satisfy one or more of the following criteria. The activity:

- Is managed or supervised by school administration, staff, or authorized volunteers;
- Uses the school's facilities, equipment, or other school resources;
- Is supported or subsidized, more than inconsequently, by public funds, including the public school's activity funds or minimum school program dollars.

Properly approved school-sponsored activities:

- May use the school's name, facilities, and equipment;
- May utilize school employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser;
- May be eligible to be insured under the school's liability insurance policy (subject to insurer);
- May provide additional compensation or stipends for school employees with the approval of the CEO and under school payroll policies and consistent with the school's budget;
- Must comply with all fee approval and fee waiver provisions established in Alabama law, administrative rules and school policies.

Fundraising activities, or activities of outside organizations of any kind that are not school sponsored activities must be conducted at arm's length so that revenues and expenditures are not commingled with the public funds of the school.

Donation & Gifts

Donations may be accepted, upon approval by the Director, providing the item(s) to be donated (cash, goods, services) are legal to possess by a public school, safe, unencumbered, usable by the school and are generally not restricted in their use, or are not restricted for use by an individual employee. Donations for the purpose of compensating specific employees or positions may not be accepted (donors can donate for other purposes instead). Donations received by the school become public funds and may not be returned or expended except within the law as applicable to the appropriate use of public funds. All policies and procedures of the school are applicable to donations, including Cash Receipt and Disbursement policies and procedures, and all other internal controls.

Gifts to the school must be general in nature and may not be restricted such that they cannot be used for various purposes, except when those purposes are to a specific program, such as the PE program, science department or art program. Donations or gifts intended to benefit a specific student, teacher or classroom may not be accepted and could be considered a bribe.

The value of a gift or donation to the school may not be assessed or assigned by the school. The value and tax deductibility of a donation or gift made by an individual or company is to be determined by the donor and their accountant, not the school. No dollar value may be assigned to a donation verbally or in writing. If a product or service is given in return for a donation or gift that is clearly defined, such as a \$250 advertising slot in the yearbook, that value can be disclosed by providing the school's advertising rates to the donor for them to assign a value.

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis, considering critical disbursements, including payroll and tax obligations, etc.

Use Of School Credit & Debit Cards

Debit cards are only authorized with Board approval. Charter School credit cards and purchase cards shall only be issued with the formal approval of the Board and with proper justification. The cost/benefit to the school should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to specific school employees and should be used only for school-related expenditures.

All charges must be supported by transaction-level invoices (point-of-sale receipts) or travel reports to be eligible for payment by Charter School. Monthly credit card statements are reconciled by cardholders to point-of-sale receipts and travel reports. They are reviewed and approved monthly by appropriate supervisors.

Debt

Short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year. All short-term and long-term debt must be approved by the Board. Loan agreements approved by the Board shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule. School administration may not enter into loan agreements without Board approval.

Purchasing

Purchase orders and contracts within the approved budget will be required for all expenditures and will be reviewed and pre-approved by the School Leader and/or business manager and presented to the Treasurer for final review and approval. A complete monthly report of these expenditures shall be made available to the finance committee and Governing Board as directed. Purchase orders and contracts will be prepared in duplicate, with one going to the vendor and the other remaining on file in the office of the school. Any purchase order totaling more than the limit set by the Governing Board will require board approval. Checks will be signed by two individuals designated and approved by the Governing Board. The Governing Board will be responsible for compliance with all applicable state and federal competitive bid laws.

Payroll

The Business Manager will prepare timely monthly payroll reports that will include all salaries and wages, withholding summaries and any other required payroll information. The School Leader will authorize the Business Manager to issue monthly checks and process federal, state and local payroll taxes. The Business Manager will prepare the state and federal quarterly and annual tax forms, review the forms with the School Leader, and submit forms to the required and appropriate agencies in a timely manner. Other payroll policies include the following:

- The school shall communicate pay rate information clearly and effectively to individual employees whenever a pay change occurs;
- Pay advances are not authorized. All payments to employees are to be made only after wages are earned;
- Employee's time is properly approved when submitted by an employee to a supervisor, authorized for payment, and reported to the business office for processing;
- All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file. Any changes to pay rates or benefits must be properly authorized in writing by appropriate individuals or the Board where applicable;
- The school CEO or immediate supervisor (Supervisor) will accurately record and track all employees' accrued paid time off (PTO). PTO includes a variety of paid time off, including but not limited to Sick, Personal, Vacation time, etc.;
- The Supervisor shall consider available PTO balance(s) and the needs of the school prior to

approving PTO;

- The business office will add or deduct PTO for all employees as authorized by policy or the Supervisor when processing each payroll and will provide balance information to the Supervisor periodically;
- Overtime wages, while not formally against policy, are not authorized under normal circumstances and are only to be used in rare instances of emergency;
- Pay rates or employee benefit package changes may not be authorized exclusively by persons for whom the pay rate or benefits will affect;
- All payroll taxes and benefits are properly calculated and any deposits made in a timely manner. All payroll tax reports are prepared in a timely manner and reviewed for accuracy prior to filing;
- Employees paid with restricted program funds are required to complete required documentation, with a supervisor's certification according to the administrative rules of applicable programs.

Employee Retirement Program

The school shall participate in a retirement program as determined by the Board of Directors and administered by the Trustee and the business office.

Employee Travel within the State

Employees who travel within the state typically travel using their own personal motor vehicle or a school-rented vehicle. Employees may be reimbursed at the current (at time of travel) mileage rate set by the CEO, not to exceed the standard Federal rate (per mile), for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if properly supported. Employees who rent vehicles for school use (and reimbursement) must purchase adequate insurance to cover the vehicle in case of theft or damage. Employees must refill the rental vehicle with fuel prior to return. The school shall not reimburse for moving violations or parking tickets.

Employee Travel Out of State

Employees who travel out of state travel will do so with itineraries booked through school administration, except as otherwise approved. Under certain circumstances, employees may be required to use a personal credit card for hotel and/or vehicle rental. Employees may not use public funds to pay for (or submit for reimbursement) personal expenses while traveling for the school.

Contracted Services Policies

Outside Service Providers

The utilization of outside service providers (i.e. independent contractors) and contracted personnel are sufficiently evidenced by:

- Service Agreements outlining the terms of the agreement (e.g., responsibilities work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing services and details of actual services performed;
- Required IRS W-9 form, proof of authorization or licensure and liability insurance certification (among other things) are required before service is rendered or payment is made;
- Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed;
- The use of a management contract for educational administrative services will clearly

identify the contractor's performance requirements, including students' academic achievement (if applicable), contractor's compensation and define the school's rights to educational curricula and intellectual property developed.

- The use of independent contractors is closely monitored so as not to vary from the rules of the Fair Labor Standards Act and Alabama law. The contractor will:
- Be free from the school's control and direction in scheduling and performing the service, both under a contract and in fact;
- Provide a service that is outside the school's usual course of business or provide a service on a temporary basis;
- Not receive any fringe benefits as such, although their fee may include provision for fringe benefits;
- Use his or her own letterhead, supplies and materials when billing for services.

Internal Controls

Ivy Classical Academy shall maintain robust internal controls to ensure the school's assets are safeguarded and to minimize risk. Objectives are as follows:

- Protecting against waste of resources through inefficiencies;
- Protecting resources against embezzlement, bribes, theft or other types of fraud;
- Protecting against poor management, carelessness and unintentional errors;
- Securing compliance with both law and rules of the state, policies of the school and the audit requirements of the State of Alabama pertaining to "public funds";
- Protecting against loss or destruction of records;
- Ensuring data reliability and accuracy;
- Evaluating the level of performance of the school's operations.

Internal control consists of six components: control environment, risk assessment, control activities, information and communication, segregation of duties and monitoring. The policies outlined herein will be reviewed at least annually. Employees involved in the processes and procedures associated with these policies will be trained at least annually in their duties.

Governing Board Authority

The Board is responsible for the operation of school in accordance with state and federal laws. The Board is also responsible for operating the school in accordance with the representations made in its charter. Specifically, the Board shall have the sole authority to approve and will incorporate into its own minutes such matters as:

- Change of the school's name, with the authorizer and other entities;
- Adoption and amendment of the annual budget;
- Selection or termination of key employees;
- Key employees' salary and benefits changes;
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter;
- Investment policies, depository and investment banks;
- Purchase or sale of real property;
- Review and acceptance of interim monthly financial statements;
- Selection of the school's auditor (CPA firm);
- Service on the school's audit committee;
- Review of any transaction or account of the school at its discretion.

Administrative Authority

The school Chief Executive Officer (CEO) and under their direction, business office staff, are authorized by the Board to execute all legal transactions for the school (with exceptions for certain capital purchases and indebtedness, etc. noted herein) and to make all purchases and disbursements necessary according to policy for the operation of the school. The CEO and business office staff independently report all financial transactions directly to the Board periodically in a public board meeting. Both the CEO and the employee(s) within the business office may report to the Board independently if requested, or if they deem appropriate on certain matters, or in any case where mismanagement or fraud is suspected.

Compliance with Laws

The school will follow all applicable laws and regulations that govern charter schools within the State of Alabama. The school shall comply with Title IX and shall not discriminate on the basis of sex in education programs. Applicable federal laws and regulations will be adopted as federal program funds and grant funding is received.

The school will provide access to school records if requested by a person or entity under the applicable federal or state laws. Additionally, records will be available to the Alabama Department of Education or other governmental entity as needed.

Political Contributions

No funds or assets of the school may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. Following are examples of prohibited activities:

- Contributions by an employee that are reimbursed through expense accounts or in other ways;
- Purchase of tickets for political fundraising events;
- Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

Record Keeping

To provide an accurate record of all financial transactions (a good audit trail), the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to charter schools. This includes recordkeeping in both the modified and full-accrual bases of accounting. Audited financial statements certified by an independent auditor will be prepared annually using the accrual basis of accounting. Further, the school specifically requires that:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school;
- Receipts and disbursements must be fully and accurately described in the books and records;
- No false or fictitious vendors, invoices or entries may be made on the books or records nor any false or misleading reports issued.

Record Retention and Disposal

Records are maintained for the minimum period according to state law. The following records supporting federal contracts, as required by U.S. Office of Management and

Budget, are retained for the indicated minimum periods or consistent with state law:

1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:

a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.

2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained according to state law.

Asset Protection Policies

Signature Authority

To properly segregate duties, the Board Chair (President), the Treasurer, the CEO or others as expressly authorized are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Each disbursement shall require two signatures to be authorized.

Security of Financial Data

The school's accounting software will be maintained to ensure that adequate internal controls and security measures are established to minimize unauthorized access to school data (i.e., proper password protection). The system's accounting data shall be backed up periodically to ensure the recoverability of financial information in case of failure. The backup file(s) must be stored separately in a fire safe area and properly secured. All other financial data, petty cash box(es), check stock, etc. will be secured from unauthorized access.

Security of School Documents

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- Charter and all related amendments;
- Articles of Incorporation and By-laws;
- Minutes of the Board of Directors and subcommittees;
- Corporate and payroll tax registrations;
- Banking & financial agreements;
- Leases;
- Insurance policies;
- Grant and contract agreements;

- Fixed asset inventory list.

Use of School Assets

School employees should not use any of the school's assets for personal use without prior approval of the school administration and with proper justification.

Facilities Use by Outside Persons or Entities

In accordance with state law, the Board authorizes, on condition, the use of school facilities for other than school purposes. It is understood that the school shall by law assume no expense as a result of the leasing of school properties, facilities, including grounds, furnishings and equipment. It is further understood that restraint must be exercised in leasing facilities for purposes other than school functions, to the extent that such leasing shall not interfere with the school curriculum, program and standards. The Board may refuse the use of school facilities by outside entities if it determines the use is inadvisable.

The Board authorizes the Administration to establish rules, guidelines, procedures and fees for the rental and use of school facilities for other than school purposes. The Board will review and approve the procedures as needed. The School CEO and Business Manager shall administer the rules and guidelines and see that all entities follow established procedures.

Audit

Ivy Classical Academy's Governing Board will maintain and cause to be implemented effective, transparent and strict financial policies and administrative operational guidelines for the school in compliance with the adopted vision, goals, objectives and strategies of the Ivy Classical Academy as well as in compliance with required operating procedures of an IRS 501©3 nonprofit corporation and any state and federal agency requirements. The cost-effective and efficient financial and operational management of the school is a primary responsibility of the Governing Board and those employed and appointed to insure implementation and management of approved policies and procedures, effective use of all resources, and stewardship at the highest level to support the mission of the Ivy Classical Academy. It will be a priority to ensure that all funds are budgeted, expended, accounted for and maintained appropriately. The School Leader and Business Manager will be responsible for a regular review of operations, financial management and all other activities on a regular basis as directed by the Governing Board. The School Leader will have the responsibilities for all day-to-day operations and financial management of the Ivy Classical Academy. Financial duties and responsibilities, however, must and will be separated to meet appropriate fiscal management guidelines; and will be separated so that no one employee has sole control over cash receipts, disbursements, payroll, bank deposits, bank reconciliations or other matter requiring appropriate division of responsibilities. Appropriate technology and technical systems will be established to support and manage all financial related matters and required reporting, including the necessary and approved computer systems, equipment, processors, and other related equipment.

The Governing Board shall cause and approve the employment and retention of services from an independent, certified public accountant or auditor for an annual external audit of the corporation. The audit is performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-87 and A-122. The selected firm must be familiar with these standards and related state regulations in order to properly conduct the

fiscal audit. The School Leader, in coordination with the Governing Board and Business Manager, will cause the annual audit and financial review to be completed in a timely manner, to meet requirements and regulations of the Alabama State Department of Education, Alabama Charter School Commission, and IRS 501©3 rules. This audit will be adopted at a public meeting and it will be posted on the school's website and made available to anyone upon request. Ivy Classical Academy will maintain all documentation required to satisfy all federal, state and local legislation tied to funding (as applicable). Information will be provided to appropriate authorities as requested.

Audit Committee

The Board shall establish an audit committee comprised exclusively of Board members, which shall:

- Seek to understand its role and duties as outlined in the GFOA Audit Committees guide;
- Review, audit and initial original bank statements and account reconciliations from the accounting system for each period reconciled;
- Review, in a public meeting, audit reports provided to the Committee directly by outside firms;
- Review the school's risk assessment processes and procedures to ensure adequate internal controls are maintained;
- Ensure timely resolution of matters reported by internal audits or by outside firms;
- Ensure that outside firms are selected through a competitive-bid process;
- Be responsible for the appointment, compensation, retention, and oversight of the work of any independent accountants engaged for the purpose of preparing or issuing an independent audit report or performing other independent audit, review, or attest services;
- Periodically review this policy, no less than once every five years, to assess its continued adequacy;
- Possess knowledge of and experience in finance, auditing, or accounting if possible;
- Review the annual audit, and any other work performed by a contracted auditor, prior to its submission to any outside party or authority, and report to the Board that it has discussed the financial statements with management, with the independent auditors in private, and privately among committee members, and believes that they are fairly presented, to the extent such a determination can be made solely on the basis of such conversations.

Insurance and Bonding

Board Members will work with a reputable insurance carrier to provide adequate E&O and Liability insurance coverage to protect the School, Board Members, School Leaders, Teachers and Staff against tort claims. Any insurance will be obtained and secured in accordance with the governing bylaws and any state and local regulations. The school shall maintain minimum levels of coverage, as deemed appropriate by the Board, for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- Directors and Officers
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Treasurers' (fidelity) Bond
- ERISA bond (as applicable for retirement plan)

- Other insurance as requested

A Treasurer’s Bond (fidelity bond or Public Official Bond) is required on the person who has investment control over the school’s public funds, typically the business manager. This insurance coverage is not included in the school’s other insurance policies and must be purchased separately. The school requires proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Board.

The Governing Board will develop and adopt the financial and internal controls of the school, while the School Leader and Business Manager will be responsible for the implementation. A complete financial management process will be developed and implemented to cover all aspects of the organization, including but not limited to processes for contract review and approval, purchasing, bank account authorizations and oversight, accounts receivable and payables, cash receipts oversight, payroll processing selection of bank institutions, retention of records, payroll and all other financial management elements. The State Department of Education will provide training, guidance and technical support to the School Leader and Business Manager and the Alabama School Board Association will provide training to the Governing Board in the areas of budgeting, budget analysis and forecasting, financial management, financial systems development and accounting and reporting procedures. Focus on ensuring a transparent, timely and effective financial management system will be a priority of the corporation’s Governing Board.

27.b Roles and Responsibilities (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided a detailed and comprehensive description of the roles and responsibilities of the school’s administration and governing board for school finances which clearly distinguishes between each.

Roles & Responsibilities

The following is a preliminary general summary of roles and responsibilities for the administrative staff and the Governing Board. It is not intended to be a comprehensive list, which will be developed as the implementation of Ivy Classical Academy’s Plan is addressed.

School Leader & Business Manager Responsibilities	Governing Board Roles & Responsibilities
Develop Financial goals and budget development	Establishes and approves financial policies
Manage day-to-day operations	Reviews and approves annual budget
Prepare required financial reports	Reviews monthly financial performance
Monitor budget and expenditures daily	Appoints finance committee led by Treasurer

Oversee financial operations of the school-School Leader is ultimately responsible	Appoints auditor
Maintains budget forecasting -Business Manager	Accepts and approves audit and directs action needed
Implements compensation-School Leader	Develops long range resource development strategies
Manages accounts receivables/accounts payable, purchasing, & related operations-Business Manager	Approves all contracts, agreements, etc.
Authorize purchasing and make recommendations for approval-School Leader and Business Manager	Establishes internal controls
Ensure transparency and openness of finances	Reviews monthly financial statements, balance sheet, income and expenditures per budget
Oversees bank accounts in coordination with School Leader-Business Manager	Approves all compensation
Oversees and manages all insurance-Business Manager	Reviews monthly expenditures, account receivables and payables, and all transactions
Identifies grants and applies, as approved	Approves grants
Implements board approved controls	

[1] Many of the financial policies were taken from Athenian eAcademy Finance policies:
<https://aea.rocks/dynamic/content/1231/226/athenian%20academy%20finance%20policy.%20fiscal>

27.c Audit Plans (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has provided a detailed and comprehensive description of the plans and

procedures for contracting an annual independent audit of the financial and administrative operations of the school, and how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

Accounting & Audit Plans

Ivy Classical Academy's Governing Board will maintain and cause to be implemented effective, transparent and strict financial policies and administrative operational guidelines for the school in compliance with the adopted vision, goals, objectives and strategies of the Ivy Classical Academy as well as in compliance with required operating procedures of an IRS 501©3 nonprofit corporation and any state and federal agency requirements. The cost-effective and efficient financial and operational management of the school is a primary responsibility of the Governing Board and those employed and appointed to insure implementation and management of approved policies and procedures, effective use of all resources, and stewardship at the highest level to support the mission of the Ivy Classical Academy. It will be a priority to ensure that all funds are budgeted, expended, accounted for and maintained appropriately. The financial policies and procedures of the school will be developed and formulated by the Treasurer and finance committee in coordination with the School Leader and Business Manager and approved by the Governing Board. The School Leader and Business Manager will be responsible for a regular review of operations, financial management and all other activities on a regular basis as directed by the Governing Board. The School Leader will have the responsibilities for all day-to-day operations and financial management of the Ivy Classical Academy. Financial duties and responsibilities, however, must and will be separated to meet appropriate fiscal management guidelines; and will be separated so that no one employee has sole control over cash receipts, disbursements, payroll, bank deposits, bank reconciliations or other matter requiring appropriate division of responsibilities. Appropriate technology and technical systems will be established to support and manage all financial related matters and required reporting, including the necessary and approved computer systems, equipment, processors, and other related equipment.

The Governing Board shall cause and approve the employment and retention of services from an independent, certified public accountant or auditor for an annual external audit of the corporation. The School Leader, in coordination with the Governing Board and Business Manager, will cause the annual audit and financial review to be completed in a timely manner, to meet requirements and regulations of the Alabama State Department of Education, Alabama Charter School Commission, and IRS 501©3 rules. Within a designated period as set by the corporation's Governing Board, appropriate systems for accounting, reporting, technical support, and other related procedures and processes will be developed and implemented. Ivy Classical Academy will maintain all documentation required to satisfy all federal, state and local legislation tied to funding (as applicable). Information will be provided to appropriate authorities as requested.

27.d Financial Plan Workbook (THIS TOPIC ON UPDATED RUBRIC)

There is a fully completed Financial Plan Workbook, which uses the per-pupil revenue guidance provided by the Commission and demonstrates a sophisticated understanding of the school's finances.

The School Board worked alongside Tammy Starnes to put together this fully completed financial plan workbook. The resulting workbook, was formulated using the per-pupil revenue guidance provided by the Commission, and also pulled from Ms. Starnes sophisticated understanding of public school funding, specific to Autauga County. Ms. Starnes budgeted all allocated State and Federal funding with the full working knowledge of how best to maximize the available funds within

the context of Autauga County's budget limitations. Ms. Starnes also leaned on her State budgeting experience to negate any overlap between the State and Federal levels, reallocating those funds to better equip the school.

See Attachment: Financial Plan Workbook

27.e Budget Narrative (THIS TOPIC ON UPDATED RUBRIC)

The applicant has provided a detailed and comprehensive line item budget narrative which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses:

- **Anticipated funding sources: The applicant has indicated the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc., and described any restrictions on access to, or use of, any identified funding sources (including philanthropic) on which the school's core operation depends.**
- **There is an explanation of the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**
- **There is a detailed description of year one cash flow contingency, in the event that revenue projections are not met in advance of opening.**

Budget Narrative

The Board, in collaboration with Tammy Starnes, has put together a detailed and comprehensive line item budget narrative including a description of assumptions and revenue estimates. The basis and calculations for the revenue projections, staffing levels and expenditures is the working knowledge that Ms. Starnes has of public school budgeting specific to Autauga County, and actually used the exact formulations and calculations, assuming enrollment numbers, that will be utilized in the finalization of the budget. This first hand knowledge and experience has allowed Ivy Classical Academy to generate a budget narrative grounded on facts and reality, minimizing the risk associated with assumptions when dealing with forecasts and projected budgets. The narrative aligns with the school's educational program and addresses the anticipated funding sources (federal and state, as well as any grant monies) and includes contingency plans in the event of cash shortages or cash flow issues.

Please See Attachment: Budget Narrative

27.f Fundraising Plan (THIS TOPIC NOT ON UPDATED RUBRIC)

Applicant has provided a comprehensive, viable, long term fundraising plan.

Fundraising and Development

Fundraising and Development will be a vital component to the immediate and ongoing success of Ivy Classical Academy.

As such, Board Members have already laid a solid foundation upon which to begin seeking financial gifts and contributions. The following is a select list of some of the organizations we have contacted.

1. New Schools for Alabama

The CSP Grant - which stems from a \$25M federal grant New Schools received in 2019 – provides selected applicants with a five-year startup grant of up to \$1.5 million to support their costs during the planning year. Eligible applicants must be nonprofit organizations approved to launch a charter school that has not yet opened. Startup and district conversion charter schools alike are eligible.

1. School Founders Grant

The School Founders Program is a highly-selective yearlong fellowship for aspiring charter school founders in Alabama. We recruit, select, and train high-caliber individuals as they launch new, high-quality charter schools around the state. The program consists of four training experiences: Application Assistance, School Founder Training, Alabama Compliance and Residency.

Fellows receive a one-year stipend to cover salary and fringe expenses as well as travel and other accommodations necessary to support fellows in their full-time commitment to the launch of a new school.

1. The Walton Family Grant

The Walton Family Foundation has supported the creation and growth of diverse, high-quality charter schools since 1997 as part of our effort to give all families — especially those with the greatest needs — the opportunity to choose the best options for their children. In our Public Charter Startup Grant Program, we focus on supporting high-quality and high-potential charter schools serving low-income children in our target geographies. The foundation has invested more than \$407 million to grow high-quality charter schools since 1997.

Board Members will also be seeking ongoing financial support from local area individuals and businesses.

Bradley Neave has been involved with The Root Cause, a non-profit NGO implementing and overseeing projects throughout the world. As the acting COO and CBDO, part of his responsibilities included donor relation and donor education. With the organization fully reliant on donations and gifts-in-kind, meeting and exceeding fundraising goals is imperative to the business. With several years of experience in the non-profit world, including fundraising, Bradley will be able to help the Board and the school develop fundraising initiatives and strategies.

Reid Cavnar also brings a unique perspective to the Board as it pertains to fundraising. As the Development Research Coordinator for the Heritage Foundation, Reid prepared strategy reports for solicitation meetings with Associate (\$10,000) and Founder (\$100,000) level donors. being able to interact with small and large donors is something that Ivy Classical Academy will need to be able to do. Reid's experience preparing and developing materials and reports to generate those donations is an asset on the Board.

Liability Insurance

Board Members will work with a reputable insurance carrier to provide adequate E&O and Liability insurance coverage to protect the School, Board Members, School Leaders, Teachers and Staff against tort claims. Any insurance will be obtained and secured in accordance with the governing bylaws and any state and local regulations.

Current Expenditure

Current Expenses have been paid for on an as needed basis. This includes the retainer to Adams

& Reese, the law firm tasked with incorporating Ivy Classical Academy and registering all of the necessary paperwork for the school to obtain non-profit and tax-exempt status. Once the school gains approval, the board is fully aware and capable of setting and meeting fundraising expectations for the immediate cash flow requirements of the school

Attachments

Section 31: Financial Plan

31.1	Financial Plan Workbook Updated	Neave, Bradley, 7/14/20 9:20 PM	XLSX / 24.489 KB
31.2	Budget Narrative Updated	Neave, Bradley, 7/14/20 9:19 PM	PDF / 382.191 KB
31.3	Financial Plan Workbook	Neave, Bradley, 7/13/20 9:41 PM	XLSX / 24.008 KB
31.4	Budget Narrative	Neave, Bradley, 7/13/20 9:41 PM	PDF / 313.103 KB

32. Financial Management Capacity

Section 28: Financial Management Capacity

THIS ENTIRE SECTION NOT ON UPDATED RUBRIC

28.a Applicant Team Capacity (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant has clearly and comprehensively demonstrated the team's individual and collective qualifications for implementing the Financial Plan successfully.

There is strong evidence of capacity in the school's:

- ***Financial management;***
- ***Fundraising and development;***
- ***Accounting and internal controls.***

Financial Management

Ivy Classical Academy's Board Members have extensive knowledge in the financial management sector.

1. Reid Cavnar is a managing director of Public Finance in Montgomery, Alabama with more than 20 years of experience in the public finance industry. He is skilled in providing debt analysis and debt restructuring alternatives for a broad range of public entities.

Reid has successfully completed more than 300 financing totaling more than \$3.8 billion in a broad range of municipal sectors including general government, revenue (water, sewer, natural gas, electricity, energy performance, and telecom), primary and secondary education, charter school, higher education, health care, commercial development, and public/private partnerships. Reid routinely represents these clients before rating agencies, bond insurers, and other financial institutions and investors.

Reid's in-depth knowledge of the complex world of bond financing and charter school financing will prove to be an immense value to Ivy Classical Academy as the school seeks to acquire property, develop facilities and build a foundation upon which the school can educate students for

generations to come.

1. Jim Wohlers is an executive with a seasoned business executive with experience in all facets of financial management and oversight. Jim holds a certification as a Master Financial Advisor, is the acting Financial Advisor for his church and also teaches Financial classes in the community to help individuals and families better manage their finances and financial situation.
1. Tom Newton has sat on a number of governing boards for organizations in the financial sector. He was actively involved on a Federal Advisory Board for Real Estate Finance and was on the Board for a regional bank based out of Selma, Alabama. Having a solid foundation of governance in the financial sector will serve Ivy Classical Academy well in terms of the financial management capacity that Tom brings to the Board.

Other members of the board collectively have decades of experience of financial management in the private sector and public non-profit sector. With duties including, but not limited to: bookkeeping, financial oversight, accounting, securing financing, accounts receivable and accounts payable, fundraising and taxes

Fundraising and Development

Fundraising and Development will be a vital component to the immediate and ongoing success of Ivy Classical Academy.

As such, Board Members have already laid a solid foundation upon which to begin seeking financial gifts and contributions. The following is a select list of some of the organizations we have contacted.

1. New Schools for Alabama

The CSP Grant - which stems from a \$25M federal grant New Schools received in 2019 – provides selected applicants with a five-year startup grant of up to \$1.5 million to support their costs during the planning year. Eligible applicants must be nonprofit organizations approved to launch a charter school that has not yet opened. Startup and district conversion charter schools alike are eligible.

1. School Founders Grant

The School Founders Program is a highly-selective yearlong fellowship for aspiring charter school founders in Alabama. We recruit, select, and train high-caliber individuals as they launch new, high-quality charter schools around the state. The program consists of four training experiences: Application Assistance, School Founder Training, Alabama Compliance and Residency.

Fellows receive a one-year stipend to cover salary and fringe expenses as well as travel and other accommodations necessary to support fellows in their full-time commitment to the launch of a new school.

1. The Walton Family Grant

The Walton Family Foundation has supported the creation and growth of diverse, high-quality charter schools since 1997 as part of our effort to give all families — especially those with the greatest needs — the opportunity to choose the best options for their children. In our Public Charter Startup Grant Program, we focus on supporting high-quality and high-potential charter

schools serving low-income children in our target geographies.

The foundation has invested more than \$407 million to grow high-quality charter schools since 1997.

Board Members will also be seeking ongoing financial support from local area individuals and businesses.

Bradley Neave has been involved with The Root Cause, a non-profit NGO implementing and overseeing projects throughout the world. As the acting COO and CBDO, part of his responsibilities included donor relation and donor education. With the organization fully reliant on donations and gifts-in-kind, meeting and exceeding fundraising goals is imperative to the business.

With several years of experience in the non-profit world, including fundraising, Bradley will be able to help the Board and the school develop fundraising initiatives and strategies.

Reid Cavnar also brings a unique perspective to the Board as it pertains to fundraising. As the Development Research Coordinator for the Heritage Foundation, Reid prepared strategy reports for solicitation meetings with Associate (\$10,000) and Founder (\$100,000) level donors.

Being able to interact with small and large donors is something that Ivy Classical Academy will need to be able to do. Reid's experience preparing and developing materials and reports to generate those donations is an asset on the Board.

Accounting and Internal Controls

Ivy Classical Academy is in discussions with a former public school leader and financial control specialist that has a firm grasp on the federal reimbursement, eGap and school budget system in general. We aim to have details of a contract position in place prior to our scheduled hearing.

The school leader, once appointed, will be tasked with implementing all accounting and internal control measures. The primary means to do this will be through the effective recruiting, interviewing and hiring of the best candidate possible. We will be commencing our search for school leader shortly after the application deadline.

Ivy Classical Academy will undergo a detailed audit of all financial records, policies and procedures annually.

28.b Internal Financial Statements (THIS TOPIC NOT ON UPDATED RUBRIC)

The applicant provides the most recent internal financial statements, inclusive of clear and complete balance sheets and income statements for the organization and any related business entities. School level and overall operations are clearly and distinctly represented.

This is Not Applicable to the applicant, as Alabama Classical Group was only formed in January of 2020 for the sole purpose of the governance of Ivy Classical Academy, as such, there are no financial records to report as of yet.

28.c Audits (THIS TOPIC NOT ON UPDATED RUBRIC)

For the organization as a whole, and any related business entities, the applicant provided the last three years of independent financial audit reports and management letters with no findings.

This is Not Applicable to the applicant, as Alabama Classical Group was only formed in January of 2020 for the sole purpose of the governance of Ivy Classical Academy, as such, there are no financial records to report as of yet.

Attachments

Section 32: Financial Management Capacity

– No Attachments –

EXISTING OPERATORS

33. Existing Operators

Section 33: Existing Operators

THIS SECTION NOT ON UPDATED RUBRIC

This section is NOT APPLICABLE to this applicant, as the applicant does not own or operate more than one school.

Alabama Classical Group was formed for the sole purpose of governing Ivy Classical Academy. As such, the applicant has no growth plans outside of governing Ivy Classical Academy.

Attachments

Section 33: Existing Operators

– No Attachments –