

American Classical Academy Maury  
RE: Maury County School Board Questions Provided for Denial

Dear Maury County School Board,

I am writing to express my sincere gratitude for the opportunity to address your questions and provide additional clarity regarding our plans for the American Classical Academy Maury (ACAM). We highly appreciate the Board's thorough review process and your commitment to ensuring the best educational opportunities for the community.

At ACAM, we have diligently worked to answer each of the questions posed by the Board to the best of our ability. We have taken great care in providing detailed responses and supporting documentation to offer a comprehensive understanding of our academic, operational, and financial plans. It is our utmost desire to be transparent and proactive in addressing any concerns or uncertainties that may arise during this evaluation process.

We would like to express our genuine excitement for the establishment of ACAM in Maury County. The response from the community has been nothing short of tremendous. We have received overwhelming support from local families, educators, and various stakeholders who share our passion for providing a classical education option to students in our area. This outpouring of enthusiasm reinforces our belief in the positive impact ACAM can have on the educational landscape and the lives of students in Maury County.

In light of the community's support and our commitment to excellence, we are more determined than ever to ensure the success of ACAM. We remain dedicated to upholding the highest standards of academic rigor, fostering a nurturing and inclusive environment, and preparing students for lifelong learning and personal growth.

We would be grateful for any opportunity to provide further clarification or address any additional concerns that the Board may have. Our team is readily available to meet, present, or provide any additional information that would contribute to the Board's decision-making process.

Once again, we extend our heartfelt appreciation for the time and consideration that the Maury County School Board has invested in reviewing our proposal. We are honored by the opportunity to contribute to the educational landscape of Maury County and look forward to a positive outcome.

Thank you for your attention and support.

Sincerely,

Joel Schellhammer  
Executive Director  
American Classical Education

## **Maury County School Board Questions Provided for Denial**

### **Response A:**

The committee's deficiencies were the reason for my denial vote. I laid that out to them Tuesday night and those will need to be corrected for me to consider their application. I also have a problem with all the waivers. They will need to have a clear and compelling answer for why they need to have a waiver. If they have a way to redline or keep separate any changes they make to the application that would be helpful.

**ACAM Response:** Please see below for our response addressing each of the questions raised by the Board and the compelling reasons for the waivers requested. As per the Charter School Rubric, we have provided rationale on how each waiver requested will "increase student achievement" below in Response D.

### **Response B:**

Below are my reasons for my "No Vote" on American Classical Education's charter school application.

1. According to section 2.3 page 20 of the State of Tennessee provided rubric it states several characteristics of a strong response from the application. One being:

- "The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility."

The application fails to meet this characteristic. There is no indication that a sound plan is in place for facilities. Ideas are presented but no true plan.

**ACAM Response:** As per the Charter School Rubric, ACAM outlines a "sound plan for identifying, financing, renovating and ensuring code compliance for a facility" for on time school opening that are aligned to the anticipated student enrollment. The Rubric for 2.3 Facilities states:

Characteristics of a strong response:

- Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget.
- The applicant demonstrates expertise in facilities acquisition and management, either internal or external.
- The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility.

ACAM submitted numerous details on our plans for obtaining a facility, including more than 3 pages detailing our plans for identifying, financing, renovating, and ensuring code compliance for a facility, identifying multiple potential locations, inclusion of proposed renderings of the school facility to be built, and identifying key local and national partners with deep experience who ACAM has engaged in this process. These plans were not contained solely in the facilities section but are reinforced by language and processes detailed throughout the application (as an example, the pre-opening checklist has numerous timelines and activities related to facility planning). We are confident that we meet the definition of a sound plan as required by the rubric. The rubric does not define a “sound” plan however it is helpful to look at what the Tennessee Charter School Commission considers “sound”. Most recently, in recommending KIPP Nashville for approval last year, the Commission found the following two paragraphs to meet the standard of a “sound” plan:

*KIPP Nashville has developed a strong capacity for executing against real estate and facility projects. Under the guidance of the KIPP Nashville Board of Directors Real Estate Committee, KNSST has undergone multiple competitive procurement processes to select developers, architects, and general contractors and has experience building and managing strong project teams for both ground-up construction and renovation projects for its existing five facilities and the forthcoming KIPP Antioch College Prep High School facility. Furthermore, we have identified multiple properties in the community, including properties in close proximity to the existing KIPP Antioch schools.*

*KIPP Nashville has utilized a broker through C.A. Howell and Company, and no current contracts are associated with the construction of this school. Upon approval of this application, KNSST would immediately begin a competitive procurement process to select a developer and architect upon identification of a site. KNSST is currently working to identify potential spaces to meet KSNCP-MS’s facility needs.*

Given that the State Charter Commission found this level of detail to meet the definition of a “sound” plan, we are confident that our plans for a facility in Maury County not only meet the Rubric Standard but should inspire confidence in the Board about our ability and commitment to successfully open ACAM on time.

2. According to the same section as above it states that a strong response would include a contingency plan for a facility.

- A contingency plan is absent from the application

**ACAM Response:** As per the rubric, our application clearly lays out a contingency plan should unforeseen circumstances create issues with meeting our intended opening date of FY24. The Rubric for 2.3 Facilities states:

- The applicant has identified a realistic facility contingency plan.

In the section labeled Contingency Plan, we state:

*The ACE Board would like to find its ideal location prior to year one; however, board members are aware that it may not be possible to find a parcel of 10 acres with all of the square footage needed to serve K-12. The board is confident in its ability to renovate an existing building suitable to meet its needs in serving K-5 in year one. The board is prepared to enter a lease or purchase to serve the school's needs as it grows, and is searching to determine what options may be available in Maury County at this time. In a tough real estate market, it is essential to have a back-up plan. In the unlikely event that ACAM is unable to secure a suitable site to meet its needs to serve K-5 in year one, and therefore, ACAM is prepared to secure a temporary site for year one if possible, or if determined in the best interest of the school, its first year of operations will be pushed back by one year, from fall 2025 to fall 2026.*

Again, reviewing what the Tennessee Charter Commission considers meets the rubric standard for a contingency plan is helpful. In last year's KIPP application, KIPP states:

*Contingency plans include identifying smaller spaces whereby KIPP Nashville would be able to incubate for one year to allow more time for the construction of a long-term building. This is a practice KIPP Nashville successfully executed in the launch of KIPP Antioch College Prep Elementary School. Potential spaces could include current schools, mall spaces, and box stores. KNSST will budget for leasehold improvements as needed.*

ACAM's response is not only more detailed but also lays out how we are prepared to delay opening the school if unforeseen circumstances require this outcome. We are confident that ACAM not only meets the rubric standard, but has demonstrated an understanding of the challenges of the local real estate market and developed plans accordingly that are in the best interest of the community.

### 3. Section 2.7 Transportation

- Application states there is no plan to transport "all" students in year one. The question remains who will be transported and how? Neither question is ever answered

#### ACAM Response:

The Charter School Rubric does not require a charter school applicant to provide transportation (*just as Tennessee law does not require a school district to provide transportation*). Nor does the rubric ask “who” or “how” in regards to transportation. Asking “who” or “how” is 1.) beyond the standard established by the Charter Rubric and 2.) not relevant when ACAM clearly states in our application that we do not intend to provide transportation. The Tennessee Charter Application ask an applicant who is not providing transportation to:

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

ACAM’s application clearly states that “parents are responsible for transporting their students to and from the building”. ACAM has committed, however, that transportation should not be a barrier for any student wishing to attend the school and that therefore, the ACAM Board will “investigate options and pursue a contract for services with a transportation provider ... to ensure that transportation is not a barrier to students obtaining a quality education and during the planning year ACAM will communicate with parents about transportation needs.”

Again, looking at what the Tennessee Charter School Commission has found the meets the Charter School Rubric standard is helpful. The KIPP application states:

KSNCP-MS plans on offering bus transportation **to students who need it to help ensure transportation is not a barrier to access for any student**. KIPP Nashville will also support the development of carpool networks and facilitate other volunteer support efforts led by parents. **During its planning year and each year thereafter, KSNCP-MS will reassess the transportation service area and modify plans accordingly**. In addition, we will follow laws and regulations regarding the transportation of all students, including special populations such as students experiencing homelessness and students in foster care

Given that ACAM clearly states that we will not provide transportation and that our approach to transportation mirrors that of an applicant that the Tennessee Charter School Commission has found meets the standard, we are confident we meet the standard.

#### 4. Section 2.8 Food Service

- Application states the plan is to contract with a third party food service provider or MCPS. The question remains what third party provider? How will the meals be aligned with federal and state guidelines? To my knowledge there has not been a discussion with MCPS about providing food service to an unknown site and how that would work.

#### ACAM Response:

The Charter School Rubric does not require ACAM to identify “which” third party provider nor does it require a MOU or agreement with a food service provider be in place. In fact, the Charter School application asks only:

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

And the language of the rubric states only:

- The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines.
- The applicant explains how it will collect free and reduced-price lunch information from families.

ACAM clearly meets both the application and rubric standard by describing how ACAM food service vendors will be selected by 1.) soliciting competitive bids for food service during the planning year (as required by law), 2.) discussing how ACAM has actively explored partnerships for food service with local and national providers, and 3.) how “**regardless of which food service provider is used, all federal nutritional requirements will be met.** *The contracted food service provider will ensure meals meet nutritional requirements and all documentation and reimbursement requests and records will be submitted and retained in compliance with federal, state and contractual food service program guidelines.*” ACAM’s application notes that the contracted food vendor will be responsible for:

1. Price per meal, milk, condiments, packaging and transport
2. Compliance with process for delivery
3. Maintenance of warming, cooling equipment and associated fees
4. Maintaining compliance with National School Lunch Program regulations
5. Maintaining compliance with USDA requirements
6. Management of TN Department of Health Inspection
7. Development of age appropriate menus
8. Maintenance of daily food production records

9. Maintenance of daily food meal service and reporting process
10. Managing food allergy and/or special needs documentation and compliance

While ACAM also notes that while it would be “ideal” to contract with MCPS for food services, it recognizes that this may not be possible and therefore provides alternate paths for food service provision. ACAM’s plan and processes provide a “clear description of how the school will offer food service” and clearly meets the standard as required by the Charter School Rubric.

5. During the in person interview on April 17, a list of MOU's with outside service providers was asked for. Items such as nursing services, special population services, etc. These were never provided. In summary, I see an application full of "Ideas" which may very well be good ideas but I fail to see the facts and the plans in place to assure me these ideas can and will be put into practice.

**ACAM Response:** ACAM clearly meets the Rubric Standard standard in the operational areas where questions have been raised as demonstrated both by ACAM’s application and by careful comparison with other charter applications that have been found by both local school boards and the TN Charter School Commission to meet the standard. **MOUs are not required by either the application or the rubric and both the Tennessee Charter School Commission and many other authorizers have consistently found that applications that do not contain a single MOU meet the standard such as the Spring application approved by Rutherford County last year.** In an effort to demonstrate responsiveness to this request even though it goes beyond the Tennessee Rubric Standard, ACAM has provided the following MOUs which can be found in the appendix to this document:

- Food Service
- Facility acquisition and construction
- Special Population Services
- School Therapy Services
- Janitorial Services
- IT and Technology Services
- Financial Services
- Safety and Security Services

**Response C:**

My decision to vote no on the Application for an American Classical Charter School was based on the following concerns:

The Waivers that they requested did not clearly address why they were asked, and several were laws that protect and directly impact teachers.

**ACAM Response:** The TDOE and Tennessee law establish that the rationale behind the establishment of all charter schools is that greater flexibility in the operation and management of a school better enables it to focus and deliver on its mission. The Tennessee Charter School application states:

Pursuant to Tenn. Code Ann. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

The waivers requested in ACAM's application place the interest of training the mind and developing the character of students as our primary task. As our school undeniably centers on the learning and growth that takes place in the classroom, we will recruit, train, and empower teachers and staff energized by making this end their primary goal.

Waivers that enable the school administration to encourage and reward excellent teachers, invest in and develop those teachers who need help, and when necessary, move on from underperforming staff are all intended to stimulate a learning environment of achievement for both student and teacher alike. The same standard of excellence and focus on performance and growth will be applied to the school's administration.

Furthermore, our waiver requests related to the development of our library resources, behavior and discipline codes, health, wellness, and counseling initiatives, and selection of educational texts likewise are tied to establishing the best supports for a student's intellectual and moral growth. We see these items as a means to that end and not as an end in themselves.

All charter schools in Tennessee request waivers as without these waivers, the charter school would simply be a mirror of the local public school system and not provide a differentiated educational option to the community. **In fact, ACAM has requested fewer waivers than most charter schools applicants across Tennessee and every waiver requested by ACAM has been previously requested by other charter applicants.** None of the waivers requested are either extraordinary or unusual - they are entirely focused on enabling us to successfully deliver our mission. A detailed explanation for each waiver requested is provided below in Response D.

The application did not meet many of the standards that the Rubric the committee assessed. Academic Standards was lacking alignment with Tn standards and lacked clear plan for how they will measure Academic goals.

**ACAM Response:**



ACAM's application clearly states both a plan and commitment to aligning with Tennessee State Standards (as required by law). **The application states more than 10 times that all curriculum used by ACAM will be in alignment to Tennessee State Standards and that if any curriculum proposed by ACAM is not in alignment with State Standards, that ACAM will adjust the curriculum to ensure alignment.** Our application also provides significant detail on how we will empirically measure academic goals using assessments at the curriculum, state and national level and also clarifies which staff within the school will be responsible for this:

**“The annual and long-term academic achievement goals will be directly correlated to the ‘meets standard’ ranking on the Charter Schools Model Performance Framework.**

Additional academic achievement goals not determined by the State tests will be set by the School Accountability Committee (SAC) and will reflect in-house areas of focus. As baseline data, ACAM will use metrics aligned with the adopted curricula, nationally normed assessments, and Tennessee's Department of Education initiatives. These goals will include the following:

- Kindergarten Entry Inventory: 100% participation with observation from all five domains
- Literacy Essentials: Students achieve 80% of items indicated per grade band
- Singapore Math: at or above grade level for 80% of students
- DIBELS: at or above grade level for 80% of students
- NWEA MAP: at or above grade level for 80% of students
- English Language Proficiency Assessment (WIDA ACCESS)
- ACT for 11th graders: 100% participation rate and individual student scores greater than 21 composite by the end of 12th grade
- TCAPs- achievement levels will meet or exceed all Maury County and Tennessee average scores.
- Graduation rate- at or above the Maury County Schools level

Academic achievement goals will be set in accordance with the Model Charter School Performance Framework's performance indicators for “meets standards.” As the school grows, the annual goals will move toward meeting the “exceeds standard” rating. While these goals are challenging, they are fair, and ACAM will be equipped to reach each one. **ACAM's principal will be ultimately responsible for the school's success or failure in reaching these goals.** It will be the responsibility of the principal to make sure that all faculty and staff have opportunities to take full advantage of the professional

development and resources necessary to help all students reach these achievement levels. The school's SAC, instructional leaders and teacher leaders will monitor the school's progress toward reaching these goals during the weekly common planning and data analysis time frames built into each teacher's schedule. During these meetings, student growth will be addressed using the RTI 2 and MTSS processes to guide discussion and next steps. To respond appropriately to student movement toward these academic achievement goals, the SAC will meet monthly to determine if specific benchmarks are being met. Tangible quantitative and anecdotal evidence will be analyzed. Individual teachers, special education teachers and student services representatives will meet weekly to review student progress and needs which will help to inform the monthly SAC discussions. Given thorough evaluation, the SAC will make recommendations for revising the goals when needed. As goals are revised, so too, will be the communication, training, and implementation measures aligned to them.

I did not see an acceptable plan for dealing with Special needs, at risk and students with disabilities and how they would align the curriculum for these students

**ACAM Response:** ACAM's application spends more than 15 pages (See Section 1.9 pp. 84-100)

detailing our plans for students with special needs, at risk and students with disabilities, EL students and gifted students. In an effort to ensure ACAM's approach to Special Populations meets the Rubric Standard, ACAM's plan for special populations was developed by basing our approach on the KIPP program that the Tennessee Charter School Commission praised for exceeding the standard for Special Populations. **This foundation was then augmented and improved by working with experts in Special Populations across Tennessee to go beyond this approach and develop a truly exceptional approach to meeting the needs of this community of learners.** ACAM is very confident that our approach to Special Populations not only meets but exceeds the standard required by the Tennessee Charter School Rubric.

I did not see a plan that clearly assesses behavior in a diverse culture.

**ACAM Response:** ACAM recognizes that we will serve a diverse group of students who come to the school with various cultural, life and academic experiences. Because of these various experiences, students differ in their behavior and their adaptation to the expectations of various environments, including a school environment. Part of the work of ACAM and its personnel is to meet each student where he/she is and respectfully scaffold/support their academic and personal behavior in a manner that allows each student to find academic and personal success at the

school. This support occurs in the day-to-day work with students and in the professional development of the personnel who work with the students.

ACAM will utilize the American Classical Education model to develop within its students the intellectual skills and character upon which responsible, independent, and successful citizens are formed, in the firm belief that such citizens are the base of a just society. The classical content of the curriculum refers to those traditional works of literature, history, and philosophy that contain essential truths of human existence and remain compelling today because they present these truths in memorable, or enduring, ways. ACAM will aim to cultivate and orient its learners by instilling within them a desire for truth and wisdom, a love of virtue and beauty, and the moral character that are requisite for personal self-government, for vigilant, responsible citizenship, and for a fulfilling life. In so doing, the school will revisit the same essential questions, considered throughout the ages. Content includes the classical, liberal arts, the natural and moral sciences, the practice of logic and argumentation, and the careful considerations of classical philosophy. Classical Education upholds a standard of excellence. ACAM's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel in learning and character. At ACAM, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Discipline will be less about punishment or rewards and more about a moral culture that leads to exemplary citizenship.

Too often, expectations of students with respect to their behavior are considered distinct from a school's curriculum. ACAM will instill good character in its students by maintaining order and decorum in the classrooms, holding students accountable for their assignments and personal conduct, and explicitly teaching them the fundamentals of good character. The school will adopt a set of core virtues that will build students' moral vocabulary and point them to the character traits necessary to live a fulfilling and happy life. This process will be implemented by introducing pillars of character and virtues including courage, moderation, justice, responsibility, friendship, prudence, and wisdom. ACAM will explain the virtues to students in detail and will base citizenship marks, its discipline policy, and the decorum of the school on the practice of those virtues through daily activities. In addition to cultivating a moral culture that will encompass the classrooms and the halls and thereby create an environment of social justice, the school will teach character through the curriculum.

ACAM will implement a discipline policy and code of conduct as outlined in the school's Family Handbook and policy manual. Students are expected to model and reinforce the school's expectations at every opportunity. With the support, motivation, and resolve of students, teachers, parents, and the community, ACAM will develop students who choose to exercise maturity and respect for each other, for staff, and property. Students will learn to take full responsibility for their actions and to make morally sound decisions. To support this goal, students receive explicit instruction in these expectations and feedback on their conduct through citizenship marks on their progress reports. The school discipline policies will support the education of students and the overall vision of ACAM. Through age-appropriate expectations

and discipline procedures, an environment where all students can learn without distraction will be created. Staff will act as role models for students, and through open discussions between students, teachers, principal, and family members, students may use the disciplinary time to learn more about themselves and about others and learn the value of making ethical decisions.

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

Students enrolling mid-year also participate in new enrollment parent meetings to discuss expectations. Parents acknowledge expectations and students are assigned a student mentor to assist in acclimating to the culture and focus on the mission, vision and virtues of the school. Mentors work with students on decorum, assignment logs, and virtues.

All students of ACAM will be considered worthy of a chance to show, not only to their peers, parents, and the wider educational community, but most important to themselves, their worth. As a student, a member of a classical school, and as a civic member of the greater community those who enroll in ACAM will and should feel as though they are special. ACAM is confident in its abilities and will ensure that it plans for and provides the resources necessary to address the needs for all student populations and all levels. A culture of support from all teachers and staff will be fostered. A great learning environment where lessons in cultural and civic education will be taught so that the students want to attend school. ACAM's lessons will be supported by a school staff and campus that fosters positive relationships between students, parents, and teachers.

- The breadth of study represented by the core program (math, literacy, literature, science, and history) and essential secondary classes in physical education, art, and music are designed to engage the interests of all students and provide a comprehensive educational experience. Using the RTI 2 model, as soon as faculty and staff observe students struggling, teachers will react as discussed in great detail in section 1.4d of this application. Regardless of whether students have been identified as a special population or not, Tier I supports will be determined and used. For students who have been identified as at risk, an English Learner or a student with a disability, these Tier I supports may become part of that student's IEP or 504 Plan. As with all students, Tier I supports will be used to allow for forward progress toward goals until it is determined that

more intensive supports are needed. If, or when that happens, the cyclical nature of the RTI 2 model will be used to identify those Tier II, and in far fewer cases, Tier III supports will be determined. The goal is always to allow every student full access to the curriculum and student engagement activities with as few supports as possible, encouraging appropriate challenges and opportunities for potential growth.

- The ability-grouping model for mathematics and literacy gives the school flexibility to meet the needs of each student, especially students with disabilities, English Learners, and students at risk of academic failure. Using the 120 minutes allocated for literacy and 80 minutes for numeracy each day, all students can be engaged in large group direct instruction and student engagement. Using the time provided, teachers may elect to use some of the time for ability grouping strategies such as high-dose, low ratio tutoring, discussion circles, number talks, guided student practice, explicit re-teaching, or enrichment and extension. In this way, all students will receive individualized instruction prompted by careful observation and assessment data analysis. The goal is to serve all students in a path toward their full potential.
- The school culture will be one of discovery and contemplation. While we expect there to be some productive struggle with the academic and intellectual rigor, it is expected that all students will need support at some times. ACAM's goal is to introduce all students to the wide world of knowledge available to them, and not stifle their natural curiosity with barriers. In this sense ACAM will celebrate academic excellence, but perhaps not in the traditional sense of students simply striving for and being rewarded for high scores. Instead ACAM will celebrate academic performance in terms of the quality of inquiry displayed. In this way, the classroom becomes more equitable- those students who may not have felt celebrated for their intellect in the past will be honored and encouraged to reach harder and harder for their individual voice.

In all these ways, all students will be fully supported and treated as valued members of the classroom and school. As with other Tier II and Tier III supports, if adaptive physical or specialized mental health support is needed, ACAM will access additional services from third-party specialists to meet the needs of all student populations. To provide the most supportive, and specialized services, ACAM may contract with an entity that can provide the appropriately skilled and credentialed resources to further support the ACAM staff in meeting the needs of all students enrolled at the school.

Sometimes behaviors reach the level of warranting more than what an RTI 2 model Tier I intervention can impact. If this is the case, Tier II, and in extreme cases Tier III interventions may need to be employed. The Individuals with Disabilities Act of 2004 (IDEA) and the 2006 regulations that implement IDEA govern the discipline of students with disabilities. The principal or the assistant principal may suspend a student only in accordance with the rules of the school board which comply with rules and regulations to provide additional safeguards for all students including all special populations. It is the belief at ACAM, that once students acclimate to the mission of the school, build relationships with peers and faculty, and experience the pride

and sense of belonging in the environment of high expectations and mutual respect, less and less of what is considered typical discipline will be required.

**Response D:**

I would like to have the waivers addressed individually in the following manner. Will each item continue to exist in waiver status upon operation of the school or will there be a plan in place to move away from the Waiver. If there is a plan, what are the details of this plan.

**ACAM Response:** As mentioned previously, the waivers ACAM has requested place the interest of training the mind and developing the character of students as the school's primary objective.

We are confident that as our school grows and its resources expand, we will be able to develop a structure that supports our culture of student and family flourishing on all fronts. This may allow us, in some cases such as library resources, to move away from the waiver request. However, it is likely that our waiver requests will continue to be necessary in most instances to enable us to focus on our students' intellectual and moral growth.

T.C.A. Citation or State BoE Rule	Description of Statute, Policy or Rule	Proposed replacement policy, practice, or rule	How will waiver of this statute or rule help student achievement?	Further details as requested on whether this waiver will continue upon operation of the school:
T.C.A. § 49-3-30 6(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	American Classical Education (ACAM) approves salaries during the annual budgeting process. ACAM's payroll system will reflect appropriate use of public funds.	Compensation will reflect the ACAM model approved pay scale which will help to retain high-quality teachers.	Yes, with this waiver, ACAM expects that we will continue to be able to use the ACAM pay scale model outlined in the application and which we are confident will enable ACAM to recruit and retain high quality teachers, especially in concert with the ability to provide additional performance compensation as necessary. Our ability to adjust our compensation programs as required to meet our budget constraints as well as unique staffing needs is critical to our ability to increase student achievement within our school environment.

<p><b>T.C.A. § 8-23-20 6(a)</b></p>	<p><b>Longevity Pay</b></p>	<p><b>ACAM approves salaries during the annual budgeting process. ACAM's payroll system will reflect appropriate use of public funds. Compensation will reflect the ACAM model approved pay scale.</b></p>	<p><b>Teachers may be provided with additional compensation for performance, which will help to retain high-quality teachers.</b></p>	<p><b>Yes, with this waiver, ACAM believes that we will be able to offer additional compensation to teachers for performance and that this will help us retain and recruit high quality teachers. We strongly believe that a compensation system which will help us retain high-quality teachers is critical to our success and that without this waiver, we will be at a disadvantage in attracting and retaining key roles in our organization and will compromise our ability to increase student achievement.</b></p>
<p><b>T.C.A. § 49-5-5 002-50 10, 49-5-5 206-52 09, 49-5-5 301, 49-5-5 304-53 06, 49-5-5 401, 49-5-5 405, 49-5-5 406, 49-5-5 501, 49-5-5</b></p>	<p><b>Career Ladder</b></p>	<p><b>ACAM approves salaries during the annual budgeting process.</b></p>	<p><b>No funding is currently available for career ladder initiatives.</b></p>	<p><b>No, ACAM's current fiscal model does not have funding available to support Career Ladder Initiatives, however, should funding become available to ACAM to support Career Ladder Initiatives, ACAM would implement these initiatives at the school. Forcing ACAM to fund this initiative would require taking valuable resources away from core components of our model that are focused on increasing student achievement.</b></p>

<p><b>504-55 06; SBE Rule 0520-0 2-02</b></p>				
<p><b>T.C.A. § 49-5-52 05; SBE Rule 0520-01 -01-.01</b></p>	<p><b>General Requiremen ts for Evaluation</b></p>	<p><b>ACAM approves salaries and compensation plans during the annual budgeting process.</b></p>	<p><b>The classical model is unique and ACAM must have the ability to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school’s mission and philosophy to deliver a high-performi ng Classical Education model.</b></p>	<p><b>Yes, with this waiver, ACAM will be able to evaluate teachers and design benefit programs that reflect the schools mission and philosophy. Given our unique model and approach to pedagogy, our ability to design our hiring, compensation, promotion and evaluation processes is critical to our ability to increase student achievement within our school.</b></p>
<p><b>T.C.A. § 49-5-40 8-409; SBE Rule 0520-02 -02-(2)</b></p>	<p><b>Evaluation Contracts and Termination of Contracts</b></p>	<p><b>ACAM oversees performance evaluations and performance management.</b></p>	<p><b>It is important that ACAM can design its hiring process, pay, benefits, promotion and that such are aligned with the model’s mission philosophy. Employees</b></p>	<p><b>Yes, with this waiver, ACAM will be able to manage ACAM’s staff using the detailed performance evaluations and performance management processes outlined in the application and ensuring we can operate the school in the Classical Education model and increase achievement for our students.</b></p>



			<p>who attain the required levels of performance, as outlined in their performance management goals, will be offered a renewal contract.</p>	
<p><b>T.C.A. § 49-5-50 1-513</b></p>	<p><b>Tenure</b></p>	<p>ACAM oversees performance evaluations and performance management of all its employees.</p>	<p>ACAM employees are evaluated annually and will be at-will employees. Flexibility and high standards for teaching staff facilitate strong student outcomes.</p>	<p>Yes, with this waiver will be able to execute the detailed plans for annual evaluation and performance compensation outlined in our application, while ensuring flexibility and high standards in the teaching staff for continual achievement of student outcomes.</p>
<p><b>SBE Rule 0520-01 -02-.03</b></p>	<p><b>Employment Standards</b></p>	<p>ACAM will ensure that all school employees are qualified for their roles through its hiring and onboarding process.</p>	<p>ACAM desires the flexibility needed to properly staff the school with the most qualified candidates to provide an effective Classical Education for its students.</p>	<p>No, given the classical model, ACAM believes that flexibility will be required to properly staff the school with talent who can be effective at delivering the Classical Model and thereby increase student achievement, especially given the teacher shortage. Should TN Employment Standards change however to allow flexibility in employment standards, ACAM would not require this waiver. Please note this is not a waiver for teacher licensure.</p>

<p><b>T.C.A. § 49-5-10 1(a); SBE Rule 0520-01-02-.03(6)</b></p>	<p><b>Licensed Principals</b></p>	<p><b>ACAM will ensure that school leaders are qualified for their roles through its hiring, leadership training, and onboarding process.</b></p>	<p><b>ACAM will recruit the most qualified principal experienced in Classical Education, regardless of administrative licensure status, to fulfill its mission.</b></p>	<p><b>No, should ACAM determine that there are licensed principals available that meet ACAM standards for school leadership, ACAM expects that its principal would be licensed in TN. The reason for this waiver is primarily that ACAM expects that we will have to recruit nationally for a principal candidate we are confident will yield strong student achievement and although this individual will likely be licensed in another state, they may not have current TN principal licensure.</b></p>
<p><b>SBE Rule 0520-01-02-.04</b></p>	<p><b>Leave for Teachers</b></p>	<p><b>ACAM will adopt its own personnel policies including leave in compliance with all state and federal laws and approved by the Board.</b></p>	<p><b>ACAM leave policies will be compliant with laws, meet the needs of teachers and minimize disruptions to student learning.</b></p>	<p><b>Yes, with this waiver, ACAM will have the flexibility to adopt our own personnel policies to ensure we are delivering our classical education model and increasing student achievement. ACAM will, however, be fully compliant with all state and federal laws concerning employment leave.</b></p>
<p><b>SBE -01-03-.07</b></p>	<p><b>Library Information Center Personnel</b></p>	<p><b>ACAM will provide students with access to libraries and maintain library personnel.</b></p>	<p><b>A substantial library will be available to students as soon as practical. The school desires flexibility on implementation and staffing.</b></p>	<p><b>No, ACAM does not anticipate hiring a full time librarian however we do plan to have a substantial library that will be managed and maintained by the school staff and believe this is the best way to manage both our budget and increase student achievement. If the school budget grows to support the addition of a full time librarian, ACAM would be excited to hire one.</b></p>

<p><b>T.C.A. § 49-3-31 6</b></p>	<p><b>Local Fiscal Accounting</b></p>	<p><b>ACAM approves the budget through the annual budgeting process. ACAM will ensure that public dollars will be used properly, and financial processes and audits will comply with the requirements applicable to all Tennessee public charter schools.</b></p>	<p><b>The school's fiscal management systems will reflect the school's mission and philosophy.</b></p>	<p><b>Yes, with this waiver ACAM will ensure that public monies will be used properly, that all non-waived regulations will be met and that all operations will stand up to an annual financial audit that will be submitted to the State, however, critically, ACAM's management systems will be able to reflect the school's mission and vision, including financial sustainability and enable ACAM to successfully increase student achievement through control of our financial management systems.</b></p>
<p><b>T.C.A. § 49-6-40 12(b)</b></p>	<p><b>Formulation and Administration of Behavior and Discipline Codes</b></p>	<p><b>ACAM reviews and approves the family handbooks and discipline policies annually to ensure compliance with applicable State and federal laws, including the protection of the rights of</b></p>	<p><b>It is important that the school's discipline practices ensure a safe and effective learning environment for all students, aligned with the Classical Education program.</b></p>	<p><b>Yes, with this waiver, while parents and students will undergo due process, ACAM will be able to ensure that the discipline practices of ACAM provide a safe and effective learning environment for all students while in alignment with the Classical Education program. ACAM believes that our discipline practices (as outlined in our Student and Family Handbook) are critical in establishing a safe and secure environment where student achievement can be increased.</b></p>

		<b>students with disabilities in disciplinary matters.</b>		
<b>T.C.A. § 49-6-22 06</b>	<b>Use of Unapproved Textbooks</b>	<b>ACAM approves use of curricular materials as detailed in this application.</b>	<b>The ACAM curriculum and instructional approaches will be linked to the school’s mission and philosophy. ACAM will use curricular materials as detailed in this application, aligned to the outcomes it seeks for its students.</b>	<b>No, ACAM’s curriculum and instructional approaches are linked to the school’s mission and philosophy and critical to all efforts to increase student achievement. As such, ACAM will use both approved and non-approved textbooks, but if textbooks used by ACAM are approved in TN and will allow ACAM to deliver its model, ACAM will no longer need this waiver. All curriculum materials - regardless of approved status - will be aligned to TN State Standards.</b>
<b>T.C.A. § 49-3-311</b>	<b>Capital Outlay</b>	<b>ACAM contracts and leases its facilities.</b>	<b>Preparing a charter school facility is a challenge. It is important that ACAM has the ability to select a school site. Having the autonomy to use facility funding allows the resources to be used most effectively for</b>	<b>Yes, with this waiver, ACAM will have the flexibility needed to select a school site and use the facility funding as required to cost-effectively deliver an exceptional environment for student learning and outcomes. Securing a facility that fits our budget and enables ACAM to devote resources to increased student achievement is critical.</b>

			<b>the mission and philosophy of the school.</b>	
<b>SBE Rule 0520-01-03-.05</b>	<b>Health, Physical and Wellness Education Curriculum</b>	<b>ACAM develops an annual calendar and school schedule including time for student health and physical activity. The principal will oversee these classes and work to ensure that the PE curriculum meets state content standards.</b>	<b>Students will be involved in physical education activities each week.</b>	<b>Yes, with this waiver students will be involved in physical education activities each week, but our School Leader will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel. ACAM's ability to design our own physical education activities that comport with our Classical Education Model is critical to increasing student achievement within our school.</b>
<b>T.C.A. § 49-6-303; State Board School Counseling Model and Standards Policy 5.103</b>	<b>School Counseling</b>	<b>ACAM will have access to student services in all needed areas through contracted or hired services.</b>	<b>The school desires the flexibility to use a social worker in place of a counselor to best serve student needs.</b>	<b>Yes, with this waiver, ACAM will have the flexibility to hire a qualified individual(s) to fulfill the responsibilities of a school counselor (academic development, social and emotional development, and college and career readiness) through multiple roles/duties within the school. Without this flexibility, ACAM's ability to increase student achievement using the Classical Education Model will be made difficult.</b>

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**Response E:**

**Transportation**

Transportation is vital for our school district. Many of our families depend on the school bus to delivery their children to school and return them home safely, daily. Without the publicly funded transportation, I would venture to say that the majority of our families would struggle with regular attendance. With schools being rezoned and the massive area covered by our elementary schools and especially our middle schools (which is the identified targeted audience of American Classical Academy Charter School), transportation has to be non-negotiable from day one. If transportation is left up to the guardian, the targeted audience of this charter would not represent the vast diversity that is present here in Maury County. It would certainly not include the audience that I am on the board to represent.

**ACAM Response:** As stated above in Response B, ACAM does not plan to provide transportation to all students. To restate, providing transportation is not a requirement for any charter OR public school in Tennessee. ACAM does not believe it is appropriate to stereotype or hypothesize that only certain families or demographics are willing or able to provide transportation for their children and believes that any suggestion otherwise is likely the product of racial or socio-economic bias and not based in factual evidence. Indeed, the wide variety of students from different racial and economic backgrounds who attend Maury County’s private schools provide evidence that parents who seek a different educational model for their children can and will be representative of widely diverse backgrounds and populations..

ACAM is aware, however, that for some parents, transportation may be an issue. As the application details and is provided for in the school’s proposed budget, ACAM has reserved more than \$120,000 dollars to provide transportation for students where otherwise this would be a barrier to their enrollment. Because our final location is still under consideration, once selected, we will work with the local community and any parent interested to explain options and design solutions should they choose to enroll their child.

**Students with Disabilities and English Language Learners**

The plan did not have any specific recognition of the federally recognized historically underserved groups of students. The response was, the plan would be developed based on student enrollment. If a school is going to represent the demographics of a school district, it should have

plans to serve all the students within a district. These historically underserved groups of students require specialized services identified by the federal government. Teachers require a specific license to be qualified to teach children who have been identified as having a **disability or a language barrier** that may limit their ability to learn in a regular setting without supports. So, no plan to address the needs of the two groups of historically underserved students causes me great concern or helps identify the true targeted student body which American Classical Academy Charter School wishes to enroll.

**ACAM Response:** As detailed above in Response C, ACAM's application spends considerable time (more than 16 pages) addressing the needs of both students with disabilities and EL students in section 1.9 in the application. ACAM is unclear what is meant by "specific recognition" of these populations however, ACAM has identified the specific percentages of the anticipated school population that is likely to be both special needs and EL, has detailed at great length how it will serve those populations, and has presented both a staffing model and budget that outlines how this support will be implemented. The classical education approach promotes rigorous academic standards, critical thinking skills, and a strong emphasis on character development, which benefit all students, including those from historically underserved backgrounds. ACAM's detailed plan clearly anticipates serving these populations through the classical education model, but also notes that enrollment of these populations may exceed ACAM's projection and that therefore, ACAM will tailor educational strategies to the specific needs of the enrolled student body versus applying a rigid and unpersonalized approach to education. This approach enables the school to provide targeted support and interventions to address the unique challenges faced by historically underserved students, such as specialized services for students with disabilities or language barriers.

#### Nutritional Services

The plan has no specifics about providing for the nutritional needs of students during the school day. Traditionally schools provide breakfast and lunch for students. This meal may be the only meal that some students receive during the day. Students and families depend on the school system to provide the two meals to their children daily in order that they may financially focus on the last meal of the day. Leaving this to chance is unacceptable. Maury County houses approximately 13,000 students with 27% of those students (3,510 students) being economically disadvantaged. In speaking with a principal, that number only includes the number of students who receive direct certification. With that understanding, the number of economically disadvantaged students is more than likely much higher as it doesn't include those median families who are barely making ends meet.

**ACAM Response:** As stated previously, the Charter School Rubric requires ACAM to provide details on two aspects related to Food Service:

The rubric states only:

- The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines.
- The applicant explains how it will collect free and reduced-price lunch information from families.

ACAM clearly meets both the application and rubric standard by describing how ACAM food service vendor will be selected by 1.) soliciting competitive bids for food service during the planning year (as required by law), 2.) discussing how ACAM has actively explored partnerships for food service with local and national providers, and 3.) how “***regardless of which food service provider is used, all federal nutritional requirements will be met. The contracted food service provider will ensure meals meet nutritional requirements and all documentation and reimbursement requests and records will be submitted and retained in compliance with federal, state and contractual food service program guidelines.***” ACAM also details how free and reduced-price lunch information will be collected from families.

ACAM’s plan and processes provide a “clear description of how the school will offer food service” and clearly meets the standard as required by the Charter School Rubric.

Just looking at the three above that have not been met based on the application submitted, I am deeply concerned about the academic outcomes of the students who would be enrolled and the ability of the school to meet the minimum academic standards required for students to meet grade-level requirements if the basic needs of the students have not been addressed. Please see a few of the questions that I would like to be answered in the application prior to approval of the charter school:

1. What are your plans to include students with disabilities and English Language Learners?
2. What are your plans to include a diverse student population?

**ACAM Response:** Please see answers provided above in Response C.

3. What are your plans to meet TN state standards with curriculum and state law?

**ACAM Response:** ACAM is absolutely convinced that our classical curriculum is consistent with Tennessee state standards and has committed that its curriculum will be aligned to Tennessee State Standards. We have developed a K-12 alignment chart (with crosswalks) in the



main subject areas of English and Language Arts, Mathematics, Science, and Social Studies. We continue to add to our portfolio of alignment and crosswalk documents, with our latest accomplishment being the alignment of our Economics curriculum with Tennessee's unique Personal Finance standard. Our goal is to have a completed portfolio by the end of the summer of 2023, which will be the first of its kind for any classical charter school established in the state of Tennessee.

4. How do you plan to meet the needs of students with significant social and emotional needs?

5. How do you plan to handle kids with behavioral issues?

**ACAM Response:** As outlined in section 1.10 of the application, it is, in part, the work of ACAM to work with students, families and teachers to instill and support students in a manner that benefits not only each student's intellectual growth but also benefits each student's need to grow in their social, emotional and behavioral needs. The curriculum presented to students at ACAM is steeped in human stories and findings that allow students to consider and discuss the ways in which one can live and behave well. As clarified in the application, "In addition to cultivating moral culture that will encompass the classrooms and the halls and thereby create an environment of social justice, the school will teach character through the curriculum." The application also states: "ACAM is confident in its abilities and will ensure that it plans for and provides the resources necessary to address the needs for all student populations and all levels. A culture of support from all teachers and staff will be fostered."

Supporting and nurturing the behavior and character of students is the work of students, parents, teachers and the community. ACAM students will learn to take full responsibility for their actions and to make morally sound decisions through explicit instruction and feedback, continuous discussion and having staff that are able to act as role models.

6. How do you plan to evaluate academic and operational success?

**ACAM Response:** ACAM's evaluation and performance improvement efforts will work on two parallel tracks.

At the macro-level, our academic and operational evaluation program will focus on a yearly evaluation of the school's performance in four main areas: (1) general operations, (2) professional teaching and staff excellence, (3) student intellectual and moral growth, and (4) school/community culture.

A 360-degree review (generated from family, student, staff, and administrative surveys) will be conducted at the beginning and end of every academic year. Survey results will form the basis of establishing yearly markers and identifying 2-3 goals for improvement in each of the four areas. Action teams consisting of various stakeholders, selected and charged by ACAM's principal, will develop a set of recommendations to be implemented at the principal's discretion.

At the micro-level, all teaching and operational staff members will be evaluated yearly on two levels: (1) individual performance and (2) individual growth, renewal, and development. ACAM's model is predicated on the belief that professional excellence comes from developing habits and virtue over time. The best performance and evaluation structure is one that clearly defines standards and goals, is transparent, fair, and applied equally, and requires the school to match its expectations with its willingness to invest in the growth and renewal of all employees.

#### 7. How do you plan transportation for the first year?

**ACAM Response:** Please see answer provided above in Response B.. Per the Tennessee Charter School Rubric standard, ACAM does not plan to provide transportation in the first year but will work with any family for whom transportation would be a barrier to attendance to ensure that a child can attend the school.

#### 8. How do you plan to feed the students?

**ACAM Response:** Please see answer provided above in Response B. Per the Tennessee Charter School Rubric, ACAM has provided a detailed plan for food service will be provided and students eligible for free and reduced lunch programs will be identified.

#### 9. How do you plan to recruit and retain Teachers without pulling from those already employed by MCPS?

**ACAM Response:** While it is possible that a teacher in MCPS may choose to apply for a position in ACAM, it is not the purpose or intention of ACAM to seek teachers already employed with MCPS. Per ACAM's application, we expect to find success recruiting from three groups of candidates, all of whom are generally attracted by the Classical Education model: educators new to the profession from teacher training programs; individuals changing careers after significant professional experience; and retired or nearly retired educators.

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

ACAM's application clarifies that job openings will be posted broadly: on career and education websites, at schools of education, and shared with individuals and groups via email. ACAM will also attend local college career fairs and utilize social media. Candidates will be instructed to submit a resume and cover letter for consideration. Those who appear to best meet the established criteria and, through a review of application materials, show they would be a "good fit" in Maury County working with the targeted population of ACAM, will be invited to participate in a brief initial interview by phone. Those who seem to be well-suited to teaching positions will be asked to provide a sample lesson plan for review by the principal. In-person interviews will be scheduled for the top candidates. Before an offer of at-will employment is made, previous employment, verification of credentials, state and federal background checks, and reference checks will occur.

10. Why was a survey sent to the parents of Madison, Montgomery and Rutherford Counties but not Maury County?

**ACAM Response:** The survey referenced in the application was completed in early 2022, before ACE was contemplating opening a school in Maury County. As ACE heard from numerous families in Maury about their desire for a Classical Education model charter school, ACE was convinced that Maury County, with its significant growth and strong educational values, would be an ideal location for a classical education charter school. This belief was reinforced through the many letters of support submitted with the application, the many conversations held by ACE staff in Maury County, and the number of interested parents who signed up for more information about ACAM.



## EXCELL MANAGEMENT SERVICES

Subject: Food Service Needs for American Classical Academy Maury

To whom it may concern,

I am writing on behalf of Excell Management Services to provide an update on our work with American Classical Academy Maury to prepare for any food service needs the school may have.

As you may know, Excel Management Services has extensive experience working with schools throughout Tennessee to provide high-quality and nutritious food options for students. We are pleased to be working with American Classical Academy Maury on this important endeavor.

In our opinion, a budget of approximately \$450 per student is reasonable and in line with our previous experience in similar projects. We believe that this budget will allow us to provide the best possible food options for the students, while also maintaining a reasonable cost.

Our team has been working closely with the school to develop a comprehensive plan for food service, taking into account the specific needs and preferences of the students. We are confident that our plan will provide students with healthy and tasty meals that will help them stay focused and energized throughout the day.

Once again, we are thrilled to be working with American Classical Academy Maury on this project, and we look forward to continuing our partnership. If you have any questions or concerns, please do not hesitate to contact us.

Thank you for your time and consideration.

Best regards,

Jamal McCall

Excell Management Services



1535 W. Northfield BLVD, Suite 7 Murfreesboro, TN 37129 josh@fulmerhomes.co

Dear American Classical Academy Maury Team,

I am writing to provide my professional opinion on the per pupil cost of facility lease and utility costs for a charter school of 340 students in the Maury market.

As a realtor who has worked extensively in the Maury community, I have a deep understanding of the local real estate market and have had extensive experience in negotiating leases for a variety of facility types. Based on my knowledge and experience, I believe that a per pupil cost of \$12 per square foot of rent per month is a reasonable assumption for facility lease costs for a school of this size.

This assumption takes into account the current market conditions, including the demand for commercial real estate in the area, the availability of suitable properties, and the typical lease rates for similar facilities in the region. I have personally reviewed comparable leases in the area and have found that \$12 per square foot per month is in line with the current market rates.

In addition, my experience also suggests that an assumption of approximately \$85,000 in utility costs for a facility of this size is also reasonable. This figure is consistent with the typical utility expenses for similarly sized facilities in the Maury market. Factors such as the size of the facility, the climate in the region, and the age of the building can all influence utility costs, and I have taken these factors into account in arriving at this estimate.

In conclusion, based on my expertise and knowledge of the local market, I believe that a per pupil cost of \$12 per square foot of rent per month and utility costs of approximately \$85,000 for a facility of 340 students in the Maury market are reasonable assumptions. If you have any further questions or require additional information, please do not hesitate to contact me.

Sincerely,

Josh Fulmer  
Office License # 246313  
Agent License # 331950

**From:** David Faunce <david.faunce@prestigeschoolsolutions.com>

**Sent:** Friday, March 17, 2023 1:49 PM

**To:** Joel Schellhammer

<jschellhammer@americanclassicalschoools.com>

**Subject:** Financial Models

Hello Joel,

We can certainly provide some additional clarity on our budgeting process.

Prestige has been drafting financial / budget models and proformas for charter schools since 1999 (including our predecessor firm, Acadia NorthStar). We've prepared them for schools applying for charters in North Carolina, South Carolina, Georgia, Indiana, Arizona, Texas and, conservatively speaking, have likely served over 450 applicant groups over the years. Our core work with schools is managing the back office in an outsourced CFO capacity, which includes budget management, purchasing, accounts payable, payroll, financial reporting, human resources, bond underwriting (which also includes extensive projection work) and audit management.

Throughout our 20+ years serving charters, we've been able to establish metrics that reflect the proper level of expenditure for major categories such as personnel, benefits, child nutrition, transportation and facilities management. These metrics are built using actual expenditure data from multiple schools, across multiple states and across multiple years. This has proven to be a reliable approach even when preparing budgets for schools that are planning to locate in states that are new to the charter school movement (<10 years) and/or have limited actual data available. In such cases, we leverage internal data as mentioned before in addition to aggregated data that is available through the National Center for Education Statistics, the National Alliance for Public Charter Schools and the Center for Education Reform.

Let me know if I can offer further insight or information.

Dave



**Subject:** Memorandum of Understanding (MOU) between FIT Technology and American Classical Academy Maury.

This MOU establishes a partnership between FIT Technology (FIT) and American Classical Academy Maury (ACAM) to provide technology services and support for ACAM's educational operations. The purpose of this MOU is to outline the responsibilities and commitments of both parties in ensuring a safe and secure technology infrastructure to support the school's growth and educational goals.

1. Services Provided by FIT Technology:

1. Help Desk and Technical Support Services:

1. FIT will offer comprehensive help desk and technical support services to ACAM, including training on technology required for mandated state online assessments.

2. Infrastructure and Support Services:

1. FIT will provide the necessary infrastructure and support services to ensure E-rate compliance and digital asset management. This will include the implementation of a secure network infrastructure to support testing requirements and safeguard student information in accordance with federal and state student record laws.

3. Cybersecurity Services:

1. FIT will deliver cybersecurity services to ACAM, including antivirus/anti-malware software and support, intrusion detection system (IDS) review, annual security awareness training, multi-factor authentication, mobile device management (MDM), disk encryption/protection, data loss prevention, and email advanced threat protection (ATP)

4. State Student Information Systems Compliance:

1. FIT will ensure ACAM's access to and compliance with State Student Information Systems requirements. The school's information system will report to the State's Information Management System, and all teaching staff and administration will have access to Infinite Campus or any other student information system recommended by the local district. FIT will

equip all teaching staff with laptops for convenient inputting and reviewing of student data.

2. FIT Technology Expertise: FIT's Experience and Partnerships: FIT brings over 20 years of experience in education and a strong track record of working with charter schools. FIT has established partnerships with leading software and hardware companies and holds certifications such as Microsoft Gold Partner, AT&T Platinum Partner, Cisco Premier Partnership, VMware Professional Partner, and Microsoft Authorized Education Partner.
3. Responsibilities of ACAM:
  1. Computer Lab and Wireless Internet: ACAM will establish a computer lab with wireless internet capabilities to facilitate testing at all grade levels.
4. Duration of Agreement: This MOU will remain in effect unless terminated by either party with a 30-day written notice. Both parties hereby agree to the terms and conditions outlined in this Memorandum of Understanding and will work collaboratively to ensure the successful implementation of technology services at American Classical Academy Maury.

The FIT Team looks forward to working with you.

Sincerely,

Corey Drexler

Education Account Services





Speech Language &  
Learning Center of TN

May 18, 2023

To Whom It May Concern,

The Speech Language & Learning Center of TN, LLC is tentatively able to provide speech and occupational therapies to the students of American Classical Academy Maury beginning in the 2024-2025 school year. SLLC of TN's ability to provide these services is contingent on staffing and the school's needs and enrollment. Should we be able to provide these services, a formal contract will be presented. Please let me know if I can be of any further assistance.

Thank you,

Becky Brown, MS, CCC/SLP  
Co-Owner/Speech Language Pathologist

Mr. Withun,

Thank you for your inquiry today into Jani-King. We can provide commercial cleaning and maintenance related services (strip/wax, carpet extraction, window cleaning, etc....) and the distribution of related supplies and equipment under the name Titan Franchising LLC d/b/a "JANI-KING of Nashville" in the geographic area of Nashville described as the county of Maury.

We are a Tennessee limited liability company formed on March 22,2013. We have seen significant growth since that time and provide service to a wide array of customers throughout Middle Tennessee.

We would like to be included on future discussions relating to the cleaning of your proposed facility as you go through the site selection process.

I have included a copy of our BBB accreditation, a sample certificate of Insurance and our W9 for reference.

Please contact me directly for any additional needs.

Thank you.

**Barry Sawyer**

Business Development Director  
Jani-King of Nashville/Rhode Island  
5560 Franklin Pike Circle, Suite 100  
Brentwood, TN 37207  
Tel: (615) 445-7979 Direct: (629) 277-0138  
[bsawyer@janikingnash.com](mailto:bsawyer@janikingnash.com)

*Official cleaning company of the Nashville  
Predators and Bridgestone Arena.*



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# CENTERSTONE

To Whom It May Concern:

This letter is to verify that Centerstone and American Classical Academy have discussed a partnership for Centerstone to provide services beginning the 2024-2025 school year. Centerstone is tentatively able to provide school-based therapy services to the students of American Classical Academy Maury starting in the 2024-2025 school year. Centerstone's ability to provide these services are dependent on factors such as staffing, student population and the needs of the schools and its students.

Sincerely,

Ann Blankenship LPC-MHSP

Centerstone School Based Therapy and Intensive In Home Coordinator

[Ann.blankenship@centerstone.org](mailto:Ann.blankenship@centerstone.org)

## Safety Plan Initiative

Jeff Hicks <jeffhicks@bellsouth.net>

Tue 5/2/2023 9:49 AM

To: Joel Schellhammer <jschellhammer@americanclassicalschoools.com>

Good Morning Joel,

Hope you are doing well. After our conversation last Friday I have began collecting some information from my resources. Below is how we are prepared to support American Classical Academy Maury.

### *American Classical Education Safety Plan*

One of the pillars for the American Classical Education organization is a safe and secure learning environment for all students and staff. The development of a comprehensive safety plan will be a steadfast commitment with continuous evaluation and evolution to better serve the school community. The following initiatives will help achieve these goals and objectives:

- Formation of a collaborative safety planning team for each campus.
- Build partnerships with community agencies, both public and private, so they can inform and assist the campus planning team in the development of their emergency operations plan and ensure effective response. These potential partnerships can include the local emergency management agency, law enforcement agency, fire department, emergency medical services agency, mental/behavioral health agency, public health agency, and municipality.
- Through these partnerships a campus emergency operations plan to encompass preparedness, response and recovery will be adopted and implemented for every campus.
- Unprecedented professional development for administrators and staff will also be provided in the follow areas;
  - Emergency management in a educational setting
  - The incident command structure to better work with emergency responders.
  - Facilitating a table top exercise to increase staff response to a incident on campus.
  - Multidisciplinary Threat Assessment and Management
  - Parent/Caregiver awareness workshop to enhance school safety.
  - Reunification and recovery training for administrators, staff students and parents.

Please sign and return at your convenience.

Best Regards,  
**Jeff Hicks**

**Tennessee School Safety Mentor**  
**Phone 865.705.5093**  
<http://www.schoolsafety sentinel.com>

**Instructor:** Bill B. Young Ph.D.

**SME:** Patrol Operations, School Resource Officer Operations, Instructional Design, Adult Learning.  
Former Adjunct Professor, Criminal Justice at Lane College and Jackson State Community College.

**Degree:** Walden University - 2019  
Doctor of Philosophy In Criminal Justice, (Ph.D.)

Boston University- 2013  
Master of Criminal Justice (MCJ)

Union University- 2009  
Master of Arts in Education (M.A.Ed.)

University of Tennessee at Martin-2005  
Bachelors

**Professional Membership:** National School  
Resource Officers Association  
Tennessee School Resource Officers Association

**Office:** (731) 694-8344



**Biography** : Bill is an experienced law enforcement expert having been a supervisor during his employment with the Jackson Police Department and the Madison County Sheriff's Office. During his career he has worked as a public housing officer, patrol officer, school resource officer and a correctional officer. Additionally, he has nearly four years of international law enforcement training experience in the Republics of Iraq, Haiti, and Afghanistan. Bill also served as Director of Safety and Security at Union University from 2008-2010. He currently supervises the MCSO SRO Unit, the MCSO Honor Guard Unit, and the MCSO Mobile Field Force.

Bill currently serves as one of the West Tennessee Directors of the Tennessee School Resource Officers Association (TNSRO). In addition to serving on this board, he serves as vice-president of the Memphis Scottish Rite Foundation.

Bill has also developed and delivered training to school resource officers across West Tennessee. These classes have received State of Tennessee Peace Officer Standards and Training (POST) numbers for compliance with TCA requirements for school resource officer certification. Additionally, Bill has commented on local radio regarding school security topics. Bill is a published writer having completed his doctoral dissertation, which is available online for interested persons to download. Bill also delivered articles for publication in the Republic of Haiti as a journalist. These publications are available upon request.

## ***Jeff Hicks***

Jeff Hicks is retired from the Blount County Sheriff's Office after 28 years of service. The last 25 years have been spent working with law enforcement and educators to improve school safety across Tennessee and the United States. In his career he has served as the Vice President and the President of the Tennessee School Resource Officers Association. For several years and currently, Jeff has been an adjunct instructor for the University of Tennessee Law Enforcement Innovation Center. In 2018 he was appointed to the Governor's School Safety Working Group. He is a nationally published author on school safety and worked with districts throughout the United States. He is currently serving as the school safety mentor for the Tennessee Department of Education.