

**THOMAS JEFFERSON  
CLASSICAL ACADEMY**

**RUTHERFORD COUNTY  
NORTH CAROLINA**

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**FORMAL CHARTER APPLICATION**

**AUGUST 31, 1998**

**Submitted to:**

**Dr. Grova Bridges, Director  
Office of Charter Schools  
301 North Wilmington Street  
Raleigh, North Carolina 27601-2825**

### **III. Mission and Purpose**

#### **A. The Mission**

The mission of Thomas Jefferson Classical Academy is to achieve high academic results in secondary grade levels through the classical curriculum approach to academics. The primary goal is to give students the foundation necessary to improve and to expand learning opportunities.

#### **B. Purpose**

All six of the stated purposes in section 115C-238.29A of the charter legislation will be implemented at Thomas Jefferson Classical Academy.

##### **(1)-Improve student learning**

The classical curriculum approach will improve student learning by capitalizing on the student's natural mental development in the 12-18 year old phases. Dorothy Sayers, in her famous essay, "The Lost Tools of Learning", outlines stages of learning as grammar, dialectic, and rhetoric. In simple terms, grammar teaches facts in the three to eleven year old ages through early strength in memorization. Our grade eight remedial level will work with students who have not yet mastered some of the basics of this stage, such as reading and simple arithmetic. As much as reasonably possible, we will incorporate core knowledge into our eighth grade program, and if opening a seventh grade is deemed necessary, we will incorporate core knowledge for that level as well. Around age eleven to twelve, the student should be ready to move onto the dialectic stage, which emphasizes the student's ability to engage in discursive reasoning, stressing logic to teach cause and

effect, steps of reasoning, and how to make proper inferences. Preparatory grade eight through grade ten will stress this dialectic stage of learning. Finally, grades eleven and twelve will stress the rhetoric stage of learning, where the student moves from merely grasping the logical sequence of arguments to learning how to present them in a persuasive and consistent manner. The overall result is a better ability to think logically and to present thoughts persuasively.

## **(2)-Improve learning opportunities for all.**

The beauty of the classical approach to education is its emphasis on the natural intellectual development of all children, which gives any student that applies him/herself the essential tools of learning. Thomas Jefferson Classical Academy will be open to all students, with the belief that they can benefit from this approach. Again, the remedial eighth grade will be an essential element of the school in redirecting students that may have been left behind academically. If it appears necessary after the first year of operation, we request the option of expanding to a seventh grade, if one year of remedial work is deemed insufficient to bring students up to grade level.

We intend to have a Vocations Director whose primary responsibility will be to help each student recognize his or her academic strengths and to help guide each on an appropriate career path. We intend to direct rising juniors and seniors who prove to be more technically or mechanically talented into appropriate programs, according to individual needs. For instance, if a local power company is in need of electricians, and will finance the technical training of a student, our Vocations Director will match a student to the opportunity.

## **(3)-Different and innovative teaching methods.**

The classical curriculum is being rediscovered in many educational circles as an essential return to the basics of education. The emphasis on dialectic and logic in grades nine through ten, and rhetoric in grades eleven through twelve, will stress thinking skills, as opposed to teacher dictation and student memorization.

English and history will be integrated under Cultural Studies, incorporating drama and geography, in an extended class. In this way, we expect students will retain more of what they are taught through a broader and more consistent flow of information. Extended classes in mathematics will provide students with ample time to work problems and seek help when they need it. Classical drama and debate will be emphasized to fine tune the students' dialectic and rhetoric skills.

**(4)-Create new professional opportunities for teachers.**

Thomas Jefferson Classical Academy will be an exciting alternative for teachers in Rutherford County. In addition to a competitive pay scale with the current system, teachers will be attracted to the classical curriculum approach which challenges them to stress the dialectic and rhetoric skills that are the backbone of the curriculum, no matter what subject they are teaching. The teachers will enjoy a classroom atmosphere of lively discussion and debate, encouraging students to present logical and defensible explanations for every assertion made. Teachers will be required to cover all the course materials, while being flexible enough to encourage the lively classroom atmosphere. Thus, responsibility for the learning program will be highly localized to the classroom.

We propose an innovative bonus system for teachers that will reward teachers based on the following criteria:

- i) percent of class meeting or exceeding required standards as defined in Section B-(6) below.
- ii) percent of students successfully completing the grade level, with exception for extended student illness.
- iii) the magnitude of improvement of student test scores from prior year.

Another innovation will be the establishment of a teacher endowment fund which will seek grants to fund a teacher bonus pool. The theory behind this idea is that the better the teachers and students perform, the greater the willingness of grant-issuing organizations, including local corporations, to foster a strong incentive system to keep and attract the best available teachers.

The Academy' s Board of Directors and Headmaster will be responsible for all bonus criteria and decisions, as well as seeking grant money.

**(5)-Parent and student choice .**

Thomas Jefferson Classical Academy will provide parents and students the only alternative to the public high schools in Rutherford County, as there are no private or parochial high schools as of this application. Parents will be attracted to the emphasis on thinking skills, while the students will be challenged by the lively classroom atmosphere.

No matter what future endeavor their children pursue, parents will realize that logical thinking and debating skills will be beneficial. Verbal SAT scores will be improved by emphasizing the Latin roots of the English language, while the proven Saxon mathematics program will improve math SAT scores.

We also intend to encourage and recruit dedicated parents who feel they have been denied the right to assist and participate in the education of their children.

**(6)-Accountability.**

When students first enroll at Thomas Jefferson Academy, they will be given a placement test in order to determine their appropriate grade level. No child will be placed in a grade simply because they are a certain age. Since dialectic and logic, which will be taught in the ninth and tenth grades, are so fundamental to a classical education, we will not accept transferring juniors and seniors unless they can prove they

have adequately mastered dialectic and logic skills. In addition, they will have to take placement tests to prove they are proficient in math and reading.

We will incorporate core knowledge in our eighth grade remedial classes, along with high quality English literature. Children who cannot sufficiently read and do math will not enter our eighth grade preparatory or ninth grade program until they show proficiency; and, we retain the option of providing summer remedial classes for borderline students.

We will use norm-referenced standardized tests such as the S.A.T. or C.A.T. to measure overall student progress. Individual student progress will be measured with content-based quizzes, quarterly exams, and final exams. In this way, students, teachers, and parents will have objective measurements of progress.

At Thomas Jefferson Academy, no child will progress to the next grade level unless they have maintained a minimum of a 75% (C) average in every subject. Teachers will be available for help each day for a minimum of thirty minutes outside of regular class-time. In this way, students can choose to use the thirty-minute study period to read, study, or seek help where they need it.

### **C. Educational Focus**

Thomas Jefferson Classical Academy' s goal is to improve standards and expectations in Rutherford County and provide parents with a choice of where and how their children are educated. We intend to get back to the basics with a Classical Curriculum, giving students the "Tools of Learning", that they can apply in any profession.

## **D. Impact on Local Community**

Thomas Jefferson Classical Academy is seeking a charter for 450 students; which is a maximum of 75 students per grade when fully operational in 2002/2003. The first year of operation, 1999/2000, we anticipate about fifty students per grade in the remedial eighth grade, preparatory grade eight, and grade nine, as some students and parents are likely to have a wait-and-see attitude. Our business plan will use this more conservative estimate for the first two years of operation.

There are currently approximately ten thousand students enrolled in the public school system. In addition, there are many home-educated students and Trinity School students who are not enrolled in the public school system.

Since there is currently no alternative to the public high school in Rutherford County, some of the above-mentioned parents, as well as some parents of public school students, send their children out of the county, many to private boarding schools. Many parents even send their children out of state for their high school education. The following are just some of the reasons for this:

Some parents are concerned with the educational standards and methods of the local schools.

Some parents feel that their fundamental moral values are belittled or undermined in the local schools.

Many parents worry that their children will have easy access to drugs and weapons.

At Thomas Jefferson Academy, we intend to focus on academics. We will also incorporate practical and vocational skills, as well as nutrition and healthful living instruction, including physical fitness. Most importantly, we will encourage parent participation in the classroom and in extracurricular activities. Since we expect to draw many from the above-mentioned groups, i.e. Trinity School, home-schooled students, and disenfranchised or frustrated parents, we do not foresee any major impact on the local school system.

We will not accept more than 225 students, maximum, our first year of operation, which we anticipate as the 1999-2000 school year. We will admit rising eighth and ninth-graders only, including those students who require remedial work in math and reading. Subsequently, we will add one grade per year, 50-75 students per grade, adding tenth grade in 2000/2001, eleventh grade in 2001/2002, and twelfth grade in 2002/2003. In essence, the total anticipated impact of the Academy on the local school system when we are fully operating with a twelfth grade, (2002-2003 school year at the earliest), would be 450 students out of the entire county. If demand exceeds our expectations, we plan to stay within the 10% annual student growth rate as determined by current charter legislation. We hope that the establishment of our school will revitalize community interest in public education, and increase parent and corporate involvement.

#### **IV. EDUCATION PLAN**

##### **A. Methods of Documenting Student Success**

Thomas Jefferson Classical Academy will document student success as stated in section III B, (6) of this application. Applicants will be given a placement test to determine their appropriate level, and to gain an accurate measurement of competency as compared to other students across the country.

Once the students are placed in the appropriate grades as determined by these objective measurements, they will be expected to maintain a minimum of a C average (75%), which will be determined by the teachers, who will factor in classroom participation, attendance, etc., while using objective test results for the bulk of the students' grades.

Towards the end of the school year, the same national test will be used to determine, objectively, how much students have improved. Both sets of test results will be sent to the State Board of Education for review at the end of the school year.



We will offer advanced placement tests to students so they can earn college and high school credit for higher level courses . We are currently researching the feasibility of dual enrollment of our students in our Academy and a North Carolina university for particular subjects that are offered at the university level. We believe this will be good for the university, the students, and Thomas Jefferson Classical Academy.

### **B. Student Achievement Goals**

In addition to high academic standards at Thomas Jefferson Academy, we will expect and foster the following personal development in our students :

- \* A sense of civic responsibility
- \* An appreciation of and respect for nature
- \* Courtesy and respect for each other
- \* Honesty and integrity
- \* Respect for authority
- \* Physical fitness
- \* Work ethic
- \* Team spirit
- \* Awareness of the value of personal sacrifice
- \* Tolerance for the opinions of others
- \* Respect for other people' s property
- \* Respect for themselves
- \* Importance of punctuality and attendance
- \* Self-discipline
- \* Perseverance
- \* Sense of satisfaction for a job well done
- \* Patience
- \* Responsibility
- \* Kindness
- \* Courage

These virtues will be encouraged through the vicarious experiences available in good, high-quality literature. Teachers will discuss the literature with their students and help them identify characters who exhibit personal qualities such as those mentioned above.

### C. Admissions Policies and Procedures

Enrollment during our first anticipated school year, 1999-2000, will be open to a maximum of 225 students who will have attained the age of 12, 13, 14, 15 or 16 by August 1, 1999. Students will be given placement tests and, depending on results, placed in either our 8th grade remedial, 8th grade preparatory, or 9th grade program.

During our second year of instruction, 2000-2001, we will add 10th grade to our program of instruction and, if necessary, 7th grade. In the year 2001, we will add 11th grade, and in the year 2002, the 12th grade.

Because our program is highly academic, and each new grade level builds upon the previous level, it is unlikely that we will be able to accept transfer high-school students entering grades 10,11 or 12 from other schools. However, if a student and his/her parents wish to transfer from another school, we will give the student a placement test. If the student can prove he/she has an adequate grasp of previous material, and our Board approves, we may accept the student, but only if we have already opened that particular grade-level, or if there is a sufficient number of transferring students to warrant the opening of a new class. The Board of Directors will make this decision.

If our charter is approved, we intend to have a registration drive in the spring of 1999. The applicants will need to be 12,13, 14, 15 or 16 as of August 1, 1999.

In accordance with current law, we will allow up to 10% of available student slots for children of staff, and siblings of accepted students will

be given preference over students from families that were not already enrolled.

All prospective students will be given placement tests to determine their appropriate entering grade level. Applying 8th-graders must show adequate proficiency (7th grade) in math and reading, or they will enter our 8th-grade remedial program. Applying 9th-graders must be at grade level in math and reading before being advanced into our 9th grade course of study. Students will not be denied acceptance based on placement tests, but will be placed in the appropriate class.

If there are more applicants than available slots, the school will conduct a lottery to determine who will be admitted. All students whose applications were filed by the application deadline will be separated by grade level and entered into the lottery. The lottery will be simple, held before witnesses, and will not rely on computers. A drawing will be held, with each student's name entered once. The names of each student's siblings will be listed with each sibling entry. Once all spaces are filled, the drawing of names will continue to establish a waiting list. Students will be placed on the waiting list in the order their names are drawn. Students whose applications are received after the deadline will be placed on the waiting list in the order that their applications are received. In each successive school year, students who were enrolled at Thomas Jefferson Classical Academy the previous year will keep their spaces until they graduate.

We will require parents and students to sign the following agreement with the Academy, which will clearly state their responsibilities to assist in the formal education of their children.

# **Thomas Jefferson Classical Academy**

## **Family Agreement**

The mission of Thomas Jefferson Classical Academy is as follows:

To achieve high academic results in secondary grade levels through the classical curriculum approach to academics. The primary goal is to give students the foundation necessary to improve and expand learning opportunities.

In order to achieve this goal we must have the cooperation and assistance of parents. Please read and sign the following:

Students will:

- \* purchase and wear the required school uniforms every day.
- \* attend school punctually and regularly.
- \* bring a signed note from parents to explain any absence from school.
- \* obey the rules of the Academy.
- \* accept and complete school assignments neatly and on time.
- \* be courteous, obedient, and respectful to all school staff and personnel.
- \* be respectful of their fellow classmates' rights.
- \* replace lost or damaged school books and/or property.
- \* not display inappropriate physical affection for other students on school grounds. If parents allow their children to date, excessive expressions of physical affection between students will take place off school grounds. The Academy will maintain a serious educational atmosphere.
- \* not be disruptive in class or during school activities.
- \* adhere to the school honor code and obey all rules.
- \* follow through with punishments, including physical work assignments as punishment for breaking school rules.

- \* not bring pornography, illegal weapons, or drugs onto school grounds at any time.
- \* not be romantically involved with staff. Students who exhibit aggressive behavior towards staff may be expelled from the school.

Staff who display proven inappropriate behavior towards students will be fired. Parents must be reasonably assured that their children are in a safe learning environment. The academy will promote high academic standards. We will have school activities that complement these goals. We will not interfere with the parents' rights to teach their own children in the delicate area of human sexuality.

As a parent/guardian of a Thomas Jefferson Classical Academy student, I agree :

- ~ to supervise my child' s homework habits and see to it that assignments are completed neatly, and on time.
- ~ to assist the school as a teaching assistant, special assistant, or some other role as determined by my skills, and the needs of the Academy as determined by the Headmaster. I agree to assist the school for a minimum of 2 hours per month, per parent. One parent may serve the hours for both parents if desired.
- ~ to provide lunch for my child on a daily basis as the school will not be operating a cafeteria, initially.
- ~ to arrange transportation for my child to school each day, as the school will not be operating school buses. If lack of transportation is a barrier to attendance of Thomas Jefferson, special arrangements will be made between the parents and the Academy to provide transportation.
- ~ that my child will be bound by the terms of the Academy' s honor code as follows:

" I promise to be honest, trustworthy, and diligent in my studies, and to do the work assignments neatly and on time. I promise to behave appropriately in school, respecting the rights of others, treating them with the same courtesy that I expect towards myself. I will be respectful towards my teachers and all staff, remembering always that they are here to assist me in becoming the best person I can be. I promise to give all school letters to my parents on the day that I receive them, and to return them to my teacher the next school day with my parent' s signature."

A student may be expelled from the school if, in the opinion of the Headmaster, there has been sufficient violation of the rules of conduct as established by his/her teacher(s) so that continued attendance would be disruptive or dangerous to other students and/or staff. Expulsion may also occur if a student violates the Thomas Jefferson Classical Academy honor code, or if a student or his/her parent(s) fail to adhere to the terms of the Thomas Jefferson Classical Academy honor code.

**The Headmaster of Thomas Jefferson Classical Academy will have the discretion to enforce the honor code with all due consideration given to the age of the student and other relevant circumstances.**

Print student' s name \_\_\_\_\_ date \_\_\_\_\_  
Signed (student) \_\_\_\_\_ date \_\_\_\_\_  
Signed (parent) \_\_\_\_\_ date \_\_\_\_\_  
Signed (parent) \_\_\_\_\_ date \_\_\_\_\_  
Guardian ( if other than parent) \_\_\_\_\_ date \_\_\_\_\_

#### D. Student Expulsion and Exclusion

Possession or use of any dangerous weapon, explosive, or illegal drug, or any assault on school staff members, may warrant expulsion for up to one calendar year by the Academy' s Board of Directors, in accordance with section d) of 115C-391.

Lesser offenses, such as insubordination, cheating, and disrespect for authority will be dealt with in an innovative way at Thomas Jefferson Classical Academy. As opposed to the typical suspension policy in public schools, where students are given "a few days off" for bad behavior, the Headmaster will construct a well-defined, in-school work program for students who break the Academy' s rules. Tasks will include lunchroom cleanup duties, and landscaping work after school hours. Refusal to submit to work duties will require an immediate conference with the parents, Headmaster, and involved staff members, which may end in formal suspension.

Any other behavior which is harmful to the learning environment, such as possession of and/or distribution of pornography, drugs (other than medically prescribed ), and weapons will be punished with work programs. The material will be shown to the student' s parents, and destroyed. If the material is illegal, authorities will be called to the school.

Students who engage in physical harassment of others, or who are involved in a fight will also be given supervised work assignments. Students who are disruptive may also forfeit field trips. The emphasis will be on personal responsibility for one' s actions.

Parents will be given a list of school rules at the beginning of the school year. They will be required to sign the family agreement form for their children to attend the school.

Consistent with the goals outlined in Section IV-B and above, we will require students to wear uniforms. Teachers will have a professional

dress and behavior code. Seriously inappropriate behavior towards students, including romantic involvement, will be grounds for dismissal of staff. Inappropriate displays of physical affection by staff towards each other on school grounds may also be grounds for dismissal. The Academy' s Headmaster will be responsible for determining whether a violation is serious or not, with discipline for serious violations requiring Board approval. The objective is to keep the school' s atmosphere professional and conducive to learning. This professional environment will help students focus on their studies, and foster a respect for authority.

#### E. Instructional Program

Our preparatory eighth-graders will be working on the grammar part of what is called the trivium in classical education. They will also be taught Latin and English grammar.

Our remedial eighth-grade will also work on the grammar part of the trivium. However, our main concern here will be getting the students up to grade level. We will give teachers assistants at this level, recruiting parents as assistants, as well as providing education majors a chance to do some supervised internship work.

Appreciation of nature will be a consistent theme throughout the instructional programs. Teachers will be encouraged to frequent North Carolina' s abundant nature preserves.

Since dialectic is such an important aspect of a classical education, freshmen will be taken into courthouses in the area to view dialectic in action during trials. All students will work on their dialectic skills.

Logic will be taught in ninth and tenth grade, and students will be encouraged to use dialectic and logic in school debates.



Juniors and seniors will work on rhetoric, learning the art of persuasive speech, both oral and written. They will also be offered keyboard and computer classes.

The "tools of learning", as Dorothy Sayers called them in her famous essay, "The Lost Tools of Learning," (see Appendix A with this application), are basically grammar, dialectic, and rhetoric. They are called tools, as opposed to subjects, because they improve thinking skills, and provide students with "methods of dealing with subjects."

Our Cultural Studies will integrate history, English grammar and composition, geography, drama, vocabulary, visual art, and music. The high-school level classes will be ninety minutes long, and will meet each school day. The historical periods will be chronologically-ordered, and primary texts will be used whenever possible. Biographies and historical fiction will be read by students. They will be expected to read, write, and speak about each period.

Seventh and eighth-graders will use Educator' s Publishing Service' s "Wordly Wise" vocabulary program.

At the high school level, we will use either the Sadlier-Oxford Vocabulary Series or Educator' s Publishing Service' s "Vocabulary From Classical Roots."

The Sadlier-Oxford English series will be used in Cultural Studies as a supplementary text.

High-School level mathematics will also be offered in an extended (ninety-minute class), to provide students ample time to work problems.

All high-school teachers will be available, in their classrooms, for a minimum of thirty minutes each day for tutoring.

Basic Daily Schedule, grade 8- remedial ( to be adjusted, if necessary, to meet transportation needs ).

	Mon. & Wed.	Tues. & Thurs.	Friday
7:50-7:55	~	Homeroom and Attendance	~
8:00- 9:15	~	Math or Cultural Studies	~
9:25-10:40	~	Math or Cultural Studies	~
10:45-11:30		Gym or Special Studies	Art
11:35-12:05		Lunch	Pizza lunch
12:10-12:50	Science or English Grammar		Free afternoon
12:55-1:35	Science or English Grammar		(for music, library, counseling, report writing, tutoring, trips, etc.)
1:40-2:40	Silent Reading or Math or Reading Lab ( lab to be decided by teacher)		
2:45-3:25	Creative and Corrective Writing (Including Spelling & Punctuation)		
3:30	Dismissal		

Basic 8th grade preparatory schedule, same as above, except:

	Mon.-Thurs.	Fri.
10:45-11:30	~	Latin & English Grammar ~
11:35- 12:15	Gym or special studies (2 days)	Art
12:20-12:50	Lunch	Pizza lunch
12:55-1:35	Science	Free afternoon ( for counseling, report writing, school trips, etc.)
1:40-2:40	Silent Reading, Study, etc.	
2:45-3:25	Creative & Corrective Writing	
3:30	Dismissal	

8th grade preparatory:

Cultural Studies- American History (with civics lessons). *Quest of a Hemisphere*, published by Western Islands will be the main text. We will incorporate state and local history into the program, and visit historical places of interest.

*Algebra 1/2*, by Saxon Publishers, Inc.

*Basic Language Principles with Latin Background*, by Educators Publishing Services, will be used for grammar.

*Wordly Wise 5*, for vocabulary.

*Cambridge Earth Science*.

9th grade:

Cultural Studies- Ancient Civilizations with particular focus on Ancient Greece and its contributions to the world. We will include Greek drama, philosophers, Greece' s Golden Age, etc. Homer' *Iliad and Odyssey*, as well as Plato' *Euthyphro, Crito, Phaedo*, and *Republic* and Aristotle' *On the Art of Poetry* will be read. Historical texts will include *The Histories*, by Herodotus, *The History of the Pelopponesian War*, by Thucydides, *The Persian Expedition*, by Xenophon, and *The Rise and Fall of Athens*, by Plutarch.

*Algebra I*, Saxon Publishers, Inc.

Introductory Logic and Dialectic.

*Wheelock Latin I*.

*Sadlier-Oxford English and vocabulary or Vocabulary from Classical Roots*.

Biology and Healthful Living ( including nutrition, personal hygiene, communicable diseases, and drug education).

10th grade:

Cultural Studies- Roman Empire, 753 B.C.- through 814, with particular emphasis on the contributions of the Roman Empire and Christianity. Literary texts will include parts of the New Testament, *Early Christian Writings, Meditations, Marcus Aurelius and His*

*Times, Metamorphoses, Coriolanus, Julius Caesar, Cicero, Justin Martyr, and Antony and Cleopatra.* Historical texts include *Makers of Rome, The Fall of the Roman Republic, The Early History of Rome, The War with Hannibal, and The Annals of Imperial Rome.*

*Algebra II, Saxon Publishers, Inc.*

*Wheelock Latin II*

Chemistry and Nature Study

Logic and Dialectic

*Sadlier English and Vocabulary or Vocabulary from Classical Roots.*

11th grade:

Cultural Studies-European History (814-1789), with emphasis on the changing forms of government, including monarchies, the Feudal System, Republics, etc. Literature of the Middle Ages, Renaissance, and Reformation periods will be covered. Literary texts include *Beowulf, The Divine Comedy* series, *The Canterbury Tales, The Song of Roland, A Midsummer Night's Dream, The Tempest, Hamlet, King Lear, and Paradise Lost and Paradise Regained.* Historical texts include *The History of the Franks, Two Lives of Charlemagne, Chronicles of the Crusades, Travels of Marco Polo, and Lives of the Artists.* Thomas Aquinas, Martin Luther, and other influential thinkers will be read and discussed. Medieval and Shakespearean plays will be performed.

*Advanced Math, Saxon Publishers, Inc.*

Physics and Nature Studies

*Wheelock Latin III, or Modern Language (French or Spanish)*

Rhetoric and Debate

Wood Shop or Home Economics

Keyboarding and Introductory Computing

*Sadlier English and Vocabulary or Vocabulary from Classical Roots.*

12th grade:

Cultural Studies- Modern History (1789-20th Century), with special emphasis on 20th century American and Russian Literature and

History (with Civics). 20th century writers and history-makers will be researched and term papers will be required. State and local history will be covered. Literary texts will include *Pride and Prejudice*, *The House of Seven Gables*, *The Adventures of Huckleberry Finn*, *Crime and Punishment*, *Great Short Works of Leo Tolstoy*, *Complete Poems and Plays of T.S.Eliot, 1984*, and *One Day in the Life of Ivan Denisovich*. Historical texts include *Documentary History of the United States*, *The Federalist Papers*, *Democracy in America, abridged edition*, *The Marx-Engels Reader*, and *Modern Times. Calculus*, Saxon Publishers, Inc.

Astronomy & Nature Study

Modern Language (French or Spanish)

Rhetoric and Debate

Computer science

The italicized texts listed above are the planned texts for use in the Academy. The Board of Directors will ultimately have authority to approve and/or change texts. In the interest of continuity, however, any curriculum changes and/or approvals must have unanimous approval by the Board. If the Board is unable to reach unanimous approval after serious discussion and at least one vote, it can make a decision to change and/or approve texts with a majority vote. The reasons must be serious, such as the publisher's discontinuation, excessive cost, or unavailability of a text, etc. The Board of Directors may not violate or stray from the classical curriculum to pursue other models. The Board does have the right to add special studies to those currently offered at the Academy, as long as they complement the academic goals and do not violate the stated objectives of the charter as written. The special studies may not take the place of the academic course offerings, and must have the approval of the majority of the Board as well as the Headmaster. The Headmaster will have the duty of advising the Board of Directors whether or not the proposed studies are practical, and whether or not they will complement the classical program.

Planned non-academic course offerings (to be determined according to enrollment needs and demands):

- \* Karate
- \* Classical Ballet & Dance
- \* Fencing
- \* R.O.T.C.

Special Skills:

- \* Wood-Shop or Home Economics
- \* Electronics & Robotics
- \* Driver Education
- \* Keyboarding & Computers
- \* Media Analysis

After-school sports:

- \* Hockey
- \* Soccer
- \* Swimming
- \* Wrestling
- \* Basketball
- \* Football
- \* Baseball

The school year will begin on Monday, August 23, 1999, and will generally begin the fourth Monday of each successive August. The school year will end on the last Friday of the following May.

We will hold classes Monday through Friday, 8:00 a.m. until 3:30 p.m., except for the days listed below:

Labor Day, Columbus Day, Thanksgiving Day and the following Friday, December 23 through January 2, 2000. In the year 2000, we will be off for President' s Day, April 17, 18, and 19 will be standardized testing days. We will be off from April 20 through April 30. Classes will resume on May 1 and end on May 26. Snow days will be made up in May.

The main objective of our 8th-grade remedial program will be to get students up to an 8th-grade reading and math level. We will provide a reading lab where students will be taught phonics. The students will practice reading, writing and spelling. "Professor Phonics," "Sing, Spell, Read, & Write," and "Alpha phonics" are three easy-to-use programs that we will use. We will use other programs as well, depending on progress and/or needs of individual students.

In our math lab, we will use flash cards, drills, and frequent quizzes to improve student knowledge. Students will be given timed placement tests, such as the Saxon placement test, to determine where they need help. If they are weak in multiplication, for instance, they will review that until they have their multiplication tables memorized, and are able to do one hundred problems in 8-10 minutes. Recognizing that some children learn best when taught with manipulatives, we will have games and manipulatives available in the math lab. Individual student records will be kept, with learning objectives clearly stated, as well as objective completion dates. Remedial computer programs may be used, if this is determined to be in the best interest of the individual student.

Geosafari will be used to compliment maps. Board games like "Where in the World is Carmen Sandiego?" will be used to encourage knowledge of world geography. Students will be assigned art projects that enhance their studies as well. For instance, clay may be used for physical maps, sketches and drawings may be used for political maps, etc. Teachers will be encouraged to integrate subjects as much as possible, in order to achieve the best knowledge-retention possible.

Eighth grade preparatory students will be expected to complete Saxon 1/2, have a firm grasp of English grammar, knowledge of American history, especially of founding documents, important historical dates, etc., and have general knowledge of basic science concepts. Placement tests will measure whether students have mastered the preceding goals sufficiently. These tests will substantially determine whether or not the student is prepared for high school.

Completion of all high school level subjects is expected. Students will be required to maintain a C (75%) in each subject before being advanced to the next grade.

## **V. BUSINESS PLAN**

### **A. Governance Structure.**

Appendix B of the application contains a list of the initial Board of Directors of the private non-profit corporation, Thomas Jefferson Classical Academy, followed by resumes of each member. Included is a resume of the Headmaster of the Academy, Joseph Maimone, co-founder of Thomas Jefferson Classical Academy.

Appendix C of the application contains a copy of the articles of incorporation, and the bylaws.

The Board of Directors of Thomas Jefferson Classical Academy will meet at least six times per year, with monthly meetings the first year of operation, September 1998-August 1999, on the second Tuesday of the month. This will give ample opportunity to the Board to make necessary executive decisions regarding initial setup of school operation. The Academy's Headmaster, Joseph Maimone, will attend all initial meetings, and will be primarily responsible for carrying out the decisions of the Board. The Academy's attorney, Mr. Vance Perry, of Tomblin and Perry Law Firm, will attend most initial meetings to assure that directives of the Board meet state and charter legal requirements.

The pre-operations charter startup checklist, developed by Eric Premack, Charter Schools Project, Institute for Education Reform, will be the framework for the Board of Directors to implement the start-up plan for the Academy.(Appendix D). The interim Chairman of the Board, Georgia Maimone, co-founder of the Academy, will be responsible for assigning each of the tasks in the checklist, with

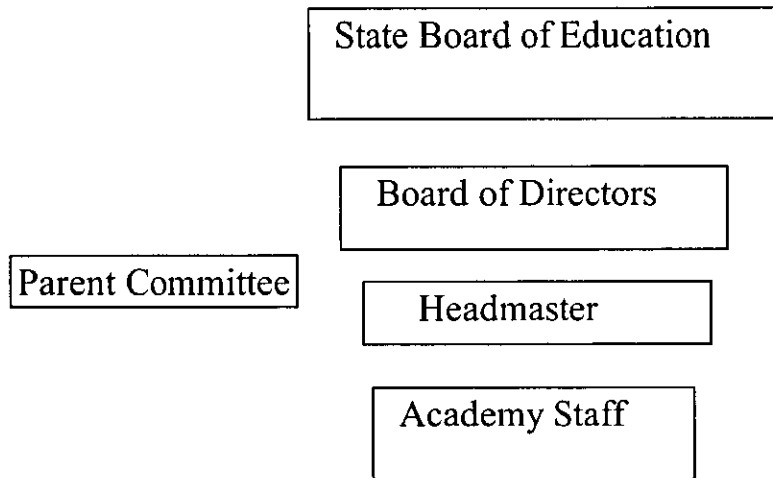


support by a majority vote of the Board of Directors. The Board will make available a one-year, renewable position for an area church representative. There will be a three year, renewable slot for a member with public education experience. A two year, renewable position for either an accountant or an attorney; and, a two year, renewable position for a parent of an enrolled student in the academy will be sought if there is no parent representation on the Board. The officers of the Board will be elected annually at the September annual board meeting. Our present Board represents public and home education experience, private business and accounting experience, as well as parent representation from anticipated Academy students.

Beyond initial school set-up responsibilities, the ongoing responsibilities of the Board of Directors are as follows:

- \*assure that the mission and purpose of the Academy are strictly adhered to in all policy implementation.
- \*have final legal responsibility for the Academy and its performance.
- \*oversee all contracts held by the Academy.
- \*final responsibility for hiring and firing of staff, under the recommendations of the Headmaster.
- \*responsible for selecting an auditing firm to execute an annual comprehensive audit of the revenues and expenditures of the Academy.
- \*appoint a three to five member parent committee to advise the Board on parent and student concerns.

**Organizational Chart of The Academy**



## B. PROJECTED STAFF

The following is a list of anticipated staff for Thomas Jefferson Classical Academy's first year of operation:

<u>Position</u>	<u>Number</u>
Headmaster	1
Full-time teachers:	6
1-2 eighth grade remedial ( one bi-lingual )	
1-2 eighth grade preparatory ( with strong English & Algebra skills)	
1 Algebra	
1 Cultural studies ( Greek & ancient civilizations, strong English skills)	
Half-time teachers:	
1 Biology	
1 Latin	
Assistant Teachers	6
Vocation Director (hourly contract, estimated 4 hours weekly)	1
Clerical/Business Manager	1
Full-time Custodian	1 1/2
TOTAL:	16 1/2

## C. QUALIFICATIONS REQUIRED FOR EMPLOYMENT

As required by the charter legislation, at least 50% of the full-time teaching staff will have North Carolina teacher certification. All full-time teachers seeking employment with the Academy will go through a rigorous interview process. They must demonstrate adequate comprehension of their assigned subject material, patience with children, classroom management techniques, and a grasp of the art of dialectic. Qualifications will include:

-a strong undergraduate or graduate education, with a minimum GPA of 3.0. Applicants that do not meet this requirement may only be considered for employment if they score at least in the

- 75th percentile of selected standardized teacher exams.
- a willingness to be innovative in the classroom to inspire students to attain high standards of excellence.
- strong references.
- thorough grasp of English grammar.
- strong moral character.

In addition to the above, there will be specific requirements as follows:

Eighth grade teachers will be responsible for all academic subjects. At the remedial level, they will stay with the same group of students. These teachers will need to have experience in education, as well as competency in the major subjects of math, English, history, and reading. They must have sufficient knowledge of world history from the most ancient, up through modern times. They will be required to demonstrate general geographical knowledge of the world.

Eighth grade preparatory teachers must be proficient in math and science or cultural studies or both. Students will have one teacher for part of the day, the other teacher for the other part.

Cultural studies teachers will need some familiarity with Latin. Other foreign language experience will be helpful. Drama experience and a love of good literature will be desirable. Candidates with a classical background will be preferred.

Math and science teachers must be strong in advanced math, and competent in science. We will seek candidates who love the subjects they want to teach.

Grades nine through twelve:

Cultural studies teachers must have experience, training, and education in their specific historical period. Some knowledge of Latin and Greek is desired. Some drama experience and familiarity with high quality literature will be desirable. The teacher must be willing

to learn the art of dialectic. Candidates with a classical education at the university level will be preferred.

Math instructors must have extensive math proficiency, beyond the level they will teach. Candidates with business and teaching experience will be considered first.

Science teachers must have a strong science background. It is preferred, although not necessary, that their major or minor is the same as the subject they wish to teach. Competency in the specific subject will be demonstrated to the Headmaster.

Language teachers must be fluent in the language they teach. Familiarity with the language's history, literature, and culture will be necessary.

Computer science, keyboarding, electronics, and robotics teachers will demonstrate recognition and certification by professionals in their related fields. Experience in private business and education will be advantageous.

Special skills and non-academic teachers will be professionals in their particular fields. Undergraduate degrees will not be required of them. Certification appropriate to their field will be requested. Patience with children will be necessary. Teaching experience will be an advantage.

Parents of academy students will be recruited as assistant teachers, lunchroom supervisors, carpooling assistants, etc., according to individual talents. We will recruit college students who are education, history, foreign language, science, math, and computer science majors, and match them with the appropriate grades and subjects.

Other staff members will be selected after thorough interviews by the Headmaster, who will be primarily responsible for hiring and firing decisions. Before final offers are made, thorough background checks

will be conducted, consistent with section 115C-238.29K of the North Carolina Public School Laws.

D. Thomas Jefferson Classical Academy does not request to have fewer than three teachers.

E. Projected Student Enrollment.

From LEA: Rutherford County Public Schools

Grade:	1999-2000	2000-2001	2001-2002
8	100	100	150
9	50	50	75
10		50	50
11			50

<u>F. Exceptional:</u>	<u>1999</u>	<u>2000</u>
Autistic	1	1
Acad. Gifted	15	20
Hearing Impaired	1	1
Mentally Handicapped	2	2
Multihandicapped	1	1
Orthopedic Impaired	1	1
Other Health Impaired	1	1
Pregnant	0	0
Behav./Emotional	5	10
Specific Learning Disabled	2	2
Visually Impaired	1	1
<u>TOTAL:</u>	<u>30</u>	<u>40</u>

G. Thomas Jefferson Classical Academy does not request to have fewer than 65 students.

## H. TWO YEAR BUDGET PROJECTION

### (1) Revenue Projections

Source	1999-2000	2000-2001
State ADM	\$522,681	\$696,908
Local ADM	\$113,749	\$151,666
Federal	0	0
Grants	0	0
Foundations	0	0
Private	0	0
Student Fees	0	0
TOTALS:	\$636,430	\$848,574

Derivation of State ADM:

150 students x \$3,484.54(1997 base)      200 x \$3,484.54

Derivation of Local ADM:

150 students x \$758.33(1998 base)      200 x \$758.33

### (2) Expenditure Projections

<u>Budget Item</u>	<u>1999-2000</u>	<u>2000-2001</u>
Salary-teachers	\$ 262000	\$ 332000
Salary-teacher aids	\$     0	\$     0
Substitute pay	\$ 3000	\$ 3500
Contracted Instructional **	\$ 40320	\$ 53625
Part-time/Student Teachers	0	\$ 20000
Staff Merit/Bonus Program	\$ 6000	\$ 20000
Workshop Expenses	\$ 15000	\$ 18000
Field Trips	\$ 1000	\$ 5000
Instructional Supplies	\$ 5000	\$ 6000
Testing Supplies	\$ 3750	\$ 5000

Computer Software/supplies	\$ 1000	\$ 1500
Textbooks	\$ 30000	\$ 20000
Audiovisual Supplies	\$ 250	\$ 500
Instructional Equipment	\$ 11500	\$ 20000
Instructional Computers	\$ 2500	\$ 5000
Incentive Awards(students)	\$ 500	\$ 1000
Salary-Librarian(contract)	\$ 0	\$ 0
Library Books	\$ 3000	\$ 3000
Library Equipment	\$ 1000	\$ 1000
Salary-Nurse(contract)	\$ 0	\$ 0
Nurse Supplies	\$ 400	\$ 500
Psychologist Services(contract)	\$ 0	\$ 0
Speech Pathology Services	\$ 0	\$ 0
5000 Series Social Security	\$ 23356.98	\$ 32828.06
5000 Series Retirement	\$ 24042.60	\$ 31623.60
5000 Series Health Insurance	\$ 10440.00	\$ 13920.00
5000 Series Unempl. Insurance	\$ 1814.40	\$ 2412.40
5000 Series Worker Comp.	\$ 2000.00	\$ 3000.00
Travel-Board of Directors	\$ 0	\$ 0
Supplies-Board of Directors	\$ 0	\$ 500
Postage	\$ 1000	\$ 1000
Attorney	\$ 6000	\$ 6000
Building-lease*	\$ 1	\$ 1
Utilities/Electric & Gas	\$ 6000	\$ 7000
Utilities/H2O & Garbage	\$ 1800	\$ 1800
Telephone	\$ 2500	\$ 2500
Advertising	\$ 1000	\$ 1000
Telecom. Services	\$ 250	\$ 250
Printing	\$ 500	\$ 500
Office Supplies	\$ 2000	\$ 2000
Office Equipment	\$ 5000	\$ 5000
Office Computer	\$ 1000	\$ 1000
Liability/Property Insurance	\$ 5500	\$ 5500
Salary-Headmaster	\$ 35000	\$ 38000
Salary-Office Staff	\$ 24000	\$ 24000
Contracted Fiscal/ISIS Serv.***	\$ 12000	\$ 13000



Salary-Custodian(1.5)	\$ 30000	\$ 32000
Contracted Audit	0	\$ 6000
Custodial Supplies	\$ 3000	\$ 4000
Pupil Transportation	\$ 10000	\$ 15000
Food Service	0	0
Food Equipment	0	0
Food Purchases	\$ 5000	\$ 6500
Improvements to site	\$ 10000	\$ 10000
Repairs/Maintenance	\$ 5000	\$ 5000
6000 Series Social Sec.	\$ 6808.50	\$ 7191.00
6000 Series Retirement	\$ 8555.70	\$ 8880.60
6000 Series Health Insurance	\$ 5220.00	\$ 5220.00
6000 Series Unemploy. Ins.	\$ 907.20	\$ 907.20
6000 Series Workers Comp.	\$ 500.00	\$ 500.00
<b>TOTALS:</b>	<b>\$636416.38</b>	<b>\$809658.86</b>
Balance:	\$ 13.62	\$ 38915.14
Student buffer:	0	9.17

\*Lease based on verbal commitment of Rutherford County Commissioners for anticipated available building.

\*\*Contracted positions based upon the following needs:

- 1-Vocations Director-4 hours/week @ \$50/hr.
- 2-Librarian-8 hours/week @ \$20/hr.
- 3-Art & Music teacher-6 hours/week @ \$20/hr.
- 4-Physical Education-10 hours/week @ \$20/hr.
- 5-School nurse-5 hours/week @ \$20/hr.

\*\*\*Contract with Northstar Consulting, Incorporated, Raleigh, NC.

**(3) As of this application, there are no assets or working capital.**

#### **(4) Program Audits**

Thomas Jefferson Classical Academy will be held to Generally Accepted Accounting Principals, as well as Generally Accepted

Government Accounting Standards. In addition, close monitoring of the goals and standards set forth in this application will be a primary responsibility of the Board of Directors of the Corporation, with annual reports to the State Board of Education detailing achievement of stated goals, and corrective measures if any of the criteria are not achieved. An annual review of the Headmaster of the Academy will be conducted by the Board of Directors. Any family member of the Headmaster that is a member of the Board of Directors will not participate in the review of the Headmaster, nor in any salary or bonus decisions regarding the Headmaster.

### **(5) Financial Audits**

Within 90 days of the end of each school year, a comprehensive audit of Thomas Jefferson Classical Academy will be conducted by a certified public accounting firm to be selected by the Academy's Board of Directors.

### **(I) HEALTH AND SAFETY REQUIREMENTS**

The Academy will comply with the provisions of Public School Laws, section 115C-238.29F, pertaining to charter schools.

The Board of Directors will seek to contract the services of a licensed health care professional on a part-time basis for the purpose of providing health services. Appropriate policies based upon state regulations will be implemented to address each of the requirements set forth in this section of the application.

(a)- Immunization- Immunization records of all students applying to the Academy will be requested with the application for admission, with records required to be on file at the Academy no later than August 15 of the coming school year.

(b)- Fire and Safety- The Academy will comply with all fire and safety inspections by local and state authorities as required by law. All

required certificates and licenses will be obtained prior to the opening of each school year. We will ask the Rutherford County Sheriff's Department to schedule inspections of the school premises, and conduct safety seminars at the Academy at least twice a year.

(c)- Food Inspection- The Academy will comply with all directives of the local Board of Health regarding food inspection procedures.

(d)- Hazardous Chemicals- The Academy will comply fully with all required laws and inspections regarding the handling and safe disposal of all hazardous chemicals.

(e)- Blood borne Pathogens- The Academy will comply with all laws regarding blood borne pathogens, and will consult with the Department of Public Health and the local Health Board to determine necessary precautions to protect students and staff.

#### I. CIVIL LIABILITY AND INSURANCE

The following figures are based on a commitment with Surry Insurance Company (proposal included in Appendix E):

(a)- Comprehensive General Liability- One million dollar per occurrence, with two million aggregate limit.

(b)- Officers and Directors/Errors and Omissions- One million dollar limit coverage.

(c)- Property Insurance- Replacement cost coverage.

(d) Motor Vehicle Liability- One million dollar limit for bodily injury and property damage. Coverage extends to parent carpooling for pupil transportation, if parent coverage is inadequate. Authorized field trips are covered.

(e) Bonding- Minimum amount: \$ 100,000.00

Maximum amount: \$ 100,000.00

(f) Employee Coverage included in Series 5000/6000 budgeted items.

### **K. TRANSPORTATION**

Given the rural setting in Rutherford County, Thomas Jefferson Classical Academy will rely on volunteer parent carpooling as its primary means of student transportation. Volunteer parents will be assigned a manageable route within their respective communities, with other parents volunteering to allow their homes be designated bus stops along the way. This will minimize pickup and transfer time to allow prompt arrival at school or home. This volunteer work will count toward the volunteer time that each parent will commit to in the Family Agreement, Section IV. C., of this application.

Since transportation will not be a barrier to Academy attendance, funds have been budgeted for local contracted transportation for those who are unable to participate in the carpool program.

### **L. FACILITY**

At the time of this application, a facility has not been secured. However, we have a verbal commitment from the County Commissioners of Rutherford County to provide us with a lease for a school facility that will become available due to the consolidation of several public schools in the county. We have requested that the local school board give priority to turning over one of the preferred buildings to the County Commissioners for this purpose. In order of preference, we requested the Cool Springs School on Main Street in Forest City, or the Chase Middle School on Highway 221A in Mooresboro. Appendix F of this application is a copy of the letter sent to Mr. Roger Petty, Superintendent of Rutherford County Schools, requesting one of these buildings.

## M. MARKETING

Activities for:

February- July, 1998- We distributed over three dozen information packets to area teachers, ministers, county commissioners, business and home-school leaders, the principal of Trinity School, and other interested parties, explaining our intent to open a charter school and requesting their input.

June 19, 1998- Conducted an interview on local radio, WCAB, 590 AM.

August 1998- First public meeting was held at the Rutherford County courthouse, August 25 at 7 p.m., with advertising on local radio stations, WCAB, WAGY, and WNCW, one to two weeks in advance, local newspaper (Daily Courier) advertising, and posted fliers at strategic shopping locations in the county.

An interview was conducted with the Daily Courier paper on Tuesday, August 18, 1998.(Appendix G).

September 1998-February 1999- Board of Directors will meet monthly to plan speaking engagements in the county at appropriate forums selected by the Board.

March 1999- Upon application approval, newspaper, radio, and cable television ads will be ready for distribution to the primary media sources in Rutherford County. These include the Daily Courier, WCAB, WAGY, WNCW, and Northland Cable. Ads will focus on recruitment of both students and teachers.

April 1999- Based on initial media response to advertising, an effort to recruit teachers from around the state and country will be conducted

through larger media sources, such as the internet, and larger city newspapers. Community outreach will include public meetings in each of the 21 county townships between March 1999 and April 1999. Special emphasis will be made in each community regarding the non-discriminatory recruitment of students, strongly encouraging all rising eighth and ninth grade students to apply.

March-April 1999- Information packets and applications will be distributed throughout the county. Interviews for faculty and staff will be conducted. As faculty are hired, each will participate in the interview process for additional faculty and staff needs.

Friday, April 30, 1999- Deadline for student applications.

May 1-6, 1999- Sorting of student applications. If a need for a lottery is determined for any grade level, a public lottery will be held Friday, May 7 at a time and place to be determined.

May 11-30, 1999- Student placement tests to be administered.

May-July 1999- Faculty and staff recruitment continues based upon student enrollment.

August 23, 1999- Academy opening ceremonies, including parent and student orientation.