

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

York Academy of Discovery

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Clarksville, Jeffersonville, or New Albany

School district(s) of proposed location:

Clarksville Community Schools, Greater Clark County Schools or New Albany Floyd County Schools

Legal name of group applying for charter:

York Academy of Discovery

Names, roles, and current employment for all persons on applicant team:

Becky Kischnick, School Leader - Teacher, Greater Clark

Sherry Baldwin, Board Member, Retired Teacher

Eric Schansberg, Board Member, Economics Professor

Alice Butler, Board Member, Corporate Controller/Treasurer

Martina Webster, Board Member, Realtor

Trace Wimsatt, Board Member, AVP, Business Banking Officer

Kelly Khuri, Board Member, Logistics Coordinator/Office Manager

Designated applicant representative:

Rebecca Kischnick

Address:

4127 Autumn Drive

New Albany, Indiana 47150

Office and cell phone numbers:

(812) 949-9014 & (502) 747-7406

Email address:

bkischnick@att.net

Planned opening year for the school:

2014

Model or focus of proposed school:

Paideia (Foreign Language, The arts, Sports)

(e.g., arts, college prep, dual-language, etc.)

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K - 5	200
Year 2	K - 5	225
Year 3	K - 5	250
Year 4	K - 5	275
Year 5	K - 5	300
At Capacity	K - 5	300

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s):

Planned submission date(s):

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

ICSB and Ball State

Submission date(s):

2012 and 2011

Executive Summary

Mission Statement: The mission of York Academy of Discovery is: Nurturing students to dream and to discover the greatness within through discipline, hard work, and critical thinking.

Vision: The vision of York Academy of Discovery is to create life- long learners that will realistically look at the problems of the world and cooperate with others to find solutions for the chaos around them.

Goal: The goal of York Academy of Discovery is to become a model school for the 21st century and to help every student achieve success!

York is committed to meeting the needs of ALL students. The staff will be passionate and dedicated to children and to their profession. Our hope is to reach into the hearts and minds of students. Each day the goal will be to make a difference in the lives of others.

York will provide an opportunity for students to discover dreams. Staff will give kids hope and the realization that dreams really can come true. The belief is that once we touch the heart and give hope – great things will follow. York Academy of Discovery will strive to educate the whole student: physically, emotionally, intellectually, socially, and aesthetically. What makes a person great? This is the question we will help our students explore in an environment of diversity and acceptance.

The goal of York is to help students discover that nothing is impossible if you believe and work hard. Students will come to understand that nothing of importance comes easily. Often success is marred with blood, sweat, and tears. If we do not experience the storms of life, we cannot understand the tranquility of peace and the joy of success. “The goal of education is the advancement of knowledge and the dissemination of truth.” (John F. Kennedy)

York Academy holds to the principles of the Paideia program as stated by the National Paideia Group:

- All children can learn
- Children deserve the same quality of schooling not just the same quantity
- The best education for the best being the best education for all
- School should prepare students for the desire to become educated throughout their lifetime
- Schools should prepare all students to earn a decent livelihood, to be a good citizen of the nation and the world, and to make a good life for oneself
- Genuine learning is the activity of the learner’s own mind, sometimes with the help of a teacher functioning as a coach in the learning process
- The three types of teaching that should occur in school are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion
- The results of teaching should be the acquisition of knowledge, the development of language and math skills, and the understanding of basic ideas and issues
- Achievement should be evaluated in terms of that student’s competencies and not solely related to the achievements of other students
- The principal of the school should be a lead teacher who cooperatively engages the staff in planning, reforming, and reorganizing the educational community
- The principal and staff should be actively engaged in learning
- The desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching

Beliefs of York Academy of Discovery:

- We believe all students should be provided with a safe, nurturing environment
- We believe our students deserve exemplary teachers
- We believe that families and school should work together to support the child
- We believe “it takes a village” and encourage partnerships between the school, home, and community at large
- We believe in positive behavior supports
- We believe in providing a variety of avenues to achieve success
- We believe students need support to achieve their dreams
- We believe in developing the whole child
- We believe in academic rigor

The school name comes from the Lewis and Clark expedition – Corps of Discovery. The Lewis and Clark expedition Corps was a diverse group that included York (an African American), and Sacajawea (an Indian woman). York was a slave to Clark, but on the expedition was treated as an equal and made significant contributions to the discoveries as did Sacajawea. Each year we will reflect on our name and what it represents to our student body and staff that will also be very diverse in nature. We seek to become a “corps of discovery” with the freedom to fulfill our dreams and to create our own path in life.

EDUCATIONAL NEED AND TARGET POPULATION: The Jeffersonville/Clarksville area does not have a charter school or a Paideia school at this time. There is a Montessori charter school in New Albany and a charter school in Sellersburg. York would provide the people of Jeffersonville/Clarksville/New Albany with another option to the public school system. York will be a K through 5 program that will build a strong educational foundation.

There is no elementary school in our area that provides what we are hoping to give our students – an enriched liberal arts education . Currently there are no Indiana schools that provide the curriculum of York Academy (sports, foreign language, rigorous curriculum, the arts, looping, and character). The GRC area in Clarksville has lost its Community School. The location of our charter school would pull students from Clarksville Community Schools, Greater Clark Schools, West Clark, and New Albany.

Research was conducted at Wilson Elementary School in Jeffersonville, Indiana. Surveys were given to both students and parents. The surveys and meetings done at Wilson were in anticipation of changing Wilson into a Paideia school that emphasized the arts and sports. When the Wilson change did not occur, though support was evident from parents and students, this became a catalyst to develop a charter school. In addition to the Wilson research, we contacted and met with some area churches and service organizations.

The arts and sports would be beneficial in providing a liberal arts curriculum to Black students and Hispanic students. These activities would also be motivational to support academic achievement. York Academy would provide a charter school that is “equal to all”. The set-up is comparable to an expensive private school, yet will be free and open to all students.

York Academy would like to have a student population that is diverse in both race and income. York Academy will reach out to families of color, ELL, and families in poverty. York will be open to all

students and recognizes that gifted and talented students along with high income students would also benefit from such an environment.

As stated by the DOE, Clarksville Elementary Schools average 5.42 hours of instruction per day. York Academy will provide approximately 7 hours of instruction per day. Clark County has students that are in need with 373 substantiated cases of neglect and abuse. Students in poverty and students with problems need a “rich” educational experience that will give them hope and motivate them to succeed. One of the major things we learned from our statistical study was the need for a “different” type of school to meet the needs of the area. For example there is a need for the arts, sports development, foreign language, and rigorous curriculum. We researched the importance of these additional items for instruction and found them to be necessary to children in need.

COMMUNITY ENGAGEMENT: York is committed to working with the community. Parents will be encouraged to be a part of the school experience. The school environment will showcase student accomplishments where parents will be observers of knowledge acquired. York has designed a school that was based on student input and invites students to learn and grow. York also listened to the needs of parents and was designed to build “a village”.

York Academy met with area churches and community organizations. The churches especially have provided us with great feedback and encouragement of our educational program. People have expressed their interest in the arts program, Paideia Seminars, sports, foreign language, and the academic rigor of our proposed school. Community organizations have been impressed with the offerings of York Academy, but have been reluctant to give their full support. One being that our proposal has not yet been approved. Some organizations will be willing to work with us as the charter is closer to being a reality. Other organizations have stated that they would rather not be involved due to their support of public education and local school districts. Though we tried to explain that charter schools are public schools and that the charter would provide a choice for families in the type of education they would desire for their children, some organizations felt allegiance to the local school districts and did not wish to support a charter school. It is our belief that once we begin, and the community sees the great work being done with children, that this will help change some opinions.

We have organizations that have agreed to support us as partners: The Boys & Girls Club and Brandon’s House. The Boys and Girls Club will be an after school experience for our students. Brandon’s House will write a grant to provide a counselor for our school. Once we have gained approval, we will seek more community partners. We would be the first school in the area to be started completely from charter status. Montessori and Rock Creek were both schools before they adopted charter status. We are eager to show the community that we can provide an excellent choice for families. We would love to paint a picture of incredible community support. We realize that there is much work ahead of us. We will work hard to gain the trust and support of the community.

York Academy visited the following churches and discussed the charter school with the pastor and in some cases with other church staff: St. Stephens in Jeffersonville, Gilt Edge Baptist Church in Jeffersonville, Colgate Baptist in Clarksville, Grace Lutheran in New Albany, Indiana Avenue Missionary Baptist Church, and Sojourn in New Albany. St. Stephens – The pastor of St. Stephens helped us to name our school. Gilt Edge – Rev. Motley was very interested in our school and loved the idea of the arts. Colgate Baptist – Colgate would love to have their community school back. They are very supportive and would be willing to help in many ways if we get a school in old Clarksville. Indiana Avenue – Rev. Simpson was very interested in our school as they were thinking of starting their own charter school.

Rev. Simpson talked with us about what they desired in a school. He introduced us to the Freedom School team that we went back and observed and attended their closing ceremony. Grace Lutheran – Rev. Kischnick has allowed us to use their copying machine and their facilities to work on the charter. Rev. Kischnick allowed us to distribute a survey to people in the congregation.

Boys & Girls Club –We met with the Boys & Girls Club staff & Jennifer Hegelson, the new director. Ms. Hegelson has agreed to have the Boys & Girls Club provide after school care to our students. Our families would be charged \$15 per YEAR. Care would be provided until 7:00 and would include a meal. York would have to provide transportation to the Boys & Girls club. Other ideas were discussed that would create a powerful partnership, but Ms. Hegelson would like to see if we get our charter first before making other commitments.

Brandon’s House – Brandon’s House is a counseling service. They will write a grant and work with us to provide a counselor for our children and families.

York Academy of Discovery also has an account with The Community Foundation of Southern Indiana.

York will solicit community volunteers to help in the school. It is the desire of York Academy to seek the help of community volunteers in the area of health and wellness and social service organizations that deal with diverse issues. We will also be seeking volunteers to help in the classroom, to serve as mentors, and to help in specialty areas.

EDUCATION PLAN/SCHOOL DESIGN: None of the area public schools provide daily foreign languages in elementary school. York will provide daily foreign language instruction.

The area schools do provide some of the arts and physical education, but not every day and not in the way that York Academy proposes. York will provide daily movement classes (fitness, sports development, dance...). York will also provide a daily arts program including music classes and art classes.

The character development provided by York Academy should help with both in school and out of school suspensions. York will provide an RTI model for behavior interventions. The Academy will hold high behavior expectations of students and will include a yearly service project at each grade level. Behavior supports will be positive in nature and will focus on emotional and social growth.

York Academy of Discovery hopes to instill in our students the idea that statistics should not be limiting. Our country was once built on dreams and ideas often not with lengthy study of statistics. Successful endeavors were accomplished by hard work, perseverance, and a desire to be the best.

Given our mission we are likely to attract students that are interested in the arts, sports, and a rigorous curriculum that is different from the traditional public school offerings. We will be accountable in the area of Common Core Academic Standards. With busing that provides selected drop-off and pick-up points, York Academy will be able to provide a diverse student body. Since the charter is a public school we should also be able to enroll students in financial need with the busing route.

VISION FOR GROWTH: Plans for the first five years of operation include offering kindergarten through grade five. We wish to focus on building a strong foundation. If we do decide to expand, we would develop an Early Childhood Program. Our enrollment would hopefully grow each year until we reach full

capacity of 300 students. It is our desire to have a smaller, family type school. After the initial five years, the board will re-evaluate the 300 students, depending on space.

LEADERSHIP & GOVERNANCE: York Academy has a solid board in place. We would still like to add a person who is knowledgeable about facilities, a person who can reach out to the Hispanic Community, and a person who can reach out to the African American Community. The Board of Directors will be the governing board. The governing board will evaluate the School Leader. The School Leader and the board will work together as a unit. The School Leader will manage the school. Teachers and parents will have ownership in the school through the parent advisory committee and the leadership team. Support staff will be included on the Leadership Team. The School Leader, the leadership team, and parent advisory committee will work as a unit. The board will support the mission, vision, and goals of the school. They will set policies and identify outcomes based on the mission of the school and the Indiana Charter Board. The York Board will assure a system of accountability. Decision making will require discussion, debate, reflection and exchange of views. After discussion, majority will rule. Sometimes decisions will be made by consensus. Duties of the board and other information concerning the board are available in the Bylaws.

Criteria for membership are the desire to implement the mission of the school and the commitment to be actively involved in the decision making process that bears responsibility for the success of the program. The Board will seek input from all stakeholders. Board members and administrative staff will work together in the best interest of students. The school staff will also take ownership in the school, and their advice will be sought on many issues. All stakeholders will play a part in school decision making. The administrative staff will ensure the overall management of the school operation; board members will support administrative staff. Board members and staff will take part in Paideia Seminars to ensure that opinions and issues can be heard in meaningful ways that will bring about the mission of the school and student growth. The goal is to make one unit, one team that works on behalf of kids and the school. Clear communication and focus on kids will be essential.

FOUNDING GROUP

Founding Group Membership:

Alice Butler, Existing Board Member
 Sherry Baldwin, Existing Board Member
 Eric Schansberg, Existing Board Member
 Kelly Khuri, Existing Board Member
 Martina Webster, Existing Board Member
 Trace Wimsatt, Existing Board Member
 Becky Kischnick, School Leader

Founding Group’s Qualifications:

Name	Relevant Experience /Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Rebecca Kischnick	Educator (Principal & Teacher) – school leadership, curriculum, instruction, assessment, school budget &	School Leader

	accounts, performance management, facilities management, & parent/ community Training Specialist Proposal Author Oversight of Charter Process	
Sherry Baldwin	Retired Educator – mentoring, union, leadership team, PTO Representative curriculum – scope & sequence	Board Member –Secretary School Volunteer
Alice Butler	Finance Expertise CPA Controller Community Volunteer Budget Author	Board Member
Eric Schansberg See attachment 1 for further information on collective qualifications	Economics Professor – IUS Brandon’s House Board Member , Writer, Research, Statistics Building Site, Policy & Laws	Board Member School Volunteer
Martina Webster	Realtor Building Site, Fundraising, Donations, Volunteers	Board Member
Kelly Khuri	Logistics Coordinator/Office Manager Community Involvement, Board Accountability	Board Member
Trace Wimsatt	Bank Officer Finances, Business Operations, Portfolio Management	Board Member

Attachment 1 contains further information on collective qualifications in the areas of school leadership - administration and governance, curriculum – instruction – and assessment, financial – business & school operations management, performance management, parent & community engagement, and facilities management. Please see attachment 1.

SCHOOL PARTNERS: Currently our partners include Brandon’s House and The Boys and Girls Club. These organizations have offered their support once the charter is established. Brandon’s House will provide counseling services to families and kids. The Boys & Girls Club will provide after school care for \$15 a year per student. After care will be open until 7:00 p.m. and will provide a meal.

FOUNDING GROUP ORIGINS: The founding group began with the leadership of Becky Kischnick. Becky had an idea for a specific type of school that would motivate students to learn after numerous discipline referrals and lack of student engagement at the public school where she was principal. Becky shared the idea with the staff of Wilson Elementary School, a public school in Jeffersonville. The staff began

initial research for the school. Becky was then reassigned to the classroom and decided to develop the idea and implement it as a charter school.

During the summer of 2010, Becky invited Sherry Baldwin to join her in this effort to develop a charter proposal. Becky and Sherry began making visits to community people and started writing the proposal. Becky and Sherry also looked for organizations and people who might be able to help with the charter school application process.

The current founding group consists of Becky Kischnick, Sherry Baldwin, Alice Butler and Eric Schansberg, Martina Webster, Kelly Khuri, and Trace Wimsatt. Becky Kischnick taught in Lutheran schools in Royal Oak, Michigan and Evansville, Indiana. Becky also served as a training specialist for Community Coordinated Child Care in Louisville, Kentucky. She served Greater Clark County public schools for 19 years – ten years were as a principal. Becky has a Bachelor's degree in Elementary Education with concentrations in psychology and sociology. She has a Master's degree in Early Childhood Education. Plus thirty and additional college credits were in the area of administration. Becky holds both a Teaching and Administrative License from the state of Indiana. Becky believes kids need equal opportunities in education. She believes in children.

Sherry Baldwin, now retired, has taught in Greater Clark Schools for 40 years. She has a Bachelor's and Master's Degree in Elementary Education. Sherry has served on building leadership teams, as a representative for the Greater Clark Union, member of the PL 221 committee, PTO representative, grade level leader, and mentor for new teachers. Sherry believes kids need a curriculum that is motivating and rigorous.

Dr. Eric Schansberg is an Economics Professor at Indiana University Southeast. He is the author of two books on public policy, numerous academic journal articles, and many op-ed pieces for newspapers. His research and writing have focused on applied micro-economics and public policy, including health care, education, labor markets, and poverty. Eric values education, choice, and York's mission.

Alice Butler has a degree from Indiana University Kelley School of Business with a concentration in finance. She has served as a CPA and a controller. Alice has been very active in education initiating programs to help public schools. She has been recognized for her work in community volunteerism. Alice believes in choice, education, and community involvement.

Trace Wimsatt has a degree in Marketing from the University of Louisville. He is a Business Banking Officer for Republic Bank in Louisville, Kentucky. He manages a commercial lending portfolio of \$30 million. He is responsible for developing and servicing business and individual accounts.

Martina Webster is a realtor for Southern Realty. She was a Campaign Chairman for a candidate running for Clark Co. Council. She recruited volunteers, held fundraisers and obtained donations. The campaign was a success! Martina is passionate about the community and strongly believes in school choice.

Kelly Khuri is a logistics coordinator/office manager. She also currently serves on the Clark County Council. Kelly is very involved in the community and in politics. She has served as a PTO president and as a volunteer in public schools.

Becky and Sherry live in New Albany, Indiana. Alice, Kelly, and Eric live in Jeffersonville. Trace lives in Memphis, IN. Martina lives in Sellersburg. York Academy of Discovery hopes to draw students from Clark County and Floyd County.

The primary purpose of the organizers was to develop a proposal for a charter school that would nurture students to succeed in school and in life. The organizers hope to provide the community with an idea for a “different” educational experience and to give parents choice in selecting a public school. The purpose is to motivate students to become life-long learners and to create a school that would develop the whole child and meet the needs of students in the 21st century.

SCHOOL LEADER – Becky Kischnick: Qualifications include:

Education & Experience: Holds an earned Master’s Degree plus 30 hours in education with experience as a school leader; valid state certification in school administration; knowledge of the principles and practices of school administration and current educational practices.

Human Relation Skills: Ability to serve as the agent of the Board and the school with the overall responsibility for its operation; ability to serve as the legal representative of the Board designated to sign for all matters of the school; ability to plan and prepare agendas for board meetings; ability to advise the Board on matters requiring board action and policy formulation; ability to unite the Board and community to provide a school that serves the best interest of kids; demonstrates facilitator abilities; promotes the incorporation of community resources.

Instructional Leadership Skills: Has served as an instructional leader of a school; has created PL 221 plans and adjusted curriculum based on test data; has applied data driven instruction; provided for a diverse learning community; implemented achievement testing; showed ability to think “outside the box” and implemented problem solving strategies for educational challenges; coordinated training for staff, built support for the mission of the school; developed staff leaders.

Business Skills: Managed the school budget; conducted business operations in accordance with law; ensured that all aspects of the school supported the mission; worked with the parents to coordinate fundraising; planned for long-term and short term needs of the school and communicated those needs with the administration; monitored plant – office - and equipment maintenance; able to work with the board to develop and maintain contractual agreements.

Human Resource Skills: Demonstrated the ability to recruit qualified personnel; maintained a system of performance evaluation of all employees; demonstrated application of disciplinary action; united staff in supporting the school mission and kids; recommended needed staffing.

Professional Growth: Demonstrates a life-long learner model; established a professional growth plan for the school as a whole and is able to include the Board.

Student Skills: Formed positive relationships with students; encouraged student self-assessment and goal setting; encouraged student achievement based on the whole child; ensured a safe and child-centered environment; strengthened and supported families and incorporated parents into the mission of the school; supported students in achieving academic success - relationship and social success - confidence in oneself - and artistic/sports endeavors that lead to a fulfilled life.

Communication Skills: Communicated effectively both orally and in written form, involved students, families, staff, and community in the mission of the school; implemented a reporting system of student and school progress.

Management/Organizational Skills: Maintained all school records; monitored class and school enrollment; demonstrated the ability to plan, schedule, and organize; demonstrated the ability to delegate responsibility and authority.

Other Skills: Demonstrated computer skills – is willing to be a life-long learner in the area of technology.

Rebecca has been a principal of a public school for ten years serving a school with approximately 600 students with no assistant principal or counselor. Ms. Kischnick is a Master Teacher and has served as a training specialist. She knows how to train staff and work with staff to provide professional development. Becky has been the driving force behind the charter school proposal. We have searched our hearts to be sure that the person who leads York will fit the mission and vision of York Academy of Discovery. We want the perfect fit. Rebecca Kischnick will be able to nurture all students of York to achieve success and fulfill their dreams.

The employer of this position is York Academy of Discovery.

DEVELOPMENT of SCHOOL: The Board and Becky Kischnick will begin the process of preparing the school immediately upon approval. Becky Kischnick will begin working part time as soon as the charter is approved and will work full time beginning Sept. 1, 2013. Compensation will be funded with the Federal Public Charter Schools Grant Program. Compensation will not begin until September. The Business Administrator will be hired in November and will begin work on Jan. 1, 2014. This Business Administrator will be selected by the Principal of York Academy. The Administrative Assistant will be hired in November and will begin full time beginning Jan. 1, 2014. This position will also be selected by the principal. Alice Butler, board member, will help with the business aspect until the Business Manager is hired. The Board also will be very involved getting the school ready, formulating policies, seeking funds, seeking help of community members... The Board has made a commitment to this process.

LEADERSHIP TEAM:

The School Leader, Business Manager, and Administrative Assistant will manage the overall operation of the school on a day to day basis. The Leadership Team of the school will also be a driving force in setting the direction of the school. The National Paideia Center lists essential elements of a Paideia school in the area of leadership as follows:

- School leaders consistently articulate a common vision...
- Decisions are made democratically on the basis of what is best for students.
- Students in the school learn to become self-governing, both as individuals and as a group. Students are active participants in the democratic process.
- Leadership is shared such that organizational management and instructional leadership are of the highest quality.

All entities of York Academy will work together to ensure the success of York Academy of Discovery, thus all staff will work together to benefit the needs of the school community. We believe that people from all backgrounds and abilities will impact the day to day operations of managing York Academy of Discovery. These people and positions will impact the daily decisions and operations of our school:

school leader, business manager, administrative assistant, leadership team, unit leaders, special education & ESL teachers, certified and classified staff will all provide daily administrative help to the school.

All staff will have direct impact on the organization and management of our school. They will be involved in problem solving and decision making. A leadership team will meet regularly to discuss issues and possible solutions. The leadership team will include: the school leader, business manager, unit leaders, special ed., ESL, technology person, parent, and a classified staff person. Any member from the staff may request to be on the leadership team. York will maintain an open policy where any employee who desires a voice in the school can join the leadership team and contribute to the vision and mission of the school. York will also have a parent advisory council that will meet with the school leader monthly. The parent advisory council will consist of at least one parent per grade level. The Board will support the staff and parents and will develop policies and outcomes that will ensure the success of all students and of York Academy.

GOVERNANCE & MANAGEMENT

Governing Board

Governance Structure & Composition: The number of board members will be in accordance with the By-Laws of York Academy. The minimum number will be five. The term of office of a board member is specified in the By-Laws. Terms of office may be staggered as stated in the By-Laws. Current board members elect new members through a majority vote determining that a new board member shares the mission and vision of the school, provides a good fit for a unified team approach, shows evidence of life-long learning and problem solving as well as seeks the success of York Academy, and brings value to the Board.

York Academy will be governed by a School Board that is of a diverse nature. The Governing Board currently has six members. The desired size of the operating board will be no fewer than 5 members with the optimum size being approximately 7 members. Current board members include: Eric Schansberg (an economics professor at Indiana University Southeast), Sherry Baldwin (a retired teacher who serves as our board secretary), Alice Butler (holds a degree from IU Kelley School of Business with a concentration in finance, CPA, controller), Martina Webster (realtor), Kelly Khuri (logistics coordinator/office manager and Clark Co. Council), Trace Wimsatt (banking officer), and Becky Kischnick (an experienced teacher and principal) who will become the school leader once the school receives charter status. All members are residents of the state of Indiana and at least one-half are residents of the Indiana counties where students of the charter school will reside. We are members of the Indiana Public Charter Schools Association and can receive legal advice from that organization. Becky is also a member of the Indiana Association of School Principals and can also receive legal advice from that organization. York will retain the services of an attorney upon receiving charter status and funding.

Pre-Existing Non-Profit Organization: York Academy is currently a non-profit organization with 501c3 status. The purpose of this organization is to become a charter school. The current York board is in the process of working to become an active "charter school board". This board is reviewing Indiana Charter School Laws, Public Access Laws, Open Door Law, and York Academy By-Laws as well as Articles of Incorporation. Board members meet with our core values and beliefs and composition hopes. We are working as a team to submit this proposal and are working to build the unity desired to govern effectively. The goal is to support the charter and to govern "appropriately" and in a way that supports and guides success. We plan to undergo Board professional development on a continuous basis. The

first training the board will receive will be: York By-Laws & Articles of Incorporation, Charter School Laws, Public Access Laws, Open Door Law, and formulating policies. If we are approved, we would like to register for the Indiana Charter School Association's Board Training this coming summer (2013).

Governing Entities Responsibilities: The York Academy's board will "oversee the use of public funds to educate Indiana students; comply with all applicable federal and state laws; and adhere to the terms of the charter agreement". The Board will formulate policies for the school and develop a Policy Manual. The powers and responsibility for the daily operations of the school will be delegated to the school leader. The school leader will then be able to delegate powers and responsibilities to faculty and staff.

The current make-up of our board will ensure financial oversight – Alice Butler who is a trained CPA, controller, and graduate of The Kelley School of Business, Indiana University. Eric Schansberg will guarantee facility oversight with his many connections to the community. He is very knowledgeable about statistics and education as a platform. Sherry brings knowledge of educational strategies and assessment as well as curriculum and family involvement. Martina is a real estate agent and will give us knowledge of buildings, leases, land, etc. Kelly is part of The Clark County Council and will help us find the support we need in areas of concern. Trace is a banker and will provide help in the area of finances.

If necessary, the board may delegate responsibilities to a committee. Any appointed committees will report directly to the board and will make recommendations to the board on various issues. These committees will have no decision making power. They will only report findings and recommendations. The York Academy Board will be accountable to the Indiana Charter School Board, parents, students, staff, and community. Regularly scheduled board meetings will be held. Annual progress reports will include: student achievement performance data, financial status, documentation of the facilities and school staff.

The School Leader will act as a bridge between the Board and the staff of the school. She will be designated to act on behalf of the Board to implement its decisions. The school leader will have the authority to hire, organize, and supervise the staff of the school, to assist in developing appropriate school policies and procedures, and to allocate resources within budgetary guidelines. The Board will periodically evaluate the performance of the school leader in carrying out the decisions of the Board and other assigned responsibilities. The Board will maintain specific responsibilities that include:

- Review the educational & instructional programs
- Review student progress
- Approve purchasing contracts
- Approve contracts for new construction, renovation, and building additions
- Ensure that school policies and practices are in agreement with Indiana Statutes
- With the School Leader establish outcomes
- Support the School Leader & Staff
- Evaluate the School Leader
- Formulate major policies that are clear, up to date, and in compliance with state & federal law
- Interpret laws and regulations with which York Academy must comply
- Annually adopt & maintain an operating budget
- Report York's progress to the Indiana Charter School Board
- Ensure that York has contracted with a CPA for the annual financial audit
- Board members may not act independently as individuals on official matters. They may only act on Board-related decisions as a group during official meetings.

The York Academy Board recognizes that there is a demarcation between the Board of Directors and the Administrative/Management Staff while being aware of building a sense of unity to support the entire school community. York Academy of Discovery is a legally incorporated entity governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations.

The Board will not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Board will delegate the responsibility for running York Academy and implementing Board's policies to the School Leader.

It is important to use the Board Members' time well and for Board structures and procedures to point them toward major decision-making and away from distractions and lesser matters. The Board should:

Support the School's mission and purpose. The Board will help establish outcomes for the school based on the school's mission and purpose. All new board members will learn the mission of the school. Each individual Director should fully understand and support the mission and purpose of York Academy. Support the Administrator and review her performance. The Board will ensure that the school leader has the moral and professional support he or she needs to further the goals of the school. The school leader, in partnership with the entire Board, will decide upon a periodic evaluation of the School Leader's performance.

Ensure adequate resources. One of the Board's foremost responsibilities is to provide adequate resources for the school to fulfill its mission. The Board will work in partnership with the Administrator to raise funds to provide an excellent education for students.

Manage resources effectively. The Board, in order to remain accountable to the State Charter Board, parents, students, donors, the public, and the IRS will approve the annual budget and ensure that proper financial controls are in place.

Monitor outcomes. The Board's role in this area is to determine which outcomes are the most consistent with York Academy's mission, and to monitor the school's effectiveness.

Enhance York Academy's public image. The board is a link to the community, including constituents, donors, the public, and the media. The board will articulate the organization's mission, accomplishments, and outcomes to the public, as well as gathering support from important members of the community.

Assess Board performance. It is the Board's responsibility to ensure that York is effective in achieving its outcomes. The Board must evaluate its success as a Board. The Board will recognize its achievements and reach consensus on which areas need to be improved. Each individual Board Director will need to be evaluated annually as well.

Officer Job Description

CHAIR/President – The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

VICE-CHAIR/President – The Vice-chair shall have the powers and perform all the duties of the Chair in his / her absence or during his / her inability to act. The Vice-chair also shall perform such other duties as the Board of Directors may from time to time direct.

SECRETARY OF THE BOARD – The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

TREASURER – The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Procedures: Our York Board has been meeting once a week in order to ready our proposal for submission.

York Academy board will hold regularly scheduled meetings as to be in compliance with Indiana’s Public Access Laws and with York By-Laws. Beginning with the 2014-15 school year, the board will attempt to meet monthly, but not less than ten times per year at a meeting location determined by the Chair of the York Board. Meetings will be open to the public (except for possible executive sessions) and will be posted at least 48 hours in advance with date, time, and location of meeting. A quorum must be present. Monthly meetings will follow this format: call to order, approval of minutes, financial reports and claims approval, communications to the board, unfinished or old business, new business, comments from audience, announcements, and adjournment. Minutes will be kept of all meetings and will include the date, time, and place of the meeting, the members present or absent, matters discussed, and a record of all votes.

The York Academy Board will support the mission and vision of the school and will establish policies consistent with this mission and vision. York Academy Board will be in compliance with state Charter Laws, Indiana Public Access Laws, and Open Door Law. All statutory and regulatory requirements will be followed. The Board will receive training on York By-Laws & Articles of Incorporation, Public Access Laws, Open Door Law, Board ethics, teambuilding, strategic planning, conflict resolution, Board member’s roles and responsibilities, and how to build an effective board. The Board will complete a process of self-evaluation. They will hold a vision of excellence and will focus on student achievement and success. All Board members will work in a manner of respect and will observe confidentiality in matters of confidence. They will respect differing viewpoints and operate in a manner of acceptance even though disagreements may surface. All Board members will exhibit the characteristics of a life-long learner and will grow in their knowledge of Board participation, school culture, and student achievement.

Standing Committees & Leaders: York Academy will have two required standing committees. One will be the Strategic and Continuous School Improvement & Achievement Plan Committee (IN Code 20-3-5). The principal coordinates this committee. This committee oversees the development of an initial 3 year

academic plan and an annual review thereafter. The committee is made up of administrators, teachers, parents, community and business leaders. The principal appoints all members. The PL 221 committee will include the principal, one primary unit leader, one intermediate unit leader, one parent, one community leader, one special education teacher. York will also have a committee for individual case conferences as specified in special education law. This will include a public agency representative, classroom teacher, parent, and special education teacher. Other committees/teams: Least Restrictive Environment Plan Committee (LRE) made up of special education teachers, principal, an assistant, parent – Crisis Response Team (develops and reviews crisis response, principal, administrative assistant, custodian, teachers, classroom assistant) – Technology Team (made up of technology coordinator and teachers to develop a school technology plan) – At Risk Team (made up of ESL teacher, special education teacher, unit leaders, teacher, technology person to develop interventions for at-risk students academically and behaviorally) – Scheduling Committee (made up of teachers to develop the yearly schedule of classes) – Acuity Leader will maintain leadership of Acuity reporting and Acuity development – Accelerated Reader (STAR) Leader will maintain leadership of this program, reporting, and testing.

Ethics & Conflicts of Interest: See full explanation in attachment 7.

Advisory Bodies: The Board will have no advisory bodies; the school leader will have two advisory bodies. These entities will **not** be advisory bodies to the board. They will be advisory bodies to the principal. One advisory council will be the York Parent Council. The Parent Council will meet monthly (during the school year) with the School Leader. The Parent Council will hold discussions with and may offer suggestions to the school leader about school procedures and practices. Most items will be dealt with at the school level. In the event that an item may deal with policy, this could be reviewed by the Board. The School Leader would present this item to the Board for review. The Parent Council will be made up of at least one Parent from each grade level. Parents and staff will have input into people serving on this council. The Leadership Team of the School will make the final decision on Parent Council members. There will be no set number of members on the parent council to allow the Leadership Team to consider diversity of people and ideas. York desires input from parents and sees this council as a way to build support between school and families.

The other advisory body to the principal, but not the board, will be the Leadership Team of the school. The Leadership Team will meet at least monthly with the School Leader. The Leadership Team will hold discussions with and may offer suggestions about school practices, procedures, curriculum, etc. to the Administrator. Again, most items will be dealt with at the school level. In the event that an item such as policy needs to be reviewed by the Board, the School Leader will present this item to the Board for review. The Leadership Team will be made up of the School Leader, Business Manager, Special Education, Technology Teacher, interested staff members with at least one unit teacher and anyone who would like a voice in the school the opportunity to serve in this capacity.

Grievance Process: Parents/Students may bring grievance complaints or concerns to the School Leader at any time. The following steps should be taken in the grievance process: 1. Address the complaint or concern with the individual involved. 2. If the concern or complaint cannot be resolved, the next step is to talk with the school leader. 3. Last, if a concern still exists a formal, written grievance may be filed. A grievance is a formal complaint regarding a decision by school personnel. For example, a parent may believe that board policy or law has been violated. Any problems involving discrimination or harassment may involve a grievance process. If a parent or student wishes to file a grievance, a complaint form will be made available, free of charge. The complaint form will indicate who is filing the grievance with their address, phone number, and e-mail. The nature of the complaint will be stated in a brief fashion. Facts

that are important and evidence will be provided. An explanation of attempts to settle the problem with the person involved and with the school leader will be included. The person filing the complaint will also state their desired outcome for the grievance or appeal. The grievance application will remain confidential. The process for filing a grievance will be provided in the school handbook.

EDUCATION PLAN

Curriculum & Instructional Design

York Academy desires to meet the needs of all students. York will strive to close the achievement gap that exists for minority students and students in poverty. English as a second language learners will thrive and increase academic achievement in the York environment. In order to accomplish this mission, York will be using a Paideia philosophy. Curriculum will use Common Core Standards/Indiana Academic Standards as evidenced in our scope & sequence. We will pair these core standards with project based learning. Frequent monitoring of our students will be implemented. Below you will find the Three Part Foundation (The Power of Paideia Schools by Terry Roberts & the Staff of the National Paideia Center) – these do align with Common Core:

Three-Part Foundation

“Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- A. *Reading-locates*, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing-communicates* thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts
- C. *Arithmetic/Mathematics-performs* basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening-receives*, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking-organizes* ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

Creative Thinking-generates new ideas

Decision Making-specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. *Problem Solving-recognizes* problems and devises and implements a plan of action

D. *Seeing Things in the Mind's Eye-organizes*, and processes symbols, pictures, graphs, objects, and other information

E. *Knowing How to Learn-uses* efficient learning techniques to acquire and apply new knowledge and skills

F. *Reasoning-discovers* a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility-exerts* a high level of effort and perseveres toward goal attainment

Self-Esteem-believes in own self-worth and maintains a positive view of self

Sociability-demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management-assesses* self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty-chooses* ethical courses of action”

“The Paideia school is defined by intellectual rigor for all students. Both challenging and democratic, it teaches all students a common core curriculum in predominantly heterogeneous groups. To realistically target high achievement for all students, however, the Paideia school must be a student-centered

school in several significant ways. It honors the progressive traditions established by John Dewey by creating environments in classrooms and by giving students authentic work to do. And while the Paideia school emphasizes learning, the adults who work there understand the central role that caring plays in honoring students and their work; they understand, in other words, that a humane environment nurtures learning." "The Paideia school is student centered and, as a result, involves students in governance and expects all students to succeed." Administrators and teachers model a life-long learning approach that allows students to dream, to use project based learning, to work hard, to discipline themselves, and to think critically in a nurturing environment.

Basic Learning Environment – The learning environment will be classroom based with students staying with the same teacher for two years (looping). This provides the development of relationship, one important ingredient in meeting the needs of students in poverty. The structure will be a regular grade level class based on age. The difference will be that teachers will loop so they will be with students for two years in a row: K & 1, 2 & 3, 4 & 5.

Class Size & Structure: Class size will range from 20 to 25 students with an assistant in every room. The assistant will be trained to work with small groups of students providing a smaller class size ratio. The assistant will also free up the teacher to do instructional planning by completing tasks such as copying, etc.

An Overview of the Curriculum: York Academy will use the Common Core/Indiana Standards as the basis for instruction. York will use resources developed by the Indiana DOE, websites such as readworks.org, technology software such as Acuity practice & Accelerated Reader along with Paideia resources where applicable for student learning. The standards will be used to show mastery of learning with Acuity being the guide in this area. Assessments (Acuity & Star) will be given to determine if students have acquired the Common Core/Indiana Standards and to determine grade level status. This information will be reported to parents. See scope and sequence in attachment 8.

The curriculum will be standards based with a focus on the integration of subject matter. Science will incorporate the use of scientific inquiry. Technology will be incorporated into all aspects of the curriculum including the arts, foreign language and sports. Writing will also be emphasized and woven throughout the curriculum.

The Paideia philosophy advocates the use of three instructional methods: didactic instruction, intellectual coaching, and Paideia Seminars:

Didactic Instruction is limited to about 10-15% of instructional time. This portion of the lesson is provided through lecture, demonstration, videos, reading... Assessment for this piece is usually conducted through short answer and multiple choice tests.

Intellectual Coaching provides the largest portion of instructional time (60-70%). Coaching is to guide student learning through modeling and questioning. Skills are developed through the use of units called Paideia Projects. The assessment piece for this portion of learning is usually provided through performance tasks and project work.

Paideia Seminar is also limited to about 15-20% of instructional time but is a very important piece to the intellectual and social growth of students. This piece contains intellectual dialogue through open ended

questions. Assessment for seminars occurs through pre-and post- seminar Paideia tools as well as student selected goals, discussion, and writing.

According to The Power of Paideia Schools, by Terry Roberts these are the 12 Principles of Intellectual coaching:

- Students discover and construct their own meaning out of a project in a personally significant way.
- Students exercise their own power of choice in an increasingly responsible and mature way.
- Students build on the past and anticipate the future, their own and that of others.
- The individual student defines himself or herself through the process, both interpersonally and intrapersonally.
- The individual student validates his or her sense of control and competence as his or her expectations of success are confirmed and challenged.
- The various tasks that are part of the process are relevant to the individual students and have obvious value in the world outside the classroom.
- The tasks involved in the process are both challenging and novel.
- Students are not motivated by negative conditions or emotions—including almost all those associated with traditional, competitive grades.
- Students successfully communicate and cooperate with a wide variety of others in a wide variety of settings.
- Individual students treat one another with respect and courtesy, stressing that each has unique and valuable talents.
- Cultural and environmental differences among individual students and among those others associated with the project are not only accepted, but they are valued.
- Students periodically review the process and evaluate how and what they are learning (and not learning).

Technology & Delivery of Instruction: Technology will be embedded into all areas of the curriculum (reading, writing, math, science, social studies). Technology will be a fact of life in the classroom and school as it is in the real world. It is our hope to have computers and smart boards in every classroom as well as a computer lab. One teacher will be designated as a technology person. This teacher will be up to date on all of the current technology in schools, will provide for technology instruction of staff, sports, and foreign language... The technology person will maintain achievement and growth records that are technology based. The school will also make use of computer software that differentiates instruction such as Accelerated Reader. Students will use technology to publish reports, presentations, and published writing. Word processing will be taught. Spreadsheets will be created. Assessments may at times be technology based such as Acuity. Our hope is eventually to include electronic portfolios. Technology can also be used in cooperative learning activities and other student collaboration projects. As the school develops we will write and develop a technology curriculum for our school. Technology will support and enhance student learning.

Technology used to provide access to curriculum & to deliver instruction using the internet: Students will be taught to use internet websites such as spellingcity.com, pbs.org, eduplace.com... The internet will be used to create power point presentations. Staff will make use of video and audio technology to enhance lesson presentations and bring material to life. The internet will be used to provide access to information and resources. The internet can be used to help students gather data, organize complex information, draw inferences, communicate findings, critically evaluate information, and to use problem

solving skills. The internet, etc. can help students with project based learning and real world problems. This technology can help with authentic tasks.

Technology used to enhance communication and support to students & parents: Since students will be developing academic and talent showcases each nine weeks, students may elect to use technology in those presentations to parents such as video, digital cameras, power point... Parents will also be able to receive communication through technology such as e-mail, school websites, cell phones... This will be a very effective way to receive information and to communicate with teachers. Parents will be able to view grades on line. Learning sites and links will be provided for both parents and students for computer use at home.

Highly Effective Teachers: York Academy is hoping to employ experienced and inexperienced staff. The experienced staff will provide direction and expertise to mentor our younger staff. The less experienced staff will bring passion and idealism to our learning community. All staff will be committed and dedicated to children and to their profession. Staff will reach into the hearts and minds of children. Staff will know their impact and will understand that they make a huge difference in the lives of children. Where required, staff will meet state certification and licensure for the state of Indiana. Instructional Strategies & methodologies central to all teachers: All teachers must be trained in the Paideia philosophy of instruction. The National Paideia Center will do an initial training of staff. As described in the book, *The Power of Paidea Schools*, Paideia educators return to “classical” education. “Classical means: Overt attention to and participation in Robert Hutchins’s ‘Great Conversation’ (1952), the cultural heritage of all our children; A rigorous common core curriculum of integrated subjects; An ambitious mastery of fundamental skills in communication, computation, teamwork, and problem solving; and Learning to a depth of intellectual understanding often missing in our schools.”

All teachers will be trained in Paideia Seminars to develop critical thinking skills. “Effective seminar leaders are constantly aware of two goals: first is that all participants be asked to practice traditional communication skills: reading, writing, speaking, listening, and thinking – second is to engage students in higher-order thinking by asking them to summarize, analyze, synthesize, compare, contrast, logically defend, and challenge their own ideas and those of others.”

All staff will use intellectual coaching with students. “Academic coaching requires that the classroom be organized according to the project currently under way: play rehearsal, book production, historical simulation, math textbook composition, or science experiments.” Coaching requires flexible time for units and space for projects. Students take center stage for most of the instructional time; teachers support and coach the students. Students learn to work with others, to show their strengths and learn to work hard. Students set goals and consistently challenge themselves in the classroom. Coaching allows for a “spirit of inquiry.”

The Essential Elements for teaching and learning of a Paideia School (as stated by the National Paideia Center) are:

- All teachers in the school use Paideia seminars as a central teaching/learning device.
- All teachers in the school use product-oriented coaching techniques for the majority of the instructional program.
- All teachers in the school use relatively little didactic teaching and that which is used actively engages students.
- The school stresses the same integrated core curriculum for all students, including fine arts, music, foreign language, and the manual arts, giving students the opportunity to explore these

areas as they relate to the core academic subjects. (We intend to take this even further so that students can really learn the fine arts, music, etc.)

- Assessment of students and teachers is individualized in addition to standardized: emphasizing portfolio and narrative assessments in conjunction with traditional grading and appraisal. Individual growth is consistently stressed.
- The National Paideia Center lists the essential elements for scheduling are as follows:
- The school allows instructional needs to shape scheduling and scheduling flexibility is the rule rather than the exception. York Academy will have flexible schedules rather than rigid set schedules.

Physical Environment – The learning environment will take place in a school setting with classrooms.

Instructional Setting – Instruction will include one-on-one, small group, independent study, and whole group instruction.

Lesson Design – Lessons will be developed using Understanding by Design Units. Units will be developed based on Common Core/Indiana Standards and will begin with assessment design. Differentiated instruction will occur within each unit of study. Diversity growth and learning will also be a result of activities provided. Units will provide skills to be learned and reinforced along with project based learning.

Paideia is presented as the best education for all students. It meets the needs of all learners! It is based on democratic principles and provides all learners with high expectations and goals. We want all of our students to “dream big” and “work hard” – this will lead to success. We will coach ALL students to be the best they can be.

Evidence Based Support: We will be basing our school on the work of Mortimer Adler, The National Paideia Center, and will also use instructional strategies based on the works of Marzano.

Instructional Strategies: Instructional Design: York Academy will implement the Paideia philosophy of instruction. Adler, the founder of the Paideia Program, wrote, “Education: the central aim of which has always been recognized, from Socrates’ day down to our own, as the freeing of the mind through the discipline of wonder.” Adler emphasized the development of life-long learners. The emphasis on a liberal arts education is also seen as essential to all vocations. Adler strongly believed that all children should receive the highest quality education and that our democracy can only be maintained by high academic standards and intellectual rigor. Adler was strongly influenced by both Horace Mann and John Dewey. Robert Maynard Hutchins also influenced the Paideia philosophy with the use of “The Great Books” and the creation of the Paideia Seminar. Information presented in this Section is taken from the books, articles, and website of the National Paideia Center (see www.paideia.org).

“Paideia schools should model democracy, treat everyone as unique individuals, and focus on a rigorous core curriculum.”

Learning Strategies:

Paideia seminars – Students and staff will participate in discussion and analyzing of various topics with respect of other people’s views and ideas. This helps students to develop as critical thinkers in a democratic society. Paideia seminars foster a deep understanding of topics or units of study. “All

teachers in a Paideia school use Socratic seminars as a central teaching/learning device, both school-wide and integrated into the curriculum.”

Intellectual Coaching – “All teachers in a Paideia school use coaching for the majority of their instructional program. Instructional coaching accounts for 60 to 80 percent of instructional time...” This type of coaching establishes the teacher-student relationship. The coached classroom project is similar to project based learning and cooperative learning. Students participate in projects either singly or in groups. They are coached by their teachers. The project should be of real world value which provides skills in producing the final product. The project can incorporate several academic disciplines.

Accountability is performance based. Individual students are evaluated according to individual progress. Portfolios and narrative evaluations are often used in the coaching process.

*The Power of Paideia Schools Defining Lives Through Learning by Terry Roberts and the Staff of the National Paideia Center, 1998

Compare/Contrast Activities – Students will compare, classify, and create metaphors, analogies and non-linguistic representations. Identifying similarities and differences yields a 45% percentile gain, according to Marzano. In the classroom one might see thinking maps, T-charts, Venn diagrams, cause and effect links, and other graphic organizers.

*Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Monitoring Strategies: Instructional strategies will be monitored for consistency and fidelity through the use of classroom walkthroughs and unit plans. Each classroom will receive a weekly classroom walkthrough to view Paideia seminars and intellectual coaching. These walkthroughs will include the administrator and classroom teachers. Weekly grade level meetings will provide opportunities for discussion of the strategies as well as goals for implementation. Unit plans will be collected and viewed for fidelity of projects and coaching by the leadership team and the administrator. Teachers will submit a monthly compare/contrast activity that will be reviewed by fellow teachers. Administrator/Fellow teachers will do a quarterly checklist of classroom portfolios. This will be a quick check to ensure that the portfolios are in place for each student and ready for full evaluation. Students will also be monitored through benchmark testing. Students that have scored below the 50th percentile on benchmark testing will be progress monitored every two weeks. Also a teacher may progress monitor, every two weeks, any student who they feel may be in need of more frequent assessment.

Instructional strategies will be monitored for impact through the final project/product produced by the students. The end of nine week showcases will also provide insight into the intellectual coaching and seminars that took place. The impact of the compare/contrast activities will be monitored through academic achievement of benchmark scores and ISTEP scores. **See Attachment 8 for Scope & Sequence**

Pupil Performance Standards:

Goals and Alignment with State and Common Core Standards

<i>Goals</i>	<i>Objectives</i>
<i>All students enrolled for at least 162 days will achieve “typical” growth each year.</i>	<i>Based on Acuity & STAR and/or benchmarks & ISTEP, all students who attended York for 162 days will demonstrate “typical” growth in math and reading, median student growth</i>

	<i>will be at least 50%.</i>
<i>Students will meet or exceed state standards for mastery in core subjects.</i>	<i>80% of students, who have who attended York Academy for 162 days will pass ISTEP and school benchmarks (math, reading, & writing).</i>
<i>Each year, the percentage of students passing math and reading will exceed the passing percentage of students from comparable schools (as defined by socio-economic status).</i> <i>The achievement gap will be closed for Blacks, Hispanics, Multi-racial, and free/reduced students.</i>	<i>After five years, York will perform in the top 25% of schools statewide in terms of proficiency results in both math & reading.</i> <i>80% of Blacks, Hispanics, Multi-racial, and free/reduced students who have attended York Academy for 162 days will pass ISTEP and school benchmarks in math, reading, and writing.</i>

York Academy of Discovery supports academic excellence and will provide a rigorous academic program. Students will achieve “typical” growth during the school year. Students will meet or exceed math, reading, and writing expectations for proficiency. Achievement gaps will be decreased in subgroups.

Exit Standards – See Attachment 9

Promotion of Students: Due to research that shows that retaining students does little to improve academic performance and in some cases leads to larger drop out rates, York seeks to intervene instead of retain unless required by law to do so. Any student at-risk for “failure” will have his/her case reviewed by the Remediation/Intervention team; interventions will be put in place, monitored, and assessed. Summer school will also be required for students scoring at or below the 50th percentile on benchmarks. York hopes to secure grants that will fund remediation and enrichment during the summer months. Due to research that does not show an increase in academic achievement used by year round school, York will continue to use a “regular” school calendar with summer remediation for students in need and enrichment for other students desiring summer stimulation. All fifth grade students will be required to have all exit standards in place before the end of the year or they will complete summer school. Retention is possible if the remediation/intervention team determines this to be the only course of action. This team will be in continuous communication with parents so all may work together to ensure the success of the student.

Target Population & Differentiated Instruction: Our goal is to motivate our students to learn. The curriculum and instruction stated above encourages our students and motivates them. School becomes a place where all students want to be challenged. Parents and students will be kept up to date on student progress and mastery of skills. Any student below the 50th percentile will receive RTI interventions and parents will attend a meeting explaining the interventions. A team will look at all the data and decide on a course of action with the parent present. Any time during the year that a student is considered in need of additional services, RTI interventions begin. The coaching model that will be in effect allows teachers to work with small groups and individuals to increase skills. Relationships are developed that build a family atmosphere and encourage risk-taking. Failure is seen as opportunity to grow and learn. All students excel in this kind of environment. English language learners benefit from an environment of rich conversation, teamwork and reading, reading, reading.

School Calendar & Schedule – See Attachment 10

School Culture: York Academy will become one of the top schools in the state by using the following principles:

- Will create an academic culture that requires students to think critically
- Will create an academic culture that requires students to give their best efforts each day
- Will create a culture of high expectations and success
- Will create a culture where core academic goals apply to all students
- Will create an educational program built on rigorous project based work
- Will create an environment where students showcase their academic and artistic talents
- Will provide skills necessary to achieve mastery on common core standards for each grade level
- Will build thinkers who have the skills needed to solve real world problems
- Will assess student learning in ways that challenge students to demonstrate mastery in a variety of forms
- Will create an environment of positive relationships (students, families, staff)

The York Academy culture will promote a positive academic environment and will meet the needs of all students:

As we talked about the elements that were necessary in a 21st century school, we felt that the arts, foreign language, social skills, and science would be necessary ingredients for an excellent school. We wanted students to be motivated and enjoy the process of learning. We saw how special needs students and students from low income homes thrived when given drama, dance, and sports activities. These programs connected them to the school and made them successful in a way that motivated them in other school academic areas. After discussing what we felt were integral pieces of our school, we committed to a Paideia philosophy. Paideia had all the elements we were looking for and gave us the last piece of our puzzle – the critical thinking piece through the Paideia seminars.

Implementing this Culture from the First Day of School: York will hold an Open House/Orientation prior to the first day of school to assist families in understanding our policies and procedures and will provide an opportunity to meet the teachers. Home visits will also be done with all kindergarten students and any students new to our school in order to build the family-school partnership.

Typical Student Day: Students may arrive at 8:00 a.m. for homework help. At 8:20 all students meet in a common area for a Community Meeting with the School Leader. Students are dismissed to teachers from the common area at 8:30. The morning provides a large block of time for reading & writing /social studies instruction. At 11:50 lunch is with the teacher and lasts approximately 20 minutes. A recess break lasts until 12:30. At 12:30, the afternoon block begins with science/math and lasts until 2:15. At this time, classroom closing meetings take place. Students then move to foreign language, movement and arts block that lasts until 4:10. Each student takes part in a foreign language, a movement experience, and an arts class during this time. Dismissal begins at 4:15 or after school activities begin. Any after school activities end by 5:15 unless there are games, etc. See also attachment 10.

Typical Teacher Day: Students will be dismissed from Community Meeting at 8:30; teachers will begin instruction at 8:30. They will be with students until 2:30 including lunch and recess. At 2:30 each day, teachers will take part in collaboration and professional development. This collaboration & PD will last until 3:25. At 3:25 teachers will have time each day to work on the next day's plans, call parents, get

materials ready... Teachers will help with dismissal at 4:15. Unless a teacher is involved in after school activities, they may leave after dismissal. See also attachment 10.

Supplemental Programming: We would like to provide summer school, but would need a grant. A few possibilities exist for grant opportunities. We could apply for a grant to remediate and enrich our students. York staff would provide half day instruction. The other possibility is to work with The Boys and Girls club to write a grant for the summer. We visited a program that impressed us called Freedom School. Diversity was woven into literacy and programming. The Boys & Girls Club is open all summer. We would work with them to provide our students with remediation opportunities as well as enrichment. The Boys & Girls Club operates Monday through Friday until 7:00 p.m. except on holidays. Summer school is on our calendar – see attachment 10.

Extra-Curricular Activities: The following after school activities will be provided at various times during the year for boys and girls: basketball, track, cross country, cheerleading, and dance team. Coaching costs are in the budget.

School Programs that Address Student Mental, Emotional & Social Development and Health: A counselor (provided through our partner, Brandon's House) will be on staff to assist with emotional and social development. An RTI behavior model has also been designed to help in this area. A team will be established for any children with behavior issues that interfere with learning. Character education will be implemented with a different character trait being studied each month with emphasis on application of that trait. Discipline issues will focus on helping students to improve. High expectations will be in place for behavior so all students can learn.

Other Student-focused Activities – our end of the day enrichment activities will be a great motivator for our students. They occur each day. Students receive instruction in foreign language, sports/movement, and the arts. See attachment 10.

Special Populations: York Academy of Discovery will comply with federal and state statutes and will implement processes and procedures as set forth in federal and state regulations and rules. The following items will be in place in order to meet the Individuals with Disabilities Education Act of 2004 (IDEA) and Indiana Article 7 as well as Americans with Disabilities Act of 1990 (ADA):

- Hire a Special Education Teacher – Reports to the School Leader; Holds an Indiana Special Education Teaching License; serves as teacher of record; attends case conferences; coordinates and schedules evaluations for children with suspected disabilities; oversees the compliance with IDEA, Indiana Article 7, and ADA; maintains IEP's as well as all special education & 504 records; trains teachers and assistants in areas of need for special education students; maintains achievement testing records for exceptional learners; organizes – tracks – and plans IEP goals; oversees and ensures that services are provided according to individual IEP's; oversees referral paperwork and supervises the referral process; establishes high expectations for student performance; organizes time, materials, and equipment for instruction; responds to questions from parents, students, and staff; oversees special education reporting requirements; trains staff in confidentiality; develops reporting procedures to parents; works with staff to incorporate adaptations and accommodations; incorporates technology into instruction and services; has the physical ability to meet the demands of the job.
- Each student with a disability will have a teacher of record assigned to him/her. The teacher of record will be appropriately licensed in the area of the student's disability. For autism, other-

health impaired, deaf-blind, & traumatic brain injury – the teacher of record will be appropriately trained. The teacher of record will provide direct or in-direct services according to the IEP, participate in the Case Conference Committee to establish goals, benchmarks, and objectives. This teacher will monitor progress, staff, implementation and reporting of the IEP, participate in the evaluation of the student, and notify the conference committee of any changes to the IEP.

- Enrollment forms will indicate the existence of an IEP.
- Move-in Students with an IEP will be provided services within ten instructional days.
- York will contact the previous school for records to determine if an IEP exists.
- Obtain and prepare materials such as Procedural Safeguards and any other forms needed to hold Case Conferences and to develop Individualized Educational Plans as well as Referral Forms
- Special Education Teacher will train school assistants to meet the needs of the exceptional learner
- Contract with outside services for extra services needed to meet requirements of IEP's
- Contract with outside services for testing and identifying special needs students
- Train staff in the referral process
- Train staff in interventions
- Train intervention/remediation consultation team
- Hire additional staff as needed to ensure compliance
- Hold move-in conferences, annual case reviews; case conferences...
- Obtain school records
- Due process will be enforced. If parents and school cannot agree, a case conference will be held. If this does not resolve the issue, a hearing will be held.

Identification of Students: The school intervention team will work with staff to meet the needs of students. The school intervention team will include the special education teacher, the ELL teacher, the technology teacher, the primary unit leader, and the intermediate unit leader. The intervention team will also consult with the School Leader. This team will review data and make decisions concerning teacher and parent requests for referral. They will work with the teacher to look at the overall development of the child, the concerns and reasons for testing, and address possible interventions. If testing is determined to be necessary, York will contract with an outside source to do the evaluation. Once testing is complete, the special education teacher with the case conference committee will develop an IEP or will meet to discuss non-qualification and what can be done to achieve student success.

Delivery of Services: York Academy of Discovery will provide the least restrictive environment for students and will practice full inclusion where applicable. The learning environment will be set up so that services will be provided in the regular education classroom. Assistants and general education teachers will receive training about least restrictive environment and how to provide special services. They will also be trained to work as a team in meeting IEP goals. Training will help staff deliver services in the classroom environment with support staff. We will have classroom assistants; all assistants will be trained by the special education teacher in order to meet the needs of all special needs students in each grade level. Assistants will be under the direct supervision of the special education teacher, the ELL teacher, and the general education teacher. At this time, York Academy of Discovery will not have a resource room. It is the belief of York Academy that ALL children can learn! Identification of students and referral of students will follow special education law. York will contract with outside services to

provide special education testing. IEP's or 504's will be developed and carried out. Confidentiality will be maintained. All special education funding will follow appropriate rules and regulations.

ELL Students: In order to meet the needs of ELL students, York Academy of Discovery will hire an ELL/Foreign Language Teacher. Enrollment data will provide for identification of non-English speaking parents. We are actively seeking ELL students and know the demographics to locate families that need ELL services. Staff will also be trained in helping to identify possible ELL students and in how to help ELL students in the regular education classroom. Once identified as ELL, the ELL teacher will work with the classroom and the general education teacher to deliver services. Assistants will also be trained to work with ELL students. We are hoping that one of the assistants that we will hire will speak a foreign language. ELL students will be provided with appropriate accommodations and assessments. They will exit the program based on their capacities. Information will be in English and Spanish for families. Students will be provided a rich environment that involves speaking, listening, and writing. Students will learn academic language as well as conversational language. A student's first language will be respected. Spanish speaking students will have the opportunity to speak, read, and write in their own language as a part of the foreign language experience. During conferences a translator will be provided.

Other Services: *The technology teacher will also serve as a part time remediation teacher. The remediation provided will be technology based. The technology teacher will work in cooperation with the special education teacher, the ELL teacher, and the School Leader. *A counselor will also be available to assist with special needs students and other students who may need emotional support.

Hopes & Recruitment of Qualified Special Education Teachers: We will work with the universities, IUS & U of L, to recruit qualified special education and ELL teachers. These teachers will be certified in the areas of special education and ELL. We would like to encourage our general education staff to receive dual certification in Special Education, ELL, Reading Remediation, or Administration. Ongoing training and professional development will be provided to all staff in the areas of special education, ELL strategies, diversity, and poverty.

Public Agency Representative: The School Leader or any other qualified staff person will serve as the Public Agency Representative as required by law. The principal and the special education coordinator will assume responsibility for special education services. The School Leader will be dedicated to ALL students and will ensure that staff and school are meeting the needs of children. Professional development will be provided in the area of special education and ELL. The goal will also be to implement interventions and RTI services that will prevent large numbers of special education identification. Where necessary the School Leader will work with outside sources to implement evaluations and any special services that may not be provided by York Academy of Discovery. Some of our beliefs:

- We believe that ALL students can learn. We will work to ensure all students reach their potential.
- ALL staff members will take ownership of our students.
- The general education teacher must take ownership of special education students and ELL students.
- The special education teacher and the ELL teacher will support the general education classroom in delivery of services.
- Interventions will be evidence/research-based to ensure growth.
- Our model will be of an inclusive nature

York Academy will use an RTI model:

Response to Intervention Pyramid - At Risk Students

Tier One

Parent Contact
Conference with Student
Goal Setting with Student
Computer Software Activities
Small Groups
Leveled Texts
Cooperative Learning
Re-Teach Activities
On Grade Level Materials
Twenty minutes Homework Help in the Morning

Tier Two

Time with a Support Services Person
Additional Small Group Time
Assigned Work with a Volunteer
Parent Conference
Intervention plan put in place
Progress Monitoring
Homework/Classwork Room during Specials

Tier Three

Intervention Team Conference
Intervention Team Strategies
Support from Special Education Team
Support from Counselor

Response to Intervention Pyramid - Advanced Kids

Tier One

Parent Contact
Conference with Student
Goal Setting with Student
Small Groups
Leveled Texts
Enrichment Activities
Computer Software Work
Project Based Learning

Tier Two

Additional Computer Time
Problem Solving Activities
Individual Learning Contracts for More In-depth Study
Parent Conference
Advanced Plan put in place

Tier Three

Intervention Team Consultation
Time with Support Services Personnel
Response to Intervention – Behavior

Tier One

All students know the school rule
Character traits are taught & enforced
All students know and follow hallway rules
Classroom plans stem from school rule and school mission
Transition procedures are in place
Beginning of the day and end of the day routines
Parent Contact
Establish Relationship
Natural Consequences
Classroom/Community Service
Time out – 10 minutes
Community Meetings
Finding student strengths/interests

Tier 2

Intervention Team work to rule out academic problems
Time out in office or in another classroom
Parent Meeting
Student Conference
Goal setting with student
Character room during specials – teaching anger management, problem solving...
Intervention plan in place

Tier Three

Possible special education testing
Counseling
Intervention Team strategies
Individual behavior plan
Individualized Education Program

Response to Intervention – ELL

Tier One

Cooperative Learning
Vocabulary Development
Small Group Work
Knowledge of ELL student Levels
Parent survey indicating language spoken in the home
Foreign language opportunities – can select their first language
Leveled text
Comprehension strategies

Tier Two

Additional Small Group Work
Work with ESL teacher
Fluency practiced
Use of visuals

Tier Three

Intense work with ESL teacher
Contact with native speakers if possible

Tier one is a prevention approach. All students receive tier one. Tier two is reserved for students experiencing difficulties. Evidence will be collected and discussions will take place to review student problems. The intervention team will determine strategies for improvement based on our tier model. Interventions are applied with progress monitoring to determine growth. Students who continue to experience difficulty will be referred to tier 3. The intervention team will again meet to determine tier 3 strategies. Tier three is reserved for those students who exhibit problems that require extensive interventions. This phase also provides the opportunity for assessment for disabilities. Progress monitoring occurs to determine success of programs and growth. Special education testing will require a timeline for student assessment. Once testing is complete, results will be discussed with the special education committee, eligibility will be determined, and services will be planned along with goals, placement, and program. It is possible that a 504 plan would be established instead of an IEP. York Academy will work with the Special Education Cooperative during this process. Payment for services will be contracted.

York Academy will follow inclusive practice incorporating a rigorous curriculum for all students. Students with disabilities are placed in the least restrictive environment. Instruction will be delivered in the general education classroom as much as possible.

Any student with an IEP, progress monitoring will be incorporated in to the IEP with short-term objectives and annual goals. The IEP will be followed to assess student achievement. The progress monitoring system will work as follows:

- The current level of performance will be determined
- Goals will be set that will take place over time
- The goals will be measured on a regular basis (weekly/monthly)
- Results will be charted and evaluated
- A comparison will be conducted for expected and actual rates of learning
- Strategies will be continued or adjusted based on the achievement

Things to remember about Progress Monitoring:

- Progress monitoring can occur as a class/a small group/student
- You can progress monitor a specific academic skill or a behavior target
- Progress monitoring should occur with reading, writing, and math
- Communicate with parents about the progress monitoring
- Special education staff and regular education staff should collaborate with progress monitoring and assessments to determine progress
- Our mission and goals as a school encourage the use of actual work to progress monitor such as homework, class work, projects, oral presentations, conferences, portfolios, Accelerated Reader...
- An Intervention Team is provided to assist general education teachers in determining tiers and strategies for struggling students
- Remember that behavior deficits can come from academic struggles

We will use the follow to evaluate the above programs:

Is our special education team able to meet the needs of our special education students? Individual evaluations and observations will occur. Achievement of special education students will be noted.

Is our inclusive setting working? Observations of school and classrooms – discussions with staff & parents will take place. Do we have a safe environment? Are students engaged? Are we maintaining a

good staff to student ratio? Special needs students often require more time to work on skills. Data gathering methods will be in place to create reports that evaluate the strength of our programs. Are our assessment tools measuring what we want to measure? We will analyze assessments and growth of students. Parent survey – do parents feel we communicate with them about the needs of their students and notify them of intervention strategies?

Meeting the Needs of the Intellectually Gifted: Our program is set up to meet the needs of all students and to provide the best education for all students. See our RTI model for advanced students in the RTI section.

Student Recruitment & Enrollment: Many of us do not like to think that inequality exists in education. We are deceiving ourselves if we believe that all students receive the same type of educational experience. York Academy will be providing a top “private” school experience in a public school setting. Foreign language, movement classes, and the arts will take place EACH day. Teachers will be highly trained to meet the needs of students through daily collaboration & professional development. The school will implement a “family” approach through home visits and parent advisory council. York Academy seeks to serve its students and families. The instructional day is longer than area public schools. Our partnerships bring additional aide and support to our students and families. Nine week showcases will demonstrate student learning and problem solving. York Academy has a website: yorkdiscovery.org. Our board will continue to meet with local churches, preschools, daycares, organizations that will spread the word about York Academy. York will also make use of the local media sources. Parents enrolling students will also be one of our biggest advertisers. See attachment 11 for the Enrollment Policy.

Student Discipline: York Academy of Discovery believes that developing a relationship based school and program will be the major ingredient in establishing and maintaining a positive school climate. York Academy believes in positive behavior supports that will help students to grow socially and emotionally. Teamwork and support of one another will be emphasized with students and staff. It is our goal to maintain a rigorous academic focus provided by a caring and compassionate staff. It will be important to identify and develop the talents of people involved in the school: the board, the staff, the parents, and the students. It is our desire to develop supportive parents and also to help parents become lifelong learners. We will develop children who dream big and work hard. Staff & students will be trained in proper assessment procedures and integrity as required by the state. See attachment 12.

PARENTS & COMMUNITY

Currently there are two charter schools in our area, one in New Albany and one in Sellersburg. Both of these charter schools are having no problems with enrollment. The optimum area for another charter school would be Jeffersonville or Clarksville. Both of these areas are close to interstates and have a large enough population to warrant a charter school. There are private, religious schools in the area – but no private schools that provide an alternative education. We believe the area is ripe for a “private school experience” in a public school setting. Parents need choice without having to pay high fees for school and without having to pursue vouchers. We did a survey of a school of nearly 600 students with the type of program we will be implementing. Nearly 99% of the students and 98% of parents were excited about this school opportunity. We have met with area churches and organizations. Most have been supportive and felt this was necessary for our community.

School		Grade	K - enroll	1st enroll	2nd en.	3rd en.	4th en.	5th en.
Clarksville Ele.		C A C	98	93	95	85	109	88
Wilson Ele		A C C	88	95	88	83	86	93
TJ Ele		B A C	62	48	57	58	60	71
Northaven		D A C	79	66	65	67	70	61
Bridgepoint		C C C	68	46	64	74	65	51
Maple		A A A	36	43	41	38	37	57
Riverside		B A D	80	70	82	86	69	84
Spring Hill		C A A	33	32	32	35	33	44
Parkwood		A C C	80	98	82	62	81	70
St. Anthony		A A A	32	32	28	36	30	27
Sacred Heart		A A A	49	25	24	21	16	8
Montessori		D C F	46	40	45	38	37	44
Rock Creek		C D	44	26	25	27	26	50

Compelling Items – There are several items that will attract families to our school:

- Looping classes – where students stay with the teachers for two years in a row
- An assistant in every classroom to provide for smaller class ratios
- An extended school day that provides foreign language, sports, and the arts
- Rigorous curriculum based on Common Core Standards and project based learning
- ELL services
- Nine week academic and talent showcases
- Significant time given to science and social studies
- Parent Advisory Group
- Parents seen as partners
- Home visits
- Solid intervention pieces for academics and behavior
- Development of relationships seen as important
- Paideia philosophy of instruction

Sufficient Demand – We have determined sufficient demand by the following:

- High population area with large school districts

- One charter school already holds lotteries
- Talks with area churches
- We will be ready to downsize the numbers if initially we do not get the expected enrollment
- Almost all the schools are “traditional based” with only Montessori offering a different learning environment

Parent Engagement - It is the belief of York Academy of Discovery that in order to provide the very best possible education to students that a school cannot separate students from families. Families must take a sincere interest in the school and the education being provided. To ensure that this takes place, York Academy has put several things in place:

- Home visits will be conducted each year with all kindergarten students and new students.
- Looping will be implemented – students will stay with the same teacher for two years to enhance relationship building with students and families.
- Parents will be encouraged to attend one session on Paideia Seminars.
- Parents/Guardians will be encouraged to attend a Learning Showcase each nine week period.
- If students are having difficulty in the area of academics and/or behavior – parents will be required to be a part of a team that will initiate interventions.
- Parents will be encouraged to call or visit with questions or concerns.
- Training will be provided for any parents who wish to help during the school day and be a part of the school experience. We welcome parent volunteers. Criminal Records checks will be obtained for all volunteers assisting our school. This program will be titled PIE (Partners in Education).
- Student attendance at school will be critical. Parents will be required to attend a conference if attendance issues become a problem. This includes tardies.
- Monthly newsletters will be provided.
- Teachers will have a system of daily communication with parents that provides homework information, etc.
- We will support parents in any way that we can by providing social services and other community helps wherever possible – hopefully most provisions will be free of charge.
- We would like to learn about the diversity of our families – diversity will be an important goal of our school. Diversity will be accepted and encouraged. In order to promote a global world, we need to work together cooperatively with others from different backgrounds and beliefs.
- York Academy supports family time and togetherness. Homework will be brief, purposeful, and something that can be done independently. The provision of arts and sports allows students to receive “lessons” during the school hours to encourage family time during the evening hours. When implementing evening events, York Academy will encourage family activities where the whole family can attend.
- Parent orientation/open house will be offered so parents may hear expectations, goals, and see the classrooms and school.
- Monthly parent discussions will take place with the School Leader during the school day. This is an opportunity to discuss, question, and guide the school in decision making.
- Parents will attend a conference with the teacher so they realize their child’s academic goals as well as strengths and weaknesses.
- Reports will be provided every nine weeks on classroom achievement.
- Mastery of standards and non-mastery will be shared with parents.
- Assessment reports will be shared with parents.

- A student/parent handbook will be given to parents that states expectations and goals of the school.
- Parents and students will sign a discipline form that states the school belief system on discipline and how the system works.
- Parents will be included when tier 2 and/or tier three interventions need to be applied. They will be invited to a “team” conference on how we can best meet the needs of their child. We will include how they can help at home.

We realize the value of parent participation. Parent involvement helps to enhance academic performance, improves the use of resources, diminishes discipline problems, and increases the morale of staff.

Community Resources - We realize that schools are more effective and caring places when they are an integral part of the community. York will have board members from the community that will seek out volunteers and community resources for the school. Partnerships will help bring about awareness and involvement in the school. We have already established a couple of partnerships: Brandon’s House and Boys & Girls Club.

The Boys & Girls Club will provide after school care for our students until 7:00 p.m. each evening at a cost of \$15.00 per year per child. This facility is housed in Jeffersonville. Our second partnership is with Brandon’s House that will provide counseling services for the school if a grant can be secured. Brandon’s House will write the grant.

PERFORMANCE MANAGEMENT

Our outcomes will include the following:

Goals and Alignment with State and Common Core Standards

<i>Goals</i>	<i>Objectives</i>
<i>All students enrolled for at least 162 days will achieve “typical” growth each year.</i>	<i>Based on Acuity & STAR and/or benchmarks & ISTEP, all students who attended York for 162 days will demonstrate “typical” growth in math and reading, growth percentile will be at least 50%.</i>
<i>Students will meet or exceed state standards for mastery in core subjects.</i>	<i>80% of students, who have who attended York Academy for 162 days will pass ISTEP and school benchmarks (math, reading, & writing).</i>
<i>Each year, the percentage of students passing math and reading will exceed the passing percentage of students from comparable schools (as defined by socio-economic status).</i>	<i>After five years, York will perform in the top 25% of schools statewide in terms of proficiency results in both math & reading.</i>

<p><i>Students will meet or exceed IRead-3 requirements.</i></p> <p><i>The achievement gap will be closed for Blacks, Hispanics, Multi-racial, and free/reduced students.</i></p>	<p><i>90% of third grade students will pass IREAD-3.</i></p> <p><i>80% of Blacks, Hispanics, Multi-racial, and free/reduced students who have attended York Academy for 162 days will pass ISTEP and school benchmarks in math, reading, and writing.</i></p>
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York will meet all goals and requirements as stipulated by the State Charter Board.

York Academy will also have mission based outcomes:

All graduates enrolled at York Academy of Discovery for six years will be conversationally fluent in a foreign language. Students will be assessed via interview at the end of the 5th grade year.

Every student will show academic and arts success through participation in academic and arts showcases each nine weeks.

All students in attendance at York Academy of Discovery will show respect for the opinions of others and critical thinking through weekly participation in Paideia Seminars.

Every student at York Academy of Discovery will show citizenship and the care of others through at least one service project each school year.

Organizational outcomes will include:

Students at York Academy of Discovery will maintain at least a 95% attendance rate for the year.

York Academy will demonstrate fiduciary and financial responsibility. External audit reports will meet or exceed professional accounting standards.

Parents will demonstrate satisfaction with the York Academy Experience through end of year surveys, will exceed 75%.

York Academy will have no out of school suspensions. This applies to all subgroups. Suspension reports will be used in determining this outcome.

Assessments - Formative & Summative Assessment: York Academy of Discovery will be using both formative and summative assessments to guide instruction and to determine student growth over time. Almost all assessments can be used as both formative and/or summative assessments. For example Acuity can be used as an instrument to evaluate summative assessment as teachers determine if students have met grade level benchmarks. Acuity can also be used as formative as teachers look at the tests to determine areas of growth and areas of weakness.

York Academy will use the following summative assessments:

- Acuity – twice a year as a tool to determine what standards students have mastered, mid-year acuity assessment will be optional for teachers
- Writing Benchmarks – twice a year to determine writing proficiency based on state rubrics
- ISTEP – state test given in the spring to determine standards proficiency
- Projects – End of Nine Week academic and talent showcases that show mastery of learned material
- End of Unit Tests – Tests that show mastery of learned material and standards
- STAR – three times per year

- Report Cards – Grades and/or checkmarks that show mastery of standards and learned material

Formative Assessments will include the following:

- Acuity as a diagnostic tool
- Goal setting with students based on their work, projects, and tests so they know where they are, what they need to do to achieve mastery or proficiency, and how to improve
- Observations of students and their work
- Questioning and answering sessions
- *Paideia Seminars
- *Intellectual Coaching of students which guides them to mastery and proficiency
- Self & peer assessment
- *Student record keeping that shows growth
- Informal assignments
- *Accelerated Reader
- Quizzes and Essays
- Diagnostic tests such as writing prompt, running records...
- *Journals (reading, math, science, writing)
- Homework

*Immediate feedback will be given on work, products and performance

Teachers will use formative assessments to guide instruction and will use summative assessments to determine mastery and proficiency. Teachers will have the option to determine which formative assessments will work best with individual units and standards. Teachers will be required to use all of the summative assessments above.

*Formative assessment items will be required.

Collecting & Analyzing Data

The data cycle will be as follows: Collect data-----Interpret data-----Modify instruction

Data will be used to

- Guide classroom instruction
- Make student decisions for intervention, special education, enrichment, etc.
- Make program and curriculum decisions
- Establish accountability
- Develop strategies that focus on strengths and weaknesses
- Provide teacher collaboration and discussion
- Train teachers on data analysis and classroom strategies

Achievement Data will include:

- Observational Notes
- Samples of Classwork
- Showcases
- Portfolios
- Formal & Informal Assessments
- Benchmark Assessments
- State Assessments

- Report Cards/Standards Mastery

Other Data to be considered:

- Attendance
- Discipline referrals
- Homework & classwork completion
- Individual student data such as ethnicity, poverty level...

Data analysis will lead to differentiation of instruction and identification of student needs.

Steps for Data Analysis:

1. What do we want to know and learn
2. Obtain data that pertains to this
3. Analyze the data in conjunction with what we want to know and learn
4. Set goals
5. Develop strategies
6. Assess to see if strategies are working

Other necessary items for data analysis:

- Develop a professional learning community that reviews and interprets data
- Establish a school data team
- Provide teachers with a data leader that assists in collaboration and analysis
- Teach students to assess their own individual data and to set goals based on this data

Instructional Strategies to be Implemented include:

- Compare/contrast
- Intellectual Coaching
- Paideia Seminars

Curriculum will be based on common core/Indiana standards. Assessments will determine the mastery of common core standards.

Technology will be used in assessments: ISTEP & Acuity & STAR.

Technology will be used to differentiate instruction.

Analysis of Assessment Results:

- ISTEP scores will be analyzed each year by grade levels. The analysis will include a comparison of passing scores compared to the performance on Applied skills for each curriculum area. We will monitor subgroup performance, the percentage of pass+ students, passing, and non-passing students. Areas of mastery will be determined. Strengths and weaknesses will be analyzed.
- Acuity – Mastery of skills will be analyzed to guide instruction.
- STAR – will be used to examine growth of reading levels from the beginning of the year to the end of the year.
- Writing benchmarks will be used to guide writing instruction and to determine growth from the beginning of the year to the end of the year.

- Showcases will be analyzed to determine growth from the beginning of the year to the end of the year and from quarter to quarter. They will also be used to determine mastery of common core/Indiana standards.

Information System, Training, & Support

Instruction will be delivered with assessment embedded using the formative assessments above. Student learning outcomes will be assessed during each unit of study, each nine week period, and end of year. After each assessment to determine learning outcomes, teachers will use the assessments to determine instructional sequence. Teachers will use the assessments to determine what and how to teach. Units of study will flow from what learning was mastered during that time and what needs to be reinforced.

Teachers will share formative assessment information at grade level meetings. Teachers will input selected data information into the established system. Teachers will use professional development time to create units of study based on assessment information, standards, and student interest. Assessment data will be analyzed with the whole staff. Families will receive results (quarterly) of summative assessments and information about their child based on both formative and summative assessments. Summative achievement data will also be shared with the Board of Directors at the beginning of each school year and the end of the school year. Summative results will also focus on subgroup information. Our data will be provided in our information system along with Excel spreadsheets. Teachers will input classroom data. Lead teachers will develop reports for instructional guidance and planning. The administrator will work closely with the lead teachers to ensure that data is provided in a meaningful format that leads to instructional decision making.

Corrective action will be implemented where necessary based on data. Plans will be initiated for struggling (scoring below the 50th percentile on benchmarks) students. A committee will look at all essential data, both formative and summative, to create an individual plan to move the student forward. The plan will include instructional needs, progress monitoring, and readjustment of instruction.

Corrective Action School Wide

After looking at assessment and achievement data, if York has not met the stated goals, corrective action will be taken. Based on data, action plans will be developed by the staff in the deficient areas. Research based strategies will be implemented to meet the deficiencies. The PL-221 committee will review and approve necessary changes to the action plan. York will also work with the State Charter Board to determine necessary goals. The School Leader and Unit Leaders will ensure that data is analyzed and provide staff opportunities to develop plans to meet the deficiencies. The School Leader will present information to the PL-221 Committee for discussion and approval. The School Leader & Administrative Team will also work with the State Charter Board on any deficiencies sited and will make corrections as needed. The School Leader will keep the Board of Directors informed about achievement data, deficiencies, and corrective plans. The Board of Directors will approve any corrective action plans. The Board of Directors will also have an evaluation process in place for the School Leader. The Board of Directors will meet with the School Leader each year to discuss progress, deficiencies, and necessary actions.

HUMAN CAPITAL

It is the belief of York Academy that teachers and staff are the most important ingredients in helping to increase student achievement and in the development of social and emotional growth of students.

Therefore it is the goal of York Academy to find staff that believes in the mission and vision of York Academy and that will best serve the needs of our students with passion and dedication. When recruiting employees, York will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. All York employees will be employed “at will.” The School Leader position has already been identified. All positions will be advertised and interviews will take place. The Business Manager will be the second position hired. York will have an interview team that consists of a board member, the School Leader, and other pertinent people such as teachers, etc. The interview team will select the staff for hire. The board will then present the employee with an at-will letter of employment. York will begin hiring staff as soon as enrollment projections are in. **March of 2014 is the designated month for hiring** so we may get the best possible candidates. Hiring will be based on the current enrollment applications. More will be hired as applications dictate. York will work with Indiana University Southeast, the University of Louisville, Indiana Charter School Association, etc. to help with our search for dedicated teachers. All academic teachers will meet the Highly Qualified requirements of the No Child Left Behind Act.

Recruiting & Retaining High Quality Staff: York Academy will strive to select and retain the very best people to meet the needs of our students. We will strive to provide pay that is close to the local school districts. Benefits will be provided. Giving employees a sense of ownership in our school and in decision making will connect them to our school. Building a sense of teamwork and family with a focus on relationship will create a bond with people in the school. Training and mentoring will be ongoing. Time for daily planning and professional development will be provided. Working conditions is one of the major factors in recruiting and retaining quality staff. Therefore the following will be done to help recruit and retain awesome staff: competitive salaries, safe and orderly environment, provide necessary materials to teach, parent support, collaboration and cooperation between staff members, a classroom of their own, supportive and encouraging Administrator, ongoing support group, an Administrator that is a strong instructional leader, development of staff leadership skills, clear expectations of staff and students, and high expectations for student conduct.

Staffing Plan: Where appropriate, staff will be required to meet state certification and licensure for the state of Indiana based on IC 20-24-6-7. Lead teachers will help manage the school and help mentor and monitor staff and instructional strategies. Special education staff will be hired to guide general education teachers in meeting the needs of special education students. They will also direct the special education program and oversee all requirements for special education. They will serve on the intervention team and guide decisions that affect students. ELL teachers will be hired to guide general education teachers in meeting the needs of ELL students. They will direct the ELL program and oversee all requirements for ELL. They will serve on the intervention team and will guide decisions that affect ELL students. A counselor will help with the social/emotional needs of our students. The counselor will help staff in dealing with problems that can affect academics such as divorce, death, abuse... A technology staff person will be provided to help with technology instruction and guiding teachers to fully implement technology instructional tools.

Our arts and sports programming at the end of the day will make use of “specialists” that may not be certified teachers – for example someone from Louisville Ballet may lead dance classes. All these “specialists” will be under the direction and supervision of a certified teacher.

York academy will have a Leadership team that will help manage and govern the daily operations of the school. All staff members will have a voice and will be allowed to question and make suggestions. Lead

teachers and specialized teachers such as special education and ELL will manage their respective programs for the school as well as be leaders for general education teachers.

Evaluations: All staff (certified & support staff) will be evaluated yearly with inexperienced teachers being evaluated more frequently (at least 4 formal evaluations). Evaluations will be completed by the School Leader. Evaluations will be based on formal observations, informal observations, student growth and development, school contributions, attendance... Indiana Charter laws will be reviewed and evaluations adjusted as necessary. The School Leader will meet with each staff member individually to discuss the evaluation. A written evaluation will be provided. If needed, plans for addressing problem areas will be developed at the evaluation meeting and will be put in writing. Options will include: further education, mentor/peer assistance, teacher action, and or administrative action. Employment renewal/non-renewal recommendations will be submitted to the board. In the event a staff member is evaluated and concerns are found, the employee will be placed on probationary status. The employee and the School Leader will set improvement goals. A reasonable timeframe will be set, along with regular meetings between the employee and the School Leader. If the employee fails to meet the necessary improvement goals within the agreed upon time-line, the School Leader with support of the Board will make the final decision on employment status. The School Leader may initiate disciplinary action which may range from verbal, written or final warnings to suspensions or immediate termination, depending on the facts of the particular case and the employment history of the teacher. The School Leader uses Board support throughout the process.

The School Leader will have an annual performance review with criteria that will include: commitment to mission – objectives – and goals, school & program development, organization – planning – and preparation, instructional practices, student achievement, communication & accessibility – professionalism & collegiality, commitment to Paideia philosophy, development of school team, sound business practice, safe and orderly school environment, secure maintenance of school records, and community outreach. The board will have an evaluation tool and process. Unsatisfactory leadership performance will bring a Corrective Action Plan. The Board will outline a plan of action to help the leader reach desired goals. The Board will consult with the School Leader regularly to monitor progress of goals. If the School Leader fails to meet the necessary improvement goals within the agreed upon time-line, the Board can recommend termination.

Compensation System: Staff will receive an annual salary. Benefits for full time employees include: required FICA employer match, 7% PERF, \$400 a month towards health insurance, a life insurance policy on each employee equal to one times their annual salary (minimum of \$15,000 and maximum of \$50,000). If extra funds are available, staff will receive a bonus based on SCHOOL student achievement. This embraces the belief that we all work together to increase academic achievement.

PROFESSIONAL DEVELOPMENT

School Leaders & Staff: All staff will have team expectations and will collaborate to provide the best educational experience for York Academy students. Professional development will be viewed as a continuous, sustained and active process. This professional development will involve teachers in developing each other from a range of skills and expertise. Each teacher has a skill set and area of expertise that others can learn from. Teachers will share, plan, and observe other staff in a respectful, non-judgmental way. Using the skills of our staff will also include things such as peer coaching, peer observation, staff led professional development, and mentors. The staff will also participate in Paideia Seminars as a way to develop listening skills, acceptance of other's viewpoints, and philosophical growth as well as instructional growth. School Leaders will maintain contact with Dr. Roberts from the National

Paideia Center. They will also be allowed to visit other schools for educational development. School Leaders will belong to professional organizations such as the Indiana Charter Board Association and ASCD. School leaders will be allowed to purchase educational materials that will provide professional development for themselves and the staff.

Schedule and Explanation of PD: Dr. Roberts and his staff have already agreed to provide Paideia training for staff in June of 2014. This training will provide three days of training. In August 2014, the school will also hold a three day training to review school policies, assessments, procedures, and expectations. Beginning immediately during the first week of school staff will participate in professional development for 45 minutes to one hour during the school day. This PD will occur each school day.

Our staff development priorities include instructional strategies and philosophies that every staff member will need. Training will begin with Paideia philosophical learning. Included in the Paideia learning will be strategies to help with student achievement:

- Staff will learn about the Paideia philosophy in order to enhance the learning environment.
- Staff will learn about intellectual coaching as provided in the Paideia framework. Intellectual coaching will help teachers to address student strengths and weaknesses to increase student achievement.
- Staff will learn about Paideia seminars. Paideia seminars will help to increase critical thinking skills as students listen, question, and discuss topics and concerns.
- Staff will learn to apply compare and contrast activities based on Marzano's work. Compare and contrast will be woven into the Paideia coaching and seminars.
- Staff will learn technology to increase student achievement and for daily classroom use.
- Scope & Sequence review and development will take place.

Application of PD will be a major focus. The process will be: learn, apply, and adjust. Staff must be familiar with the Paideia philosophy and techniques. Classroom design, instruction, and strategies stem from the Paideia belief system. Staff will need to familiarize themselves with the Paideia philosophy and instructional strategies as well as how to apply these to meet the needs of students.

We will begin with a five year plan to implement the Paideia belief system and instructional strategies. Over the five year period the following items will be addressed:

- Paideia philosophy & Conceptual Framework & Classroom Organization
- Didactic Instruction (The teacher & the classroom)
- Intellectual/Academic Coaching (The teacher, the student, the classroom, and real products for real audiences)
- Paideia Seminars
- Compare/Contrast & Marzano's work as it applies to Paideia
- Assessment based on Didactic Instruction & the Coached Project (Rubrics & Portfolios)
- Instructionally integrated units (Evidence)

Professional development will also be based on teacher needs, student needs, and achievement. Professional development/collaboration will occur each school day for approximately 45 minutes to one hour.

Policies and procedures and school routines will also be shared with staff. The items to be reviewed will include: policies & procedures, employee benefits, reporting of child abuse & neglect, harassment training, blood borne pathogens training, employee handbook, student handbook, school discipline, RTI models for academics and discipline. These items will be included during a pre-school in-service. New teachers will be assigned a mentor and will receive additional guidance/help from the School Leader and Leadership Team.

Daily Plan for PD: Each day staff will be involved in professional development activities. Students will be working with specialists in the areas of the arts, foreign language, and movement. Teachers during this time will meet for a variety of forms of professional development that include: collaboration for instruction, collaboration for analyzing assessment data, Paideia learning, other learning as it pertains to Paideia... This will take the form of: collaboration, teacher-led workshops, professional learning communities, school leadership-led workshops, invited guests, study groups, book studies, professional library, visiting other schools, grade level meetings... To ensure application the following will be implemented: walk-throughs with discussion, peer observations, peer coaching & mentoring, individual goal setting, School Leader evaluation with discussion, teacher leader observations & discussions...

Effectiveness will be evaluated by a variety of methods: Achievement data results will be analyzed – a comparison will be made with the instructional strategies – discussion with staff will occur. Walk – throughs will be conducted in every classroom on a weekly basis and discussion will occur with grade levels. Any teacher may request peer observations to help with application. Time and assistance will be provided to do this. When implementing new instructional strategies, peer coaching will be applied for modeling and help with applying learned material. Taking into account teacher differences in expertise and experience, staff may set individual goals with teacher leaders and/or the School Leader. Teacher leaders and/or the School Leader will observe & discuss completion of the goal. The professional learning community will hold teachers accountable for student achievement and application of desired school goals. This will be an encouraging group of people. Teacher leaders will observe teachers and discuss application. The School Leader will observe and evaluate teachers to ensure application of school goals. All of our professional development activities require a culture of respect and trust. The school will work to develop a family atmosphere that encourages growth and development of professionals.

Much of our professional development will be teacher or School Leader led using the expertise of our own staff. Visiting highly successful programs will be a part of professional development. The major expense may come from the training of Paideia. The other expense would be for book studies and providing a professional library.

START-UP PLANS

If the charter is approved and grant funds obtained, York Academy plans to begin operations in September 2013 with one full time employee, the School Leader. The Business Manager and the Administrative Assistant will begin work in January, 2014. These employees will be responsible for preparing the facility and all facets necessary to begin school in August 2014. See attachment 15 for a detailed start-up plan.

See Attachment 17 for Budget & Staffing Workbook.

TRANSPORTATION

York Academy will provide bus transportation at specific drop off and pick-up points. York will contract with a third party provider. Per the McKinney-Vento Homeless Assistance Act, these points may include the location of homeless children and Individuals with Disabilities Education Act and 511 IAC 7-43-1 (u) if applicable. The provider shall provide proof that it meets or exceeds all applicable rules and regulations regarding student transportation. Families that do not make use of the drop-off and pick-up points will supply their own transportation.

On enrollment forms, families will be asked whether they desire transportation. All students are accepted whether transportation is or is not requested.

Transportation will be provided for field trips and other out of school trips. Before these trips are planned, York will contact the IDOE Director of School Transportation to discuss rules and regulations surrounding transporting students.

SAFETY & SECURITY

York Academy will follow all laws and guidelines concerning safety of students. All local and state policies related to health and safety will be met. Preventive maintenance and inspection calendars will be developed for the building and grounds. York Academy will meet state and federal requirements for student immunization, food inspections, hazardous chemicals and other health and safety issues. Criminal background checks will be done on anyone working in the school and for all volunteers.

An emergency handbook will be developed and shared with all staff. An intercom safety plan will be implemented. Staff will be trained in safety and emergency procedures. The safety plan will include emergency measures for natural disasters, and manmade crisis for all staff and students, including special evacuation procedures for students with disabilities. A crisis response team will be in place and will know their roles for various emergencies. Escape routes will be posted for every classroom. Drills will be practiced. One member of the crisis team will participate in the Indiana School Safety Specialist Academy for best practices on safety. York will also reach out to first responders for help with school safety.

York would like to monitor the building exterior with security cameras. Interior cameras would also be desirable. A buzzer system will be in place for admitting visitors. All exterior doors will be locked when students are present. All visitors will be required to sign in and out at the front office and state the reason for the visit. Identification will be required. A pass will be issued to the visitor. Staff will be trained in visitor procedures. York will either write a grant for these items or will raise funds.

All employees will maintain a safe working environment. They will be provided with safety rules. Any workplace incidents will be logged.

Traffic flow will be established to provide safe entry and exit out of the school grounds. There will be a student drop-off and pick-up plan established.

In order to maintain technological security, York will have hardware and software procedural safeguards in place. Some of these safeguards will include: firewall protection, staff training in use of network equipment, anti-virus/anti-malware software on all computers, content filtering, individual accounts with passwords, network-based permissions assigned to individuals and/or groups, and protection for

service interruptions, and other protection deemed necessary for the security of our students and equipment.

Behavior expectations will be in place for the safety of our staff and students. A student handbook will detail these expectations and possible consequences. The student and parent/guardian will sign that they have received and understood this information. Students who become violent or disruptive will be removed. If a student cannot safely be removed, the class will move to another area. The parents will be notified and the student will be allowed cool down time until they can safely be removed.

Technology Specifications & Requirements for Blended Learning & Virtual Operators only – not applicable.

Even though we will not be a blended learning or virtual school, York will develop a technology plan each year. It will have 4 main components: annual technology trends survey, three measurable goals, three-year projected budget, and plans for technology use. Technology will be a part of professional development opportunities provided during the school day.

Computers will be provided in every classroom. The goal is to have at least 3 computers in every room. There will also be a computer lab for assessment testing. The goal is to provide SMART Boards or document cameras in every classroom. The school will be wireless. Technology safety procedures will be in place. Parents/students will sign technology use forms. Web based software will be used such as Power School, STAR, Acuity, Accelerated Reader... Teachers will make use of educational sites such as Readworks.org, ReadWriteThink, Teacher Tube... Learning sites will be used in the classroom such as spellingcity.com, e-learning for kids... A technology curriculum will be developed. Safety blocks will be in place.

INSURANCE COVERAGE

York Academy understands that charter schools authorized by the Indiana Charter Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. See attachment 16 for insurance details and estimate.

FACILITY PLAN

York Academy is in the process of trying to identify a facility. We have someone with real estate experience (Martina Webster) on our Board. We have also worked with Jim Baker, Matt Oakley, and Pat Harrison—some of the most prominent real estate agents in Southern Indiana. Currently there are no available/vacant schools on the State List in our area. Clarksville had a vacant school for sale (GRC), but the listed price was well beyond our reach. Greater Clark also had a school building for sale (Corden-Porter), but after the Clark County Council attempted to purchase it, the building was re-purposed by the school district. In any case, neither property was close to ideal; both were listed at market (or above-market) prices and would have required extensive renovations.

At this point, our most promising option is the old Colgate Plant, where investors have enunciated a vision for education ranging from pre-K to specific forms of post-graduate school. We're still hopeful that they will subsidize our particular school, but we're not sure about the optimal timing for them or the extent of the subsidy they would be willing to provide.

Second most likely: St. Mary's (of New Albany) was recently shuttered by the Archdiocese of Indianapolis, after the school had massive trouble with finances. But the local school leaders are trying to reconstitute it as a private/separate Catholic school. If this doesn't work out, they may be willing to partner with us.

Among other options: It is possible to purchase the old Colgate School building for \$250,000. But it would need extensive renovations (estimated at \$500,000). We've looked at the former Key Communications building—a really nice property, but too expensive unless we have a significant benefactor. We talked with Graceland Baptist Church about leasing their empty K-12 school building, but they have tentative plans for the facility and are not willing to commit to us at this time. (We've looked at one other property, the "North Annex" in New Albany, but it would require far too much renovation.)

We will continue to avidly search for a possible site. Once we have officially been approved for charter status, it should be easier to obtain loans, purchase a building, and/or secure a lease agreement. We will continue to explore our options—to seek benefactors, initiate financing, begin inspections, secure the building, and establish a renovation timeline. York Academy realizes that the facility must comply with state and local health and safety requirements. We will be prepared to follow applicable city or town planning review procedures. We would contract with a "qualified" builder to complete any necessary renovations.

The Founding Group is highly qualified to oversee the start-up and operation of York Academy—with expertise in school leadership, administration, and governance; economics and finance; curriculum, instruction and assessment; parent and community engagement; facilities management, staff training, and organization. The Director is already in place and will oversee operations. The Business Manager will be hired by January 1st to oversee business development. The Board will also be heavily involved in the start-up operation and acquiring of a facility and renovations.

BUDGET

Development and implementation of the financial plan will be primarily the responsibility of the administrative staff including the School Leader and the Business Manager with regular ongoing oversight from the Board. The Governing Board, the School Leader, and the Business Manager will ensure that York Academy follows the State Board of Accounts procedures. They will also ensure that York Academy adheres to Generally Accepted Accounting Principles. York Academy will comply with all relevant policies as required under Indiana statute.

The fiscal process shall begin the first of the new calendar year. Requests for finances will be documented. After initial review, clarification and additional detail may be sought. The general criteria for final consideration shall give most weight to student classroom needs, followed by professional staff needs and finally to the overall needs of the campus facility. These weights shall be guided by the overall mission and vision of the school as detailed in the learning goals enumerated within this document. Priorities will be centered on providing a safe and secure environment, providing quality and well trained teachers, and providing necessary resources within the funding available. An initial draft of

the proposed budget shall be given to the Governing board no later than April 15th of each year. Based upon the review, further information may be requested to clarify and detail the need and impact of the budgeted items. Upon completion of the review, a proposed Budget shall be given to the full Governing board no later than the April Board meeting. If needed, the Board may request additional data and offer suggestions for modification. Upon completion of that process, a final draft of the proposed Budget shall be given a first vote by the Board, subject to being offered to the general public via York's website and printed copies available at the school's front office desk. Upon expiration of a reasonable time frame for public comment through the school's website and monthly Board meeting in May, a final recommendation to either accept the proposed Budget as presented or to request an amendment to the Budget, shall be voted upon by the Board at a second meeting at the end of May.

All approved Budgets shall be monitored on a monthly basis via the financial systems put in place by the school to compare month-to-month and year-to-date actual revenues and expenses to the approved Budgeted amounts. Any significant variations shall be highlighted by the system and reviewed for explanation and clarification by the appropriate personnel for instruction, administration, and facility management. A written explanation of such reviews shall be presented to the School Leader & Business Manager for appropriate remedial action. A summary of these instances and actions shall be presented to the Board for any needed further study and action to be taken.

See attachments 17 & 18 for detailed budget.

Fiscal Procedures – All procedures for safe-guarding the financial integrity of the school's finances shall be in accordance with the Indiana DOE for establishment of needed checks and balances consistent with generally accepted principles for establishment of internal controls. These include appropriate separation of handling of the financial resources of the school and the recording, classifying, summarizing and reporting of ALL activities of a financial nature.

All monthly budget reports shall be presented to the Governing Board's regular monthly meeting for review and approval as to compliance in accordance with the State Board of Accounts Manual.

York will submit the Biannual Financial Report to the DOE 30 days after the close of the reporting period, end of July and the end of January. York will submit quarterly financial reports to the ICSB. York will also publish an annual performance report between Jan. 15 & Jan. 31 each year. This information will be submitted to the newspaper. York Academy will comply with accounting and audit standards establish of the State Board of Accounts. An annual financial audit shall be conducted with a Certified Public Accountant/accounting firm recognized and accepted by the Indiana DOE. These audits shall be conducted in accordance with standards for non-profit governmental bodies as recognized by the Governmental Accounting and Auditing Standards Board.

Board Actions over Financial Concerns

The Board will review the school finances on a monthly basis. Financial reports will be prepared for board meetings. We will take great care in preparing a balanced budget with a positive cash flow for our projected time periods. If a concern arises about finances, a special meeting will be called to address the issues. We will also consult with The Indiana Charter Board for viable options. We would work with our finance person, our School Leader and our Business Manager to see if problems could be solved with their expertise. If low enrollment is the problem – we will discuss with the board how to increase enrollment and will immediately begin enrollment strategies. We may have to reconfigure classes. It may be necessary to have 3 first grades and 1 fourth grade, for example. Staff may also need to be adjusted.

Distribution of Assets on Dissolution: In the event of the complete liquidation, dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively to the Boys and Girls Club of Clark County IN. Any such assets not so disposed of shall be disposed of by the judge of the Circuit Court of Clark County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for nonprofit purposes.

If the Indiana Charter Board revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed shall apply.

If the Organizers dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:

- (a) All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and
- (b) All other remaining assets of the Organizer and the charter school shall be used for non-profit educational purposes.

Attachment 19 – not applicable

Innovation

Some of the items that will be implemented in our school are not “new” but when you put these best practices in combination with each other it makes for a fundamentally different school. Items that will be implemented at York Academy:

A Paideia philosophy

Currently there are no Paideia schools in the state of Indiana. York Academy staff will receive training from the National Paideia Center based in North Carolina. We have already been talking with Dr. Terry Roberts from the National Paideia Center. They will hold a three day training session for us in June of 2014. This philosophy is based on the work of Mortimer Adler. The Paideia Proposal established reforms and principles for education. The Paideia reforms developed this concept – the idea that “all children can learn”. The Paideia philosophy integrates a classic education with more progressive teaching. Paideia teachers spend the majority of classroom time on “intellectual coaching” of students. Paideia is also very respectful of cultural diversity. The Paideia program seeks to provide students with skills that allow them to participate in a democratic society. This philosophy aligns with ICSB requirements. It provides for a “project” approach with skill development. It is based on the premise that all children can learn.

Academic and Talent Showcases

Each nine weeks, York students will present an academic and talent showcase. These showcases will be based on common core/Indiana standards and student talent. Students will present their projects and talent to the parents, to board members, and to the community. This aligns with ICSB as students present their achievement to an audience.

Looping

Looping is not a new idea for classroom structure. It has been around for a long time. Looping is where the students stay with the same teacher for more than one year. At York Academy, students will be with the same teacher for 2 years (K & 1, 2 & 3, 4 & 5). The major benefit of this approach is relationship building. One of the most important ingredients in excellent teaching is the relationship between the student and the teacher. The teachers truly come to know the strengths and weaknesses of their students and how to motivate, set goals, and increase achievement. Research has shown that students from poverty, those with learning difficulties, and students dealing with emotional issues especially benefit from such an approach. This approach also strengthens the bond between home and school as the teachers are also able to establish relationships with the families over a two year period. This also aligns with ICSB as it seeks to provide an environment based on relationships that help to increase student achievement and success in life.

Foreign Language, The Arts, and Sports Development

York Academy students will receive a half hour of foreign language instruction each day. Research has shown that learning a foreign language also helps students to better understand their own language. This would also be helpful to Hispanic students. One language that will be provided will be Spanish. This will give Hispanic students the opportunity to strengthen their first language. The goal is to make students bi-lingual. In today's world our students are connected to many cultures and people. There are not many elementary schools providing daily foreign language instruction. This will help them to succeed in a global society. This aligns with ICSB as it will increase ELA achievement.

York Academy students will receive a half hour of arts instruction each day besides the integration of the arts into the regular curriculum. The most recent research has shown how the Arts motivate students in school settings and also increases achievement. Music has been linked to better math scores... The goal is to provide an excellent liberal arts education that focuses on the whole child. Our society needs well rounded individuals that have hobbies that fulfill them as a person.

Besides regular gym classes and recess, York students will have a half hour of sports, fitness, or dance development. Students will be able to select a track that encourages a healthy life style and provides them with a program of fitness. This will become an important part of their everyday life. Sports programs have also been shown to increase motivation and provide a sense of community and a sense of belonging to the school.

Another unique factor about these programs is that they will be led by specialists. For example, a jazzercise instructor would lead daily jazzercise. Someone from a dance studio that has been trained in dance techniques will lead dance classes. A violinist may provide violin lessons each day... Someone from a foreign country that knows the culture and speaks the language fluently may lead the foreign language class.

These are all aligned to ICSB as the programs motivate students to attend school and also increase academic achievement and make them "fit" for learning.

Home Visits

All kindergarten students and new students to York Academy of Discovery will receive a home visit from a staff member. This will build a bond between home and school. Parent support is crucial to building academic achievement. This aligns with ICSB as a way to involve parents.

Bonuses for Teachers

If York meets its achievement goals, teachers will be provided with a bonus. This aligns with ICSB as teachers work together to increase student achievement.

Parent Advisory Group

York Academy will establish a parent advisory group that will work with the school leader. This will be made up of at least two parents from each grade level. They will meet with the school leader monthly for discussions. This aligns with ICSB as parent involvement. Parent involvement increases academic achievement.

Service Projects

Each classroom will complete a service project each year. The teacher and the students will decide on the service to be rendered. Fifth graders have an exit outcome that will include a report on a service project. This aligns with ICSB as community involvement.

Leadership Team

The leadership team will be made up of the School leader, teachers, classified staff, and a parent. Any staff member who would like a voice in the school may join this group. This group will be a support group, a problem solving group, and a discussion group. This group will provide leadership to the staff and assist them with instruction, classroom management... If a problem arises in the school, the leadership team will work as a group to solve the problem. The team will discuss school achievement, school issues, etc. Staff will grow to learn that if they need assistance in any area, they can seek the guidance of a leadership team member.

Active Board

Many of our board members have already agreed to become volunteers in our school. They will not direct the day to day operations of the school, but they will volunteer to provide the very best for our students. The students, staff and parents will know who our board members are and will develop relationships with them. This is unique in that we truly have the board and the school working together as a unit.

Strong RTI Program

York has built a strong intervention program for both academics and behavior. Students will know expectations. If there are problems in meeting those expectations, interventions will be applied. Students will know about those interventions. The interventions provided will be seen as growth opportunities to increase achievement and to increase social skills.

Assistants in Every Classroom

Class sizes will average 25 students per classroom. An assistant will be assisting in every classroom. This provides the teacher with the opportunity to focus on instruction and student achievement. Assistants will help "manage" the classroom. They will be trained to work with small groups and individual students. Assistants will also perform tasks such as copying, filing, grading, etc. This will allow the teacher to focus on students. Assistants will be valued for their work and will be an integral piece of our school success. This aligns with ICSB as it allows the teacher to differentiate instruction and to use time in a meaningful manner that benefits student achievement and growth.

A Substitute will be a Member of the Staff

In our budget we have allotted money for a substitute that will be at school each day. If no staff member is absent, then the substitute will discuss with the School Leader jobs to be accomplished that day. This ensures that the substitute knows our staff, our students, and school procedures. This aligns with ICSB as it keeps disruption from the school routine. Classrooms will continue with their normal routines and learning will continue even with an absence.

Innovation

What York has attempted to do is to really look at best practice and build a school environment that meets the needs of students. York will provide a program where all students can learn. The goal will be to provide a nurturing environment where students feel valued. Students will look forward to the educational experience.

The innovation that we are proposing is that York Academy will look at the totality of what makes a school successful. Recently reformers have encouraged schools to focus on one or two things. This is an error on the reform movement. We give you a couple of examples:

A basketball team does not focus on one or two skills in order to have a winning season. The coach looks at all aspects of the game. The team practices all skills. They do not focus on shooting alone or defense alone. The coach incorporates into their practices all skill sets (shooting, dribbling, passing, game plans, offense, defense...). This takes a coach that is able to envision the skills that will go into a winning team. Even the attitude of the players is assessed. If losing occurs, the coach looks at the deficiencies and ensures that the team corrects and practices the necessary items to win. The coach does not drop the other skill sets in order to do this.

A business looks at the complete product that it is producing. It refines the entire product to make it the best it can be. If there are problems with the product, the company attempts to correct those "mistakes". But the company also continues to focus on the product as a whole and how to make it competitive in the market place.

A school is a complex entity. One must look at all the parts that make it successful. Looking at student achievement alone will not make the best environment for children. The school must look at school culture, parent involvement, curriculum, assessment... All factors must be continually assessed and refined. If problems occur, the school must identify those problems and make corrections to ensure success. But the school cannot ignore the other factors that make a great school. Therefore, York will always be looking at the WHOLE picture and the WHOLE child. This is the innovation that must take place in order to provide the best schools for our kids!

FOUNDING GROUP

The key members of our founding group are:

Sherry Baldwin – board member
Alice Butler – board member
Kelly Khuri – board member
Becky Kischnick – school leader
Eric Schansberg – board member
Martina Webster – board member
Trace Wimsatt – board member

*Resumes for each are provided at the end of this document.

Collective Qualifications for Establishing a High-quality School

School leadership, administration and governance:

Becky Kischnick served as a principal in public schools for ten years. She also served three years as a training specialist for Community Coordinated Child Care and provided training for early childhood workers. Becky has served as a teacher in both private and public schools. She knows the pros and cons of the private and public sector.

Eric Schansberg has served on other boards, currently serving on Brandon's House Board (a counseling program). He has been a leader in the area of economics and has written articles and led workshops.

Sherry Baldwin has served on the Building Leadership Team for her school. Sherry has served as a union building representative and a union officer for the district.

Alice has shown great leadership in the area of finances and volunteerism in education.

Trace Wimsatt is a banking officer for Republic Bank.

Martina Webster was a campaign chairman.

Kelly Khuri serves on Clark County Council. Kelly has served on numerous boards.

Curriculum, instruction, and assessment:

Becky Kischnick, in her role as principal, oversaw the development of PL-221 plans, curriculum initiation that would increase academic achievement in deficit areas, and delivery of assessments based on laws and needs of students. As a teacher Becky has given assessments and understands the role of assessment in high quality schools. Becky has also evaluated instruction and staff. She has led professional development as well as planned professional development that would meet the needs of students and staff in order to provide a well-rounded education and increase academic achievement.

Sherry Baldwin has served on PL-221 committees helping to make decisions on curriculum and instruction. Sherry has also served as a mentor for teachers helping them to implement curriculum initiatives. Sherry has reviewed assessment data and implications for curriculum and instruction.

Alice Butler has worked on numerous initiatives to improve the quality of education in public schools. She has initiated programs that helped with reading instruction. Alice has served as a volunteer in public schools understanding that “it takes a village” if we want to have the greatest impact on academic achievement.

Eric Schansberg is a university professor. He understands education, curriculum, and assessment. Eric is very adept at statistics. Eric understands poverty and its effect on children.

Financial, business and school operations management:

Alice Butler is a graduate of IU’s Kelley School of Business with a concentration in finance. She also holds a degree from the University of Evansville in education and accounting. She has been a CPA for 37 years and a controller for 21 years.

Eric Schansberg is a Professor of Economics at Indiana University Southeast. He is very familiar with the ins and outs of starting a business. He has led workshops and written about economics, business, poverty, and education. He has worked on the budget for Brandon’s House Board.

Becky Kischnick, in her role as principal, has worked with budgets, finances, and management of a school.

Sherry Baldwin has worked as a teacher in a school and has served as building union representative. She also served as secretary for the union for Greater Clark County Schools.

Trace Wimsatt has a Bachelor of Science Degree in Marketing from the University of Louisville. He is a Business Banking Officer for Republic Bank. Trace reviews business plans.

Martina Webster has a B.S. in Business Management from Indiana University Southeast. She has held fundraisers and obtained donations for campaigns.

Kelly Khuri is a logistics coordinator/ office manager for Indiana Ordnance Works, Inc.

Performance Management:

Becky Kischnick when serving as principal managed the performance of all staff in the school (teachers, assistants, custodians, office staff...) as well as the performance of students.

Alice Butler has managed the financial performance in her role as CPA and controller.

Eric Schansberg has served on boards governing the performance of an organization.

Sherry Baldwin has managed student performance with the use of differentiated instruction and assessment data.

Kelly Khuri has experience in production management, project planning, and market expansion.

Trace Wimsatt has experience in managing employees and in ensuring that policies and procedures are adhered to and that all quality guidelines are met.

Martina Webster has experience in customer service.

Parent and Community Engagement:

When serving as principal, Becky worked closely with parents and families finding ways to meet the needs of families in poverty. Businesses were approached each year to help with items that the school could not provide. Becky worked with Communities in Schools and other organizations to provide services to families. While at Parkwood Elementary serving as a teacher, Becky offered home visits for her families and took her own personal day to talk with all of the families of her students. Becky is very interested in the Hispanic population and has worked with ELL students and families. She is also interested in the African American population and closing the achievement gap for minority students. Becky has read numerous articles and books on poverty and believes that poverty can cause children to be at-risk for academic deficiencies.

Sherry Baldwin has worked with many students and families. She is very interested in the growth of special education students. Sherry, early in her teaching career, adopted one of her students that were special needs. Sherry also served as the staff representative on the PTO board.

Alice Butler (see resume) has provided ways to get the community into schools. She has served as a volunteer and has received awards for her community involvement and involvement in education.

Eric Schansberg is currently writing articles for the local newspaper bringing awareness about economics. Eric is involved in community activities. He is very interested in school choice and has worked with people and organizations to make school choice possible (currently in Louisville, Kentucky).

Kelly Khuri serves on Clark County Council representing constituents. Kelly has served as a volunteer in schools and in other organizations.

Trace Wimsatt has experience with industry leadership in the community.

Martina Webster has experience recruiting volunteers for projects.

Facilities Management:

Becky Kischnick managed the facilities of Wilson Elementary School when she served as principal.

Martina Webster has experience finding suitable properties as a realtor.

Trace Wimsatt has experience with financial aspects of a facility.

Kelly Khur has Hazmat Certification.

This is an area where we would like additional help. We will be looking for a board member that could help with this area.

Community Partners

The Boys and Girls Club:

York Academy has met with The Boys and Girls Club. The following items were discussed as possible ways to help our charter school once it is established:

Providing after school care until 7:00 p.m. for school families (meal provided) for low cost
Providing care for students when school is not in session at low cost
Working with this Club to provide enrichment/academic activities during non-school days

Brandon's House

York Academy has met with Brandon's House. The following items were discussed as ways to help the charter:

Writing a grant to provide counseling services for York Academy
Once the grant is obtained, provide counseling for students
Once the grant is obtained, provide counseling for families

Motivations for Proposing This School

We have come together because of a strong desire to help and care for the kids in our communities. This project began when Becky Kischnick was a principal at Wilson Elementary in Jeffersonville, IN. She noticed a lack of engagement on the part of students and also many office referrals for discipline. The staff decided to research how to “nurture” the students in a way that would increase academic achievement and motivate students to excel in school. The staff came up with a plan and surveyed staff, parents, and students. Both parents and students were overwhelmingly in favor of the “new” school idea. The school would focus on critical thinking, the arts, sports, and foreign language. As the teachers researched critical thinking, we came across Paideia which provided a base for the critical thinking piece. Becky and the staff made presentations for parents, the superintendent, and to the community. Unfortunately at the end of that year, Becky was reassigned to the classroom and the project was dropped.

The work that was done on behalf of kids and the overwhelming response by students to what was presented could not be lost. So Becky and Sherry decided to bring it to fruition through a charter school. Along the way, items have been fine-tuned and adjusted. It has been a long process (years in the making) with many set-backs and people providing insights. It is now that we feel that we have a group of people committed to the mission and vision of our goal to educate the whole child with the key to academic achievement being the relationship of the student to the teacher, staff, and school. We have come together to touch both the hearts and minds of kids in order to motivate them to succeed in school and in life. We often question the status quo and put the needs of kids first. We ask important questions like: What makes a student successful? How do we motivate kids to achieve their full potential? How important is character in building a successful person? How do we avoid burnout in staff when they are expected to give their all to kids, realizing they are the most important ingredient in academic achievement? What is good assessment?

The current founding group is interested in building and nurturing successful students through curriculum that is motivating and rigorous and meaningful. We believe in the mission and vision of York Academy of Discovery:

Mission: Nurturing students to dream and discover the greatness within through discipline, hard work and critical thinking.

Vision: Create life-long learners that will realistically look at the problems of the world and cooperate with others to find solutions for the chaos around them.

Goal: To become a model school for the 21st century and to help every student achieve success!

Resumes begin on the next page.

Sherry Baldwin

423 Bald Knob Road *New Albany, IN 47150

(812) 9441513 * sherry.baldwin@att.net

Secretary of the Board

Deeply committed to improving children's lives and continuously striving to lead by example.
Passion for teaching, learning, and student success.

Educational Skills:

Ability to efficiently convey and articulate subject matter

Creative, passionate, credible

Proficiency in computer applications related to work

Mentoring

Committee leadership

Parental involvement & PTO Representative

Cultural sensitivity

Professional Experience:

Pleasant Ridge Elementary School, Charlestown IN 1970 - 2003

First Grade Teacher and Kindergarten Teacher

Developed grade-level appropriate curriculum and lead classroom instruction in all basic subject areas: reading, writing, math, social studies, and science. Served as unit leader. Served on the scheduling committee, PL221 committee, a trainer for Tucker Signing, and a member of the PTO.

Wilson Elementary School, Jeffersonville IN 2003 - 2011

Kindergarten Teacher

Developed lesson plans designed to cater to the individual needs of students.

Utilized thematic units to engage the students.

Developed approaches to help failing children.

Ensured class participation by using different teaching strategies.

Served on the leadership team.

Building rep for GCEA and Secretary for the association for 3 years.

Served as a mentor for new teachers, IC team member, grade level leader, PTO teacher representative, building discussion leader and a member of the PL221 committee.

Education:

INDIANA UNIVERSITY SOUTHEAST - Jeffersonville/New Albany, IN

BS in Elementary Education 1970

Masters Degree in Education 1973

INDIANA WESLYAN UNIVERSITY - Jeffersonville, IN

+30 in Education

Board Member

Indiana University (New Albany)

School of Business

4201 Grant Line Road

New Albany, IN 47150

(812) 941-2362; Fax: -2672

January 2013

D. Eric Schansberg

Contact Information:

Office Phone: (812) 941-2527

Email Address: DSchansb@ius.edu

Webpage: <http://homepages.ius.edu/dschansb>

Education:

B.S., George Mason University (Economics), 1986

B.A., George Mason University (Mathematics), 1986

Ph.D., Texas A&M University (Economics), 1991

Professional Experience:

Professor:	Indiana University Southeast, 2000-current
Distinguished Visiting Professor:	The King's College, 2005-2006
Associate Professor:	Indiana University Southeast, 1997-2000
Assistant Professor:	Indiana University Southeast, 1992-1997
Visiting Lecturer:	Texas A&M University, 1991-1992
Graduate Instructor:	Texas A&M University, 1988-1991

Refereed Journal Articles:

"How Long Do Congressman Stay in Office?" (with W. Robert Reed), *Economics and Politics* (1990): 173-192.

"At Age 65, Retire the Railway Labor Act" (with Morgan Reynolds), *Regulation* (1991): 85-90.

"The Behavior of Congressional Tenure Over Time: 1953-1991" (with W. Robert Reed), *Public Choice* (1992): 183-203.

"An Analysis of the Impact of Congressional Term Limits" (with W. Robert Reed), *Economic Inquiry* (1994): 79-91.

"Moving Out of the House: An Analysis of Congressional Quits", *Economic Inquiry* (1994): 445-456.

"The House Under Term Limits: What Would It Look Like?" (with W. Robert Reed), *Social Science Quarterly* (1995): 699-716 (lead article).

Refereed Journal Articles (cont'd):

"The House Under Term Limits: Focusing on the Big Picture" (with W. Robert Reed), *Social Science Quarterly* (1995): 734-740.

"Is There a 'Culture of Spending' in Congress?" (with Arsene Aka, W. Robert Reed and Zhen Zhu), *Economics and Politics* (1996): 191-211 (lead article).

"Fairness and Reputation Effects in a Voluntary Contributions Process: An Experimental Investigation of Contribution Behavior" at *Non-Profit Management and Leadership* (with Melanie Marks) (1997): 235-251 (lead article)

-among four finalists for 1998's annual "Editors' Prize for the Best Scholarly Paper in *Nonprofit Management and Leadership*"

"The Relationship Between Congressional Spending and Tenure" (with W. Robert Reed, James Wilbanks, and Zhen Zhu), *Public Choice* (1998): 85-104.

"Controversy: Does the Free Market Undermine Culture?", *Markets and Morality* (Spring 1999): 125-131.

"Controversy: Does the Free Market Undermine Culture? A Response to Patricia Donahue-White", *Markets and Morality* (Spring 1999): p. 137-139.

"Using Suggested Contributions in Fundraising for Public Goods: An Experimental Investigation of the Provision Point Mechanism" (with Melanie Marks and Rachel Croson), *Non-Profit Management and Leadership* (Summer 1999): 369-384.

"The Determinants of State Government Debt Financing" (with Michael Ellis), *Public Finance Review* (November 1999): 571-587 (lead article).

"The Determinants of Tenure on the Federal Reserve Board of Governors: Should I Stay or Should I Go?" (with Michael Ellis), *Applied Economics* (February 2000): 231-238.

"The Next Phase of Welfare Reform", *Faith and Economics Proceedings* (Spring 2001): 20-24.

"Common Ground Between the Philosophies of Christianity and Libertarianism", *Markets and Morality*, Fall 2002: 439-457.

"Economic and Political Markets: Merits, Limitations, and the Role of Biblical Morality", *Journal of Interdisciplinary Studies*, Vol XVI, #1/2, 2004: p. 173-184.

"An Examination of Selected Economic Development Outcomes from Consolidation" (with Dagny Faulk), *State and Local Government Review*, Vol. 41, #3, 2009: p. 193-200.

"Envisioning a Market System for Health Care: Public policy reforms and private sector practices", *Cato Journal*, Vol. 31, #1, Winter 2011: 27-58.

Edited volumes:

Winter/Spring 2008 issue of *Indiana Policy Review* on property taxes—including authorship of short articles as prologue (p. 2) and epilogue (p. 39-40)

Books and Book Chapters in Edited Volumes:

Poor Policy: How Government Harms the Poor, Westview Press (1996).

"U.S. Welfare Policy: Past, Present and Future," in *The American Welfare System: Origins, Structures and Effects*, ed. Howard Gensler, Praeger (1996): 237-272.

"The Impact of Congressional Tenure Restrictions on Spending," (with W. Robert Reed) in *Term Limits: Public Choice Perspectives*, ed. Bernard Grofman, Kluwer-Nijhoff (1996): 101-116.

"An Analysis of the Impact of Congressional Term Limits on Turnover and Party Balance," (with W. Robert Reed) in *Term Limits: Public Choice Perspectives*, ed. Bernard Grofman, Kluwer-Nijhoff (1996): 129-144.

"The Ethics of Tax Evasion Within Biblical Christianity", in *The Ethics of Tax Evasion*, ed. Robert McGee, Dumont Institute of Public Policy Research (1998): 144-157.

Turn Neither to the Right nor to the Left: A Thinking Christian's Guide to Politics and Public Policy, Alertness Books (2003).

Presentations and Conference Participation related to Teaching

"Public Choice Economics: Understanding the Intersection between Economic and Political Markets"; for 'Congress in the Classroom 2002' – a conference for high school and university teachers, at Bradley University (August 1, 2002)

"Two Ways to Improve Student Success and Interest in Principles of Economics: Implementing Pre-requisites and Changing Curriculum"; University of Kentucky Economics Teaching Workshop (March 2, 2002)

"The Socratic Method: To Do It or Not to Do It– That Is the Question"

-FACET Day program in two break-out sections (August 17, 2004)

-IUS ILTE Workshop (February 16, 2001)

-University of Kentucky Economics Teaching Workshop (April 21, 2001)

"Making Your Econ Courses P.C.: Bringing Public Choice Economics into Principles Courses"

-University of Kentucky Economics Teaching Workshop (April 12, 1997)

-U of L Economics Department Seminar (October 31, 1997)

-Ball State University Economics Department Seminar (November 18, 1998)

Presentation on Public Choice economics to 150 students at Ball State University (November 18, 1998)

"Simkins lecturer" at Longwood College (November 1997; Farmville, VA), including six classroom lectures (in Ethics, Social Work, and Economics) and one public lecture to 150 people

Honors/Awards:

TKC Adjunct Faculty of the Year (2005-06)
Appointed to FACET (2003)—IU's Faculty Colloquium on Excellence in Teaching
Metroversity Outstanding Faculty for Adults Award (2001)
Teaching Excellence Recognition Award (TERA), \$1,000 (1998, 1999)
Lilly Introductory Course Revision Grants: \$2,000 (1998), \$3,000 (2002)
Teaching/Learning Partners Grant, \$200 with \$280 stipend (1998)
Outstanding IUS School of Business Research Award (1994, 1997, 2000)
IUS Distinguished Research Award for Junior Faculty (1996)
Appointed to IU-system Graduate Faculty (Full: 2000; Associate: 1996)
Outstanding IUS School of Business Service Award (1999)
Outstanding Graduate Student Award (1991)
Outstanding Graduate Student Teaching Award (1990, 1991)

Courses Taught: Principles of Macroeconomics, Principles of Microeconomics, Intermediate Microeconomic Theory, Labor Economics, Poverty and Public Policy, Readings in Public Finance, Econometrics, Managerial Economics (MBA)

Key Service Opportunities On-Campus:

Coordinator of Economics and Statistics; member of Dean's Executive Committee, 1996-present. Coordinator of Finance as well since 2003.

Committee Chairs: Non-credit Courses, Research & Grants, Arts & Sciences, School Review Committee, three Campus Review Committees (2004-5, 2007-8, 2009-10), numerous search and screen committees.

Faculty Senate Executive Committee, 1998-1999, 2003-2005.

Consultant and Ex officio member, Student Recruitment and Retention Committee (repeatedly prepared rigorous statistical analyses of the determinants of success for entering cohorts of students, leading to criteria for tiered admissions and moving IUS from an open-admissions to a liberal-admissions university).

Led changes in the Principles of Economics sequence— adding pre-requisites (based on statistical analysis), changing the curriculum from E107/108 (Macro/Micro) to E100/200 two-semester Principles sequence (both with Macro/Micro), and changing the curriculum from E100 to E101 (for non-majors) and E150 (for majors).

References:

Dr. Paul Coomes
Professor of Economics
University of Louisville
Louisville, KY 40292

Dr. Jay White
Dean, School of Business
Indiana University Southeast
New Albany, IN 47150

Susan Parr
Brandon's House
1618 Beeler St.
New Albany, IN 47150

Jon Bingham
MBA Director
Indiana University Southeast
New Albany, IN 47150

Resume

Alice Butler
Board Member

ALICE J. BUTLER, C.P.A.
1773 Summerlin Place, Jeffersonville, IN 47130
(H) 812-285-1866 (C) 812-207-8429 alicebutler@aol.com

Professional Objective: To utilize my skills and education in an accounting environment to achieve financial success for the organization.

Experience:

Byerly Ford Nissan Inc. – Corporate Controller/Treasurer Louisville, Kentucky	1992 to present
Cotton & Allen CPA's – Audit Manager Louisville, Kentucky	1985 to 1992
Farm Credit Banks of Louisville – Internal Auditor Louisville, Kentucky	1981 to 1985
McCauley, Nicolas & Co., CPA's – Senior Accountant New Albany, Indiana	1977 to 1981
Harding, Shymanski & Co., CPA's – Accountant Evansville, Indiana	1975 to 1977

Education:

Jeffersonville High School – with honors	1967
Indiana University – Kelley School of Business, B.S. finance	1971
University of Evansville – B.A. education and accounting	1975
University of Evansville – work towards MBA	1975
Passed CPA exam	1975

Associations and Past Honors/Recognition:

Past President – American Society of Women Accountants
Past President – River City Business and Professional Women
Member – Kentucky Society of CPAs
Member – American Institute of CPAs
America Reads program volunteer
Certificate of Excellence from Jefferson County Public Schools for outstanding volunteer service
Champion for Children – Jefferson County Public Schools
Spirit of Louisville Award – City of Louisville for dedicated community service
Honorary Captain of the Belle of Louisville for community service
JCPenney Golden Rule Award for America Reads work and received letter of commendation from President Clinton
Helped sponsor the FFA organization and accompanied young people to the National FFA convention in Kansas City
Junior Achievement volunteer
Community Christian Church – elder and pianist

MARTINA WEBSTER

Board Member

2518 Allentown Rd. Sellersburg, IN 47172

(502) 558-8912 • martinapwebster@gmail.com

<http://www.linkedin.com/pub/martina-webster/2a/516/2b8>

SUMMARY

Critical thinker with excellent research aptitude with over 15 years experience in Sales and Customer Service. Natural leader with ability motivate others and gain trust. Quick learner with a drive to achieve success and stated goals. Civic-minded, dedicated, and loyal individual who strives to continuously improve self and responsibility.

PROFESSIONAL EXPERIENCE

1999-Present Southern Realty Sellersburg, IN

Associate Broker/ Buyer's Agent

- Research and search through listings for clients.
- Perform market analysis and broker price opinions.
- Write contracts and follow through to closing.
- Follow-up and maintain client relationships.

1995-2008 Samtec, Inc New Albany, IN

Pricing Coordinator, Major Buy Opportunities

Quoted large volume opportunities with forward costing.

- Followed up on large opportunities to increase sales.
- Researched cost saving measures.
- Created sales specific Crystal Reports.

Customer Service

Answered customer inquiry calls.

- Entered customer orders.

EDUCATION

1994-1998 Indiana University Southeast New Albany, IN

B.S. Business Management

1999 & 2010 Ivy Tech Sellersburg, IN

Real Estate Pre-Licensing: Salesperson & Broker

VOLUNTEER EXPERIENCE

2005-Present **Small Group Leader at Church** Jeffersonville, IN
Encourage and build relationships with elementary students

2012 **Campaign Chairman, County Council** Clark County, IN
Recruited volunteers, held fundraisers and increased donations.
Managed social media networks (Facebook and Twitter).

Kelly Khuri – Board Member
4819 Salem Noble Rd.
Jeffersonville IN 47130
502-296-4226 502-296-4226

Summary: Experienced office and logistics professional with strong leadership.

Currently Employed since 2006 as logistics co-ordinator/ office manager for Indiana Ordnance Works, Inc.

Skills: Inventory control, Operations management, Sales, Acquisitions, Budget analysis and implementation, Community Service Organization and Outreach, Leadership skills, Production Management, Project planning, Purchasing, Revenue and Market expansion
Education: Indiana University Southeast / Hazmat Certification since 2007

Organization and Civic Participation:

Clark County Councilwoman 2013
Elected Precinct Committeewoman Utica 3
State Delegate for the Indiana Republican Party 2013
Past President of the Clark County Republican Women
Daughters of the American Revolution
Co founder of Clark County Tea Party Patriots
Clark County Casting and Conservation Club's Women's Auxiliary
Jeff-Clark Preservation Inc.
South Central League of Women Voters
St. Luke's United Church of Christ Council 2010-2012/ Choir
Jeffersonville High School Band Boosters/ Concession Coordinator
Louisville Astronomical Society
Dead Eye Daisies Women's Gun Club
Past President of Jonathon Jennings Parent
Teacher Organization
Employee of the Year The Brown Group

TRACE WIMSATT – BOARD MEMBER

1204 Harvest Ridge Blvd
Memphis, IN 47143
Phone: 502- 262-1022
E-mail: tracewimsatt@gmail.com

SENIOR BANKING PROFESSIONAL *Proven Track Record in Increasing Corporate Earnings*

*Financial Analysis & Planning / New Business Development / Key Accounts Management & Relationships
Sales & Marketing Leadership / Effective Team Leader / Negotiations*

Results-oriented banking professional with strong qualifications in competitively positioning products and services while maintaining industry leadership in the community. Excellent qualifications in managing portfolios from prospecting through planning, design, development and overall management. Equally strong qualifications in general management, program development and multi-site operations. Dynamic leadership and team building skills.

AREAS OF EXPERTISE

- Employee Development and Management
- New Business/Market Development
- Regulatory Compliance
- Financial Analysis & Review
- Portfolio Management
- Strategic Alliances & Partnership (Financial Institution)
- Community Relations
- Strategic Business Planning

PROFESSIONAL EXPERIENCE AND ACCOMPLISHMENTS

REPUBLIC BANK, Louisville, KY
AVP, Business Banking Officer – August 2008 – Present

Progressively demanding decision-making position managing day-to-day operations in order to maintain industry leadership and profitability in the Kentucky market. Responsible for developing and servicing business and individual accounts. Achieve maximum goals by implementing sales and productivity plans while controlling expenses. Collaborate with senior managers to implement effective strategies in order to better meet client requirements. Provide support in FDIC and internal audits.

- Manage a commercial lending portfolio of approximately \$30 million.
- Identify lending opportunities through prospecting, cold calling, product representation of commercial lines of credit, commercial real estate, term loans, equipment loans, letters of credits etc.
- Make executive presentation to key decision makers of large corporation in order to secure business relationships.
- Review business plans—work closely with SBA.
- Foster and maintain primary deposit relationships with clients.
- Provide strategic planning and tactical support for major account negotiations and closings.
- Maintain effective departmental operational standards by ensuring all policies and procedures are adhered to and all quality guidelines are met.

YOUR COMMUNITY BANK, New Albany, IN
Business Development Officer – September 2007 – August 2008
Branch Manager – May 2004 – September 2007

- Direct all branch operations, while effectively managing employees to accomplish their designated goals.
- Manage and motivate ten retail managers to perform external sales calls.
- Responsible for the management of a prospect pipeline for all retail locations.
- Manage over 17 million in deposits and 15 million in loans.
- Responsible for creating and implementing yearly sales plan.
- Received Best External Service Award.

EDUCATION

University of Louisville –Louisville, KY
Bachelor of Science in Marketing, 2003

Familiar with MS Word, Excel, PowerPoint, Outlook and the Internet.

REFERENCES

To be furnished upon request.

REBECCA A. KISCHNICK

School Leader

SUMMARY OF QUALIFICATIONS

- **Management and leadership** skills: able to motivate people to do their best, able to employ a sense of teamwork to achieve goals and objectives, able to ensure that everyone has an important part in the success of the school program.
- **Organization and communication:** able to prioritize and meet deadlines, able to communicate well both orally and in written form, able to deal with all kinds of people and problems.
- **Experience:** served as a principal for ten years – the school had over 500 students, served as a training specialist helping others to improve curriculum and develop themselves as professionals, knowledgeable about current practices in education, able to implement best practice in the classroom and school, teaching experience in private and public schools.
- **Business** aspect of the school operation: able to direct administrative paperwork and school budget., familiar with the technology that it takes to operate a school.

EDUCATION

Indiana Wesleyan
Thirty Plus Hours, 1995

Indiana University Southeast
Certification in Elementary Administration, 1991 - 1995

Oakland University Rochester, Michigan
Masters Degree in Early Childhood Education, 1984

Concordia College River Forest, Illinois
Bachelors Degree in Elementary Education, Concordia University, 1977

PROFESSIONAL EXPERIENCE

2010-2013 Parkwood Elementary School Clarksville, IN Teacher

2000-2010 Wilson Elementary School Jeffersonville, IN Principal

1999-2000 Pleasant Ridge Elementary Charlestown, IN Teacher

1999 (Spring Semester) Parkwood Elementary School Clarksville, IN
Administrative Intern

1994-1999 Pleasant Ridge Elementary Charlestown, IN Teacher

1993 Epiphany Lutheran Church New Salisbury, IN
Directing the implementation of a new child care program

1990 – 1993 Community Coordinated Child Care Louisville, KY
Training Specialist

1989 – 1990 Concordia Theological Seminary Fort Wayne, IN
Chapel & Faculty Secretary (Husband attending seminary full time.)

1986 – 1989 Trinity Lutheran School Darmstadt, IN Teacher

1980 – 1986 St. Paul Lutheran School Royal Oak, MI Teacher

PROFESSIONAL PRESENTATIONS

Presented for Kentucky Association For the Education of Young Children

Presented for Indiana Lutheran Principal's Conference

Presented for National Association For The Education of Young
Children Conference

Presented for Michigan Association For The Education of Young
Children

AWARDS RECEIVED

Preschool Teacher of The Year – Vanderburgh County, Evansville, Indiana
1986

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development

Indiana Association for School Principals

REFERENCES

Ann Schnepf Director of Special Populations Greater Clark Schools

Karen Spencer Director of Assessment Greater Clark Schools

Janice Korfhage Parkwood Elementary School Clarksville, IN

REBECCA A. KISCHNICK

School Leader

SUMMARY OF QUALIFICATIONS

- **Management and leadership** skills: able to motivate people to do their best, able to employ a sense of teamwork to achieve goals and objectives, able to ensure that everyone has an important part in the success of the school program.
- **Organization and communication:** able to prioritize and meet deadlines, able to communicate well both orally and in written form, able to deal with all kinds of people and problems.
- **Experience:** served as a principal for ten years – the school had over 500 students, served as a training specialist helping others to improve curriculum and develop themselves as professionals, knowledgeable about current practices in education, able to implement best practice in the classroom and school, teaching experience in private and public schools.
- **Business** aspect of the school operation: able to direct administrative paperwork and school budget, familiar with the technology that it takes to operate a school.

EDUCATION

Indiana Wesleyan
Thirty Plus Hours, 1995

Indiana University Southeast
Certification in Elementary Administration, 1991 - 1995

Oakland University Rochester, Michigan
Masters Degree in Early Childhood Education, 1984

Concordia College River Forest, Illinois
Bachelors Degree in Elementary Education, Concordia University, 1977

PROFESSIONAL EXPERIENCE

2010-2012 Parkwood Elementary School Clarksville, IN Teacher

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1999 (Spring Semester) Parkwood Elementary School Clarksville, IN
Administrative Intern

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1980 – 1986 St. Paul Lutheran School Royal Oak, MI Teacher

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Children Conference

Presented for Michigan Association For The Education of Young
Children

AWARDS RECEIVED

Preschool Teacher of The Year – Vanderburgh County, Evansville, Indiana
1986

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development

Indiana Association for School Principals

REFERENCES

Ann Schnepf Director of Special Populations Greater Clark Schools

Karen Spencer Director of Assessment Greater Clark Schools

Janice Korfhage Parkwood Elementary School Clarksville, IN

School Leader and Leadership Team

The principal of York Academy of Discovery will be Rebecca A. Kischnick. Becky has worked hard to develop York Academy of Discovery. She has put her whole heart and soul into defining what it means to help young children achieve their dreams and to discover their own greatness. These last few years Becky has been on a journey. The journey has been very arduous and many times Becky wanted to turn back. Being comfortable is sometimes easier than discovering who you really are and your purpose in life. Becky understands the journey of life that our children will take. She has served many years, as both a teacher and a principal, guiding students to be all they can be. Her thoughts have been on the heart of a child and how the heart works with the mind to bring about success. Numbers have never shown the complete story/picture of a child and his/her growth. One must look at where the child has been and how he/she has adjusted to new learning and new discoveries. Numbers alone give us robots, working with developing the whole child gives us truly successful people who care about others and use their learning to benefit society.

Some have expressed concern over Becky and what is called Founder's Syndrome. As Becky has studied Founder's Syndrome, there are pros and cons to a founder becoming the leader of the school. As leader of York Academy, Becky will use the pros to establish York Academy as a high-quality school. While Becky realizes that currently numbers are important to accountability, she goes beyond numbers in providing an environment that will allow children to grow academically and to discover their gifts and talents. Becky is a proven leader having been principal at Wilson Elementary in Jeffersonville for ten years. During that time she led a school of over 500 children with no assistant principal or counselor. The student population was very diverse in nature. Becky built a solid learning community with the staff who would continually dialogue about kids and their needs. Becky was able to help her staff put theory into practice. There was a strong sense of family and trust in the culture of the school. Becky will be an important person in York's team to help launch this school and to help students gain academic achievement. She is the best person to manage York Academy of Discovery.

SCHOOL ADMINISTRATION

The school leader has been identified; see the resume at the end of this document. The Business Manager and the School Leader will be a part of the School Administration. An Administrative Assistant will also be a part of the team. The school will develop a Leadership Team within the school that will consist of all stakeholders. These people will come together to create a strong force in leading and guiding the school. The school leader will begin full time work September 1, 2013.

The Business Manager will help oversee the Business aspect of the Charter School. This individual has not yet been hired. The plan is to hire the Business Manager in November of 2013 so that he/she may begin work in Jan., 2014. This will require that we receive a start-up grant. Alice Butler, a board member, will help oversee the business and financial aspect of the Charter School until the Business Manager is hired. Other board members will also help.

An Administrative Assistant will also be hired to help with school administration. The Administrative Assistant will be hired in November of 2013 and will begin work in Jan. 2014. The Board will help with duties until the Administrative Assistant is hired.

Criteria for the Business Manager are as follows:

Required:

- Experience managing budgets
- History of collaboration and team Building
- Familiar with U.S. labor and non-profit laws and regulations
- Fundraising experience
- Experience developing reports
- Experience with common computer applications & networks
- Financial Manager
- Desegregating Data

Preferred:

- Non-profit management experience
- Experience working with media (public relations)
- Public speaking experience
- Bi-lingual

Personal Attributes:

- Visionary
- Entrepreneur
- Respected Manager
- Business Developer
- Delegator
- Life-long learner

Process for Recruiting & Hiring:

- Advertise position
- Check with universities
- Review applications
- Hold interviews
- Select candidate

Criteria for Administrative Assistant:

Required:

Computer knowledge and skills

Strong keyboard abilities

Experience creating business letters and forms

Experience completing important reports such as state reports, business reports, etc.

Communication skills - Strong oral and written skills

Experience solving problems

Experience working with children, adults, families, community...

Commitment to confidentiality

Preferred:

Bi-lingual

Experience working in a school

CPR Trained

Personal Attributes:

Loyal

Life-long learner

Dedicated

Professional

Friendly

Caring

Hard working

Diligent

Observant

Self-starter

Process for recruiting and hiring:

Advertise position

Check with universities and Hispanic Connection

Review applications

Hold interviews

Select Candidate

The management team of the school (all full time workers) will consist of the school leader, the business manager, and the administrative assistant. The administrative assistant will follow the lead of the school leader and the business manager. This person will assist in providing a well-managed school that meets the needs of staff, students, families, and the community. We would love to have this person in place by Jan., 2014 if we can obtain a start-up grant. While this will be our core management team, our school will also provide staff with self-leadership and management through a Building Leadership Team. The goal is for all staff to feel ownership in the school and to work together in such a way that provides the very best working environment for staff and the best learning environment for children. The school leader will organize and lead the development of the school once approval for charter has been given. Compensation will come from grants and/or fundraising.

REBECCA A. KISCHNICK

School Leader

SUMMARY OF QUALIFICATIONS

- **Management and leadership** skills: able to motivate people to do their best, able to employ a sense of teamwork to achieve goals and objectives, able to ensure that everyone has an important part in the success of the school program.
- **Organization and communication:** able to prioritize and meet deadlines, able to communicate well both orally and in written form, able to deal with all kinds of people and problems.
- **Experience:** served as a principal for ten years – the school had over 500 students, served as a training specialist helping others to improve curriculum and develop themselves as professionals, knowledgeable about current practices in education, able to implement best practice in the classroom and school, teaching experience in private and public schools.
- **Business** aspect of the school operation: able to direct administrative paperwork and school budget., familiar with the technology that it takes to operate a school.

EDUCATION

Indiana Wesleyan
Thirty Plus Hours, 1995

Indiana University Southeast
Certification in Elementary Administration, 1991 - 1995

Oakland University Rochester, Michigan
Master's Degree in Early Childhood Education, 1984

Concordia College River Forest, Illinois
Bachelor's Degree in Elementary Education, Concordia University, 1977

PROFESSIONAL EXPERIENCE

2010-2012 Parkwood Elementary School Clarksville, IN Teacher

2000-2010 Wilson Elementary School Jeffersonville, IN Principal

1999-2000 Pleasant Ridge Elementary Charlestown, IN Teacher

1999 (Spring Semester) Parkwood Elementary School Clarksville, IN
Administrative Intern

1994-1999 Pleasant Ridge Elementary Charlestown, IN Teacher

1993 Epiphany Lutheran Church New Salisbury, IN
Directing the implementation of a new child care program

1990 – 1993 Community Coordinated Child Care Louisville, KY
Training Specialist

1989 – 1990 Concordia Theological Seminary Fort Wayne, IN
Chapel & Faculty Secretary (Husband attending seminary full time.)

1986 – 1989 Trinity Lutheran School Darmstadt, IN Teacher

1980 – 1986 St. Paul Lutheran School Royal Oak, MI Teacher

PROFESSIONAL PRESENTATIONS

Presented for Kentucky Association For the Education of Young Children

Presented for Indiana Lutheran Principal's Conference

Presented for National Association For The Education of Young
Children Conference

Presented for Michigan Association For The Education of Young
Children

AWARDS RECEIVED

Preschool Teacher of The Year – Vanderburgh County, Evansville, Indiana
1986

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development

Indiana Association for School Principals

REFERENCES

Ann Schnepf Director of Special Populations Greater Clark Schools

Karen Spencer Director of Assessment Greater Clark Schools

Janice Korfhage Parkwood Elementary School Clarksville, IN

501c3

Articles of Incorporation

Bylaws

INTERNAL REVENUE SERVICE P.
O. BOX 2508 CINCINNATI, OH
45201

DEPARTMENT OF THE TREASURY

Date: **AUG 23 2011**

YORK ACADEMY OF DISCOVERY INC C/O
REBECCA KISCHNICK
4127 AUTUMN CIR
NEW ALBANY, IN 47150

Employer Identification Number:
27-3701252
DLN:
17053020341021
Contact Person:
TERRY IZUMI . ID# 95048
Contact Telephone Number:
(877) 829-5500 Accounting
Period Ending:
June 30
Public Charity Status:
170(b) (1) (A) (ii)
Form 990 Required: Yes No
Effective Date of Exemption:
October 29, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c) (3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c) (3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c) (3) Public Charities, for some helpful information **about**, your responsibilities as an exempt organization.

YORK ACADEMY OF DISCOVERY INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

L~ef

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

-3-

YORK ACADEMY OF DISCOVERY INC

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

ARTICLES OF INCORPORATION
YORK ACADEMY OF DISCOVERY, INC.,

ARTICLE I

Name

The name of the Corporation is York Academy of Discovery, Inc.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

Section 3.1 Purposes. The purposes for which the Corporation is formed are:

- (a) To provide a community-based charter school for purposes of educating children ages five and above, and
- (b) In furtherance of the aforesaid purposes, to transact any and all lawful business for which the corporations may be incorporated under the Act.

Section 3.2 Nonprofit Purposes.

- (a) The Corporation is organized and operated exclusively for charitable purposes within the meaning of section 501 (3) (c) of the Internal Revenue Code and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, or officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Section 3.1 .
- (b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.
- (c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:
 - (i) By a corporation exempt from Federal income tax under Section 501 (c)(3) of the Internal Revenue Code (or corresponding sections of any future federal tax code).
 - (ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax law.

Section 3.3 Powers. Subject to any limitations or restrictions imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) To do everything necessary, advisable, or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation and to do all of the things incidental thereto or connected therewith which are not forbidden by law, and

(b) To have, exercise and enjoy in furtherance of the purposes herein before set forth all the general rights, privileges, and powers granted to corporations by the Act, as now existing or

(c) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

ARTICLE IV

Distribution of Assets on Dissolution

Upon the dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation to the Boys and Girls Club of Clark County IN or other nonprofit fund, foundation or corporation organized and operated exclusively for the purposes specified in section 501 (c) (3) of the Internal Revenue Code and which has established its tax-exempt status under that section. Any such assets not so disposed of shall be disposed of by the judge of the Circuit Court of Clark County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for nonprofit purposes specified in section 501 (3) (c) of the Internal Revenue Code and which has established its tax-exempt status under that section.

If the State revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed shall apply.

If the Organizers dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:

- (a) All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and
- (b) All other remaining assets of the Organizer and the charter school shall be used for non-profit educational purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1 Registered Office and Registered Agent. The street address of the Corporation's registered office is 4127 Autumn Drive, New Albany, Indiana 47150 and the name of the registered agent at that office is Rebecca Kischnick.

ARTICLE VII

No Members

The Corporation shall have no members. (

ARTICLE VIII

Board of Directors

Section 8.1 Number and Term of Office. Upon incorporation, the initial Board of Directors shall consist of five(5) directors, Thereafter the number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation, provided, however, that the minimum number of directors shall be three(3). The term of office of a director shall be as specified in the Bylaws; provided, however, that that term of an elected director shall not exceed (5) years. Directors may be elected for successive terms.

Section 8.2 Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or required bylaw.

Section 8.3 Initial Board of Directors. The names and addresses of the initial Board of Directors of the Corporation are:

<u>Names</u>	<u>Addresses</u>
Rebecca Kischnick	4127 Autumn Drive New Albany, IN 47150
Sherry Baldwin	423 Bald Knob Road New Albany, IN 47150

ARTICLE IX

Names and Addresses of Incorporators

The names and addresses of the incorporators of the Corporation are:

Names

Rebecca Kischnick

Sherry Baldwin

Addresses

4127 Autumn Drive New Albany, IN 47150

423 Bald Knob Road New Albany, IN 47150

ARTICLE X

Indemnification

Section 10.1 Rights to Indemnification and Advancement of Expenses.

The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was

- (a) a member of the Board of Directors of the Corporation,
- (b) an officer of the Corporation, or
- (c) while a director or officer of the Corporation, serving as the

Corporation's request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not, (each an "Indemnitee") against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnitee in connection with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnitee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.

Upon demand by a person for indemnification or advancement of expenses, as the case maybe, the Corporation shall expeditiously determine whether the person is entitled thereto in accordance with this Article and the procedures specified in the Act.

The indemnification provided under this Article shall be applicable to any proceeding arising from acts or omissions occurring before or after the adoption of this Article.

Section 10.2 Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted. By law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee, or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual." within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws. The provisions of, and the rights and obligations created by, this Article shall not give rise or be deemed to give rise to "compensation for personal services" as described in IC 34-4-11.5-1 et seq., as amended.

Section 10.3 Definitions For purposes of this Article:

(a) A person is considered to be serving an employee benefit plan at the Corporation's request if the person's duties to the Corporation also impose duties on, or otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

(b) The estate or personal representative of a person entitled to indemnification or advancement of expenses shall be entitled hereunder to indemnification and advancement of expenses to the same extent as the person.

(c) The term "expenses" includes all direct and indirect costs (including, without limitation, counsel fees, retainers, court costs, transcripts, fees of experts, witness fees, travel expenses, duplicating costs, printing and binding costs, telephone charges, postage, delivery service fees, and all other disbursements or out-of-pocket expenses) actually incurred in connection with the investigation, defense, settlement, or appeal of a proceeding or establishing or enforcing a right to indemnification under this Article, applicable law or otherwise.

(d) The term "liability" means the obligation to pay a judgment, settlement, penalty, fine, excise tax (including an excise tax assessed with respect to an employee benefit plan), or reasonable expenses incurred with respect to a proceeding.

(e) The term "party" includes an individual who was, is or is threatened to be made a named defendant or respondent in a proceeding.

(f) The term "proceeding" means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative and whether formal or informal.

IN WITNESS WHEREOF, the undersigned incorporators execute these Articles of Incorporation and verify subject to penalties of perjury that the facts herein are true.

Dated this 26th day of October, 2010.

Rebecca Kischnick

Rebecca Kischnick

Sherry Baldwin

Sherry Baldwin

BYLAWS
OF
York Academy of Discovery, Inc.

ARTICLE I

General

Section 1. Name. The name of the corporation is York Academy of Discovery, Inc.

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 4127 Autumn Drive, New Albany, IN 47150. The initial registered agent in charge of the initial registered office is Rebecca Kischnick.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of January and end on the last day of December next succeeding.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than 5, as designated by resolution of the Board of Directors from time to time. ***At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.***

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new

director shall serve for a term of 3 years, or such other period as prescribed by

the directors at the time of such election, and until his or her successor is elected and qualified. Following the expiration of a director's term, at least 1 year must elapse before he or she again may be elected to the Board of Directors.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

Section 2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors.¹

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken.

COMMENTARY: The Organizer's governing board has the statutory responsibility, among others, to oversee and provide direction for the executive, fiscal, educational, administrative and management functions of the charter school. As such, it should conduct regular board meetings throughout the year at regularly scheduled times and at regularly scheduled intervals where possible. Special meetings can be scheduled by the board as necessary to address unique issues which may arise in the charter school's operations. It is the experience of Ball State University that successful governing boards generally conduct between eight (8) and twelve (12) regular meetings

per year. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

(a) Violations of applicable law, including (but not limited to):

(i) Violations of the Indiana Charter School Law; and

(ii) Actions that would jeopardize the tax-exempt status of the

Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

(b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

(c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

(d) Inadequate attendance at meetings of the Board of Directors, defined as absence from 3 consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (“EMO”) to manage the operations of the charter school for which the Corporation is responsible (the “School”), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. Any two or more offices may be held by the same person. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time with or without cause as that term is defined herein in Article -II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations, and carry on functions for the purpose of efficiently accomplishing the purposes of Corporation. Committees, to the extent specified by the Board of Directors, may exercise the powers, functions, or authority of the Board of Directors, except where prohibited by law, provided, however, that if a committee is to exercise board powers, functions, or authority, (a) all the persons serving on the committee must be members, (b) there must be at least two (2) persons on the committee, and (c) the creation of the committee, the delegation of powers, functions or authority specific to the committee, and the appointment of its members shall be by a majority of all directors in office when the action is taken.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether

formal or

informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors,

acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or

depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term “sponsor” is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

<u>PRINT NAME & TITLE</u> <i>Rebecca Kischnick - School Leader</i>	<u>DATE</u> <i>3/7/13</i>
<u>SIGN NAME</u> <i>Rebecca Kischnick</i>	

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

YORK ACADEMY OF DISCOVERY

2. Your full name: *ALICE JANE BUTLER*

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Financial expertise. CPA for the past 38 years - 17 in public accounting; 21 in corporate accounting.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Alice Jane Butler, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

Alice Jane Butler

 Signature

2/11/13

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
York Academy of Discovery
2. Your full name: Kelly L. Khuri
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have been involved in starting several civic groups and am in the process of overseeing a new business in downtown Jeffersonville Indiana.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
Yes

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
Yes, My husband and I both know Martina Webster as she was manager for my county council campaign.
I know Alice Butler. I supported her run for Greater Clark County School Board.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
I / we do not know any such persons.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
I / we do not anticipate conducting any such business.
 4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the school does not intend to contract with an education service provider or school management organization.
 5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
N/A.
 6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
N/A.
 7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
Does not apply to me, my spouse or family.
 8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None.
-

Certification

I, Kelly L. Khuri, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for York Academy of Discovery Charter School is true and correct in every respect.



Signature

3/2/13
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
York Academy of Discovery Inc.
2. Your full name: Anthony E Wimsatt, III
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have experience volunteering as a board member for the Clark County 4-H Corporation Board.

I believe that my experience as a commercial loan officer brings an understanding of the requirements needed to establish and start a new business. In my career, I have worked with many individuals in their attempt to establish capital for their business.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

I have a relationship with Alice Butler. Ms. Butler is an employee of one of my clients.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

If the charter is approved, a relationship with the school and my employer, Republic Bank, could occur to establish a banking relationship. However, this decision has not been approved.

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Anthony E Wimsatt, III, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for York Academy of Discovery, Inc. Charter School is true and correct in every respect.

Anthony E Wimsatt III
Signature

3/8/13
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
York Academy of Discovery
2. Your full name: Sherry Lynn Baldwin
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on two boards at my church for 4 years.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
X I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X I / we do not anticipate conducting any such business. Yes

 4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

 5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
X N/A. I / we have no such interest. Yes

 6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
X N/A. I / we or my family do not anticipate conducting any such business. Yes

 7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
X Does not apply to me, my spouse or family. Yes

 8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. X None. Yes
-

Certification

I, Sherry Baldwin, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for York Academy of Discovery Charter School is true and correct in every respect.

Sherry Baldwin
Signature

Feb.11, 2013
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **York Academy**
2. Your full name: **D. Eric Schansberg**
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Board Member, including many years as Vice-President, Brandon's House Counseling Center; New Albany, IN
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings? **YES**

Disclosures

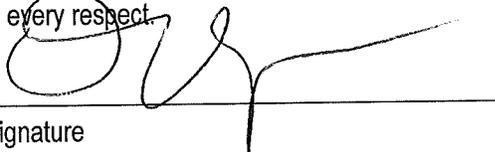
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
X N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
X N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
X Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. X None. Yes
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Certification

I, D. Eric Schansberg, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for York Academy Charter School is true and correct in every respect.

Signature



2-11-13

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

York Academy

2. Your full name: *Martina Patrice Webster*

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My career in real estate has made me aware of home buyer's desires for good, quality choices for education.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

*Was a student of Eric Schansberg
Was campaign chair for Kelly Khouri*

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes *possibly will send children there.*
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Martina Webster, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for York Academy Charter School is true and correct in every respect.

Martina P Webster
 Signature

3-2-13
 Date

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

Ethics

The York Academy of Discovery Board serves the community as a non-profit organization and as such operates in a role that calls for a high degree of community trust. Because the Board's activities are subject to public scrutiny, conscientious efforts must be continually taken to maintain the confidence of the community, and to avoid circumstances which might lead to a harmful conflict of interest and lessened credibility in pursuing the mission of the York Academy.

Therefore, it is the policy of the Board that York academy Directors and key employees, should not, on behalf of, engage in any business or professional activity with persons or organizations outside the organization where that activity; might result in personal benefit and thereby result in a conflict of interest. Directors should not accept gifts, monies, entertainment of significant value, or other gratuities from persons outside the Board, or otherwise deal preferentially with suppliers and others where personal gain accrues to the Director.

Directors and officers of York Academy shall exercise their best judgment and shall refrain from being influenced by personal considerations of any kind in the performance of the duties. Directors and officers shall avoid employment, investments and personal interests, which may work to the disadvantage of York Academy.

This policy is not intended to prohibit Directors or key employees from furnishing services, merchandise, equipment or supplies to the York Academy pursuant to arm's-length arrangements or contracts for fair and reasonable consideration. However, all such contracts, arrangements or transactions, and the terms thereof, must be fully disclosed to the Board of Directors and shall at all times be available for examination.

York Academy will also follow the Code of Ethics as provided by the Indiana School Board Association:

"A School Board member should honor the high responsibility that membership demands:

- Think of children first
- Understand that the major function of the board is policy making and not administrative
- Accept responsibility, along with the other board members, to provide adequate facilities and resources
- Refuse to play politics
- Represent the entire school community at all times
- Be well-informed concerning board member duties"

"A school Board member should demonstrate respectful relationships with other board members:

- Recognize that authority rests only with the board in official meetings; the individual member has no legal status to bind the board outside of meetings
- Refuse to make statements or promises on voting matters
- Make decisions only after all the facts have been presented and discussed
- Respect the opinion of others and graciously conform to the principle of majority rule
- Refuse to participate in irregular meetings which are not official and when all members do not have the opportunity to attend"

“A School Board member should maintain desirable relations with the school leader and other employees:

- Hire the best school leader
- Give the school leader full administrative authority for properly discharging the professional duties of the position and the responsibility to achieve acceptable results
- Act only after consideration of the school leader’s recommendations on matters of school governance
- Have the school leader present at all meetings of the board except when his or her contract and salary consideration are under review
- Respect proper communication channels, referring all complaints to school administration and considering them only after failure of an administrative solution
- Provide adequate safeguards around the school leader and other employees so they can perform their responsibilities
- Present criticisms of an employee directly to the school leader”

“A school Board member should maintain a commitment to the community:

- Help develop and support the mission and vision of the school
- Conduct all school business transactions openly
- Seek adequate financial support for the school
- Refuse to use the school board position for personal gain
- Refuse to discuss confidential board business anywhere other than when attending a properly advertised board meeting
- Earn the community’s confidence by working in the best interests of children”

*The above code was taken from the Indiana School Board Association

In addition the York Academy of Discovery Board will:

- Be in regular attendance at Board Meetings
- Ensure that all meetings are conducted in accordance with Indiana’s Open Door Laws
- Will conduct oneself in a manner that will model strong character for York students
- Will listen to and respect diverse views
- Will develop and follow annual goals as a board
- Will take part in continuous training to build governance skills and to keep abreast of public issues in education

KINDERGARTEN COMMON CORE MATHEMATICS

Quarter 1 – Mathematical Practices

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Quarter 1 – Counting and Cardinality

- KCC.1.a. Count orally by ones to 100. 1st Nine Weeks (thru 20), 2nd Nine Weeks (thru 50), 3rd Nine Weeks (100).
- KCC.1.b. Count orally by tens to 100.
- KCC.3.a. Recognize numbers from 0 to 10.
- KCC.3.b. Print numbers from 0-10 when prompted. (Number formation)
- KCC.4.a. Count objects by touching them singularly while saying the number name.
- KCC.4b-1. Recognize that each successive number name refers to a quantity that is one larger.

Quarter 1 – Number and Operations Base Ten

- K.NBT.1.a. Compose numbers from 11-19 from a group of ten ones and additional ones using objects. Introduce Bundling straws.

Quarter 1 – Measurement and Data

- K.MD.3.a. Classify objects into given categories such as size, shape, color, thickness.
- K.MD.3.b. Count the number of objects (10 or less) in each category.

Quarter 1 – Geometry

- K.G.1.a. Identify and name the following shapes: squares, circles, triangles, rectangles, hexagons.
- K.G.1.b. Describe objects in the environment using names of shapes (two-dimensional).
- K.G.1.c. Describe the relative position of objects using appropriate vocabulary, including above, below, beside, in front of, behind, next to.
- K.G.2. Name shapes regardless of their orientation or overall size.
- K.G.4.a. Describe two-dimensional shapes to identify their various attributes, including vertices, sides, corners, and length of sides.
- K.G.5.a. Draw shapes to represent objects in the world.

Quarter 2 – Mathematical Practices

- MP.1. Make sense of problems and persevere to solve them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Quarter 2 – Counting and Cardinality

- KCC.1.c. Count orally by ones to 50. (Goal of 100)
- KCC.1.d. Count by tens to 50. (Goal of 100)
- KCC.2. Count forward beginning from a given number (not 1) within the known sequence (known sequence includes counting by ones and tens). Introduce counting using number line to 100, calendar, 100s chart, etc.
- KCC.3.c. Print numbers 11-20 when prompted (Number formation).
- KCC.3.d. Recognize numbers from 11-20 out of sequence.
- KCC.4.b-2. Explain orally the number of objects is the same regardless of their arrangement.
- KCC.5.a. Count up to 20 objects that are in order by answering the question “how many.”
- KCC.5.b. Count up to 10 objects in a scattered configuration by answering the question “how many.”
- KCC.5.c. Given a number from 1-20, count out that many objects.
- KCC.6.a. Explain the meaning of “greater than.”
- KCC.6.b. Compare two groups of objects and identify and state which group is greater.
- KCC.6.c. Explain the meaning of “equal to.”
- KCC.6.d. Compare two groups of objects and identify and state if they are equal.
- KCC.6.e. Explain the meaning of “less than.”
- KCC.6.f. Compare two groups of objects and identify and state which group has less.

Quarter 2 – Operations and Algebraic Thinking

- K.OA.1.a. Represent addition with objects, fingers, and sounds to identify the meaning of addition as putting together and adding to.
- K.OA.1.b. Represent subtraction with objects, fingers, and sounds to identify the meaning of subtraction as taking apart and taking from.
- K.OA.1.c. Explain orally addition as putting together and adding to.
- K.OA.1.d. Explain orally subtraction as taking apart or taking from.
- K.OA.2.a. Solve addition word problems orally up to 10 when read aloud using objects or drawings.
- K.OA.2.b. Solve subtraction word problems orally up to 10 when read aloud using objects or drawings.
- K.OA.4.a. State the number that makes 5 when added to any given number 1-4 with objects.

Quarter 2 – Geometry

- K.G.1.c. Describe the relative position of objects using appropriate vocabulary, including above, below, beside, in front of, behind, next to.
- K.G.4.a. Describe two-dimensional shapes to identify their various attributes, including vertices, sides, corners, and length of sides.
- K.G.5.a. Draw shapes to represent objects in the world.

Quarter 2 – Number and Operations in Base Ten

- K.NBT.1.a. Compose numbers from 11-19 from a group of ten ones and additional ones using objects.
- K.NBT.1.b. Decompose numbers from 11-19 into a group of 10 ones and additional ones using objects.
- K.NBT.1.c. Record the composition of numbers 11-19 through drawings of a group of ten ones and additional ones.

Quarter 2 – Measurement and Data

- K.MD.1.a. Distinguish between measurable and non-measurable attributes of objects. (Measurable means quantifiable, such as length, weight, height, distance around.)
- K.MD.1.b. Name the measurable attributes of a given object.
- K.MD.2. Compare the measurable attributes of two objects using appropriate vocabulary including taller/shorter, heavier/lighter, longer/shorter. For example, directly compare the heights of two children and describe one child as taller/shorter.

Quarter 3 – Mathematical Practices

Same as Quarter 1 and 2.

Quarter 3 – Counting and Cardinality

- K.CC.1.e. Count orally to 100 by ones.
- K.CC.1.f. Count orally by tens to 100.
- K.CC.2. Count forward beginning from a given number (not 1) within the known sequence (known sequence includes counting by ones and tens).
- K.CC.3.e. Write the number that represents how many objects are in a set, up to 20.
- K.CC.6.b. Compare two groups of objects and identify and state which group is greater.
- K.CC.6.d. Compare two groups of objects and identify and state if they are equal.
- K.CC.6.f. Compare two groups of objects and identify and state which group has less.
- K.CC.7. Compare two written numbers between 1 and 10, and state which is more or less. (5 is more than 2.)

Quarter 3 – Operations and Algebraic Thinking

- K.OA.1.e. Represent addition and subtraction by acting out situations and drawings.
- K.OA.2.a. Solve addition word problems orally up to 10 when read aloud using objects or drawings.
- K.OA.2.b. Solve subtraction word problems orally up to 10 when read aloud using objects and drawings.
- K.OA.3.a. Orally decompose (break apart) numbers less than or equal to 5 into parts in more than one way. (Goal of up to 10).
- K.OA.3.b. Represent the result of decomposition of numbers less than or equal to 5 through drawing or an equation.
- K.OA.4.b. State the number that makes 10 when added to any given number 1-9 with objects.
- K.OA.4.c. Represent the number that makes 5 when added to any given number 1-4 with a drawing.
- K.OA.4.d. Represent the number that makes 10 when added to any given number, 1-9, with a drawing.
- K.OA.5.a. Add fluently, orally or in writing, within 5.
- K.OA.5.b. Subtract fluently, orally or in writing, within 5.

Quarter 3 – Number and Operations in Base Ten

- K.NBT.1.c. Record the composition of numbers 11-19 through drawings of a group of ten ones and additional ones.
- K.NBT.1.d. Record the decomposition of numbers 11-19 through a drawing of a group of ten ones and additional ones.

Quarter 3 – Measurement and Data

- K.MD.1.b. Name the measurable attributes of a given object.
- K.MD.2. Compare the measurable attributes of two objects using appropriate vocabulary including taller/shorter, heavier/lighter, longer/shorter. For example, directly compare the heights of two children and describe one child as taller/shorter.
- K.MD.3.c. Sort categories by count.

Quarter 3 – Geometry

- K.G.1.c. Describe the relative position of objects using appropriate vocabulary, including above, below, beside, in front of, behind, next to.

- K.G.1.d. Identify and name the following shapes: cubes, cones, cylinders, and spheres.
- K.G.1.e. Describe objects in the environment using the name of shapes (two-dimensional and three-dimensional).
- K.G.2. Name shapes regardless of their orientation or overall size.
- K.G.3.a. Identify shapes as two-dimensional and flat.
- K.G.3.b. Identify shapes as three-dimensional and solid. (Use objects, not pictures.)
- K.G.3.c. Sort objects into flat or solid categories.
- K.G.4.b. Describe three-dimensional shapes to identify their various attributes including faces and edges.
- K.G.5.a. Draw shapes to represent objects in the world.
- K.G.5.b. Model shapes in the world by building shapes from components. Examples of components: clay, balls, marshmallows.

Quarter 4 – Mathematical Practices

Same as other quarters.

Quarter 4 – Counting and Cardinality

- K.CC.3.e. Write the number that represents how many objects are in a set, up to 20.
- K.CC.7. Compare two written numbers between 1 and 10, and state which is more or less. (5 is more than 2.)

Quarter 4 – Operations and Algebraic Thinking

- K.OA.1.f. Represent addition and subtraction with verbal explanations and mental images.
- K.OA.1.g. Represent addition and subtraction with expressions and equations.
- K.OA.3.c. Decompose (break apart) numbers less than or equal to 10 into pairs in more than one way. ($5=2+3$ and $5=4+1$).
- K.OA.3.d. Represent the result of decomposition of numbers less than or equal to 10 through drawing or equation.
- K.OA.4.b. State the number that makes 10 when added to any given number 1-9 with objects.
- K.OA.4.e. Represent the number that makes 5 when added to any given number 1-4 with an equation. (Mastery not required)
- K.OA.4.f. Represent the number that makes 10 when added to any given number 1-9 with an equation. (Mastery not required)
- K.OA.5.a. Add fluently, orally or in writing, within 5.
- K.OA.5.b. Subtract fluently, orally or in writing, within 5.

Quarter 4 – Number and Operation in Base Ten

- K.NBT.1.e. Record the composition of numbers 11-19 through an equation of a group of ten ones and additional ones.
- K.NBT.1.f. Record the decomposition of numbers 11-19 through an equation of a group of the ones and additional ones.

Quarter 4 – Measurement and Data

Same as Quarter 3.

Quarter 4 – Geometry

- K.G.1.c. Describe the relative position of objects using appropriate vocabulary, including above, below, beside, in front of, behind, next to.
- K.G.4.b. Describe three-dimensional shapes to identify their various attributes including faces and edges.
- K.G.4.c. State the differences of two and three-dimensional shapes in different sizes and orientations.
- K.G.4.d. State the similarities of two and three-dimensional shapes in different sizes and orientations.
- K.G.5.a. Draw shapes to represent objects of the world.
- K.G.6. Create a new shape from at least two other shapes using tangible materials. (squares, circles, triangles, rectangles, hexagons)

FIRST GRADE COMMON CORE MATHEMATICS

Quarter 1 – Operations and Algebraic Thinking

- 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Addition word problems within 12.)
- 1.OA.3. Apply properties of operations as strategies to add and subtract. Examples: If $8+3=11$ is known then $3+8=11$ is also known. To add $2+6+4=12$, the second two numbers can add to make a ten, so $2+4+6=2+10=12$.
- 1.OA.5. Relate counting to addition and subtraction (e.g. by counting on 2 to add 2).
- 1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g. $8+6 = 8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$). Fluency - + and - 0's, + and - 1's, and doubles.
- 1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. Understand the equal sign.
- 1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: $8 + ? = 11$ $5 = ? - 3$ $6 + 6 = _$. Addition within 12.

Quarter 1 – Number and Operations in Base Ten

1.NBT.1. Count to 120, starting at any number less than 120, in this range, read and write numerals and represent a number of objects with written numeral. (Count to 120. Read, write and represent to 60.)

1.NBT.2 Understand that two digits of a two-digit number represent amounts of tens and ones,

1.NBT.2.a. 10 can be thought of as a bundle of ten ones called a ten.

1.NBT.2.b. The numbers from 11 – 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2.c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Refer to 1.NBT.2.c.

Quarter 1 – Measurement and Data

1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.)

1.MD.3. Tell and write time in hours and half –hours using analog and digital clocks.

1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (Focus on asking/answering questions on the data in three categories.)

Quarter 1 – Geometry

1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.

Understand for these examples that decomposing into more equal shares creates smaller shares.

Quarter 2 – Operations and Algebraic Thinking

1.OA.1. Same as quarter 1 Addition and subtraction within 12.

1.OA.2. Same as quarter 1 Sums to 12.

1.OA.3. Same as quarter 1

1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5. Same as quarter 1

1.OA.6. Same as quarter 1 Use strategies such as , count on, making ten, decomposing a number leading to a ten; Fluency - + and - 2's, near doubles.

1.OA.7. Same as quarter 1 Determine if equations are true or false, starting with simpler equations, moving to more complex

1.OA.8. Same as quarter 1 Addition and subtraction within 12.

Quarter 2 – Number and Operations in Base Ten

1.NBT.1 Same as quarter 1. Read, write and represent to 120.

1.NBT.2.a.b.c. Same as quarter 1

1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with symbols $>$, $=$, $<$. Introduce symbols for single digit numbers.

1.NBT.5. Same as quarter 1

1.NBT.6. Same as quarter 1

Quarter 2 – Measurement and Data

1.MD.3. Same as quarter 1

1.MD.4. Same as quarter 1

Quarter 2 – Geometry

1.G.2. Same as quarter 1

1.G.3. Same as quarter 1

Quarter 3 – Operations and Algebraic Thinking

1.OA.1. Same as quarter 1 Addition and subtraction within 20.

1.OA.2. Same as quarter 1 Sums to 20

1.OA.3. Same as quarter 1

1.OA.4. Same as quarter 1 Review

1.OA.5. Same as quarter 1

1.OA.6. Same as quarter 1 Add and subtract within 20 using all strategies; Fluency – all addition and subtraction facts within 10.

1.OA.7. Same as quarter 2

1.OA.8. Same as quarter 1 Addition and subtraction within 20.

Quarter 3 – Number and Operations in Base Ten

- 1.NBT.1. Same as quarter 1 Review
- 1.NBT.2.a.b.c. Same as quarter 1 Review
- 1.NBT.3. Same as quarter 1 Compare two-digit numbers.
- 1.NBT.4. Add within 100, including adding a two-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reason used. Understand that in adding two-digit numbers, one adds tens and ones, ones and tens; sometimes it is necessary to compose a ten.
- 1.NBT.5. Same as quarter 1 Review
- 1.NBT.6. Same as quarter 1 Review

Quarter 3 – Measurement and Data

- 1.MD.3. Same as quarter 1
- 1.MD.4. Same as quarter 1 Focus on students surveying and representing data on student created charts and graphs.

Quarter 3 – Geometry

- 1.G.2. Same as quarter 2
- 1.G.3. Same as quarter 1

Quarter 4 – Operations and Algebraic Thinking

- 1.OA.1. Review
- 1.OA.2. Review
- 1.OA.3. Review
- 1.OA.4. Review
- 1.OA.5. Review
- 1.OA.6. Review
- 1.OA.7. Review
- 1.OA.8. Review

Quarter 4 – Number and Operations in Base Ten

- 1.NBT.1. Review
- 1.NBT.2.a.b.c. Review
- 1.NBT.3. Same as quarter 2 Compare two-digit numbers.
- 1.NBT.4. Same as quarter 3
- 1.NBT.5. Review
- 1.NBT.6. Review

Quarter 4 – Measurement and Data

- 1.MD.3. Same as quarter 1
- 1.MD.4. Same as quarter 3

Quarter 4 – Geometry

- 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- 1.G.2. Same as quarter 2
- 1.G.3. Same as quarter 1

Quarter 1 – 4 Mathematical Practice

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning

SECOND GRADE COMMON CORE MATHEMATICS

Quarter 1 – Operations and Algebraic Thinking

- 2.OA.1. Use addition and subtraction within 100 to solve one and two –step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.OA.2. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two-digit numbers.
- 2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.

Quarter 1 – Number and Operations in Base Ten

- 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 represents 7 hundreds, 0 tens, and 6 ones.
- 2.NBT.1.a. Understand 100 can be thought of as a bundle of ten tens- called a “hundred”.

- 2.NBT.1.b. Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900, refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.2. Count within 1000; skip-count by 5's, 10's, and 100's. (First quarter to 500.)
- 2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (First quarter to 500.)
- 2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.8. Mentally add 10 or 100 to a given number 100-900, and subtract 10 or 100 from a given number 100-900. (First quarter addition.)

Quarter 1 – Measurement and Data

- 2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
- 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- 2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurement by making a line plot, where the horizontal scale is marked off in whole-number units.

Quarter 2 – Operations and Algebraic Thinking

- 2.OA.1. Same as quarter 1
- 2.OA.2. Same as quarter 1
- 2.OA.3. Same as quarter 1
- 2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Quarter 2 – Number and Operations in Base Ten

- 2.NBT.1. Same as quarter 1
- 2.NBT.1.a.b. Same as quarter 1
- 2.NBT.2. Same as quarter 1
- 2.NBT.3. Same as quarter 1
- 2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $<$, and $=$ symbols to record the results of comparison.
- 2.NBT.5. Same as quarter 1
- 2.NBT.8. Same as quarter 1 (Subtraction)
- 2.NBT.9. Explain why addition and subtraction strategies work. Using place value and the properties of operations. (May use drawings or objects to explain.)

Quarter 2 – Measurement and Data

- 2.MD.6. Review quarter 1.
- 2.MD.7. Review quarter 1
- 2.MD.8. Same as quarter 1
- 2.MD.9. Review quarter 1
- 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Quarter 3 – Operations and Algebraic Thinking

- 2.OA.1. Review quarter1
- 2.OA.2. Same as quarter 1
- 2.OA.3. Review quarter 1
- 2.OA.4. Same as quarter 2

Quarter 3 – Number and Operations in Base Ten

- 2.NBT.1. Review quarter 1.
- 2.NBT.1.a.b. Review quarter 1.
- 2.NBT.2. Same as quarter 1 (to 1000)
- 2.NBT.3. Same as quarter 1
- 2.NBT.4. Same as quarter 2
- 2.NBT.5. Review quarter 1.
- 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8. Review
- 2.NBT.9. Same as quarter 1

Quarter 3 – Measurement and Data

- 2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements.; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3. Estimate lengths using units of inches, centimeters, and meters.
- 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as of rulers) and equations with symbols for the unknown number to represent the problem.
- 2.MD.6. Review
- 2.MD.7. Review
- 2.MD.8. Review
- 2.MD.9. Review
- 2.MD.10. Review

Quarter 4 – Operations and Algebraic Thinking

- 2.OA.1. Review
- 2.OA.2. Review
- 2.OA.3. Review
- 2.OA.4. Review

Quarter 4 – Number and Operations in Base Ten

- 2.NBT.1. Review
- 2.NBT.1.a.b. Review
- 2.NBT.2. Review
- 2.NBT.3. Review
- 2.NBT.4. Review
- 2.NBT.5. Review
- 2.NBT.6. Review
- 2.NBT.7. Review
- 2.NBT.8. Review
- 2.NBT.9. Review

Quarter 4 – Measurement and Data

- 2.MD.1. Same as quarter 3
- 2.MD.2. Same as quarter 3
- 2.MD.3. Same as quarter 3
- 2.MD.4. Same as quarter 3
- 2.MD.5. Same as quarter 3
- 2.MD.6. Review
- 2.MD.7. Review
- 2.MD.8. Review
- 2.MD.9. Review
- 2.MD.10. Review

Quarter 4 – Geometry

- 2.G.1. Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal sides. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Quarter 1 – 4 Mathematical Practice

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

THIRD GRADE COMMON CORE MATHEMATICS

Quarter 1 - Operations and Algebraic Thinking

- 3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

- 3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 divide 8. As a number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 divide 8.
- 3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8x = 48$, $5 = ? \text{ divide } 3$, $6x6 = ?$.
- 3.OA.5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$, (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + 8 \times 2$ equals $40 + 16 = 56$ (Distributive Property).
- 3.OA.6. Understand division as an unknown factor problem. For example, find 32 divide 8 by finding the number that makes 32 when multiplied by 8.
- 3.OA.7. Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows 40 divide 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one digit numbers.
- 3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- 3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Quarter 1 – Number and Operations in Base Ten

- 3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Critical)
- 3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Quarter 1 – Measurement and Data

- 3.MD.1. Tell and write time to the nearest minute and measure intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.6. Measure areas by counting unit squares (square cm, square m, square ft, and improvised units).
- 3.MD.7. Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Using tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- 3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Quarter 2 – Operations and Algebraic Thinking

- 3.OA.1. Same as quarter 1 (critical)
- 3.OA.2. Same as quarter 1 (critical)
- 3.OA.3. Same as quarter 1 (critical)
- 3.OA.4. Same as quarter 1
- 3.OA.5. Same as quarter 1
- 3.OA.6. Same as quarter 1
- 3.OA.7. Same as quarter 1
- 3.OA.8. Same as quarter 1
- 3.OA.9. Review

Quarter 2 – Number and Operations – Fractions

- 3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (critical)
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.
 - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Quarter 2 – Measurement and Data

- 3.MD.1. Same as quarter 1
3.MD.5.a.b. Same as quarter 1 (critical)
3.MD.6. Same as quarter 1 (critical)
3.MD.7.a.b.c.d. Same as quarter 1 (critical)
3.MD.8. Same as quarter 1

Quarter 3 – Operations and Algebraic Thinking

- 3.OA.1. Review
3.OA.2. Review
3.OA.3. Review
3.OA.4. Review
3.OA.5. Critical
3.OA.6. Review
3.OA.7. Critical
3.OA.8. Same as quarter 1
3.OA.9. Review

Quarter 3 – Number and Operations in Base Ten

- 3.NBT.1. Review
3.NBT.2. Review
3.NBT.3. Review

Quarter 3 – Number and Operations- Fractions

- 3.NF.1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
- 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
 - Recognize a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
- 3.NF.3.a.b.c.d. Same as quarter 2 (critical)

Quarter 3 – Measurement and Data

- 3.MD.1. Same as quarter 1
3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters. (critical)
3.MD.5.a.b. (critical)
3.MD.6. (Critical)
3.MD.7.a.b.c.d. (Critical)
3.MD.8. Review

Quarter 3 – Geometry

- 3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example; partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Quarter 4 – Operations and Algebraic Thinking

- 3.OA.1. Review
3.OA.2. Review
3.OA.3. Review

- 3.OA.4. Review
- 3.OA.5. Review
- 3.OA.6. Review
- 3.OA.7. Review
- 3.OA.8. Review
- 3.OA.9. Review

Quarter 4 – Number and Operations in Base Ten

- 3.NBT.1. Review
- 3.NBT.2. Review
- 3.NBT.3. Review

Quarter 4 – Number and Operations – Fractions

- 3.NF.1. Review
- 3.NF.2.a.b. Critical
- 3.NF.3.a.b.c.d. Review

Quarter 4 – Measurement and Data

- 3.MD.1. Review
- 3.MD.2. Measure and Estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Critical)
- 3.MD.3. Review
- 3.MD.4. Review
- 3.MD.5.a.b. Review
- 3.MD.6. Review
- 3.MD.7.a.b.c.d. Review
- 3.MD.8. Review

Quarter 4 – Geometry

- 3.G.1. Review
- 3.G.2. Review

Quarter 1-4 Mathematical Practice

- 3.MP.1. Make sense of problems and persevere in solving them.
- 3.MP.2. Reason abstractly and quantitatively.
- 3.MP.3. Construct viable arguments and critique the reasoning of others.
- 3.MP.4. Model with mathematics.
- 3.MP.5. Use appropriate tools strategically.
- 3.MP.6. Attend to precision.
- 3.MP.7. Look for and make use of structure.
- 3.MP.8. Look for and express regularity in repeated reasoning.

FOURTH GRADE COMMON CORE MATHEMATICS

Quarter 1 – Number and Operations in Base Ten

- 4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 divide $70 = 10$ by applying concepts of place value and division.
- 4.NBT.2. Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.
- 4.NBT.4. Fluently add and subtract multi-digit whole numbers using standard algorithm.
- 4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Quarter 1 – Operations and Algebraic Thinking

- 4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret $35=5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2. Multiply or divide to solve word problems involving multiplicative comparisons.
- 4.OA.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
- 4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Quarter 1 – Number and Operations – Fractions

4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example rewrite 0.62 as $\frac{62}{100}$, describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.7. Compare two decimal to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the comparison, e.g., by using a visual model.

4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.

Quarter 2 – Measurement and Data

4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Quarter 2 – Number and Operations – Fractions

4.NF.1. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

4.NF.3.a.b.c.d. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions. c. Add and subtract mixed numbers with like denominators, e.g. by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.4.a.b.c. Apply and extend previous understanding of multiplication to multiply a fraction by a whole number. a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. for example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times \frac{1}{4}$, recording the conclusion by the equation $\frac{5}{4} = 5 \times \frac{1}{4}$. b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number.

Quarter 2 – Number and Operations in Base Ten

4.NBT.3. Same as quarter 1

4.NBT.4. Same as quarter 1

4.NBT.5. Same as quarter 1

4.NBT.6. Same as quarter 1

Quarter 2 – Operations and Algebraic Thinking

4.OA.2. Multiply or divide to solve word problems involving multiplicative comparisons.

4.OA.4. Same as quarter 1

4.OA.5. Same as quarter 1

Quarter 3 – Measurement and Data

4.MD.1. (km, m, cm, kg, g, lb, oz, l, ml) Know relative sizes of measurement units within one system of units including those listed first and hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36),...

4.MD.2. Same as quarter 2

4.MD.4. Same as quarter 2

4.MD.5.a.b. Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurement. a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.

Quarter 3 – Number and Operations – Fractions

4.NF.3.a.b.c.d. Same as quarter 2

4.NF.4.a.b.c. Same as quarter 2

Quarter 3 – Geometry

4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2. Classify two-dimensional figures based on the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Quarter 3 – Operations and Algebraic Thinking

4.OA.5. Same as quarter 1

Quarter 3 – Number and Operations in Base Ten

Review all

Quarter 4 – Operations and Algebraic Thinking

4.AO.3. Same as quarter 3

4.AO.5. Review

Quarter 4 – Geometry

Same as quarter 3

Quarter 4 – Measurement and Data

Same as quarter 3

Quarter 4 – Number and Operations – Fractions

Review all

Quarters 1 – 4 Mathematical Practices

4.MP.1. Make sense of problems and persevere in solving them.

4.MP.2. Reason abstractly and quantitatively.

4.MP.3. Construct viable arguments and critique reasoning of others.

4.MP.4. Model with mathematics

4.MP.5. Use appropriate tools strategically.

4.MP.6. Attend to precision.

4.MP.7. Look for and make use of structure.

4.MP.8. Look for and express regularity in repeated reasoning.

FIFTH GRADE COMMON CORE MATHEMATICS

Quarter 1 – Number and Operations in Base Ten

5.NBT.1. Recognize that in a multi-digit number, a digit represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NBT.2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.3. Read, write, and compare decimals to thousandths.

a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,

$347.392 = 3 \times 100 + 4 \times 10 + 7 + 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

5.NBT.4. Use place value understanding to round decimals to any place.

5.NBT.6. Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Quarter 1 – Measurement and Data

5.MD.1. Same as quarter 3

5.MD.2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

5.MD.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cube unit” of volume, and can be used to measure volume.

b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

5.MD.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

Quarter 1 – Number and Operations-Fractions

5.NF.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \text{ divide } b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Quarter 2 – Number and Operations in Base Ten

5.NBT.6. Same as quarter 1

5.NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Quarter 2 – Operations and Algebraic Thinking

5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Quarter 2 – Geometry

5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

5.G.3. Understand that attributes belong to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5.G.4. Classify two-dimensional figures in a hierarchy based on properties.

Quarter 2 – Number and Operations – Fractions

5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. ($\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ - $\frac{a}{d} + \frac{c}{d} = \frac{ab + cd}{bd}$)

5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Quarter 2 – Measurement and Data

5.MD.2. Same as quarter 1

5.MD.1. Same as quarter 3

Quarter 3 – Number and Operations in Base Ten

5.NBT.5. Fluently multiply multi-digit numbers using the standard algorithm.

5.NBT.6. Same as quarter 1

5.NBT.7. Same as quarter 2

Quarter 3 – Measurement and Data

5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions to solve multi-step, real world problems.

5.MD.5.a.b.c. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Quarter 3 – Number and Operations – Fractions

5.NF.4.a.b. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.5.a.b. Interpret multiplication as scaling (resizing), by: a. comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.

5.NF.6. Same as quarter 2

5.NF.7.c.

Quarter 3 – Operation and Algebraic Thinking

5.OA.1. Same as quarter 2

5.OA.2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$.

Quarter 4 – Number Operations in Base Ten

5.NBT.6. Review

5.NBT.7. Review

Quarter 4 – Measurement and Data

5.MD.1. Review

5.MD.2. Review

5.MD.3. Review

Quarter 4 – Operation and Algebraic Thinking

5.OA.1. Review

5.OA.2. Review

Quarters 1 - 4 Mathematical Practice

5.MP.1. Make sense of problems and persevere in solving them.

5.MP.2. Reason abstractly and quantitatively.

5.MP.3. Construct viable arguments and critique the reasoning of others.

5.MP.4. Model with mathematics.

5.MP.5. Use appropriate tools strategically.

5.MP.6. Attend to precision.

5.MP.7. Look for and make use of structure.

5.MP.8. Look for and express regularity in repeated reasoning.

KINDERGARTEN COMMON CORE LANGUAGE ARTS

Quarter 1 – Reading Standards for Literature

RL.2. With prompting and support, retell familiar stories, including key details.

RL.3. With prompting and support, identify characters, setting, and major events in a story.

RL.4. Ask and answer questions about unknown words in a text.

RL.5. Recognize common types of texts (e.g., storybooks, poems).

RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.10. Actively engage in group reading activities with purpose and understanding.

Quarter 1 – Reading Standards for Informational Text

RI.2. With prompting and support, identify the main topic and retell key details of a text.

RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.4. With prompting and support, ask and answer questions about key details in a text.

RI.5. Identify the front cover, back cover, and title page of a book.

RI.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustrator depicts).

RI.10. Actively engage in group reading activities with purpose and understanding.

Quarter 1 – Reading Standards: Foundational Skills

RF.1.a. Follow words from left to right, top to bottom, and page to page.

RF.1.b. Demonstrate understanding of the organization and basic features of print.

RF.1.c. Understand that words are separated by spaces in print.

RF.1.d. Recognize and name all upper and lower case letters of the alphabet.

RF.2.a. Recognize and produce rhyming words.

RF.2.c. Blend and segment on sets and rimes of single-syllable spoken words.

RF.2.d. Isolate and pronounce the initial sounds in three-phoneme words (CVC).

RF.2.e. Add or substitute individual sounds in simple, one-syllable words to make new words.

RF.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

RF.3.b. Associate the long and short sounds with common spellings for the five major vowels.

RF.3.c. Read common high-frequency words by sight (e.g., the, of, you, to, she, my, is, are, do, does).

RF.4. Read emergent-reader texts with purpose and understanding.

Quarter 1 – Writing Standards

W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are rewriting about and state an opinion or preference about the topic or book.

W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic.

W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Quarter 1 – Speaking and Listening Standards

SL1.a. Follow agreed-upon rules for discussions (e.g., listening to other and taking turns speaking about the topics and texts under discussion).

SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Quarter 1 – Conventions of Standard English

L1.a. Print many upper and lowercase letters.

L.1.b. Use frequently occurring nouns and verbs.

L.1.f. Produce and expand complete sentences in shared language activities.

L.2.a. Capitalize the first word in a sentence and the pronoun I.

L.2.b. Recognize and name end punctuation..

L.2.c. Write a letter or letters for most consonant and short vowel sounds.

L.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.4.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

L.4.b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the category represents.

L.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Quarter 2 – Reading Standards for literature

RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7 and RL.10 Same as Quarter 1

RL.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Quarter 2 – Reading Standards for Informational Text

RI.2, RI.3, RI.4, RI.6, RI.7, and RI.10 Same as quarter 1

RI.5 Review

RI.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Quarter 2 – Foundational Skills

RF.2.a, c, d, e, RF.3.a, b, c, and RF.4 Same as quarter 1

RF.2.b. Pronounce and blend syllables in spoken words

Quarter 2 – Writing Standards

W.1, W.2, W.3, Same as quarter 1

W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Quarter 2 – Speaking and Listening Standards

SL.1.a., SL.2, SL.3, SL.5, and SL.6 Same as quarter 1

SL.1.b. Continue a conversation through multiple exchanges.

SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

Quarter 2 – Conventions of Standard English

L.1.a, b, f, L.2.a. b. c, d, L.4.a,b, L.5.a, c, and L.6 Same as quarter 1

L.1.c. Form regular plural nouns and verbs.

L.1.d. Understand and use question words (e.g., who, what, where, when, why, how)

Quarter 3 – Reading Standards for Literature

RL.1. With prompting and support, ask and answer questions about key details in a text.

RL.2, RL.3, RL.7, RL.10 Review

RL.4, RL.5, RL.6 Same as quarter 1

RL.9. Same as quarter 2

Quarter 3 – Informational Text

RI.1 With prompting and support, ask and answer questions about key details.

RI.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.2, RI.3, RI.4, RI.5, RI.7, RI.10 Review

RI.6, RI.9 Same as quarter 2

Quarter 3 – Foundational Skills

RF.1.d, RF.2.c, RF.3.a, RF.4 Review

RF.2.a, d, e, RF.3.b, c, Same as quarter 1

RF.2.b Same as quarter 2.

RF.3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Quarter 3 – Writing Standards

W.1 Review

W.2, W.3, . Same as quarter 1

W.5, W.6 Same as quarter 2

Quarter 3 – Speaking and Listening Standards

SL.1.a, SL.2, SL.3, SL.6 Same as quarter 1

SL.1.b, SL.4 Same as quarter 2

SL.5 Review

Quarter 3 – Conventions of Standard English

L.1.a, b, f, L.2.a, c, L.5.a, c Review

L.1.c, d Same as quarter 2

L.4.a, b, L.6 Same as quarter 1

L.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

L.5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

L.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meaning.

Quarter 4 – Literature

RL.5 Same as quarter 1

All others are review

Quarter 4 – Informational Text

RI.8 Same as quarter 3

Quarter 4 – Foundational Skills

RF.3.b, c, Same as quarter 1

RF.1.d, RF.2.a, d, e, RF.3.a, d, RF.4 Review

RF.2.b. Same as quarter 2

Quarter 4 – Measurement and Data

Same as Quarter 3

All others are review

Quarter 4 – Writing Standards

W.1, W.3 Review

W.5, W.6 Same as quarter 2

W.7 Participate in shared research and writing projects.

W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.

Quarter 4 – Speaking and Listening Standards

SL.1.b Same as quarter 2

SL.4 Review

All the others are the same as quarter 1

FIRST GRADE COMMON CORE LANGUAGE ARTS

Quarter 1 - Reading Standards for Literature

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters settings and major events in a story using key details.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Quarter 1 – Reading for Informational Text

RI.2. Identify the main topic and retell key details of a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

Quarter 1 – Reading Standards Foundational Skills

RF.1.1.a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).

RF.1.2.a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds, including consonant blends.

- c. Isolate and produce initial, medial vowel and final sounds in spoken single-syllable words. (1st quarter = initial and final, 2nd quarter = medial)
- d. Segment spoken single-syllable words into their complete sequence of individual sounds
- RF.1.3.a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final –e and common vowel team conventions for representing long vowel sounds.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4.a. Read grade-level text with purpose and understanding.
 - c.. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Quarter 1 – Writing

- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8. With guidance and support from adults, recall inform action from experiences or gather information from provided sources to answer a question.

Quarter 1 – Speaking and Listening Standards

- SL.1.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6.. Produce complete sentences when appropriate to task and situation.

Quarter 1 – Language Standards

- L.1.1.a. Print all upper and lowercase letters.
 - b. Use common, proper and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - e.. Use verbs to convey a sense of past, present, and future (e.g., yesterday, I walked home; Today I walk home; Tomorrow I will walk home).
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.2.a. Capitalize dates and names of people.
 - b. Use punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4.a. Use sentence-level context as a clue to the meaning of a word.
 - c. Identify frequently occurring root words and their inflectional forms.
- L.1.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - c. Identify real-life connections between words and their use.
 - d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Quarter 2 – Standards for Literature

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2., RL.1.3., RL.1.4., RL.1.5., RL.1.7., RL.1.10. Same as quarter 1
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Quarter 2 – Reading Standards for Informational Text

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.5. Know and use various text features to locate key facts or information in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.
- RI.1.8. Identify the reasons an author gives to support points in a text.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic.
- RI.1.10. Same as quarter 1.

Quarter 2 – Reading Standards Foundational Skills

- RF.1.1.a. Review
- RF.1.2.a., c., d. Same as quarter 1
- RF.1.2.b. Review

RF.1.3.a. Review

RF.1.3.b., c., f., g. Same as quarter 1

RF.1.3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3.e. Decode two-syllable words following basic patterns by breaking words into syllables.

RF.1.4.a., c. Same as quarter 1

RF.1.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Quarter 2 – Writing

W.1.5. Same as quarter 1

W.1.6.. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects.

W.1.8. Same as quarter 1

Quarter 2 – Speaking and Listening Standards

SL.1.1.a. Review

SL.1.1.b., c. Same as quarter 1

SL.1.2.,bSL.1.3., SL.1.5., and SL.1.6. Same as quarter 1

SL.1.4. Review

Quarter 2 – Language Standards

L1.1.a., c. Same as quarter 1

L.1.1.b.,e., g. Same as quarter 1

L.1.1.d Use personal, possessive, and indefinite pronouns.

f. Use frequently occurring adjectives.

h. Use determiners.

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.a., c., d., e.. Same as quarter 1

L.1.2. b Review

L.1.4.a., c.. Same as quarter 1

L.1.5.a. Review

c., d. Same as quarter 1

L.1.6. Same as quarter 1

Quarter 3 – Literature

RL.1.6. Identify who is telling the story at various points in a text.

All others are review.

Quarter 3 – Reading Standards for Informational Text

RI.1., RI.1.3., RL.1.5, RL.1.8 Same as quarter 2

RI.2., RI.1.4., RI.1.6, RI.1.7 Review

Quarter 3 – Reading Standards Foundational Skills

RF.1.3.b., c., d., e., g.. Same as quarter 2

a., f.. Review

RF.1.4.a., b., c. Same as quarter 2

Quarter 3 – Writing

W.1.3. Review

W.1.1, 5., 6., 8. Same as quarter 1

Quarter 3 – Speaking and Listening Standards

SL.1.1.a., SL.1.4., SL.1.5. Review

SL.1.1.b., c., SL.1.2., SL.1.3., SL.1.6.. Same as quarter 1

Quarter 3 – Language Standards

L.1.1.g.e. Review

L.1.1.b., d., f., h., j. Same as quarter 2

L.1.1.i. Use frequently occurring prepositions.

L.1.2.a.b.,c. Review

L.1.2.d.,e. Same as quarter 1

L.1.4.a. Same as quarter 1

L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.

L.1.5.a., b., c., d. and L.1.6. Same as quarter 1

Quarter 4 –

Review and practice all standards

SECOND GRADE COMMON CORE LANGUAGE ARTS

Quarter 1 – 4 Reading Standards for Literature

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10. By the end of the year read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 1 – Reading Standards for Informational Text

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.10. By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Quarter 1 – 4 Reading Standards for Foundational Skills

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling –sound correspondences for additional common vowel teams.

c. Decode words with common prefixes and suffixes.

d. Decode words with inconsistent but common spelling-sound correspondence.

e. Decode regularly spelled two-syllable words with long vowels.

f. Recognize and read grade-appropriate irregularly spelled words.

RF.4.a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.

c. Use context clues or self-correct word recognition and understanding, rereading as necessary.

Quarter 1 - Writing Standards

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Quarter 1 – 4 Speaking and Listening Standards

SL.2.1.a. Follow agreed-upon rules for discussions.

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension gather additional information, or deepen understanding of a topic or issue.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Quarter 1 – 4 Language Standards

L.2.1.a. Use collective nouns.

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and compound sentences.

L.2.2.a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of a letter.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words.

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

L.2.3.a. Compare formal and informal uses of English.

L.2.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word.

c. Use a known root word as a clue to the meaning of an unknown word with the same root.

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5.b. Distinguish shades of meaning among closely related verbs.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and respond to texts, including using adjectives and adverbs to describe.

Quarter 2 – Reading Standard for Literature

RL.6.. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading aloud.

Quarter 2 –4 Reading Standard for Informational Text

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5. Know and use various text features to locate key facts or information in a text efficiently.

RI.2.7. Explain how specific images contribute to and clarify a text.

RI.2.8. Describe how reason support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Quarter 2 – 4 Writing

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.

W.2.7. Participate in shared research and writing projects.

W.2.8. Recall information from experiences or gather information from provided sources to answer questions.

Quarter 2 –4 Language Standards

L.2.5.a. Identify real-life connections as between words and their use.

Quarter 3 –4 Reading Standards for Literature

RL.2.3. Describe how characters in a story respond to major events and challenges.

RL.2.9. Compare and contrast two or more versions of the same story by different authors or from different cultures.

Quarter 3 -4 Reading Standards for Language

L.2.4. Use knowledge of the meaning of individual words to predict the meaning of compound words.

Quarter 4 – Speaking and Listening

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Quarter 4 – Language

L.2.1.d. Form and use the past tense of frequently occurring irregular verbs.

THIRD GRADE COMMON CORE LANGUAGE ARTS

Quarter 1 – 4 Reading Standards for Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Quarter 1 –4 Standard for Informational Text

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.7. Use information gained from illustrations.

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text on the same topic.

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Quarter 1 –4 Reading Standards Foundational Skills

RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words.

RF.3.4.a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Quarter 1 –4 Writing Standards

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- b. Provide reasons that support the opinion.
- c. Use linking words and phrases to connect opinion and reasons.
- d. Provide a concluding statement or section

W>3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames and shorter time frames for range of discipline-specific tasks, purposes, and audiences.

Quarter 1-4 Speaking and Listening Standards

SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- b. Follow agreed-upon rules for discussions
- c. Ask questions to check understanding of information presented, stay on topic, and link comments to remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Quarter 1 – 2 Language Standards

L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in sentences.

- e. Form and use the simple verb tenses. f. Ensure subject-verb and pronoun agreement.

L.3.2.a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words.

f. Use spelling patterns and generalizations in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

L.3.4.a. Use sentence –level context as a clue to meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use a glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Quarter 2 – 4 Literature

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

Quarter 2 –4 Informational Text

RI.3.3.. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5.. Use text features and search tools.

RI.3.6. Distinguish their own point of view from that of the author of a text.

Quarter 2 – 4 Writing

W.2.a.. Introduce a topic and group related information together; include illustrations when useful to aid in comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section.

Quarter 2 –4 Speaking and Listening

SL.3.4. Report a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Quarter 4 – Speaking and Listening

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasis or enhance facts or details.

Quarter 2 –4 Language

L.3.1.b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.

L.3.2.d. Form and use possessives.

L.3.3.a. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.5.c. Distinguish shades of meaning among related words that describe states of mind or certainty.

FOURTH GRADE COMMON CORE LANGUAGE ARTS

Quarter 1 – 4 Literature

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quarters 1 and 2

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.. Quarter 1

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. . Quarter 1 and 2

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about text. Quarter 2

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. Quarter 3

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific directions and descriptions in the text. Quarters 1-3

RL.4.9. Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures. Quarters 3-4

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the grades 4-5 complexity band. Quarter 4

Quarter 1 – 4 Informational Text

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quarter 1-2

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. Quarter 2

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Quarter 1-2

RI.4.4.. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a topic or subject area. Quarter 1-2

RI.4.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. Quarter 3

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Quarter 3

RI.4.7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. Quarter 3-4

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Quarter 1 – 4 Foundational Skills

RF.4.3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multi syllable words in context and out of context. Quarter 1

RF.4.4.a. Read on level text with purpose and understanding. b. Read on level text orally with accuracy, appropriate rate, and expression on successive readings. Quarter 1-2 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Quarter 2

Quarter 1 – 4 Writing

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases. Quarters 2-4

W.4.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aid comprehension. b. Develop the topic with facts, definitions, concrete details, quotations,

or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases.

W.4.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters or situations.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of page at a single sitting. Quarter 2-4

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

W.4.9.a. Apply grade 4 Reading standards to literature and informational texts.

W.4.10. Write routinely over extended time frames and some shorter time frames for a range of discipline specific tasks, purposes, and audiences. Quarter 4

Quarter 1–3 Speaking and Listening

SL.4.1.a. Identify a topic of study, construct questions and determine appropriate sources for gathering information.

Quarters 1 - 3

SL.4.1.b. Select and summarize important information and sort key findings into categories about a topic. Quarters 2 - 3

SL.4.3. Create a list of sources used for oral, visual, written or multimedia reports. Quarter 3 only

SL.4.4. Communicate findings orally, visually, and in writing or through multimedia. Quarter 3 only

SL.4.5.

Quarter 1 – 3 Language

L.4.1.a. Use relative pronouns.

L.4.1.b. Form and use the progressive verb tenses. Quarter 2

L.4.1.c. Use modal auxiliaries to convey various conditions.. Quarters 2

L.4.1.d. Order adjectives within sentences according to conventional patterns.. Quarter 2

L.4.1.e. Form and use prepositional phrases. Quarter 3

L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.. Quarters 3 and 4

L.4.2.a. Use correct capitalization.

L.4.2.b. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2.c. Use modal auxiliaries to convey various conditions. Quarter 2

L.4.3.a. Choose words and phrases to convey ideas precisely. Quarter 3

L.4.3.b. Choose punctuation for effect. Quarter 3

L.4.3.c. Differentiate between contexts that call for formal English. Quarter 3

L.4.4.a. Use context as a clue to the meaning of a word or phrase. Quarter 1

L.4.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. Quarter 2

L.4.4.c. Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases. Quarter 3

L.4.5.a. Explain the meaning of simple similes and metaphors in context. Quarter 1 and 2

FIFTH GRADE COMMON CORE LANGUAGE ARTS

Quarter 1 – 4 Literature

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

RL.5.9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently.

Quarter 1 – 4 Informational Text

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationship or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text..
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of the year, read and comprehend informational texts, including history/special studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Quarter 1 – 4 Foundational Skills

- RF.5.3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology. Quarter 1-2
- RF.5.4.a. Read grade level text with purpose and understanding..
- RF.5.4.b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Quarter 1 –4 Writing

- W.5.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- W.5.1.b. Provide logically ordered reasons that are supported by facts and details.
- W.5.1.c. Link opinion and reasons using words, phrases, and clauses.
- W.5.1.d. Provide a concluding statement or section related to the opinion presented.
- W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically, include formatting, illustrations, and multimedia when useful to aiding comprehension. Quarter 3-4
- W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.c. Link ideas within and across categories of information using words, phrases, and clauses.
- W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.
- W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally.
- W.5.3.b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3.e. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing needed by planning, revising, editing, rewriting, or typing a new approach.
- W.5.6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic, Quarter 3-4
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9.a. Apply grade 5 Reading standards to literature.
- W.5.9.b. Apply grade 5 Reading standards to informational texts.
- W.5.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Quarter 1 – 4 Speaking and Listening

- SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1.b. Follow agreed upon rules for discussions and carry out assigned roles.

SL.5.1.c. Pose and respond to specific questions by making comments and contribute to discussion and elaborate on the remarks of others.

SL.5.2.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.

SL.5.5. Include multimedia components.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Quarter 1 – 4 Language

L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.b. Form and use the perfect verb tense.

L.5.1.c. Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

L.5.1.e. Use correlative conjunctions.

L.5.2.a. Use punctuation to separate items in a series.

L.5.2.b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence.

L.5.2.d. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3.b. Compare and contrast the varieties of English used in stories, dramas, or poems.

L.5.4.a. Use context as a clue to the meaning of a word or phrase.

L.5.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

L.5.4.c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5.a. Interpret figurative language, including similes and metaphors, in context.

L.5.5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c. Use the relationship between particular words to understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Overview of School Curriculum & Common Core Standards

York Academy of Discovery will use the Common Core Standards as a base for learning and unit development. Below you will find the curriculum overview. *In Science & Social Studies, the Common Core Standards were not available on the DOE website. This table contains the science & social studies standards that are current for the state of Indiana. When the Common Core Standards become available, York Academy will use those standards.

Reading Kindergarten & First Grades	Foundational Skills: Print Concepts, Phonological Awareness, Phonics & Word Recognition, Fluency Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity Will use Common Core Standards& Anchor Standards from the DOE.
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<p>Reading Second Grade</p>	<p>Foundational Skills: Phonics & Word Recognition, Fluency</p> <p>Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Reading Third thru Fifth Grades</p>	<p>Foundational Skills: Phonics & Word Recognition, Fluency</p> <p>Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Writing Kindergarten thru Second Grades</p>	<p>Text Types & Purposes, Production & Distribution of Writing, Research to Build & Present Knowledge</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Writing Third thru Fifth Grades</p>	<p>Text Types & Purposes, Production & Distribution of Writing, Research to Build & Present Knowledge, & Range of Writing</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Speaking & Listening Kindergarten through Fifth Grades</p>	<p>Comprehension & Collaboration, Presentation of Knowledge & Ideas</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Language Kindergarten & First Grades</p>	<p>Conventions of Standard English, Vocabulary Acquisition & Use</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Language Second thru Fifth Grades</p>	<p>Conventions of Standard English, Vocabulary Acquisition & Use, Knowledge of Language</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>

<p>Math Kindergarten</p>	<p>Counting & Cardinality: Know number names and the count sequence, Count to tell the number of objects, Compare numbers</p> <p>Operations & Algebraic Systems: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</p> <p>Numbers & Operations in Base Ten: Work with numbers 11 – 19 to gain foundations for place value</p> <p>Measurement & Data: Describe and compare measurable attributes, Classify objects & count the number of objects in categories</p> <p>Geometry: Identify & Describe shapes, Analyze, compare, create, and compose shapes</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Math First Grade</p>	<p>Operations & Algebraic Thinking: Represent & solve problems involving addition & subtraction, Understand & apply properties of operations and the relationship between addition & subtraction, add and subtract within 20, work with addition & subtraction equations</p> <p>Number & Operations in Base Ten: Extend the counting sequence, Understand place value, Use place value understanding & properties of operations to add & subtract</p> <p>Measurement & Data: Measure lengths indirectly & by iterating length units, tell & write time, Represent & interpret data</p> <p>Geometry: Reason with shapes & their attributes</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Math Second Grade</p>	<p>Operations & Algebraic Thinking: Represent & solve problems involving addition & subtraction, Add & subtract within 20, Work with equal groups of objects to gain foundations for multiplication</p> <p>Numbers & Operations in Base Ten: Understand place value, Use place value understanding & properties of operations to add & subtract</p> <p>Measurement & Data: Measure & estimate lengths in standard units, Relate addition & subtraction to length, Work with time & money, Represent & interpret data</p> <p>Geometry: Reason with shapes & their attributes</p>

<p>Math Third Grade</p>	<p>Operations & Algebraic Thinking: Represent & solve problems involving multiplication & division, Understand properties of multiplication & the relationship between multiplication & division, multiply & divide within 100, solve problems involving the 4 operations, and identify & explain patterns in arithmetic</p> <p>Numbers & Operations in Base Ten: Use place value understanding & properties of operations to perform multi-digit arithmetic</p> <p>Numbers & Operations – Fractions: Develop understanding of fractions as numbers</p> <p>Measurement & Data: Solve problems involving measurement & estimation of intervals of time, liquid, volumes, and masses of objects, Represent & interpret data, geometric measurement; understand concepts of area and relate area to multiplication & to addition, Geometric measurement : recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</p> <p>Geometry: Reason with shapes and their attributes</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Math Fourth Grade</p>	<p>Operations & Algebraic Thinking: Use the 4 operations with whole numbers to solve problems, Gain familiarity with factors and multiples, Generate & analyze patterns</p> <p>Numbers & Operations in Base Ten: Generalize place value, understanding for multi-digit whole numbers, use place value understanding & properties of operations to perform multi-digit arithmetic</p> <p>Numbers & Operations – Fractions: Extend understanding of fraction equivalence & ordering, Build fractions from unit fractions by applying & extending previous understandings of operations on whole numbers, Understanding decimal notation for fractions & compare decimal fractions</p> <p>Measurement & Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, Represent & interpret data, Geometric measurement: understand concepts of angles and measure angles.</p> <p>Geometry: Draw & identify lines & angles & classify shapes by properties of their lines and angles.</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>

Math Fifth Grade	<p>Operations & Algebraic Thinking: Write & interpret numerical expressions, analyze patterns & relationships,</p> <p>Number & Operations in Base Ten: Understand the place value system, Perform operations with multi-digit whole numbers & with decimals to hundreds</p> <p>Numbers & Operations – Fractions: Use equivalent fractions as a strategy to add & subtract fractions, apply & extend previous understandings of multiplication & division to multiply & divide fractions</p> <p>Measurement & Data: Convert like measurement units within a given measurement system, Represent & interpret data,</p> <p>Geometric measurement: Understand concepts volume and relate volume to multiplication & addition</p> <p>Geometry: Graph points on the coordinate plane to solve real world and mathematical problems, Classify 2 dimensional figures into categories based on their properties</p>
Science Kindergarten	<p>Physical Science – physical properties of objects</p> <p>Earth Science - patterns, night & day, seasons</p> <p>Life Science – compare & contrast living organisms</p>
Science First Grade	<p>Physical Science – Describing objects</p> <p>Earth Science – Soil components & properties</p> <p>Life Science – Living things & their relationships in the their environment</p> <p>Science, Engineering & Technology: Natural & Man made materials & their uses</p>
Science Second Grade	<p>Physical Science – Observe motion of object & change when for is applied</p> <p>Earth Science – Observe, measure, and record weather patterns, the position of the sun & moon, shape of the moon</p> <p>Life Science – Life cycles</p> <p>Science, Engineering & Technology – technology & human needs</p>
Science Third Grade	<p>Physical Scienc – Sound, vibrations, & light</p> <p>Earth Science – Rocks & minerals</p> <p>Life Science – Plant growth & development</p> <p>Science, Engineering & Technology - Real world problems & solutions</p>
Science Fourth Grade	<p>Physical Science – heat, electricity, energy, electric circuits</p> <p>Earth Science – Land changes over time, natural resources, protection & harming of the environment</p> <p>Life Science – Structures of organisms</p> <p>Science, Engineering, & Technology – Design a moving system & measure its motion</p>
Science Fifth Grade	<p>Physical Science – Weight, volume, & measurement of various objects, mass</p> <p>Earth Science – patterns in the sun-moon-earth system</p> <p>Life Science – Ecosystems</p> <p>Science, Engineering & Technology – Design a prototype that replaces a function of a human body part</p>
Social Studies Kindergarten	<p>History – Past & present, sense of time</p> <p>Civics & Government – citizens, symbols of the nation, rules</p>

	<p>Geography – maps & globes, geographics of school, neighborhood, & community</p> <p>Economics – jobs & economic needs</p>
Social Studies First Grade	<p>History – Continuity & change</p> <p>Civics & Government – Meaning of government, why rules & laws are needed, rights & responsibilities, functions of government, roles of citizens</p> <p>Geography – Relationship of the sun to daily weather</p> <p>Economics – Goods & services, Producers & consumers</p>
Social Studies Second Grade	<p>History – Events of past & present, influence of events – past & present</p> <p>Civics & Government – why communities have laws & government, individual actions – rights & responsibilities</p> <p>Geography – Locate community, state, & nation on maps & globes, identify geographic characteristics of community</p> <p>Economics – resources, business, industry, jobs, goods & services</p>
Social Studies Third Grade	<p>History – Significant people, events, & developments in community & region, compare communities in other times & places, information about the past</p> <p>Civics & Government – Citizens of the state & nation, functions & services of local government, local – state – national government, democratic principles & practices</p> <p>Geography – grid systems to locate places on maps & globes, Earth/sun relationship, cultural characteristics of community</p> <p>Economics – trade, economic change, cost & benefits in decision making</p>
Social Studies Fourth Grade	<p>History – Historical periods, places, people, events, & movements that led to the development of Indiana</p> <p>Civics & Government – Indiana’s form of government, branches of Indiana’s government, civic & political issues, charts & graphs</p> <p>Geography – Earth/sun relationship in Indiana, Earth’s physical systems, Cultural characteristics of Indiana, identify regions of Indiana, adapting environments</p> <p>Economics – compare characteristics of Indiana’s changing economy in the past & present</p>
Social Studies Fifth Grade	<p>History – Historical movements that influenced the development of the United States up to 1800, American Revolution, founding of the US</p> <p>Civics & Government – Identify main components & characteristics of US government, Key ideas in government from the colonial and founding periods that continue to shape civic & political life</p> <p>Geography – Use global grid system, identify regions, describe physical & cultural characteristics, local states, capitals, & major physical features of the US</p> <p>Economics – market relationships, goods & services, earning a living in different historical periods in the US</p>

Exit Standards for Fifth Grade Students

- Students will show mastery of Common Core Standards through ISTEP results and/or Acuity results and/or Master Checklists.
- Students will demonstrate academic skills and talent through quarterly showcases.
- Students will demonstrate proficiency in writing with a writing portfolio that includes the following pieces: opinion, persuasive, narrative, descriptive, expository, response to literature, character comparison, and a research report. These will be assessed with the state writing rubric. Each piece must obtain at least a 4/3.
- Students attending York Academy for 5 consecutive years will be conversational in a foreign language based on an end-of-year interview in that language.
- Students will read 90 words per minute with 95% accuracy using a grade level passage. Students will answer questions about the passage with 95% accuracy.
- Students will complete a science project implementing all the steps of the scientific inquiry process.
- Students will successfully participate in Paideia Seminars based on Seminar Rubric Self-Assessment.
- Students will complete a social or cultural compare/contrast activity.
- Students will use technology to make a presentation.
- Students will present a portfolio of their best works in each subject area including talent.
- Students will demonstrate citizenship and caring for the community through a service project. A report will be designed by the student.
- Students will demonstrate knowledge and fluency of math facts – addition, subtraction, multiplication, and division with 95% accuracy.
- Students will solve a real world problem using mathematics.
- Students will select at least 10 books from the 5th grade reading list (The Great Books) and will create a project for each one such as a painting that depicts the book, a power point, a summary, book cover, poster, painting, dance, movie script...

Assessment Schedule

ISTEP+ 3-5

Assessment	Assessment Window Begins	Assessment Window Ends
Applied Skills	March 2015	March 2015
Multiple Choice	April 2015	May 2015

IRead – Grade 3

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple Choice	March 2015	March 2015

IMAST – Grades 3 – 5 for students meeting eligibility criteria

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple Choice	April 2015	May 2015

LAS Links – Grades K-5

Assessment	Assessment Window Begins	Assessment Window Ends
Annual Administration	January 2015	February 2015

IMAST – Grades 3-5 for students meeting eligibility requirements

Annual Administration	April 2015 – Window Opens	May 2015 – Window Closes
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STAR

Assessment	BOY		MOY		EOY	
	Begin	End	Begin	End	Begin	End
	August	August	January	January	April	April

Acuity

Fall Assessment	Mid-term Assessment	End of Year Assessment
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Writing

Assessment	BOY		MOY		EOY	
	Administer	Analyze	Administer	Analyze	Administer	Analyze
Benchmark	September	September	January	January	April	April

Showcases & Portfolios

Evaluations	First 9 weeks	Second 9 weeks	Third 9 weeks	Fourth 9 weeks	Overall growth determined - May
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The School Leader will be the assessment coordinator. She will be responsible for the security of the tests.

Designated staff members will be placed on test email lists to receive up to date information.

The School Leader will contact the DOE office of Assessment and will join the Learning Connection Community “Assessment New Corporation Test Coordinators.

*Students will receive interventions if below 50% or below grade level in assessments. The At-risk team will begin the full intervention process.

*Students below 50% will be required to attend summer remediation.

*5th grade students will have to complete summer intervention if they have not successfully completed exit standards. If the fifth grade student fails to complete summer intervention, the student will be retained.

Calendar and Daily Schedule

Number of school days	180
Length of school year	August – June
Summer School	Mid June to end of July
Length of instructional day	475 minutes per day (7 hours 55 minutes)
Minutes for core academic subjects	300 minutes (5 hours)
Uninterrupted time for academic instruction	260 minutes (4 hours 20 minutes)
Extended learning time provisions	105 minutes (1 hour 45 minutes)

*See Weekly Instructional Application Schedule below

*See Yearly Calendar Below

Weekly Instructional Application Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	8:00-8:20	8:00-8:20	8:00-8:20	8:00 – 8:20
Homework Help	Homework Help	Homework Help	Homework Help	Homework Help
8:20 – 8:30	8:20 – 8:30	8:20 – 8:30	8:20 – 8:30	8:20 – 8:30
<i>Community Meeting</i>	<i>Community Meeting</i>	<i>Community Meeting</i>	<i>Community Meeting</i>	<i>Community Meeting</i>
8:30 – 11:50	8:30 – 11:50	8:30 – 11:50	8:30 – 11:50	8:30 – 11:50
<i>Reading/Writing/ Social Studies</i>	<i>Reading/Writing/ Social Studies</i>	<i>Reading/Writing/ Social Studies</i>	<i>Reading/Writing/ Social Studies</i>	<i>Reading/Writing Social Studies</i>
11:50 – 12:10	11:50 – 12:10	11:50 – 12:10	11:50 – 12:10	11:50 – 12:10
Lunch Character Development	Lunch Manners	Lunch Public Eating	Lunch Foreign Cultures	Lunch Building Relationships

12:10 - 12:30 Break Time/Recess	12:10 - 12:30 Break Time /Recess	12:10 - 12:30 Break Time/Recess	12:10 - 12:30 Break Time/Recess	12:10 - 12:30 Break Time/Recess
12:30 - 2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science
2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings
2:35-4:10 <i>Foreign Language</i> <i>Movement/Sports</i> <i>Arts</i>	2:35-4:10 Foreign Language Movement/Sports Arts	2:35-4:10 Foreign Language Movement/Sports Arts	2:35-4:10 Foreign Language Movement/Sports Arts	2:35 - 4:10 Foreign Language Movement/Sports Arts
4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal

*Students will be with certified teachers for 6 hours.

*Students will be with "specialists" for 1 and $\frac{1}{2}$ hours. Specialists will teach foreign language, movement & sports, and the arts.

*Some certified teachers will be assigned supervision of "specialists" during the 1 and $\frac{1}{2}$ hours.

*Teachers not involved in supervision will be in Professional Development/Curriculum Development/Student Development each day from 2:35 until 3:20.

*Teachers not in supervision will have planning time and collaboration from 3:20 until 4:10.

*Teachers will help with dismissal at 4:10.

*Assistants will be staggered with some working from 8:00 - 3:00 and others working from 9:15 - 4:15.

*Specialists are people that have experience in the areas of dance, fitness, foreign language, drawing, painting, etc.

*Most teachers will arrive at 8:30 and work until 4:30. Some teachers will arrive at 8:00 and work until 4:00.

*Instructional time each day for core subjects, not including recess and lunch and gym class, will be 5 hours.

*Each class will have a daily 20 minute gym period during the scheduled academic time before specials to ensure a healthy lifestyle. Students will also have a movement class during the specialist time to ensure that students receive a well-rounded physical education experience.

*Students will also have one and $\frac{1}{2}$ hours with specialists under the supervision of certified teachers for arts, movement, and foreign language.

York Academy of Discovery will have flexible schedules rather than rigid set schedules. An example is provided below:

8:00	Students begin arriving at school Homework help given, help with projects, questions answered
8:20	Daily community meeting with the Director/Principal
8:30	Reading/Writing/Social Studies Didactic Instruction, Coaching, Seminars
11:50	Lunch
12:10	Break Time (recess, physical activity...)
12:30	Math/Science Didactic Instruction, Coaching, Seminars
2:15	Closing Meetings & Pack up
2:30	Foreign Language, Movement, Arts...
4:15	School Dismissal Begins

This schedule represents an extended learning day. It is longer than all the area schools so that we may meet the state requirements for instruction and also provide an excellent arts and sports piece to develop well rounded individuals.

*See Calendar on next page.

Summer School:

Summer school will be provided for students who are at or below the 50th percentile on benchmarks/ISTEP. A grant will be pursued for the summer school experience. See the calendar below for the exact dates of summer school. The summer school academic piece will be offered in the morning. Enrichment opportunities will be offered in the afternoon. The Boys and Girls Club will be

open to our students all summer. If we cannot secure a grant, then we will work with the Boys and Girls Club to develop a program that will meet the needs of our students.

August

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Red: Teacher Days Aug. 15,18,19,20

Green: First Student Day - Aug. 21

September

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Blue: Labor Day - Sept. 1

October

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	30

Purple: End of Quarter - Oct. 23

Pink: Showcase - Oct. 24

November

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Blue: Thanksgiving Nov. 24-28

December

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Blue: Winter Break - Dec. 22-Jan.2

January

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Blue: Winter Break - Jan. 1-2

MLK Day - Jan. 19

Purple: End of Quarter - Jan. 15

Pink: Showcase - Jan.16

February

M	T	W	TH	Blue: President's Day - Feb. 16
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March

M	T	W	TH	Blue: Spring Break - March 16-29
2	3	4	5	Purple: End of Quarter - March 30
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April

M	T	W	TH	Pink: Showcase - April 3
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May

M	T	W	TH	F
				Blue: Memorial Day - May 25
				Pink: Showcase - May 29
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June

M	T	W	TH	F
				Orange: Fifth Grade Graduation- June 1
1	2	3	4	Yellow: Last day of school – June 2
8	9	10	11	Red: Last teacher day – June 3
15	16	17	18	19
22	23	24	25	26
29	30			Gray: Summer Program Begins June 22

July

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	32	24
27	28	29	30	31

Gray: End of summer program July 24

STUDENT ENROLLMENT

Recruitment and Enrollment Procedures

York Academy of Discovery is open to all students living in Indiana. York Academy will admit students without regard to race, gender, religion, national origin, ancestry, or color. Recruitment will include some of the following: York Academy website (www.yorkdiscovery.org), advertised parent meetings, visits to neighborhoods, newspaper ads, visits to community agencies such as the Hispanic Connection, bulk mailing...

Open enrollment will begin on January 2, 2014. Enrollment applications will be processed through the mail, through e-mail, and/or in person. Enrollment will last one month, ending approximately on Feb. 2, 2014. Students will be sorted according to grade levels to determine if we have enough students for two classes per grade level. At that point a decision will be made to readjust classes and proposed staffing if numbers are lopsided to a particular grade level. If classes are close to full in all grade levels, we will proceed as initially planned. Applications received after Feb. 2, 2014 will be enrolled if spaces are available. We realize that during our first few years we may have to extend the enrollment date.

If enrolled students exceed the capacity of any grade level and readjustments cannot be made, a random lottery will be held for each grade level that is over in numbers. If a lottery takes place, students will be added to a waiting list after the lottery process. The waiting list with assigned numbers will be published on the York Academy website.

The Lottery Process

The lottery will be open to all students who submit a timely application. Students in a particular grade level will have an equal chance to enroll. Preferences will be given to students who have attended the school in the previous school year and to siblings of enrolled students, providing that space is available at that grade level. The lottery process will be rehearsed so it runs smoothly and is fair.

- Registered students prior to Feb. 2, 2014, will be assigned numbers to be randomly chosen in a lottery if required. The lottery will be advertised in local newspapers and media for a three week period.
- As required, York Academy of Discovery will notify in writing and by e-mail the Office of Charter Schools ten days prior to the lottery.
- The lottery will be conducted on Feb. 25, 2014, if necessary, at York Academy of Discovery or another designated location.
- An outside un-biased third party will be found to conduct the lottery. This third party will audit the procedures and will verify in writing the authenticity of the procedures. This person will be selected by the Board.
- The lottery is a public meeting and anyone may attend.
- The application & lottery process will be reviewed with the audience.
- Parents will be sent their students' lottery number prior to the day of the lottery.
- Numbers assigned to students will be publically cross-checked with the numbers on the cards to be drawn during the lottery – student names will not be used at any time during the public lottery.
- Siblings lottery numbers will be noted on the cards so that siblings may be placed in appropriate graded as soon as one sibling is selected in the lottery.
- The lottery will include separate drawings for each grade level that is oversubscribed.
- If a student is registered prior to Feb. 2nd and is randomly chosen in the lottery and also has a sibling in the same grade and/or in another grade that was also registered prior to Feb. 2nd, that sibling will be given preference if spaces are available and will be excluded from the lottery.
- The lottery drawing will rotate in selecting applicants for grade levels. Names will be drawn from the oldest to youngest classrooms, where applicable.
- Lottery results will be displayed as they occur on a board visible to the audience.

- The lottery proceedings will be taped.
- Students that are not selected will be placed on the waiting list in order by grade and date. The waiting list by student number will be publicly displayed on the Academy's website.

Legal guardians of students who are granted admission will be notified either by mail, e-mail, or by phone. Students who are currently enrolled in York Academy do not need to reapply. However, a letter will be sent annually to legal guardians of all students enrolled in York Academy. The letter will confirm that enrolled students will be returning the next school year. Parents will be expected to respond to this letter within a predetermined amount of time. Students whose legal guardians do not respond shall not be automatically re-enrolled and will be expected to repeat the admissions process.

There are no desegregation orders in effect in this Southern Indiana area. If there were, York Academy of Discovery would follow all desegregation orders.

Any student who withdraws from York Academy for any reason may not return as a student without re-application and participation in the admissions process.

Any applications received after the announced application period will be handled in the following manner:

- Applications for undersubscribed grades – Any applicant who is properly eligible for a grade with student openings will be accepted into that grade. Proper eligibility includes providing documentation of successful completion of the previous grade in a public, private, or home school setting; and legal residency in the State of Indiana at the time of beginning classes.
- Applications for fully or over-subscribed grades: All applications will be held, with the record of the date received, and will be used to fill vacancies.

Requirements for enrollment - Parents will complete an admissions form that includes:

- Name, Address, Date of Birth, Phone Number, Gender, Current School, Current Grade
- Current expulsion/suspension record
- Parent/guardian name, Parent/guardian signature
- Kindergartners need to be five years old by August 1

Once a student is enrolled, a more in-depth registration packet will be completed that contains:

- Student's IEP
- Ethnicity
- Proof of residency for the State of Indiana
- Birth Certificate
- Immunization Record
- Students transferring from an out-of-state or private kindergarten program who do not meet Indiana age-eligibility requirements will be accepted into kindergarten. However, if it can be documented that the student was enrolled in out-of-state or private kindergarten for a short time in order to circumvent Indiana age-eligibility, transfer may be denied.

SCHOOL CLIMATE AND STUDENT DISCIPLINE

Establishing and Maintaining a Positive School Climate

York Academy of Discovery believes that developing a relationship based school and program will be the major ingredient in establishing and maintaining a positive school climate. York Academy believes in positive behavior supports that will help students to grow socially and emotionally. Teamwork and support of one another will be emphasized with students and staff. It is our goal to maintain a rigorous academic focus provided by a caring and compassionate staff. It will be important to identify and develop the talents of people involved in the school: the board, the staff, the parents, and the students. It is our desire to develop supportive parents and also to help parents become lifelong learners. We will develop children who dream big and work hard. York Academy also believes in the essential elements of culture as stated by the National Paideia Center:

- *The school is dedicated to the lifelong learning of all children and all adults.
- *Since the goal of schools is to foster lifelong learning in all involved, the school is full of adults and children who view themselves as constantly growing and learning, whose self-assessment is both demanding and fluid.

School Wide Discipline Plan

One major rule will be employed in the school: "Respect people and property including oneself." This rule covers almost any infraction. Any rules that are broken will be referred back to this rule and discussed with students on how to make corrections. The rule will be stated every day in morning community meetings with the School Leader.

Other school wide strategies will include:

- Give Me 5 (two eyes watching, two ears listening, and one mouth closed)
- SLANT (sit up, lean forward, ask questions, nod your head, and talk to your teacher)
- Hallway behavior (straight line, lips closed, hands and feet to yourself)
- Restroom behavior (emphasis on school rule – Respect people and property including yourself)
- Teaching and application of character traits – some Paideia seminars will be based on character trait discussion and why those specific traits would be important to society

School Wide Discipline plan will also include:

- Fair, consistent, agreed upon rules that are developed based on the school rule
- Discussion will occur about the word fair: What does fair mean, life is not fair, fair does not mean that everyone is treated the same...
- All classroom discipline plans and rules will stem from the school rule and will be turned into the School Leader the first week of school
- Emphasis will be on the reinforcement of desired and appropriate behavior

Sample Classroom Discipline Plan – Consequences for inappropriate behavior

1. Warning
2. Student conference with goal setting
3. Thinking time in the classroom or another classroom
4. Classroom community service
5. Parent contact
6. Character Development during the afternoon sessions beginning at 2:30
7. Teacher/student/parent conference arranged

8. Time out in office for thinking and cool down
9. Office referral – discussion with School Leader with goal setting, possible community service
10. Intervention Team

Character Development

- The goal will be to find the cause of the behavior in order to set up interventions & reinforcements.
- Discussions will be held with students experiencing difficulties regarding their behavior and needs.
- Staff will determine if there is a need for social skills training, character trait development, anger management, etc. If students have had continual problems with behavior, they will take part in character growth at 2:30 during specials. This is where social skills training, character trait development, and anger management will occur. This will be a problem solving area.
- Consequences will be given, keeping in mind that there is a difference between punishment and disciplining with dignity. Classroom and school community service will be emphasized in order to remind students that their behavior affects the entire school and classroom community.
- The counselor will also work with staff and students experiencing difficulties. The goal is to provide most of this service in the classroom so students learn to work with others cooperatively.

Homework and Unfinished Work Room

- There will be homework help provided each morning from 8:00 until 8:20.
- If a student is still having difficulty completing homework and work in class, they will complete work in the homework room at 2:30 instead of specials. Once their work is complete, they will be allowed to attend specials.
- The expectation for work is to produce high quality products – if students are consistently producing low quality work, they will also attend the homework room. The goal is to have students work hard and to provide their best. The homework room will help students achieve this goal.
- The homework room will be viewed as a way to help students grow and learn.

Thinking Time/Time Outs

- Sometimes the teacher and/or the student simply need a time away period without formal discipline procedures. Time-outs/thinking time will be limited to 10 minutes unless the child is clearly not ready to re-enter the classroom routine. If after 10 minutes the child has not gained control, discussion will occur with the School Leader.
- Teachers will be assigned a partner for time-out that may be used to assist with time away.
- Developing relationships with students is the key to good discipline. Developing a relationship with parents will also help teacher and parents support one another.
- Consequences should “fit the crime”. Discipline is the opportunity to help children learn social skills and appropriate ways of handling behavior. We are always teaching, even in discipline situations.

Office Referrals

When writing up a student, A Referral/Discipline Form must be completed and sent with the student to the office. Teachers will state the reason for the referral as well as informational items. It is important to state the facts clearly and concisely. The School Leader may ask teachers for further details and/or

clarification. Once a referral is made, the teacher has turned over authority to the School Leader. Whenever and wherever possible the teacher should maintain their “authority”.

Monthly Character Traits

Below is a list of character traits that will be a focus for each month. These will be included in seminar discussions. Student of the month will be determined based on the character trait for that particular month. These traits will be modeled, taught, and practiced to ensure student application. Moreover, these traits will be reinforced in the Character Room.

August: Self-Control

September: Friendliness

October: Responsibility

November: Respect

December: Honesty

January: Cooperation

February: Good Manners

March: Self-Discipline

April: Citizenship

May: Kindness

STAFF WILL BE TRAINED IN ALL DISCIPLINE POLICIES OF THE SCHOOL. CULTURE AND DISCIPLINE POLICIES WILL BE PART OF TEACHER COLLABORATIONS.

“Let us dedicate ourselves to what the Greeks wrote so many years ago;
to tame the savageness of man
and to make gentle the life of this world.”
Robert Kennedy

YORK ACADEMY OF DISCOVERY – A BULLY FREE ZONE

Bullying and harassment will not be tolerated and will result in all or some of the following actions:

- Student apology to the victim/victims
- Parent contact
- Student will complete a research paper on bullying and its impact on others
- Student will suggest and demonstrate 5 “acts of kindness” for the victim and others
- Goal setting with student to prevent further incidents
- Character development and social skills in the afternoon during specials for a specified period of time
- Student will receive services from the school counselor

YORK ACADEMY OF DISCOVERY – AN ENVIRONMENT FREE OF SEXUAL HARRASMENT

Any incidents of sexual harassment should be reported to the School Leader. Complaint procedures will be in place.

Preliminary List of offenses for suspension or expulsion:

York Academy of Discovery elects to refrain from suspension or expulsion as much as possible. Students will learn from their offenses. York will take the stance that students will take ownership of the problem, correct the “mistake”, and make things right with whoever has been wronged. If damages to property are involved, the student/families will fix damaged property or replace it. York has an RTI model in place for behavior intervention. A counselor will also be on staff to assist the student in dealing with offenses, identifying triggers, working through problem situations, social interactions, anger management, etc. York sees education as a means to help students live and work in the world. They

must know the difference between right and wrong, learn to follow a path that benefits themselves and society, and learn how to fix situations where they have wronged others.

The last resort for discipline will include in-school suspension, out of school suspension, and expulsion. It is the responsibility of York Academy to also keep all students in a safe learning environment. Infractions that are related to drugs, weapons, or serious bodily injury can result in suspension or expulsion. Except for situations in which weapons are at issue, expulsion may not extend beyond the current school year unless it is very near the end of the school year. Other actions that require discipline: alcohol/drugs, assault/battery (verbal or written), bomb threats, bullying, computer misuse, damaging school property, disrespect to school personnel, disruptive behavior that prevents others from receiving an education, defiance, gross insubordination, discrimination, threats, distribution of literature that promotes illegal or disruptive behavior, fighting, fireworks possession, gang activity, profanity – possession of lewd material, racial behavior, sexual harassment, sexual – lewd behavior, tobacco products, truancy...

IC 20 – 33 – 8 – 16 Possession of firearms, deadly weapons or destructive devices – will follow law (requires expulsion for at least one calendar year for possession of a firearm or destructive device)

IC 20 – 33 – 8 – 13.5 Discipline rules prohibiting bullying required – will follow law

Anytime a student breaks the law, York will seek legal advice and follow the law and all requirements. Due process will be followed when suspending or expelling students. For suspension, a student will receive informal due process. They will have the opportunity to respond before an impartial fact finder. A formal hearing will be held for expulsion proceedings. The school will comply with both IC 20-33-8-19 as well as federal law.

Suspension Procedures IC-20-33-8-18

The student will have the opportunity for a meeting that contains:

- Written or oral statement of the charges against the student
- If the student denies the charge, a summary of evidence will be given
- The student will have opportunity to explain the conduct
- A written statement will be given or sent to the parent stating the misconduct and the actions of the School Leader

Expulsion Meeting IC-33-8-19

- The expulsion meeting will be conducted by a member of the administrative staff or legal counsel not involved in the events leading to expulsion
- This person can issue subpoenas and compel the attendance of witnesses
- The student and parent will be given notice of their right to appeal by certified mail or personal delivery
- The notice will contain reasons for the expulsion
- The notice will contain procedures for requesting an expulsion meeting

Special Education & Disciplinary Action:

York Academy will follow Special Education Law in dealing with disciplinary actions and special education students. Discipline procedures apply when disciplinary action results in a change of placement for longer than 10 school days. The offense must be directly related to the child's disability.

If the disability is not a direct result of the child's disability, then the child will be disciplined according to school policy and procedures just like any other student. York will consider any unique circumstances on a case-by-case basis to determine whether a change of placement for discipline purposes is appropriate. If an infraction results in placement for less than 10 school days, the discipline procedures do not apply.

Where safety issues are involved such as drugs, weapons, or serious bodily injury, special education students can be removed for up to 45 school (instructional) days. The student will be placed in an alternative education setting, but will continue to receive educational services to make progress on his or her IEP. York would use technology and home support for this purpose.

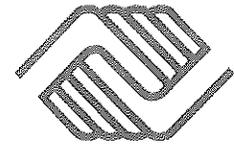
"The right to 'stay put' while a parent challenges the manifestation determination or proposed placement is a critical element to ensuring a student's free appropriate public education in the least restrictive environment." (in.gov)

The LEA, the parent, and relevant members of the IEP Team will determine whether the conduct in question was a "manifestation of the child's disability" through a manifestation determination. The group will analyze the child's behavior in different settings and over a period of time to determine whether the offense is a direct result of a child's disability. The parent must show that the child's actions were the direct result of the child's disability.

The IEP Team will look at the following: has a functional behavioral assessment been conducted, has a behavioral intervention plan been implemented – if not then both should be completed. If a behavioral plan is in place, then the Team needs to revisit the plan and modify it to address the behavior.

The parent and the LEA must agree to a change of placement. The burden of proof is now on the parent to show that the offense is a result of the child's disability. If not, the child will be returned to the original placement. During all of this, York would seek legal advice on special education laws and procedures to ensure that all rights are met, both the rights of the special education student and the rights of the other students in the school.

PARENTS WILL RECEIVE DISCIPLINE POLICIES OF THE SCHOOL UPON ENROLLMENT. STUDENTS AND PARENTS WILL ALSO SIGN A FORM DISCUSSING DISCIPLINE POLICIES. THIS FORM WILL BE DUE THE FIRST WEEK OF SCHOOL OR WITHIN ONE WEEK OF ENROLLMENT. A SCHOOL HANDBOOK WILL INCLUDE DISCIPLINE POLICIES.



**BOYS & GIRLS CLUBS
OF KENTUCKIANA**

The Boys and Girls Clubs, Inc.

Physical Address
1201 Story Avenue, Suite 250
Louisville, KY 40206

Mailing Address
P. O. Box 4989
Louisville, KY 40204

Tel (502) 585-5437
(502) 584-7061
Fax (502) 585-1615

www.bgckyana.org

Officers
Wright Steenrod
President

Jim Proud
Vice President

Jim Strozdas
Treasurer

Andy Mays
Secretary

Directors
Gary Albers
Robin Barich
Grover Cox
Colleen Endres
Marjorie Farris
Tim Hess
Marylynn Hibdon
Marvin Hill
Carol Levitch
Emma Oberdieck
John Ritlichier
Bill Rybak
Clinton Smith
Don Sodrel
Steve Sternberg
Kirk Strack
John Stratman
Steve Thompson
John Tichenor

President & CEO
Jennifer Helgeson

RE: York Academy of Discovery

February 5, 2013

To Whom it May Concern,

Recently, we hosted a meeting at our Boys and Girls facility in Jeffersonville with organizers from the York Academy of Discovery.

Our discussions revolved around the development of an on-going, collaborative effort to provide assistance to York Academy students.

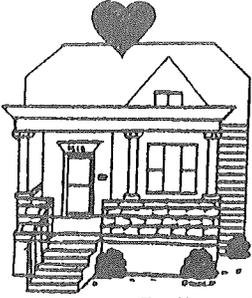
We are delighted to report that the Boys and Girls Club welcomes all children to participate in the after school and summer programs offered and would welcome York Academy students.

Sincerely,


Jennifer Helgeson
President & CEO



A United Way Agency



Brandon's House Counseling Center, Inc.

Indiana Charter Board
Clarksville, IN 47129 .

January 8, 2013

Brandon's House Counseling Center, Inc. will enter into a partnership with York Academy when it opens when appropriate funding is secured. Brandon's House is a nonprofit agency that provides free, Master's level counseling to teenagers and families in the southern Indiana community. A partnership with York Academy is not only logical but also will be beneficial, both to York Academy and to Brandon's House, offering new opportunities for the Brandon's House staff to fulfill our mission of helping adolescents.

Brandon's House opened in 1993 with the primary mission of providing haven and hope to teenagers and families by providing free, Master's level counseling. The center has worked with more than 3200 families since it opened and has given away nearly two million dollars worth of professional services. A partnership with York Academy will allow Brandon's House to help more youth and will also help York Academy offer a more holistic approach in educating and helping young people.

Feel free to call me if you have questions. I look forward to this new opportunity.

Susan Parr, LMHC
Director/counselor

A handwritten signature in cursive that reads "Susan Parr, LMHC".

Dear Sir or Madam:

I am a resident of Clarksville, Indiana and would like to see a charter school in our community. This community needs an alternative to the schools offered in our area. Charter schools have been highly successful elsewhere in our state, and would be a tremendous asset to this county. I also appreciate the fact that the staff at these schools is dedicated to the children, not to teachers' unions.

I am certainly in support of a charter school in Clark County!

Sincerely,

Teresa J. Ballew
472 Kensington Dr.
Clarksville, IN 47129
812/282-2601

Lisa Morris

March 1, 2013

Dear Planning Committee for York Academy of Discovery,

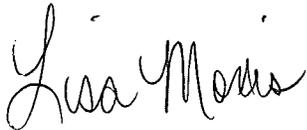
I am the grandmother of two school aged children and two more that will soon enter school. I am sending this letter to express my support for the formation of York Academy. My support exists because York Academy will provide another educational option for Clark County families, one of which will focus on high standards of achievement, personal growth, creative thinking and the importance of community.

When I envision a new charter school in Jeffersonville, I do not see an edifice, but I see a population of productive students learning, gaining knowledge and turning their dreams into reality.

In short, the birth of a new charter school locally will generate new and tremendous opportunities, and provide greater resources for the city, county and surrounding area.

Thank you for your time, consideration and efforts devoted to this important addition to our community.

Sincerely,



Lisa Morris

February 20, 2013

To: York Academy of Discovery

Attention: Mrs. Becky Kischnick

I have three children who currently attend Northaven Elementary school.

I would very much be interested in sending my children to York Academy when it opens. Please keep me advised when your school will open.

Thank you.

Ellen Egly

1305 Dove Drive

Jeffersonville, IN 47130

502-724-9876

Jerry L. McHugh, CPA

706 Potters Lane, Clarksville, IN 47129
(502) 558-4055

I am Pro-Choice.

I believe that parents should have a **choice** among public school their children should attend. That choice only exists when charter schools are an option. Otherwise the **choice** only exists for those with the means to pay tuition to private schools.

York Academy would provide an additional education **choice** for Southern Indiana families. I strongly support such **choice**.

Sincerely yours,


Jerry L. McHugh, CPA

To Whom It May Concern in support of York Academy of Discovery,

We recently moved our granddaughter, Lizzy (Elizabeth) who is a 4th grader, from Bridgepointe to Sacred Heart (we are not Catholic). We loved the Bridgepointe teachers and administrators, office employees to the janitor, some we knew on a personal level. Lizzy ran as a 3rd grader on the Cross Country team GRC division Champions. She was an A/B student, her work work was exhibited at the library. I personally was skeptical about moving her, but Lizzy & my wife Norma were not! They visited Sacred Heart, met with the other students, teachers and viewed the facilities. We knew the people there also. The huge difference between Bridgepointe & Sacred Heart was that every student at S/H was calm, rational and did not need constant supervision. The cafeteria was actually pleasant to Lizzy. The size of the classroom at S/H 17 students verses Bridgepointe's 28. The greatest surprise however, was that Lizzy actually loves going to school now, even though she has to wake up at 6:15am, rather than 8a.m. Her activities and homework have skyrocketed, and the home load is more! She has not complained one morning where she didn't want to go to school. We also realized that Bridgepointe had failed to teach some basic 3rd grade math that we are still trying to catch her up too. Bridgepointe school is clearly struggling with the fact that a few students destroy the quality of the learning for the vast majority. If we have any hope of preserving the future of the United States of America, we must find a way to correct or control this problem! It is infuriating that the school taxes that I have contributed to for 42 years have provided only 9 years of education for our son and granddaughter.

Bob Isgrigg

Bob Isgrigg and Associates

518 E. Court Ave.

Jeffersonville, IN 47130

(812) 285-1011 (812) 285-1011

To whom it may concern,

I have grandchildren living in Clark County and would love for them (and all children) to have an alternative to the established education system, which obviously has many shortcomings. While not being the decision-making parent, I could encourage and influence in the direction of a charter school.

Raymond Davis

620 Kewanna Dr. Jeffersonville, Indiana 47130

812-590-2438

ray471@yahoo.com

To Whom It May Concern:

We recently learned that there might be another charter school in the works for Clark/Floyd County. As a parent of a 5th grader and a 1 ½ year old, I would love to have more school choices for my children. We have had our son in private school in the past, but, due to finances, have moved him to public school. His current public school has been adequate, but I would welcome more choices. We have applied for his admission to another charter school for a couple of years, but he has always been wait-listed there. Obviously, there is a high demand for such schools. Education is important to us, and we want to provide our children with the best education we possibly can. Having more choices is always a good thing. It can only improve the quality of *all* the local schools as they compete for students, and the ultimate winners are our children and our community. We do hope you consider approval of a new charter school in our area. Thank you.

Cheryl and Ken Johnson
11545 Forest Hill Circle
Sellersburg, IN 47172
812-748-0544
cheryljohnson@insightbb.com

Board of Directors
 Governs State Academic Policy
 Evaluates School Leader
 Hires
 Sets Education Standards
 Adopts Textbooks
 Education Policy
 Development of Standardized Testing
 Budget Approval

School Leader
 Reports to the Board
 Supervises every Employee & Administrator
 Responsible for Enforcing State Education Policy
 Attends Board Meetings
 Event Scheduling
 Community Relations
 Academic Performance
 Student Discipline
 Monitors Academic Performance
 Works with Teachers
 Manages the school on a day to day basis

Business Manager Budget Proposals Prepares Budgets Report Development Ordering Inventory Fundraising Community Relations Helps with School Management	Administrative Assistant Communication Report Development Office Management Helps with School Management Technology Drills Handbooks	Leadership Team/Unit Leaders Professional Development Peer Coaching Data Reports Lead Analysis of Data Help with School Management Problem Solving Interventions/RTI Committees Oversees specialists Showcase Development Portfolio Checks Walkthroughs
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<p>Certified Staff Teachers (regular, special education, ELL) Works with Students Prepares Lessons Adheres to Curriculum Administers Standardized Tests Meets with students & parents regarding academic progress Reports to School Leader & Unit Leaders Showcases</p> <p>Counselor Helps with School Management Works with Students Works with Teachers to provide help to students Anger Management Social Skills Intervention/RTI</p>	<p>Classified Staff Custodian – maintains the building and grounds Helps with School Management Drills Showcases</p> <p>Cafeteria Help – Maintains healthy food area Food prep Menu</p> <p>Library – Maintains Library Works with teachers and students Orders Books Library Inventory</p> <p>Health Assistant/Nurse – Maintains health records Oversees day to day health of students Medications Helps with school Management Showcases</p>
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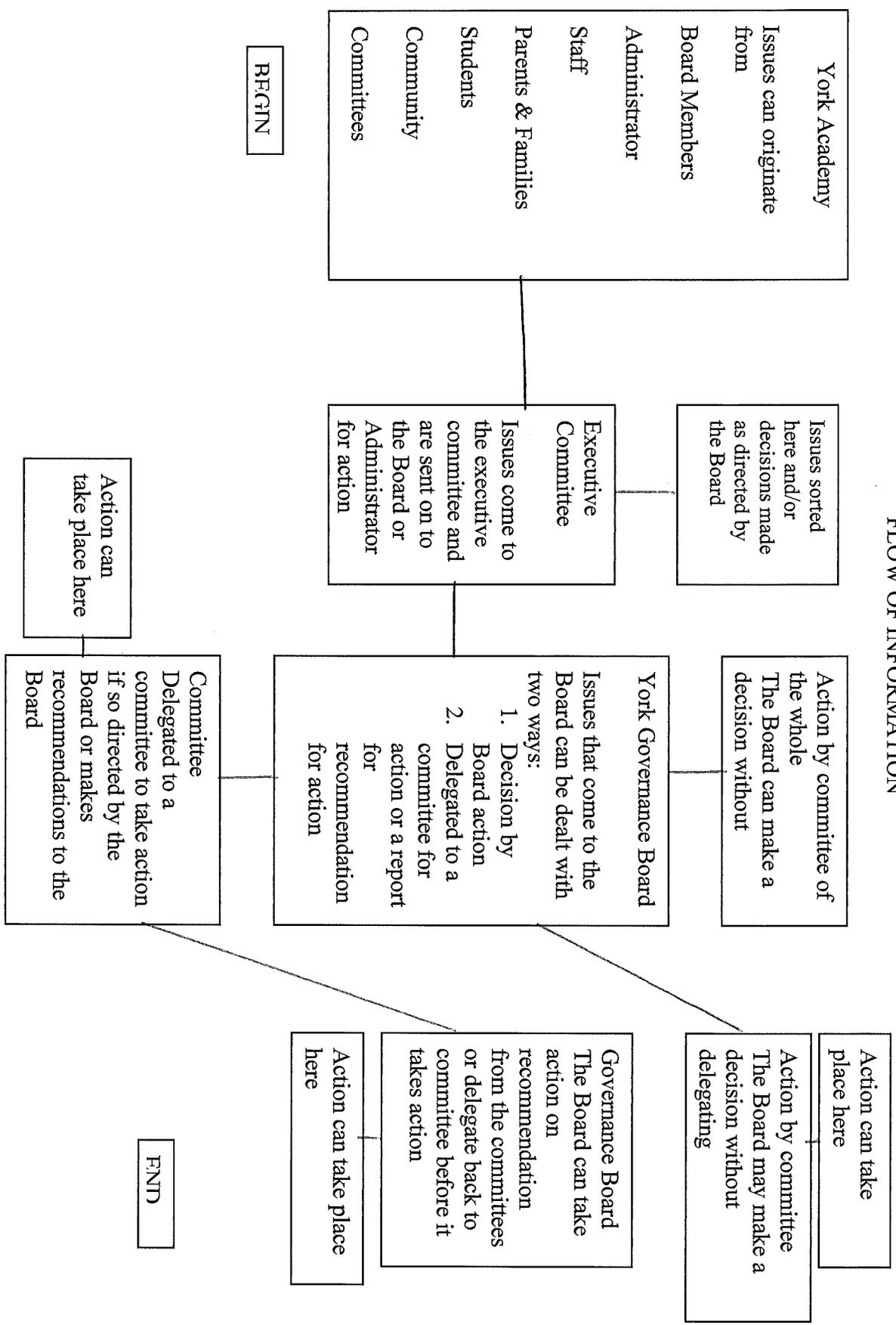
<p>Assistants Helps the Teacher Helps wherever needed Works with small groups or individuals Copying Clerical Assists Specialists Homework Help Student monitoring Showcases</p>	<p>Substitute Helps wherever needed Helps with Class, small groups, or individuals Clerical Assists Specialists</p>
--	--

<p>Specialists Provides 1 and a half hours of service each school day Works with a groups of students in their specialty Showcases</p>
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*This flow chart covers years one through five.

*Year one has the same positions as year five. The only difference would be an increase in the number of staff in some of the boxes.

FLOW OF INFORMATION



BEGIN

END

Start-up Plan

STUDENTS BEGIN AUGUST 21, 2014!

Immediate Tasks Upon Being Granted Charter

	<u>Responsible</u>
Board Member Background Checks	Board, School Leader, Sarah (Charter Board)
Charter Agreement	Board, School Leader, Claire (Charter Board)
Indiana's Public Access Laws Reading	Board, School Leader, Public Access Handbook
Check into Board Training	Board, Indiana Charter Schools Association
Register for Learning Connection-DOE	School Leader
Sign up for SAMS/PAMS email-DOE	School Leader
Call STN for School ID number	School Leader & DOE Charter School Specialist
Set up Student Test Number	School Leader & DOE Charter School Specialist
Planning & Implementation Grant	Board & DOE Charter School Specialist
Facilities Assistance Grant	Board & DOE Charter School Specialist
Vendor Information Form	Board & DOE Charter School Specialist
Info on Per-Pupil funding Basic Grant	Board & DOE Director of School Finance
Start-up Grant	Board & DOE Director of School Finance
Full-Day Kindergarten Grant	Board & DOE Director of School Finance
Common School Fund	Board & DOE Director of School Finance
Call Department of Health	Board & IN Department of Health
Call Office of School Nutrition	Board & DOE School Nutrition Programs Coordinator
Call about State Board of Accounts	
Training & Manual	Board & SBOA Supervisors
Set up Bank Financing	Board
Review ICSB Start-up Manual	School Leader & Board
Review ICSB Funding, Finance, And Accounting Information	Board
Review ICSB Facilities Resources	Board
Review ICSB State Resources	Board
Review ICSB General Charter School Resources	School Leader & Board

June of 2013

	<u>Responsible</u>
Health Services Plan	Board & DOE School Health Services Director
Contact DOE Safety Department	School Leader & DOE School Safety Support Specialist
Contact DOE School Transportation	Board & DOE Director of School Transportation
Review Article 7	Board, School Leader, & DOE Director of Special Education
Contact DOE ELL Department	Board, School Leader, & DOE ELL Specialist
Fundraising begins	Board & School Leader
Secure Building Site	Board & School Leader
Building Inspection	Board & School Leader
Apply for start-up grants	Board & School Leader
Apply for other grants	Board & School Leader
Secure Other Board Members	Board & School Leader
Board Meetings Begin	Board & School Leader
Policies & Procedures begin	Board & School Leader

Confirm Paideia Training
Acquire zoning if necessary

School Leader
Board

July of 2013

Refine Curriculum Development
Employee Handbook
Student Handbook
Benefits Selection
Obtain Partnerships
Review IDEA, NCLB, and ADA
Contact the fire department
Establish After-care...
Begin Renovation plans
Begin PR

School Leader
School Leader
School Leader
Board & School Leader
Board & School Leader
Board & School Leader
School Leader
School Leader
School Leader & Board
School Leader & Board

August of 2013

Website developed fully
Begin Advertisements
Educate Board Members
Renovations Begin
Firm up Transportation
Food Service Established
Mass Mailings
Assessment Pieces in Place
Marketing Plan
Decide which member of the crisis
Team will be participate in the Indiana School Safety Specialist Academy

School Leader
Business Manager
Board & School Leader
Board & School Leader
Board
Board
Board & School Leader
School Leader
Board
Crisis Team

September of 2013

Visit other schools
Finalize Calendar
Develop Extra Curricular Plan
Instructional Supplies determined
Begin student Recruitment
Begin Parent Meetings
Contract & Install Internet

Board & School Leader
School Leader & Board
School Leader
School Leader & Board
School Leader & Board
Board & School Leader
Board

October of 2013

Recruit Volunteers
Daily Schedule finalized
Plan Year Long PD
Finalize Testing Plan
Leader Evaluation Established

Board & School Leader
School Leader
School Leader
School Leader
Board & School Leader

November of 2013

Crisis – Safety Plan Developed
Staff Evaluations Established

School Leader & Business Manager
School Leader & Business Manager

Refine Auditing Procedures	Board
Refine Technology Plan	School Leader
Parent Meetings	School Leader & Board
Hire Business Manager	School Leader & a Board Member
Hire Administrative Assistant	School Leader & a Board Member

December of 2013

Refine Special education plan	School Leader
Distribute Enrollment Forms	School Leader & Board
Parent Meetings	School Leader & Board
Meet with local police, fire...	School Leader & Board
For school safety	

January of 2014

Student Enrollment	School Leader & Business Manager
Parent Meetings	School Leader & Business Manager, & Board
Create Maintenance Plan	School Leader & Business Manager, & Board
Assess & Modify board policies	Board
Adopt Board Policies	Board
Complete Transportation Plan	Business Manager
Begin Staff Recruitment	School Leader & Business Manager

February of 2014

Student Enrollment Ends – 2 nd	School Leader & Business Manager
Lottery preparations if necessary	School Leader & Business Manager
Lottery if necessary	School Leader & Business Manager
Order Hardware & Software &	
Licensing	Business Manager

March of 2014

Begin Hiring Staff	Team
Begin Ordering Supplies	School Leader & Business Manager
Finalize School Policies	Board

April of 2014

Hire Staff	Team
Traffic plan established	School Leader & Business Manager
Drop-off & Pick-up Plan developed	School Leader & Business Manager

May of 2014

Complete Hiring Staff	Team
Complete Criminal History/ Background Checks	Business Manager

June of 2014

Collect detailed student info For planning	School Leader & Business Manager
---	----------------------------------

Professional Development

School Leader & Paideia Staff

July of 2014

Hold Open House

Board, School Leader, & Business Manager

Finalize student enrollment &

Submit to DOE

Business Manager

August of 2014

Train Staff

School Leader

Staff reports to work

School Leader & Business Manager

First Student Day

All Staff

Open House/Orientation

All Staff

First Aid Training

All Staff

Create employee badges

Business Manager

Create Visitor badges

Business Manager

School Inventory

Business Manager

Community & Family Newsletter

School Leader

Home visits begin

Staff

Establish Leadership Team

Staff

Sept. of 2014

Establish Parent Advisory Council

Staff

Meet with local police, fire...

Crisis Team

Develop Technology Plan

Technology Coordinator/Staff & DOE elearning

Begin Technology Curriculum Dev.

Technology Coordinator/Staff

Ongoing through all months:

Building – acquire, inspect, plan, renovate, check, clean, inspect...

Policies

Supplies

Fundraising

Advertising & Marketing

Statement #2 – Insurance Quotes

March 5, 2013

My estimate for the new charter school is as follows

Building / Contents / Business Income / Sexual Discrimination will be roughly \$14-15000 annually

General Liability - \$1,000-\$2,000/annually

Workers Comp - \$2500-\$3500/annually

Umbrella - \$1000

Rough Estimate overall – 20-25k

I've pulled these numbers from previous schools that we've worked with within the past 12 months.

The rating is based primarily off enrollment .. Hopefully this gives you a little help as far as a budget is concerned.

We're licensed in Indiana and we're more than happy to help your school in any way that we can.

Justin O'Brien

Anchor Insurance Company

Louisville, KY

jobrien@anchorinsuranceky.com

March 1, 2013

Alice-

Per our discussion yesterday, we serve several of the Charter schools in the State of Indiana. Gregory & Appel has a school risk practice and as such understand the insurance market very well. The lines of coverage needed include, General Liability, Auto, property, Educators Legal, workers compensation and umbrella (to tort limits). It has been our experience for Charter Schools starting out the size and scope of your submission, I would estimate an annual premium range of \$15,000-20,000. Please advise if you need further assistance and if awarded please keep us in mind for your property and casualty needs.

Regards-

Andy

Andy Brown

Vice President Commercial Lines

Gregory & Appel Insurance

317.686.6481 direct

317.634.6629 fax

abrown@gregoryappel.com

www.gregoryappel.com

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,575,000	See attached - Statement #1
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 120,000	See attached - Statement #1
Gifted and Talented Program		
Textbook Reimbursement	\$ 13,500	\$125 per student x 300 students x 40% Non-FRL x 90% collection
Summer School		
Special Education	\$ 120,000	\$10,000 per month
Textbook Reimbursement	\$ 22,500	\$125 per student x 300 students x 60% FRL
Federal Revenue		
Public Law 101-476 (IDEA)		
Title I	\$ 60,000	Estimated funding based on discussions with Jeff Barber
Title II		
Federal Lunch Program	\$ 113,400	300 students x \$3.50 per day x 60% FRL x 180 days
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Lunch Program	\$ 75,600	300 students x \$3.50 per day x 40% Non-FRL x 180 days
Fundraising	\$ 30,000	Conservative estimate
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,130,000	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,519,364	Use staffing workbook
Substitute Teachers		Included in wages - see staffing detail
Professional Development	\$ 15,000	\$100 per day x 150 days training
Bonuses	\$ 30,000	Available only if funds permit
Other (please describe)		
Total Personnel Expenses	\$ 1,564,364	
Instructional Supplies and Resources		
Textbooks	\$ 20,000	
Library, periodicals, etc	\$ 5,000	
Technology	\$ 5,000	
Assessment materials	\$ 5,000	
Computers	\$ 2,000	
Software	\$ 5,000	

Other classroom supplies	\$	2,000	
Field trips, other unclassified items			
Co-curricular & Athletics			
Other (please describe)			
Total Instructional Supplies and Resources	\$	44,000	
Support Supplies and Resources			
Administrative Computers			
Administrative Software			
Administration Dues, fees, misc expenses			
Office supplies	\$	2,000	
Other (please describe)			
Total Support Supplies and Resources	\$	2,000	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc	\$	2,000	Indiana Charter School Association
Other (please describe)			
Total Board Expenses	\$	2,000	
Professional Purchased or Contracted Services			
Legal Services	\$	2,000	
Audit Services (compliant with SBOA requirements)	\$	10,000	Year end W-2 preparation only; payroll done in-house by business manager
Payroll Services	\$	1,000	
Accounting Services			
Printing/Newsletter/Annual Report Services	\$	3,000	
Consultants			
Internet Services	\$	2,000	
Telephone/Telecommunication Services	\$	2,400	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	Per two estimates by reputable firms - see attachment
Travel	\$	1,000	
Postage	\$	4,500	
Special Education Services			
Student Information Services			
Food service	\$	189,000	300 students @ \$3.50 per day x 180 days
Transportation	\$	25,000	
Nursing Services			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	259,900	
Facilities			
Rent, mortgage, or other facility cost	\$	42,000	

Furniture & Equipment	\$	5,000	
Gas/electric	\$	36,000	\$3000 per month x 12 months
Water/ Sewer	\$	9,000	\$750 per month x 12 months
Grounds Keeping			
Maintenance Services	\$	10,000	
Custodial			
Waste disposal	\$	3,000	\$250 per month x 12 months
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Total Facilities	\$	105,000	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	47,250	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	47,250	
Total Expenditures	\$	2,024,514	
Carryover/Deficit	\$	105,486	

Cumulative Carryover/(Deficit)

York Academy of Discovery

Budget Narrative

Revenue Assumptions:

1. The revenue from the Basic Grant is outlined in detail on the attached Statement #1.

It is based on \$6,000 per student which is an average of the current ADM funding among the three school districts which York Academy will serve – Greater Clark County Schools, Clarksville Community Schools and New Albany Floyd County Schools. We used the \$6,000 average for each year presented with no increase for inflation. Likewise, we did not budget for inflation in any of our other numbers used throughout the budget. Any actual increases that may occur in our expenses will most likely be offset by an increase in the yearly ADM funding. Therefore, to make our budget realistic and easily understandable, inflation was ignored throughout all five years.

2. The kindergarten funding is \$2,400 per student per year based on the current funding by the State Department of Education.
3. The federal funding for start-up expenses is more difficult to estimate and also not guaranteed. However, we plan to work diligently to make sure our grant proposal meets all necessary requirements for this funding. After a lengthy discussion with Mr. Jeff Barber, Indiana Charter School Specialist, regarding what is required and how the funding is disbursed, we concluded that we would most likely qualify for a Federal Planning Grant of \$175,000 in year 0 and Federal Implementation Grant of \$225,000 in years 1 and 2 assuming an expected score in the 80 to 85 range on the grant proposal.
4. Title I funds were estimated at \$50,000 in years 1 and 2 and \$60,000 in years 3 through 5. This is a very conservative estimated based on discussions with Mr. Barber.
5. The special education State funds were estimated at \$10,000 per month (\$120,000 per year) in each year, except Year 1 when it was \$60,000 since the funds would not begin until the second semester of Year 1.
6. Textbook rental fees were estimated at \$125 per student with 60% of those funds coming from state reimbursement funds for Free and Reduced Lunch students (FRL). The other 40% would be paid by non-FRL students and we assumed a 90% collection rate.
7. The revenue from the Federal Lunch program was estimated at \$3.50 per day for 180 days times the number of students enrolled in each year times 60%, which is our estimated enrollment of Free and Reduced Lunch students. Additional lunch revenue was estimated at the same rate for non-FRL students. The total revenue received from the lunch program will be used to pay for Food Services with no gain or loss anticipated.

Page 2 – Budget Narrative (continued)

8. An estimate of \$30,000 was made for fundraising. It is believed that once York is approved as a charter school, the Board will be able to generate community and corporate support and raise much more than this amount. However, to be conservative in our budget presentation, the amount was kept low.

Expense Assumptions:

1. Staffing and Benefits – The largest expense of a school corporation is, of course, personnel. Our staffing needs are shown each year in the staffing templates. The benefits are also explained in detail on each year's tab. Benefits include the mandatory expense for FICA and unemployment insurance. In addition we budgeted 7% for PERF contributions; \$400 per month for York's contribution towards employee health insurance with an assumed 75% participation rate; and employee life insurance at one times the employee's annual salary with a minimum of \$15,000 and a maximum of \$50,000 per year.
2. Professional development was budgeted at \$15,000 annually which will allow for approximately 150 days of training per year at an estimated cost of \$150 per day.
3. While we estimated \$25,000 to \$30,000 per year for employee bonuses, this amount will be adjusted up or down depending on the financial status of the school at the end of each year. Bonuses, if any, will be paid in the summer following the end of the previous school year.
4. Legal fees are estimated at \$2,000 per year for specific advice needed from a local attorney. The Academy will also belong to the Indiana Charter School Association which offers legal advice to members at no cost. Dues for membership have been estimated based on the current fee schedule of \$500 per year plus \$5 per student.
5. Insurance costs have been estimated at \$20,000 per year. York obtained estimates from two insurance agencies with experience in providing insurance to Charter schools. The required types of insurance were given to both agencies. One estimate was \$15,000 to \$20,000 per year and the other was \$20,000 to \$25,000 per year. Our budget uses the mid-range of \$20,000. See Statement #2 – Insurance Estimates.
6. Transportation costs will not be known until a location for the school is determined. It is anticipated that the majority of students will provide their own transportation to/from school; but \$25,000 per year has been allocated for transportation to cover the annual lease expense of a van/mini-bus and related expenses.

Page 3 – Budget Narrative (continued)

7. Facilities – A specific location has not yet been determined which makes it difficult to budget accurately for facility costs. The budget allows \$100,000 per year for facility costs which includes rent/mortgage, utilities and maintenance. If this amount is not sufficient to cover the required cost of the building that is secured, the budget will be adjusted to cover the necessary expense. If cuts have to be made in other areas in order to pay for a facility, the Board will make the decisions to raise additional revenue or reduce expenses in a way that will least affect the students.

8. York Academy will vigorously pursue any and all grants available once they are an approved charter school. York board members will work aggressively to raise funds from corporate and community sponsors and will hold a fundraiser to benefit York. These additional revenues will help to make our budget stronger and keep York a financially viable entity.

Statement #1 - York Academy

	First Semester	Second Semester	Total
YEAR ONE: 7/14 TO 6/15			
200 students			
First Semester:			
150 students grades 1 - 5 @ \$6000	\$	450,000	
x 80 %	\$	420,000	
50 kindergarten @ \$3000	\$	75,000	\$
Total	\$	495,000	\$ 525,000 \$ 1,020,000
YEAR TWO: 7/15 TO 6/16			
225 students			
First Semester:			
150 students grades 1 - 5 @ \$6000	\$	450,000	
50 kindergarten @ \$3000	\$	75,000	
Second Semester:			
175 students grades 1 - 5 @ \$6000	\$	525,000	
50 kindergarten @ \$3000	\$	75,000	
Total	\$	525,000	\$ 600,000 \$ 1,125,000
YEAR THREE: 7/16 TO 6/17			
250 students			
First Semester:			
175 students grades 1 - 5 @ \$6000	\$	525,000	
50 kindergarten @ \$3000	\$	75,000	
Second Semester:			
200 students grades 1 - 5 @ \$6000	\$	600,000	
50 kindergarten @ \$3000	\$	75,000	
Total	\$	600,000	\$ 675,000 \$ 1,275,000
YEAR FOUR: 7/17 TO 6/18			
275 students			
First Semester:			
200 students grades 1-5 @ \$6000	\$	600,000	
50 kindergarten @ \$3000	\$	75,000	
Second Semester:			
225 students grades 1-5 @ \$6000	\$	675,000	
50 kindergarten @ \$3000	\$	75,000	
Total	\$	675,000	\$ 750,000 \$ 1,425,000
YEAR FIVE: 7/18 TO 6/19			
300 students			
First Semester:			
225 students grades 1-5 @ \$6000	\$	675,000	
50 kindergarten @ \$3000	\$	75,000	
Second Semester:			
250 students grades 1-5 @ \$6000	\$	750,000	
50 kindergarten @ \$3000	\$	75,000	
Total	\$	750,000	\$ 825,000 \$ 1,575,000

Attachment 19 – not applicable