

Charter School Application  
For New School Operators  
September, 2011  
Canaan Community Academy  
8775 N Canaan Main Street  
Canaan, IN 47224

We, as members of the Canaan, Indiana community...

**Inspired** and **supported** by the staff of the Rural Community Academy of Graysville, Indiana,  
**Guided** by the belief that Connected Learning Assures Successful Students (CLASS),  
**Held accountable** to the Elementary and Secondary Education Act, Indiana's Public Law 221 and Indiana's Academic Common Core Standards and constantly striving to meet the needs of **ALL** students,  
**Capitalizing** on the outstanding assets of the Canaan community,

intend to offer students in southeastern Indiana an exceptional educational choice by opening the Canaan Community Academy.

**The mission of the Canaan Community Academy is to provide each student with the opportunity to reach his or her greatest potential, personally and academically, to become a productive and responsible citizen in a global world.**

Contact Person:

Deena L. Schafer

4857 E. 900 N.

Madison, IN 47250

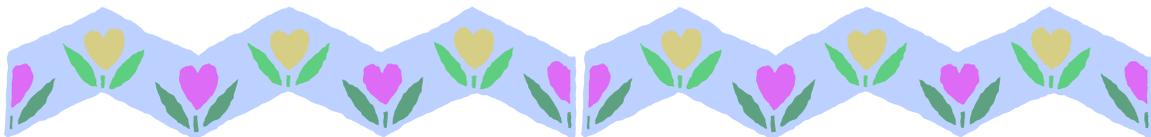
dschafer@seidata.com

Home Phone #: 812-839-3821

Cell #: 812-599-0041

For School Opening

**August 2012**



**Learn and Grow at the Canaan Community Academy!**

[www.canaancommunityacademy.com](http://www.canaancommunityacademy.com)

## School Proposal Overview and Enrollment Projections

Name of Proposed Charter School: Canaan Community Academy

Proposed Charter School Location: 8775 N Canaan Main Street Canaan, IN 47224

School District of Proposed School: Madison Consolidated Schools

Legal Name of Group Applying for Charter: Friends of Canaan, Incorporated

Names, Roles, and Current Employment of all Persons on Applicant Team:

<b>Name</b>	<b>Relevant Experience/Skills and Role in Founding Group</b>	<b>Proposed Role(s) in School (if any)</b>	<b>Current Employment</b>
Deena Schafer	Educator, School leadership, School finance knowledge; Chief document author	Chief Academic Officer/School Leader	Elementary Teacher Madison Consolidated Schools
Stacy Gray	Educator, School leadership; Document contributor/ Editor	Board member, Parent volunteer	Art Teacher Jac-Cen-Del Community Schools
Joyce Poling	Retired educator, Former school administrator, Former school board member; Document contributor	Advisory team	Retired Teacher/Administrator
Dean Adams	Financial expert in school budgets; Budget documents	Board member	Director of Operations Community Health Facilities Fund
Julie Buchanan	Physical therapist/Educator, Special needs consultant; Document author/Editor	Advisory team/Staff trainer	Physical Therapist Madison Area Special Services Unit/Madison State Hospital
Kathryn Hoffmann	Educator, Financial expert; Document Editor	Community volunteer, Advisory team	Teacher Private School
Emily Schafer	Educator; Technology support	Staff member or Advisory team	Teacher Madison Consolidated Schools
Ken Miller	Community activist; Document editor	Advisory team	Self-employed Motor Assembly/Repair

Norma Tuttle	Retired educator; Document contributor/Editor	Advisory team	Retired Teacher
Carol Poling	Retired educator; Document contributor/Editor	Advisory team	Retired Teacher/Substitute teacher/Madison Consolidated Schools
Rhonda Scott	Retired educator; Document contributor/Editor	Staff member or Advisory team	Retired Teacher/Substitute teacher/Madison Consolidated Schools

**Designated Applicant Representative:** Deena L. Schafer

Home Address: 4857 E 900 N Madison, IN 47250

Home Phone #: **812-839-3821**

Office Phone#: **812-273-8520 Ext. 1316 (Dupont Elementary)**

Cell Phone#: **812-599-0041**

Email Address: [dschafer@seidata.com](mailto:dschafer@seidata.com)

Fax Number: 812-265-6704

**Model or Focus of Proposed School:** Connected Learning Assures Successful Students

\*See: [www.indianaclass.com](http://www.indianaclass.com).

**Proposed Grade Levels and Student Enrollment**

	Academic Year	Grades Served	Total Enrollment (Planned/Maximum)
Year 1	2012-2013	K-6	130/140
Year 2	2013-2014	K-6	135/140
Year 3	2014-2015	K-6	140/140
Year 4	2015-2016	K-6	140/140
Year 5	2016-2017	K-6	140/140

**Education Service Provider:**

Does the school expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation? **NO**

**Proposed Head of School/Principal Information:**

Name of Proposed Candidate: Deena L. Schafer

Current Employment: Teacher, Madison Consolidated Schools

Daytime Phone Number: 812-273-8520 Dupont Elementary

Cell Phone: 812-599-0041

Email Address: [dschafer@madison.k12.in.us](mailto:dschafer@madison.k12.in.us)

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

If yes, identify the authorizer: Ball State University  
Planned Submission Date: September 23, 2011

**Previous Submissions for request to authorize this charter school over the past five years:**

Authorizer: Ball State University  
Submission Dates: July, 2010 and March, 2011

## Executive Summary

### **1.Mission and Vision:**

**Guided by the belief that “Connected Learning Assures Successful Students (C.L.A.S.S.)”, and working in partnership with parents and community members, the mission of the Canaan Community Academy is to provide each student with the opportunity to reach his or her greatest potential, personally and academically, to become productive and responsible citizens in a global world. The CCA will provide students in kindergarten through sixth grade an exceptional educational environment that enables each student to excel in all areas of their life.**

The destination for students of the CCA has been determined by the state of Indiana—for all students to master the Common Core Standards and learn skills needed to become productive citizens. The freedom to choose a path that enables students to reach this destination has been selected by the supporters of the Canaan Community Academy.

The CCA Board and staff will optimize student learning by:

- Using research-based, brain-compatible, data-driven instruction
- Limiting class size to 20 students
- Providing a safe, nurturing environment
- Using the philosophy of Connected Learning Assures Successful Students (C.L.A.S.S.)
- Offering an extended school day for all students with quality after-school programs
- Emphasizing art, music, and physical education with classes offered weekly
- Focusing instruction on the school gardens grown on the 11 acre property
- Leveraging the rich, educational, and artisan resources of the Canaan Community

The organizers of the CCA have been inspired and supported by the staff of the Rural Community Academy (RCA), in Graysville, Indiana. The RCA was opened in 2003, and is currently the only rural charter school in the state of Indiana. The CCA hopes to become the **state’s second rural charter school, the first C.L.A.S.S. charter school, and one of a very few charter schools in southeastern Indiana.**

### **2.Educational Need and Target Population**

#### **Statement of Need:**

Canaan Community Academy will create a rigorous learning environment that will meet the educational needs of our community. The administration, faculty, and staff will structure the school to meet the needs of those students who are academically challenged, have special needs, or are average or gifted. CCA will provide an environment that is safe and nurturing, develops character, and enables students to reach their potential in their academic experience. The Canaan community will create a school in which

learning is exciting and the students are engaged in learning by dedicated teachers, continuing and improving upon a school environment which has been present in our community for over 180 years. After gathering data and information through surveys of the community, much interest was expressed by parents for this type of learning environment as a public school option for their children. The largest schools in our county have attempted to solve their students' many problems, but even with these attempts, the problematic conditions have not been resolved, and these schools continue to struggle in many areas. There are many parents in our community who want a small school that can meet the individual needs of their child(ren). With this in mind, the Canaan Community Academy wants to create and offer such an effective school environment. The organizers for the CCA conducted a needs assessment for the Canaan area. Critical questions were addressed to verify the need for an educational institution such as the CCA, and the results are displayed in the chart below.

**CCA Needs Assessment  
Critical Questions/Responses/Supporting Data**

<b>Critical Questions/Responses</b>	<b>Supporting Data</b>	<b>Sources of Data</b>
<p><b>1.Q:</b> Was the former school in Canaan successful in educating students?  <b>R:</b> Yes, former Canaan area students have achieved success in their educational careers and beyond.</p>	<p><b>1.a.</b> 100% of former Canaan students graduated from MCHS in June, 2011. *The graduation rate for MCHS is 72%.</p> <p><b>1.b.</b> Canaan School's students had the highest achieving, highest growth scores of any school in the southeastern Indiana area on the Spring, 2010 ISTEP testing. Median growth scores were 72% in math and 67% in language arts.</p> <p><b>1.c.</b> Canaan School reached AYP goals every year since its inception in 2003.</p> <p><b>1.d.</b> Canaan School was recognized as one of Indiana's Top 10 High Performing Title 1 Schools in 2005 for achieving success with "at risk" students</p> <p><b>1.e.</b> Over the last 100 years, there have been more than 25 Canaan School alumni ranked in the top 1% of the MCHS graduating class.</p> <p><b>1.f.</b> Canaan School alumni have distinguished themselves as successful, productive citizens, and their commitment to the CCA is evident in their pledges of time,</p>	<p><b>1.a.</b> MCHS records, Madison Courier, and Canaan School Yearbooks  <b>1.b.</b> Indiana DOE Website</p> <p><b>1.c.</b> Indiana DOE School Profile information for Canaan School  <b>1.d.</b> Indiana DOE Website archives</p> <p><b>1.e.</b> MCHS Custer Contest Participants archives and MCHS records.  <b>1.f.</b> Follow-up studies of former Canaan students and Facebook. *Evidence can made available upon request.</p>

	talent, and treasure.	
<p>2.Q: Is there a need for an elementary school in the Canaan area?</p> <p>R: Yes, there is a need for a small, community school in close proximity to the homes of the Canaan area students.</p>	<p>2.a. Currently, some former Canaan area students are riding buses more than 2 ½ hours/day.</p>	<p>2.a. Parent Surveys via Survey Monkey and Parent Interviews</p>
<p>3.Q: Is there a need for a school than implements the CLASS philosophy and promotes addressing the social and emotional needs of at-risk students.</p> <p>R: Yes, analysis of the anticipated student population indicates that 70-75% of the students will be “at risk”/low socio-economic backgrounds.</p>	<p>3.a. 72% of former Canaan School students received free/reduced lunches.</p> <p>3.b. 14.7% of Jefferson County families are headed by single parent families; therefore, the students from these families will benefit from a CLASS school.</p>	<p>3.a. Indiana DOE School Profile archives</p> <p>3.b. 2010 Census data</p>
<p>4.Q: Is there a need for a school that offers an extended day?</p> <p>R: Yes, the additional hour daily will benefit students greatly by providing remedial and enrichment activities, and simultaneously benefit their families in numerous ways.</p>	<p>4.a. Other schools in the area offer 5 ½ hours of instructional time/day, and the CCA will offer 6 ½ hours/day. This is an 18 % increase of instructional time/day. This additional instructional time will be more than 180 hours/year</p>	<p>4.a. Calendars and Daily Schedules of the CCA and publication of Schedules from surrounding school districts.</p>
<p>5. Q: Is there a need for a school that offers art, music, and physical education on a weekly basis?</p> <p>R: Yes, the organizers for the CCA feel that these subject areas are critical for the development and future success of the whole child.</p>	<p>5.a. The other schools in the area offer art, music, and physical education classes 18 hours/school year. This is an average of 15 minutes/week. The CCA will offer a minimum of::</p> <p>Art: 30 min./wk</p> <p>Music: 30 min/wk</p> <p>Physical Education: 30 min/wk</p>	<p>5.a. Websites of local school districts and CCA’s Charter School documents</p>
<p>6.Q: Is there a need for a school that offers innovative brain-based activities such as Minds-in-Motion?</p> <p>R: Yes, Mind-in-Motion activities will benefit all students at the CCA.</p>	<p>6.a. Minds-in-Motion is an innovative research based program that will be used at the CCA to benefit the entire student body. The intensity of the activities will vary according to student need.</p> <p>6.b. Currently, some of the schools in southeastern Indiana are using Minds-in-Motion activities, but the program is not implemented</p>	<p>6.a. Website: <a href="http://mimlearning.com">mimlearning.com</a></p> <p>6.b. Websites of Madison Consolidated and Southwestern schools.</p>

	consistently. The CCA will train the staff and implement Minds-in-Motion with fidelity.	
<p>7.Q: Will the CCA reach enrollment goals?</p> <p>R: Yes, all data indicates that enrollment goals are realistic and attainable.</p>	<p>7.a. Enrollment at the former Canaan School ranged from 119 to 152 over the last ten years. The average enrollment for the ten year period was 139. Therefore, the enrollment goal of 140 students is realistic.</p> <p>7.b. Analysis of census data by Dr. Edward Gotts indicated the population of elementary students is projected to increase over the next five years in Jefferson County, Indiana. This data indicates an increasing number of potential CCA students.</p> <p>7.c. Due to the construction of King's Daughters' Hospital (KDH) located 9 miles from the CCA, it is anticipated that the northeastern part of Jefferson County will be growing in the near future. This hospital employees more people than any other entity in the county.</p>	<p>7.a. IN DOE School Profile archives for Canaan Elem. School</p> <p>7.b. Dr. Gotts presented this information at the April, 2011, meeting of the Madison Consolidated Board of Trustees meeting.</p> <p>6.c. Madison Courier and KDH Website</p>
<p>8.Q: Will the CCA be able to staff the school with highly-qualified, effective staff members?</p> <p>8.R: Yes, numerous individuals have expressed a desire to work as volunteers or paid employees at the CCA.</p>	<p>8.a. Highly qualified potential staff members have completed interest surveys and submitted resumes indicating their interest in working at the CCA.</p> <p>8.b. For every staffing position at the CCA, there have been at least two individuals who have expressed an interest in filling these positions.</p>	<p>8.a. Staffing Interest Surveys, Resumes, and Informal Interviews</p> <p>8.b. Staffing surveys and Informal Interviews</p>

Canaan Community Academy has targeted various groups that it feels would benefit from the unique setting and academic offerings.

- Due to the closing of Canaan School in June, 2010, parents may prefer to send their students to a school closer in proximity to their home and community. CCA will provide a community school within these neighborhood boundaries. Attendance at CCA would eliminate the need for lengthy travel to and from a school which students are now required to attend (as part of the relocation process).
- CCA will offer an extended day (of more than an hour) with quality after-school programs, and will invite home-schooling families to participate.

- CCA will target students who desire more educational opportunities in the arts. Art, music, and physical education classes will be offered weekly. \*The other schools in the area only offer art, music, and physical education classes 18 hours/school year (Average of 15 minutes/week)
- CCA will encourage families from the three county area (Jefferson, Ripley, and Switzerland) to consider sending their children to a small community school in close proximity to their homes, and several families who are currently home schooling have expressed interest in the CCA.
- CCA will offer the expanded grade level choices of K-6. Sixth graders in the area currently attend the Madison Junior High School. The option of remaining in an elementary building may appeal to those parents who prefer their children remain in a smaller, community minded school setting, thus extending the educational time before their children attend a larger public school.

### **3. Community Engagement**

The support from the Canaan community, as well as the entire community of southern Indiana, toward the formation of the Canaan Community Academy has been awesome. The outpouring of time and financial commitments from numerous individuals has been inspirational. Since the closing of Canaan Elementary School in June, 2010, over \$25,000 has been received from local community members for the upkeep of the building, the establishment of the 501 (c)(3), and the application process for the CCA. Attendance at events held at the Canaan Community Center by 200-250 people/event, informal conversations, and successful fundraising have demonstrated wide-spread support. Many community members and local groups have volunteered their time and resources to help clean, mow, maintain and repair the building, plan events, and assist with events. Coverage by local media sources has also been favorable. The past history of the PTO has demonstrated financial support of the school with an annual \$10,000 budget—the highest per student supplemental funding of any school in the area.

**The CCA is very fortunate to have received pledges toward an endowment exceeding \$400,000. This endowment, managed by Friends of Canaan, Inc., will serve as a wonderful asset for the financial future of the CCA.**

### **4. Educational Plan/School Design**

Analysis of the needs assessment indicated that students in the area need an educational setting that:

- Is in close proximity to their home and provides community-based instruction
- Is a place where students will feel safe and nurtured, and where they will be motivated to maximize their learning capacity. \*The organizers of the CCA believe that the implementation of the C.L.A.S.S. philosophy **with fidelity** will address this need. The C.L.A.S.S. culture believes that given proper support and guidance, **all** people have the ability to be productive contributors to the world. It is the interdependence of social development and cognitive development that drives these abilities. This premise will drive the mission, resources, and services of the CCA.
- Provides integrated thematic instruction with accountability to Indiana’s Common Core Academic Standards

- Offers formal instruction in art, music, and physical education on a regular basis
- Offers additional instructional time/day in the form of TEAM time
- Provides activities from Minds-in-Motion for ALL students

Canaan Community Academy will use a variety of instructional programs to achieve its educational goals. These programs will help meet and even reach beyond the educational goals that have been established by laws and standards of our state and country. Upon researching best practices in the state of Indiana, CCA will be incorporating the CLASS principles for improvement of social and academic needs. CLASS (Connected Learning Assures Successful Students) is a research-based, brain-compatible framework that has been proven to increase student academic progress. Some of the tenets of CLASS are:

- “Absence of threat” where students are provided with a safe, comfortable environment to increase their motivation and readiness to learn.
- Collaboration and cooperation based on mutual respect
- An enriched environment where students are immersed in topics of instruction
- Integrated thematic instruction where differentiated instruction is provided within the chosen themes. The overall theme that has been chosen for the school is “Learn and Grow”, where the overall instructional focus will be on growing vegetables and flowers in our school gardens.
- Adequate “blocks of time” to allow students to process what they’ve learned
- Meaningful content where knowledge and skills are not only based on state standards, but are connected to real world situations
- Immediate Feedback is given to students to optimize learning and mastery
- Mastery – Frequent formal and informal assessments are used to verify mastery

## **5. Vision for Growth**

Plans for the first five years of operation include offering kindergarten through grade six. Any plans for adding grades seven to twelve would require adding space to the current facility. Therefore, expanding enrollment and/or grade levels does not seem feasible in the near future. If the demand and need for expansion arises, there is adequate room for expansion on the 11 acre site. \*This 11 acre property is owned by Shelby Township, Jefferson County, Indiana, and will be leased to the Canaan Community Academy at no cost.

## **6. Leadership and Governance**

Initially, the Canaan Community Academy will be organized and managed by Friends of Canaan, Inc. (FOCI) This nonprofit corporation has been formed by the Canaan Community Academy Organizational Team. FOCI will assume management of the Canaan Community Academy upon confirmation by Ball State University that a charter will be granted for this school. In accordance with our stated beliefs that community and parental involvement are necessary for the success of any educational institution, the governance structure of FOCI and the Canaan Community Academy (CCA) has been designed to ensure that all stakeholders are represented and are given a voice to the greatest extent possible. As stated in its Bylaws, FOCI will accept all persons interested in becoming involved in education in southeastern Indiana as members of the organization. This includes parents, teachers, and members of the community.

A Board of Directors consisting of five to seven members governs FOCI. Board members are appointed by the membership of FOCI in open meetings. Duties of the board, election procedures, and all other information concerning the board are outlined in the FOCI Bylaws.

Any current member of FOCI who is in good standing may be appointed as a member of the Board of Directors, with the following exception: **Full-time employees or spouses of full-time employees may not serve on the Board.** The Board of FOCI will serve as a nominating committee for board appointments held annually in June. FOCI has mirrored its philosophy that all stakeholders should be adequately represented and given a voice in the governance of the schools. The five to seven members of the Board of Directors will be comprised of at least two representatives with educational expertise and at least two members with financial expertise. All members will represent the interests of the parents or the community.

FOCI respects the skills and gifts of numerous members of the community, and have confidence there will be an opportunity to select highly qualified individuals that they feel are best suited to serve on the board. This is a reflection of the rural setting in which FOCI will operate. In a close-knit, rural community, individuals interact on a daily basis. This interaction is not restricted solely to educational activities. Therefore, it is anticipated that members of FOCI will be familiar with nominated board candidates and will have had previous interaction with these individuals.

Given this familiarity, FOCI has every faith that members will elect those individuals who bring unique skills and perspectives to the FOCI board and who will provide adequate leadership for the Canaan Community Academy.

As the Canaan Community Academy transitions from a concept to a functioning institution, we believe that the Board of Directors should become a body primarily concerned with policy issues. The board will initially reserve all powers. However, as the transition from concept to institution takes place, the board will delegate powers and responsibility for daily operations of the CCA to a hired administrator. This individual will be allowed, in turn, to delegate powers and responsibilities among the faculty and staff of the Canaan Community Academy. As deemed necessary, the board may also delegate responsibility to various committees. 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 their findings and recommendations to the Board.

**Founding Group and School Leadership**

**Founding Group Membership**

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Deena Schafer	Educator, School leadership, School finance knowledge, Chief document author	Chief Academic Officer/School Leader
Mike Moseng	Educator, School leadership, School	Chief Operations Officer

	finance knowledge; Document editor	
Stacy Gray	Educator, School leadership, Document author/ Editor, Board member, Parent volunteer	Board member, Parent volunteer
Terry Rowlett	Business leader, community activist; Document editor	Board member, School volunteer
Gale Ferris, Sr.	Educator, community activist; Document editor	Board member, School volunteer
Dean Adams	Financial expert in school budgets; Budget documents, Document author	Board member, Advisory team/Staff trainer
Richard Clark	Building maintenance specialist; Document editor	Board member, School volunteer
Julie Buchanan	Physical therapist/Educator, Special needs consultant, Document author	Community volunteer, Advisory team
Barbara “Candi” Risk	Educator (Special Education); Document editor	Board member, School volunteer
Barry Smith	Educator; Document editor	Board member
Laura Schafer	Information technology consultant, Financial expert	CCA Technology Director (volunteer)

### **Collective Qualifications of the Founding Group**

1. Twelve of the eighteen founding group members are educators of various specialties, working in five different school corporations. Three members have school leadership experience as principals or superintendents. Two members have served on the negotiating teams for their local teachers’ associations.
2. Two thirds of the founding group members have a combined total of more than 140 years in successfully educating Hoosier students. These educators are leaders in their fields, remaining current in the areas of curriculum, instruction, and assessment.
3. Six of the eighteen members of the group have extensive experience in the fields of business, industry, computer science, and finance. Two of these six members are specialists in the area of building maintenance.
4. Fourteen of the eighteen members have children and/or grandchildren of various ages. All are active in community events and causes, and are dedicated to the revitalization of the Canaan community.
5. All founding group members are passionate and motivated individuals who are determined to have a successful, vibrant school that will serve as a legacy for future generations of Canaanites.

### **Partnerships**

The CCA will partner with C.L.A.S.S. project staff and with Minds-in-Motion for programs and services. A relationship has been established with Jeff Pederson, CEO of CLASS and Candice Meyer, President/CEO of Minds-in-Motion. Communication with the leaders of these organizations has been productive, and the organizers of the CCA are confident that the support of these agencies will become even stronger as the opening of the academy approaches.

## **Backgrounds**

The founding group originally came together as the decision to close Canaan Elementary was under consideration. The group organized to gather data and information to prevent the school's closure, and began meeting on a regular basis. However, following the closure, the organizing group continued meeting and began to explore the possibility of forming a charter school to address the needs of the students in the area. All of the members of the founding group are residents of Jefferson County, Indiana, and they are united in their efforts to reopen the school and revitalize the Canaan community.

## **School Leader and Leadership Team**

The Chief Academic Officer/School Leader and the Chief Operations Officer (COO) will work as an administrative team. It is the hope of the organizers for the CCA that these administrators will work directly with students on a daily basis. Therefore, as the job descriptions below indicate, the first and most important part of the job descriptions for these two individuals is as a teacher.

The administrative model at the CCA will follow the philosophy that the administrators will be master teachers NOT the master of teachers. The CAO and COO will walk beside the staff members---not tower above them on the journey of educating students.

The Chief Academic Officer/School Leader will be the first individual hired by CCA, and this person will be a critical component for the success of the school. Therefore, as the Chief Academic Officer/School Leader (CAO), this person should possess the following characteristics.

- Highly qualified educator, holding an Indiana teaching license
- Experienced teacher with a comprehensive understanding of current educational practices
- Knowledge of school finance
- Leadership qualities and experience
- Dedicated to the mission of the CCA and the Canaan community

As the Chief Academic Officer/School Leader of the CCA, it is very important that this individual is hired in a timely fashion. The school leader position, as well as all other positions, will be advertised both locally and regionally, and on the school and IN DOE web-sites. Regional and local advertising ensures that CCA will draw from a large pool of potential applicants. The CCA Board of Directors will appoint a committee to oversee the search for a School Leader. The committee will consist of at least two parents of potential students, two members of the community, and two members of the CCA Board of Directors. This committee will recruit applicants, conduct interviews, and make their recommendations to the entire board. The board may accept the recommendation of the search committee and begin negotiations, or reject the recommendation. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant.

The Chief Operations Officer will be the second employee hired by the CCA Board of Directors. The person in this position is also critically important to the success of the CCA. Therefore, this

position will be advertised both locally and regionally, and on the school and IN DOE web-sites. The CCA Board of Directors will appoint a committee to oversee the search for a School Leader. The committee will consist of at least two parents of potential students, two members of the community, and two members of the CCA Board of Directors. This committee will recruit applicants, conduct interviews, and make their recommendations to the entire board. The board may accept the recommendation of the search committee and begin negotiations, or reject the recommendation. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant.

\*See Attachment 11 for Job Descriptions for the CAO and the COO.

### **Proposed Chief Academic Officer (CAO) /School Leader**

Mrs. Deena L. Schafer is the leading candidate for the position of CAO/ School Leader. Mrs. Schafer, as the coordinating author of this application to charter, has designed a school that mirrors her philosophy toward education. Mrs. Schafer will work full-time, beginning in February, 2012, and compensation will be funded with the Federal Public Charter Schools Grant Program.

Mrs. Deena Schafer's entire life up to this point was a prelude to opening the CCA. She has worked incessantly on this proposed school since Madison Consolidated Schools voted to close Canaan Elementary School in the spring of 2010. Her dedication to reopening the school stems from deep roots in the community and respect toward her ancestors. Mrs. Schafer's grandparents were community activists and her grandmother, Maude Taylor, was a teacher and the principal at Canaan School for forty-six years. Mrs. Schafer's mother, Susanne Buchanan, taught 34 years at Canaan School, and Mrs. Schafer taught there nearly thirty years.

Mrs. Schafer is recognized community-wide as a leader and an advocate for the local school and community. As the author of several proposals to charter, she has been the "backbone" of the organizing team for the CCA. Her qualifications to manage a high-performing school stem from the following experiences:

1. 32 years as a high-performing educator in Indiana, experience in teaching all grades, kindergarten to sixth grade
2. Chairperson of the Canaan School's School Improvement initiative for over 10 years
3. Currently holds a Masters' degree +30 credit hours, including extensive training in Reading Intervention and Reading Recovery
4. Supervisor of student teachers and mentor for new teachers
5. Served on the Bargaining Team for the Madison Teachers' Association for more than 10 years, including several years as the chairperson \*Extensive training in school finance
6. Professionally trained in:
  - Response to Intervention
  - Implementation of Wireless Generation: mClass and Acuity
  - CLASS Project – Summer Institute and ongoing support

- Literacy Collaborative – initial and ongoing
- Leveled Literacy intervention (Fountas and Pinnell)
- Reading Recovery and Reading Intervention

Mrs. Schafer hopes to be a “teaching school leader”. It is her desire to work WITH the other staff members teaching students on a daily basis, preferably helping students who struggle when learning to read.

The leading candidate for the position of Chief Operations Officer is Mike Moseng. Mr. Moseng is a “newcomer” to the community, but has earned the respect of the CCA Board from his experience as a well-liked substitute teacher in the Madison Consolidated School Corporation. Mr. Moseng brings the following gifts and talents to the CCA:

- Masters’ Degree in Christian education
- 20 years experience as a teacher, principal and superintendent of schools
- Presenter for staff development
- Budget writing and oversight
- Policy writing and oversight

Mr. Moseng also hopes to be a “teaching administrator”. It is his desire to work WITH students and other staff members on a daily basis, preferably in the area of social studies and science.

Mr. Moseng will work full-time, beginning in February, 2012, and compensation will be funded with the Federal Public Charter Schools Grant Program.

\*See Attachment 2 for Mrs. Schafer’s resume and Attachment 3 for Mr. Moseng’s resume and other documents.

## Education Plan

The educational program at the CCA will provide ALL students with an opportunity to learn and grow daily. By implementing C.L.A.S.S. project and Minds-in-Motion activities, students will be motivated and ready to learn. Integrated thematic instruction will engage students and provide **all students with opportunity to learn Indiana’s Common Core standards**. Progress of students will be frequently monitored and adjustments will be made to each student’s educational plan.

A C.L.A.S.S. school provides students with a safe, enriched environment where there is absence of threat, collaboration among students, usage of community resources, and real or virtual field trips. As part of the C.L.A.S.S. philosophy, and to the greatest extent possible, the CCA has elected to utilize community-based lessons as part of the integrated thematic instruction promoted by C.L.A.S.S. Community-based education is best defined as learning that is rooted in the local community -- the unique history, environment, culture, economy, literature, and art of a particular place. The local community provides the context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in

every aspect of teaching and learning (Perrone,1999). Community-based education allows community-based approach, the school is seen as a part, or an extension of the community. Community interaction is crucial to the success of any school using this approach. This is, in large part, why the governance structure of the Canaan Community Academy demands that school policymakers interact with students, parents, and community members on a regular basis. It is the position of FOCI that teacher interaction and familiarity with the community-at-large functions as a form of accountability.

The curriculum implemented at the Canaan Community Academy will be rooted in the key areas of language arts, social studies, and science. Mathematics instruction will be integrated when possible, but most of the time, this area of the curriculum will be a separate entity. In addition, education in music, art, and physical education will be offered weekly, as we feel them necessary to a well-rounded education. It is important that students see that their learning is relevant to their world, to take pride in the place in which they live, to connect with the rest of the world in a natural way, and to develop into concerned and contributing citizens.

The CCA will offer all students the opportunity to participate in Minds-in-Motion activities. This unique program provides students with sensory stimulation and motor development activities in order to integrate their brains with their bodies, and therefore, maximize learning. The program was founded and developed by Candice Meyer of Scottsburg, Indiana, in 2008. It is currently used by more than 800 teachers in 10 states, and its success rate and testimonials can be viewed at [www.mimlearning.com](http://www.mimlearning.com).

The CCA Board of Directors expects that all teachers, as educated professionals, will strive to keep their knowledge base current, and will, in conjunction with the CCA Board of Directors, implement only curriculum and techniques that have been proven to result in greater student achievement.

The implementation of C.L.A.S.S. and Minds-in-Motion will require staff development. A plan is in place for training the staff that is dependent on the amount of funding available. For example, if funding is very limited, there are Canaan community people who have had extensive training in these areas who have volunteered to train the staff. However, if funding is available, the staff will attend training sessions through webinars or on-site (Louisville, KY, Carmel, IN, or Indianapolis).

As the overlying plan for optimizing student learning was chosen for the CCA, careful consideration was given to choosing practices which have been implemented with proven results. Therefore, the organizers for the CCA chose C.L.A.S.S. project as the overall educational approach. There are several reasons why, and they are:

- C.L.A.S.S. project is considered a “classic” educational approach by over 700 schools where this practice is used, and is an acceptable approach for school improvement in Indiana’s schools (IN DOE)
- In the past 20 years, many educational practices have been implemented in schools across the country; however, in schools where C.L.A.S.S. project has been used with fidelity

over several years, it has produced students with higher test scores and better attendance rates.

- Staff at C.L.A.S.S. schools indicate in surveys that C.L.A.S.S. has a broad impact on teaching and learning. (William Morgan, Indiana University; [www.indianaclass.com](http://www.indianaclass.com))
- In the past 20 years, many educational practices have been implemented in schools across the country; however, in schools where C.L.A.S.S. project has been used with fidelity over several years, it has produced students with higher test scores and better attendance rates. The staff at C.L.A.S.S. schools indicate in surveys that C.L.A.S.S. has a broad impact on teaching and learning. (William Morgan, Indiana University; [www.indianaclass.com](http://www.indianaclass.com))
- Schools such as Central Elementary in Lebanon, IN, (where C.L.A.S.S. originated in the 90's), have been repeatedly recognized as a Four Star School and a Blue Ribbon School of Excellence. **The success of Central Elementary continues as the Indiana DOE announced on September 15, 2011, that this school was one of nine Indiana schools recognized as a National Blue Ribbon School once again.**
- The organizers for the CCA believe in this approach and will implement it faithfully.

The other educational practice that will be used daily at the CCA is Minds-in-Motion. This unique program provides students with sensory stimulation and motor development activities in order to integrate their brains with their bodies, and therefore, maximize learning. The program was founded and developed by Candice Meyer of Scottsburg, Indiana, in 2008. For more information, see [mimlearning.com](http://mimlearning.com)

Minds-in-Motion was also chosen as a best practice for the following reasons:

- Minds-in-Motion is currently used by more than 800 teachers in 10 states. The use of this practice has grown exponentially in a short amount of time.
- Testimonials on the website and from several community people have indicated the value of Minds-in-Motion activities.
- The organizers for the CCA believe in this approach and will implement it with fidelity.

Note: A primary volunteer for the CCA, who is a licensed physical therapist, has been trained in Minds-in-Motion, and is willing to assist in its implementation as an in-kind contribution.

## **Pupil Performance Standards**

The destination for students of the CCA has been determined by the state of Indiana—for all students to master the Common Core Standards and learn skills needed to become productive citizens. The freedom to choose a path that enables students to reach this destination has been selected by the supporters of the Canaan Community Academy.

The CCA Board and staff will optimize student learning by:

- Using research-based, brain-compatible, data-driven instruction
- Limiting class size to 20 students
- Providing a safe, nurturing environment
- Using the philosophy of Connected Learning Assures Successful Students (C.L.A.S.S.)

- Offering an extended school day for all students with quality after-school programs
- Emphasizing art, music, and physical education with classes offered weekly
- Focusing instruction on the school gardens grown on the 11 acre property
- Leveraging the rich, educational, and artisan resources of the Canaan Community

The organizers of the CCA have been inspired and supported by the staff of the Rural Community Academy (RCA), in Graysville, Indiana. The RCA was opened in 2003, and is currently the only rural charter school in the state of Indiana. The CCA hopes to become the **state's second rural charter school, the first C.L.A.S.S. charter school, and one of a very few charter schools in southeastern Indiana.**

The pupil performance standards for the CCA will follow the guidelines established by the Indiana Department of Education. The Friends of Canaan, Inc. (FOCI) recognize that our world is changing QUICKLY, and students need more skills and knowledge than ever before. All staff members at the CCA will use their skills, talents, and resources to provide standards-based classroom units and lessons that meet the needs of the classes as a whole, and for individual students.

### **School Promotion Policy**

Grade retention is intended to help meet the social, emotional, and cognitive needs of the student and support education goals within the school environment. The Canaan Community Academy (CCA) is committed to making individual decisions on grade promotion/retention based on what is in the long-term best interest of the individual student. The CCA staff is committed to helping all students realize their fullest potential, including remediation for students that are experiencing difficulty. Retention is considered after various other interventions have been employed by the academic team with insufficient success. This policy is applicable to grade placement decisions made for students in grades kindergarten through 6th grade. Students who qualify under IDEA (special education students) are not necessarily bound to this policy to insure compliance with all state and federal regulations.

\*Step 1 Parent or Teacher recommend possible retention for student

\*Step 2 Remedial actions occur, including but not limited to:

- Classroom modifications
- School and Home service plan
- Additional testing

\*Step 3 Academic team meets to review student progress and make recommendation regarding student placement. Academic team includes but is not limited to: classroom teacher, Chief Academic Officer (CAO), parent, and other teachers or outside consultants. Factors for consideration:

- Social Development
- Emotional Development/ Stability
- Teacher Recommendation
- Cumulative Record and Attendance

- Grades/ Test Data

Step 4 CAO makes final decision

\*\*Per the IDOE Third Grade Reading Plan:

If a student does not pass the reading portion of the ISTEP+ in 3rd grade, he/she will be retained unless the child meets the exemption requirements outlined in the IDOE’s Reading Plan.

Canaan Community Academy will allow mid-year promotion if the student is showing adequate gains to be successful.

**Please see Attachment 6 for Learning Standards for the CCA.**

### School Calendar and Schedule

The Canaan Community Academy will follow a “balanced calendar” of 180 school days. This calendar will coordinate with the other public schools in the area in order to reduce transportation costs by sharing buses when possible. The balanced calendar will include roughly nine weeks of school followed by two week breaks.

**The school day at the CCA will be more than sixty minutes longer than other elementary schools in the area.** This extended time daily will be used to enrich and enhance the regular curriculum with “Teach, Enrich, and Mentor (T.E.A.M.)” activities. This additional instructional time will be offered for students in grades one through six, and instruction will be provided by staff members and community volunteers. Detailed information about TEAM time is outlined below in the section titled “Supplemental Programming”. Students at the CCA will receive more than 180 hours of instruction/year with the extended school day.

Students will benefit through additional time devoted to core academic and extended day learning time, as shown below.

School:	Number of School Days/Year:	Length of Instructional Day (Min):	Time for Core Academic Areas Daily (Min):	Extended Learning Time Daily (Min):	Total Instructional Time/School Year
Canaan Community Academy	180	390	180	60	81,000 Min= 1,350 Hours
Other Local Schools	180	390	150	0	70,200 Min= 1,170 Hours

The proposed calendar and sample daily schedule for the CCA are found as Attachment 7. Plans for the daily schedule include instructional minutes devoted to the core subjects as follows:

Core Subject Area	Daily Instructional Minutes
Language Arts	145
Math	75
Science	45
Social Studies	45

The average number of minutes devoted to instruction in the core academic areas will be over five hours daily for all students. The additional instruction during TEAM time will include enrichment and remediation for all students in grades one through six. The organizers for the CCA believe that increasing the school day will help all CCA students achieve success in school and for the rest of their lives.

## School Culture

As a small, community-based CLASS school, students will feel nurtured and supported. By formally providing this type of positive academic environment, the culture of the CCA will provide an outstanding place for students to learn and grow.

As described earlier in this document, CLASS training will provide guidance for staff members to be able to create the appropriate environment and integrated thematic instruction in order to optimize student learning. By training the staff during the summer prior to the start of school, the CLASS culture will be implemented **prior** to the first day of school.

CLASS schools have proven effective for all students, but even more beneficial for at-risk students. CCA believes that implementing the CLASS philosophy will address the needs of the high-poverty students that live in the area. The recently closed Canaan School documented that 71% of its enrolled students qualified for free and reduced lunches--by far the highest of any school in this part of Indiana. CLASS will provide a nurturing environment to enable these students to excel. The importance of incorporating values and differentiated curriculums will also help to raise our test scores to a higher level. The CLASS philosophy was chosen by studying the highest achieving schools in the state and investigating the practices that they use. Several of these high-performing schools have implemented CLASS project, and their success has been sustained for many years.

A typical day for a CCA student begins with a safe, comfortable environment, with greetings from staff members, then Minds-in-Motion activities in the gym. As students enter the classroom, they will see the “Agenda for the Day” which provides structure, routine, and safety in knowing what to expect. Lessons will be integrated thematic instruction, with meaningful content that is connected to real world situations. Immediate feedback will be provided to optimize learning and mastery, and a class meeting will be held at the end of the day. After school, the student will participate in TEAM time where enrichment and remedial activities will occur.

A typical day for the second grade teacher will begin as the students are greeted, then monitoring or participating in Minds-in-Motion activities. As students enter the classroom, there are established routines and procedures posted, as well as the agenda for the day. Instruction and “time on task” will be optimized through the use of technology and established routines. Integrated thematic instruction is used to make the content meaningful and differentiated instruction will be implemented within the chosen themes. Blocks of teaching time / subject area will exceed Indiana’s requirements with over 100 minutes/day for language arts and 75

minutes/day for mathematics. The teacher will share their gifts and talents during TEAM time, several days/week. \*See detailed schedules in Attachment 7.

**Supplemental Programming**

**Summer School Offerings**

There are not currently plans to offer summer school at the Canaan Community Academy. It is the opinion of the CCA organizers that the balanced calendar of nine weeks of school followed by two weeks of vacation will optimize student learning and minimize the need for summer school.

**Extracurricular and Co-curricular Programming**

Extracurricular and co-curricular activities at the CCA will be instructional and recreational in nature. Most academic clubs and athletic sports activities will occur during the Teach, Enrich, and Mentor (T.E.A.M.) time after the school day (2:30-3:35 P.M. daily). Plans for supervising and instructing students during TEAM time will be provided by staff members and in-kind contributions. Any costs associated with extracurricular activities will be funded by the CCA Parent/Teacher Organization.

**Teach, Enrich, and Mentor Activities: T.E.A.M. Time**

Throughout the school year, varied T.E.A.M. activities will be used to enrich the regular curriculum. The theme may be seasonal or multicultural, relating to one particular country. T.E.A.M. activities will be overlapping, such as community service projects made during visual arts activities, or music used to teach dance or support dramatic presentations. These activities will address the seven intelligences as outlined by C.L.A.S.S. project.

<b>T.E.A.M. Activity</b>	<b>Community Partners</b>	<b>Frequency of Activity</b>
<b><i>Tutorial/Remedial Work(Mandatory):</i></b> <i>Homework help, remedial instruction</i>	Staff Members	Daily
<b><i>Homework Help (Optional):</i></b> Staffed room for assisting students with homework	Staff members	Daily
<b><i>Healthy Bodies/Healthy Mind:</i></b> Dance, Sports, Cheerleading, Running Club	Staff members and Community volunteers	Daily
<b><i>Technology Club:</i></b> Thematic research project on the internet; Computer enrichment	Staff members and Community volunteers	Daily
<b><i>Reading Buddies:</i></b> Multi-age book sharing; Renaissance Place Accelerated Reader	Staff members and Community volunteers	Daily

comprehension activities		
<b>Good News Club:</b> Christian religion education, including crafts and music	Local churches, community volunteers	Weekly
<b>Drama Club:</b> Plays, musicals, Reader's Theater,	Staff members and Community volunteers	Weekly
<b>Arts Club:</b> Music, art, dance, displays and shows	Staff members and Community volunteers	Weekly
<b>Foreign Language Club:</b> French and Spanish	Community volunteers	Weekly
<b>Extended Community Organizations:</b> 4-H, Girls, Inc., Boy Scouts, Girl Scouts	Community Volunteers	Weekly
<b>Math Club:</b> Computer competitions and games, Board games, Apangea Math	Staff members and Community volunteers	Weekly
<b>Science Club:</b> Internet science research, environmental studies, outdoor lab	Staff members and Community volunteers	Weekly
<b>The Great Brain Club:</b> Research topics of interest; Share information with others	Staff members and Community volunteers	Weekly
<b>Gardening Club:</b> Research, plan, and plant gardens on school property	Community volunteers	Seasonal
<b>Cooking Club:</b> Seasonal or multi-cultural themes; Recipe test trials	CCA Food Services Director or Community volunteers	Seasonal
<b>Little Hoosiers Club:</b> In-depth study of local and Indiana history; patriotic activities	Staff members and Community volunteers	Seasonal
<b>Young Authors:</b> Write, publish, and illustrate books	Staff members and Community volunteers	Seasonal
<b>Academic Competitions:</b> Geography Bee, Destination Imagination,	Staff members and Community volunteers	Seasonal

Apangea		
<b>Community Service Club:</b> Recycling, Community clean-up, Canaan Fall Festival, School gardens	Staff members and Community volunteers	Seasonal

**Addressing Students’ Social, Emotional and Physical Needs**

Implementing CLASS project and Minds-in-Motion activities for all students with fidelity on a daily basis will address all social, emotional, and physical health of the CCA student body. It is the philosophy of the organizers of the CCA that these two programs will help motivate, prepare, and inspire students to achieve their upmost success in all areas of their life for all time.

**Special Populations and At-Risk Students**

CCA will follow current IDEA and ECEA laws and will hire a special education teacher possessing an Indiana teacher's license with appropriate endorsements. If after reasonable efforts, CCA is unable to employ someone with appropriate credentials/endorsements, CCA will hire an individual who will apply for temporary teacher eligibility.

The CCA will provide all related services required by the IEPs, including but not limited to initial evaluations/reevaluations, paraprofessional services, school health services, and other required services such as physical and occupational therapies. The CCA will contract with the appropriate agencies (ALL KIDS CAN, Madison Area Special Education Unit, or other) or individual providers to meet these needs.

CCA will receive special education funding based on federal laws(i.e. No Child Left Behind, the IDEA of 2004) as well as Indiana’s Public Law 221 and Article 7 for each child with an IEP that is enrolled. CCA will be entitled to all federal and state special education funds pursuant to the Indiana Charter School Act, the IDEA, and the ECEA. Funding that may be available for implementation of RTI include Title I Part A and Part B, Title II Part A, Title III Language Instruction for Limited English Proficient(LEP) and Immigrant Students, Title IV Part A, and IDEA Part B.

Enrollment at CCA will be open to any child who resides in Indiana. Although CCA's initial enrollment form will not ask a parent to state whether his or her child is on an IEP or Section 504 plan, the parent will be asked those questions when the child is enrolled. When a student who has an IEP enrolls, CCA will immediately notify the previous school and acquire the child's special education records. A case conference committee meeting will be convened to make recommendations for appropriate placement and services. The child's case conference committee team will make all placement decisions, including any decision to exit the child from special education.

The academy’s school leader will keep the special education teacher informed of state and locally sponsored training opportunities and their dates. Appropriate CCA personnel will attend special education training or webinars whenever possible.

CCA will develop Section 504 policies and procedures for compliance with Section 504 requirements. CCA will appoint a staff member to be the building level section 504 coordinator. The coordinator will conduct an inservice at the beginning of each school year to train regular education staff on Section 504 requirements, including instructional modifications and accommodations in the general education classroom setting.

CCA will include in its student handbook a notice of nondiscrimination on the basis of disability and also appropriately post the nondiscrimination notice within its facility. CCA will be responsible for determining student eligibility for Section 504 services, and as best practice, will convene a Section 504 team as necessary when a CCA student has been determined to be ineligible for services under the IDEA and ECEA.

CCA will develop a written Section 504 plan for eligible students. It will also be responsible for holding manifestation determination reviews in connection with student discipline proceedings. The CCA will make available to its staff the policies and procedures to follow in the event of a Section 504 dispute.

CCA's section 504 coordinator/special education teacher will keep the staff informed regarding any new and important information and updates.

The CCA anticipates that students with mild to moderate exceptionalities will receive services from the full-time special education teacher at the school. However, specialized services will be provided by part-time specialists as the need arises. When planning the budget for special needs students, the revenue received from the Indiana Special Education grant will be used to meet the needs of the students. If all of this revenue is not needed for staffing, the remaining balance will be invested in the following: instructional materials, technology, and professional development.

CCA acknowledges and understands that ALL children can learn and achieve high standards as a result of effective teaching. CCA will use the Response to Instruction (RTI) model to provide resources to students in need of academic and/or behavioral support. CCA organizers recognize that assessment drives instruction for all students.

CCA's problem solving team will be known as the "Student Support Team" and will at minimum include school leader, classroom teacher, special education teacher, and others as needed. CCA will regularly convene this problem solving team to analyze data in order to identify students who are not making expected progress as well as those that may need educational enrichment. CCA will implement appropriate interventions for a student at the earliest indication of concerns to ensure the student's success. The Student Support Team will determine strategies for meeting the child's unique needs in the appropriate setting.

CCA will use a continuum of three levels of tiered interventions with increasing levels of intensity and duration to address the full range of student needs.

- Tier 1 instruction will include core curriculum, instruction, and learning environment for all students; preventative, proactive (approximately 80% of students)
- Tier II intervention is targeted, supplemental support; small group (approximately 15% of students)

- Tier III interventions is intense, individualized support; one-on-one/very small group, increased frequency, longer duration (approximately 1-5% of students).

The Student Support Team will develop criteria and indicators to determine if intervention is successful. The student’s progress will be regularly monitored and documented. If the Student Support Team determines that an intervention has not been successful, a new intervention with a higher degree of intensity will be implemented for the student.

A referral to special education will be made to the Student Support Team if the student is not making adequate progress with previous interventions as indicated by the data. CCA understands that the documentation of a student's progress will become part of the body of evidence used in determining if a child is eligible for special education services.

The CCA community must continue to gain knowledge and develop expertise of the RTI Model and current procedures. CCA will evaluate the current infrastructure relative to leadership, teaming, curriculum, screening, and professional development. At the beginning of each school year, the Student Support Team will conduct training for CCA's general education staff focusing on RTI Model as well as the importance and implementation of differentiated instruction.

To determine the potential population of students with special needs at the CCA, data was gathered from two sources: Information on the Indiana DOE website concerning percentages of incident rates, and the Special Needs population of the former Canaan Elementary School. The CCA anticipates 25-30 students needing interventions and individual educational plans (IEP).

The CCA anticipates student populations needing special services with the following exceptionalities:

- Speech and Language: 8-10 students
- Mild Disabilities: 14-16 students
- Severe Disabilities: 2-4 students

The CCA will be located within the district boundaries of Madison Consolidated Schools. The former elementary school, Canaan Elementary, was located in the community for 180 years, and recent test data indicated that this school was the highest achieving, highest growth school within the district. Ironically, the year of its closure, 2010, Canaan was rated in the top quadrant of Indiana’s growth report. The data from Spring, 2010, for median % growth for the elementary schools in the Madison District is as follows:

Elementary School:	Math Growth %	English/LA Growth %
Canaan Elementary	73	67
Anderson Elementary	51	43
E.O. Muncie Elementary	46	51

Lydia Middleton Elementary	50	52
Deputy Elementary	48.5	39
Rykers' Ridge Elementary	46	51
Dupont Elementary	24	39

As a corporation, Madison Consolidated, has struggled to consistently make adequate yearly progress (AYP). In four of the last eight years, Madison Consolidated has not made AYP. In August, 2011, the corporation received the letter grade of D. According to the Annual Report Card on the Indiana DOE website, ISTEP passing rates for the general education population in Madison were: 82.3% passing the English/Language Arts subtest, and 78.8% passing the math subtest. The passing rates for the special education population in Madison were as follows: 56.2% passing in English/LA, and 64.7% passing in math.

The largest elementary in Madison, E.O. Muncie Elementary, has struggled to make AYP since these performance targets were established in 2002. According to information presented in the media and on the Indiana DOE website, the areas that were identified as areas of concern for E.O. Muncie were achievement level gains of special education and at-risk students. E.O. Muncie has been identified as a Choice School and enrollment has been declining at the school.

With the local school corporation struggling to meet the needs of at-risk and special needs students, the organizers for the CCA are pleased to offer a school that will provide all students with an outstanding educational environment.

## Student Recruitment and Enrollment

### **Distinguishing Characteristics:**

The Canaan Community Academy will provide academic excellence with new and innovative approaches to the education of all children. Canaan Community Academy pledges to teach rural values with a community based concept. The school will continue its 180 year tradition of excellence in producing well rounded, high achieving students with a great sense of who they are and where they come from. All curriculum will be based on the Indiana Academic/Common Core Standards, within the philosophy of CLASS project and Minds-in-Motion activities offered daily for all students.

The school will include grades K-6, but plans also include the formation of a Home-schooling Resource Center whereby partnerships are formed which are mutually beneficial for all families in the community.

**Canaan Community Academy will offer an extended day of more than an hour for all students**, and a strong after-school program known as “Teach, Enrich, and Mentor (T.E.A.M.) This after-school program will not only assist working parents, but will provide students help with homework and opportunities for quality programs for a constructive use of their time. Occasional evening activities will also promote more parental and community involvement.

The CCA plans include offering art, music, and physical education classes weekly. The talents of the students will be shared with the community through multiple programs presented to the public throughout the year. Through this commitment to these areas of study, it will provide students with opportunities that are currently not available in the surrounding schools in our area. As the Canaan Community Academy focuses on community-based teaching, it will draw on its wealth of talented community members including artists, artisans, and business members. The teaching of history will be enriched through the study of Canaan's rich history dating back to 1812. Canaan Community Academy has innovative plans in the education of environmental issues, science and health through the agriculture that our rural community can provide.

The CCA will provide students with an exceptional choice for their education, and **class size will be limited to twenty students per grade level** to facilitate academic success for all students.

### **Student Recruitment/Marketing**

Student recruitment and marketing of the CCA is currently in progress in the following ways:

1. Monthly/bimonthly activities have been held in the building since September, 2010, and success of these events can be documented at:[www.canaancommunityacademy.com](http://www.canaancommunityacademy.com)
2. All local media sources have been generous and supportive in their coverage of the CCA.
3. Electronic/Social media advertisement and communication such as: Website ([www.canaancommunityacademy.com](http://www.canaancommunityacademy.com)), Facebook (We Support the Canaan Community Academy)
4. Booths at local retailers and community functions
5. Networking/contact with future students and current charter school operators, members of the Indiana legislature, and other key supporters

Future recruitment and marketing plans include the aforementioned avenues and other marketing tools. Specific activities will include outreach to families who are in poverty or who have students at-risk of academic failure. These families have been identified through studying U.S. census data, and communication with these families will occur by visiting or calling their homes or holding advertised meetings in common areas of low income housing districts.

### **Student Discipline**

The Canaan Community Academy will have high expectations for student behavior—behavior in which students respect the rights of others and demonstrate self-discipline with personal responsibility. It is the opinion of the organizers that CCA students who are provided with a quality educational program, along with quality after-school activities, many discipline problems will be avoided.

The CCA will organize and implement a school wide behavioral plan that all teachers and staff will use. Teachers and staff will provide direction and set limits which will create an environment that is neither permissive nor oppressive. Although the CCA Board of Directors will work with all adjunct organizations to set general policies regarding student behavior,

decisions regarding specific classroom rules will ultimately be left to the teacher within the written CCA policies.

It is recognized by the CCA board that disruptive students or those who exhibit inappropriate behavior should be dealt with in a manner that is respectful of the student and the student's rights. However, it is also recognized that inappropriate or disruptive behavior also infringes on the right of all other students to receive an education. Therefore, it is the policy of the CCA board that immediate steps to correct a problem should be taken when the disruptive or inappropriate behavior occurs.

Canaan Community Academy will comply in strict accordance with State of Indiana public school guidelines. A full policy has been established, but will be updated in accordance with new laws and guidelines. Changes will be made available to parents and students. Policy guidelines will be appropriate to the age level and maturity of the child. Treatment of students will be consistent regardless of race, religion, color, sex, origin, and socioeconomic status. The Discipline Plan for the CCA as outlined in Attachment 9 has been modeled from the best practices at C.L.A.S.S. schools, and is supported by research. Research sources have included Alfie Kohn's book entitled Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes. Behavior plans similar to the plan for the CCA have been used successfully at numerous high achieving schools, and the organizers for the CCA believe that it will be an effective plan for the intended population of the school.

\*See Attachment 8 for the CCA Discipline Plan

## Performance Management

The destination for students of the CCA has been determined by the state of Indiana—for all students to master the Common Core Standards and learn skills needed to become productive citizens. The freedom to choose a path that enables students to reach this destination has been selected by the supporters of the Canaan Community Academy.

The CCA Board and staff will optimize student learning by:

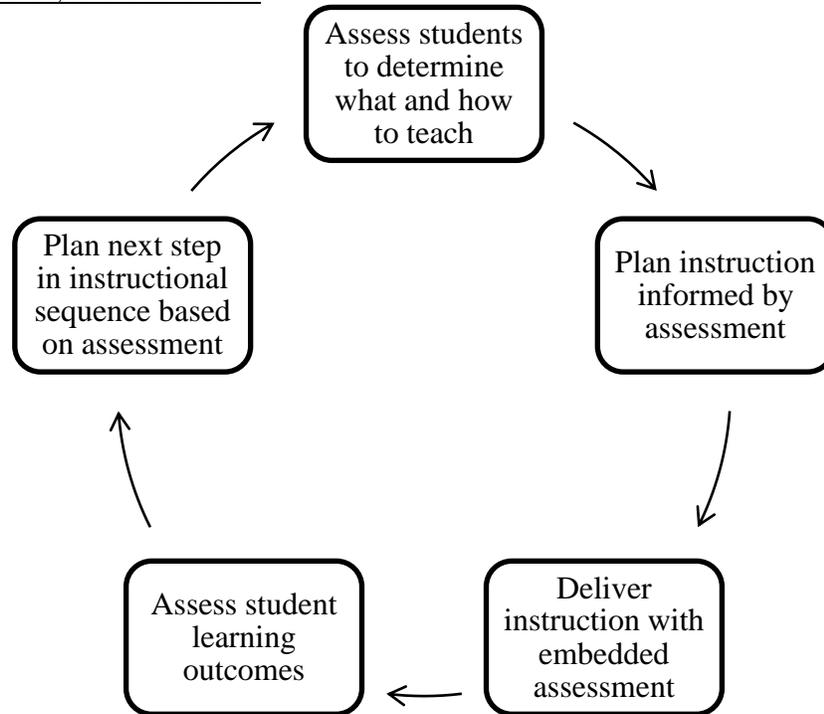
- Using research-based, brain-compatible, data-driven instruction
- Limiting class size to 20 students
- Providing a safe, nurturing environment
- Using the philosophy of Connected Learning Assures Successful Students (C.L.A.S.S.)
- Offering an extended school day for all students with quality after-school programs
- Emphasizing art, music, and physical education with classes offered weekly
- Focusing instruction on the school gardens grown on the 11 acre property
- Leveraging the rich, educational, and artisan resources of the Canaan Community

### Using Student Evaluation to Attain Learning Goals

The CCA will frequently monitor student achievement and growth through assessment, then modify instruction accordingly. The staff will form Data Teams that organize and analyze student test data, then plan appropriate intervention strategies to improve achievement. Charts

will be maintained and updated which outline specific interventions and services received by all low-achieving students (DATA WALL+).

Formal and informal assessments will be used daily at the CCA to guide instruction. Assessment will drive instruction in a continuous instructional cycle as illustrated by ASCD in Connecting Teachers, Students, and Standards:



### **Annual/Biannual Pupil Assessment**

The CCA will administer nationally norm-referenced tests as required by the Indiana DOE and BSU. These assessments include, but are not limited to: ISTEP+, NWEA, mClass, and Acuity.

Results of these tests will be kept as school records by the School Leader and will be presented to the Board of Directors following the receipt of scores. A report of results will be included in the meeting's minutes. The reports will be reviewed by school faculty in a formal meeting and will be made available to parents, the PTO, the general membership of the CCA, and the community at large. These reports and records will allow the Board and the public to assess student progress. However, **confidentially of individual student scores will be respected!**

Individual student scores on both the NWEA and the ISTEP will be shared with parents by the student's teacher, preferably in a personal conference setting. Parents will receive a written copy of the test results, and a copy of each will also be kept with the student's school records. Student educational progress will thus be tracked and reported to parents, teachers, and students. The school Data Team will meet on a regular basis to analyze the progress of the school as a whole, and plan for continued improvement.

### **Universal Screening Tools**

The CCA will use universal screening tools for all students at the beginning of the school year to identify students who may need interventions and/or enrichment. These same assessment tools will serve a dual purpose when they are used again in January and May for all students. The results will be used identify needy students and as benchmarks to monitor the progress of all

students. Some of the assessments that may be used (but not limited to) are: Observation Survey, DIBELS, Star Early Literacy, Star Reading, Star Math, mClass, Acuity, Fountas and Pinnell Assessments, and Running Records. These test results will be organized and analyzed by the Data Team to verify that students needing interventions are being served.

### **Progress Monitoring/Diagnostic Assessments**

The progress of students who are identified as Tier 2 or Tier 3 will be monitored more frequently-- preferably weekly, but at least monthly. The monitoring of these students is necessary to determine the students who are responding to interventions and making adequate progress. In addition, these assessment tools will help identify students who are in need of more intense interventions. The assessment tools for progress monitoring may include, but are not limited to: Curriculum Based Assessments such as DIBELS, AIMSweb, Star Early Literacy, Star Reading, Star Math, mClass, Acuity, Fountas and Pinnell Assessments, or STEEP.

Diagnostic assessments will be used to isolate student needs for Tier 3 students. Following intense intervention and multiple attempts at modifying instruction for Tier 3 students, it may be necessary to use diagnostic assessments to isolate barriers for these students. If and when this occurs, the staff will conduct research and explore options for obtaining a diagnostic tool that will provide the information needed for each individual student.

### **Summative Assessments**

The May administration of the universal screening tools will also be used as summative assessments.

The results will be used as yearly benchmarks to monitor the progress of all students. Some of the assessments that may be used (but not limited to) are: Observation Survey, DIBELS, Star Early Literacy, Star Reading, Star Math, mClass, Acuity, Fountas and Pinnell Assessments, and Running Records.

Data from these assessments will be analyzed by the staff to make instructional decisions for the following school year and to guide decisions about professional development needs of the staff.

In other words, was the staff effective and the students making adequate progress as documented by the summative assessments--OR, do changes need to made?

### **Assessment System**

The assessment system chart found as Attachment 10b provides a plan for in-house assessments that will be used at the CCA to monitor progress of students who may need adjustments to their educational program. This system takes a proactive approach to monitor progress of students at all grade levels. The assessments listed in this chart have been chosen for ease of administration, minimal time required to administer, and the information provided to staff to make instructional decisions. As new tools become available, the staff will alter the testing schedule.

In addition to the assessments listed in this chart, the ultimate goal is for students to master all Indiana Common Core standards and display progress on all assessments mandated by BSU and the state of Indiana.

Analysis of the needs assessment indicated that students in the area need an educational setting that:

- Is in close proximity to their home and provides community-based instruction
- Is a place where students will feel safe and nurtured, and where they will be motivated to

maximize their learning capacity. \*The organizers of the CCA believe that the implementation of the C.L.A.S.S. philosophy **with fidelity** will address this need. The C.L.A.S.S. culture believes that given proper support and guidance, **all** people have the ability to be productive contributors to the world. It is the interdependence of social development and cognitive development that drives these abilities. This premise will drive the mission, resources, and services of the CCA.

- Provides integrated thematic instruction with accountability to Indiana’s Common Core Academic Standards
- Offers formal instruction in art, music, and physical education on a regular basis
- Offers additional instructional time/day in the form of TEAM time
- Provides activities from Minds-in-Motion for ALL students

The educational program at the CCA will provide ALL students with an opportunity to learn and grow daily. By implementing C.L.A.S.S. project and Minds-in-Motion activities, students will be motivated and ready to learn. Integrated thematic instruction will engage students and provide all students with opportunity to learn common core standards. Progress of students will be frequently monitored and adjustments will be made to each student’s educational plan. The 10 principles from the “Indiana Department of Education Consolidated State Application Accountability Workbook for Public Law 107-110” will be addressed through the assessment of all students and subgroups, and Goals and Objectives are as follows:

**Canaan Community Academy’s  
Academic Goals and Objectives**

<i>Goals</i>	<i>Objectives</i>
Goal 1. The CCA will demonstrate progress by placing in the categories of “Exemplary, Commendable, or Academic Progress” (or A,B, or C) every year as identified by the No Child Left Behind at the Federal level or Public Law 221 at the state level.	1.a. At least 80% of CCA students in grades 3-6 will receive pass or pass+ scores on ISTEP+ testing every year. 1.b. At least 90% of CCA third graders will pass the IREAD test every year. 1.c. The average attendance rate for CCA students in grades 1-6 will be a minimum of 95% annually.
Goal 2. The student body of the CCA will demonstrate adequate yearly progress (AYP) on all measurements which are part of Indiana’s Accountability System	2.a. At least 80% of CCA students in grades 3-6 will pass the language arts subtest of the ISTEP+, IMAST, or ISTAR testing annually. 2.b. At least 80% of CCA students in grades 3-6 will pass the math subtests of the ISTEP+, IMAST, or ISTAR testing annually. 2.c. At least 95% of the CCA student population in grades 3-6 will participate in ISTEP+, IMAST, or ISTAR assessments annually. 2.d. The average attendance rate for CCA

	students in grades 1-6 will be a minimum of 95% annually.
<p>Goal 3. The CCA student body will average a minimum of one year’s growth within one school year as demonstrated by gains on building and state level assessments. These assessments include, but are not limited to: ISTEP, mClass:Reading 3D, mClass Math, Acuity LA, Acuity Math, NWEA, Star Reading, and Star Math.</p>	<p>3.a. CCA students in grades 3-6 will demonstrate high academic growth at the 66th percentile or higher as measured by the annual ISTEP+ testing.</p> <p>3.b. CCA students in grades 3-6 will demonstrate an average increase of 20 standard deviation points on the Scaled Score as measured by the fall and spring administration of the Acuity LA assessment.</p> <p>3.c. CCA students in grades 3-6 will demonstrate an average increase of 20 standard deviation points on the Scaled Score as measured by the fall and spring administration of the Acuity Math assessment.</p> <p>3.d. CCA students in grades K-2 will demonstrate an average increase of 4 reading levels as measured by mClass Reading 3D Dibels assessment from beginning of year (BOY) to end of year (EOY) testing.</p> <p>3.e. CCA students in grades K-2 will demonstrate an average increase of 2 levels as measured by mClass Math 3D testing from BOY to EOY testing.</p> <p>3.f. CCA students in grades 1-6 will demonstrate an average increase of one grade level as measured by the Star Reading test from BOY to EOY.</p> <p>3.e. CCA students in grades 1-6 will demonstrate an average increase of one grade level as measured by the Star Math test from BOY to EOY.</p>
<p>Goal 4. The progress of all students will be monitored on a regular basis using universal screening tools. These benchmark assessments will be administered at least three times per year. The results of these assessments will be analyzed by the school leader and the special education director to identify students who may need adjustments to their educational program.</p>	<p>4.a. All CCA students in kindergarten and 1st grade will be screened at the BOY using universal screening tools such as Marie Clay’s Observation Survey and Star Early Literacy testing. These tools will determine the intensity of intervention that will be required for each student.</p> <p>4.b. All CCA students in grades 1-6 will be assessed quarterly using Star Reading and Star Math to monitor their</p>

	<p>progress and identify students who require more intense interventions</p> <p>4.c. All CCA students in grades K-2 will be assessed three times/year using benchmark assessments such as mClass Reading and mClass Math, and adjustments to their educational program will be made.</p> <p>4.d. All CCA students in grades 3-6 will be assessed three times/year using benchmark assessments such as Acuity LA and Acuity Math, and adjustments to their educational program will be made.</p>
<p>Goal 5 CCA students will demonstrate academic growth by demonstrating normal gains on NWEA assessments.</p>	<p>5.a. At least 60% of CCA students will demonstrate normal gains on the NWEA language arts assessments.</p> <p>5.b. At least 60% of CCA students will demonstrate normal gains on the NWEA math assessments.</p>
<p>Goal 6. The CCA will accommodate the individual needs of ALL students and will be in compliance with all Indiana laws in regards to Special Education IDEA and Article 7. The progress of students with IEP's will be closely monitored and documentation of their progress will be kept in their confidential file.</p>	<p>6.a. All CCA students who have an IEP will be assessed using the testing instruments listed above unless it is determined that such testing will not be in the best interest of the student. In this case, alternate assessments will be used to monitor academic progress and growth.</p> <p>6.b. All CCA Special Education students will be assessed on a regular basis using appropriate assessment instruments and documentation of their progress will be placed in their file and reviewed at case conferences.</p>

The progress of **all** students will be assessed on a regular basis to document progress. All students and subgroups will be assessed as to their progress toward achieving the goals as outlined in Table 7b. Goals are aligned with State and Common Core Standards.

The testing of all students and subgroups will be according to individual educational plans, as outlined in Goal 6: “The CCA will accommodate the individual needs of ALL students and will be in compliance with all Indiana laws in regards to Special Education IDEA and Article 7.”

**Measuring and Reporting plan:**

The progress of students with IEP's will be closely monitored and documentation of their progress will be kept in their confidential file. All CCA students who have an IEP will be assessed using the testing instruments listed above unless it is determined that such testing will not be in the best interest of the student. In this case, alternate assessments will be used to monitor academic progress and growth. All CCA Special Education students will be assessed on

a regular basis using appropriate assessment instruments and documentation of their progress will be placed in their file and reviewed at case conferences.

## Staffing

### Staffing Structure

Highly qualified teachers will administer classroom instruction and activities. Where needed, teacher's aides will be placed in classrooms to work under the direct supervision of the teachers. By special arrangement, individuals may be hired or volunteers may be utilized to function as teacher's aides in order to provide art, music, and physical education classes.

When recruiting and selecting employees for the Canaan Community Academy, the CCA will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. Much time and effort will be expended by CCA in the search for faculty and staff because these efforts are critical to the success of the school. Each position, including aides and staff, will utilize a background check and interview process to select the most qualified candidates.

Preliminary employment plans for the Canaan Community Academy call for the hiring a Chief Academics Officer/School Leader, a Chief Operations Officer, one administrative assistant, eight teachers, and three teachers' aides. This plan for eight certified teachers with a projected maximum enrollment of 140 students would give us a student to certified teacher ratio of 16 to 1. All members of our teaching staff will meet the requirements of the Highly Qualified criteria as stated in the No Child Left Behind Act and state certification requirements. All teachers, upon hire, will be required to show proof of their license and state certification. After hire, all teachers will be directly employed by Canaan Community Academy and their employment will be **“at will”**.

Before the start of each school year, Canaan Community Academy will require verification of all teacher certification in order to ensure that all members of the teaching staff are keeping up with their yearly requirements as set by the state of Indiana. In addition, all members of the teaching staff will be required to participate in various professional development opportunities. Additionally, the Canaan Community Academy plans to utilize an excellent pool of community volunteers, including several retired teachers, to assist in after school enrichment activities in our after-school, “Teach, Enrich, and Mentor” time (T.E.A.M.).

In keeping with the Canaan Community Academy's belief that children learn best when provided an individualized curriculum, the school will make arrangements to meet the needs of exceptional students. Exceptional students will be exposed to the same community-based curriculum that all others students receive. However, efforts will be made to ensure that the challenges presented through projects are adjusted to meet the student's abilities. When necessary, additional faculty will be employed to provide special education services. Qualifications for special education faculty are essentially the same as for other faculty. CCA expects that all faculty meet the previously stated criteria. The special education faculty also

would be expected to demonstrate a high level of competency in their area of specialization.  
\*Job Descriptions for all employees are found in Attachment 11.

## **Staffing Plans, Management and Evaluation**

### **CCA Leadership and Teacher Employment Policies**

When recruiting and selecting employees for the Canaan Community Academy, the CCA will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. Much time and effort will be expended by CCA Board of Directors in searching for faculty and staff because research has proven that these **people** are critical to the success of the school. CCA has developed a plan and sequence of events that will govern the recruiting, hiring, and retaining faculty and staff. **All CCA employees will be employed “at will.”**

### **School Leadership**

The School Leader will be the first individual hired by CCA Board of Directors. As the Chief Academic Officer/School Leader of the school, it is very important that this individual is hired in a timely fashion. The school leader position, as well as all other positions, will be advertised both locally and regionally, and on the school web-site. Regional and local advertising ensures that CCA will draw from a large pool of potential applicants. The CCA Board of Directors will appoint a committee to oversee the search for a School Leader. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant.

The second person hired by the CCA Board of Directors will be the Chief Operating Officer (COO). The hiring will follow the procedures as outlined above for the hiring of the CAO/School Leader.

### **Employment Procedures**

Once the CAO/School Leader and the COO are hired, staff positions will be filled by advertising the positions, interviews, then recommendations to the Board by the CAO and COO. After Board approval, the employee will be presented with an at-will letter of employment to the employee.

### **Staff Development**

Canaan Community Academy will provide the staff with professional improvement opportunities that include participation in professional development programs and attendance at professional conferences, when appropriate. Canaan Community Academy will provide an environment that encourages positive interaction with all those participating in the adventure of this educational endeavor. In addition to providing opportunities for professional development, the faculty will be evaluated yearly. Initially, the staff will attend training seminars in CLASS’s Summer Institute and Minds-in-Motion. For more information, see the websites: [www.joyofclass.com](http://www.joyofclass.com) and [www.mimlearning.com](http://www.mimlearning.com).

### **Staff Performance Evaluations Instructional Staff Evaluations**

As part of Canaan Community Academy evaluation procedure, the School Leader has specified clearly defined criteria for performance review. These criteria include:

- Commitment to the Canaan Community Academy mission, objectives, and goals
- Program development, classroom management, and professionalism
- Organization and effectiveness of instructional practices
- Achievement of students
- Communication, mutual respect, approachability, and accessibility
- Commitment to the implementation of CLASS philosophy.
- Effective participation in the Canaan Community Academy family.

The Board has also specified tools to be used in the evaluation process. These tools include yearly goals and objectives written by the teacher for the evaluation period, and classroom observations conducted by the School Leader. The School Leader will also be evaluated annually by the Board of Directors.

Each instructional staff member will be evaluated formally and informally throughout the year by the School Leader. The School Leader will complete at least 3 formal classroom observations in each classroom yearly. Observation times for formal evaluations will be arranged with the teacher beforehand. The School Leader will record observations in terms of the above criteria and the goals of each teacher.

The interview will include a summary of the program for the period using the teacher's planning records, a summary of student evaluation methods and progress, the teacher's yearly goals and objectives, and identification of factors affecting the teacher's program and performance. \*The evaluation procedures will be adjusted and updated as Indiana's laws change.

The School Leader will assemble and share the results of the observations with the teacher, and the teacher's effectiveness or goals for improvement will be outlined. The School Leader will provide each teacher with a written evaluation annually, then meet with each teacher individually to discuss the evaluation. If needed, plans for addressing problem areas will be developed at these meetings and put into writing. Options include further education, mentor/peer assistance, teacher action, and/or administrative action. Employment renewal/non-renewal recommendations will be submitted to the CCA Board of Directors.

## **Non-Instructional Staff Evaluations**

### **Employee Evaluation Requirements/Time-Line**

Support staff will also be evaluated annually on the following criteria: quality of work, dependability, job knowledge, cooperation, and commitment to the mission of the CCA.

The evaluation report will be completed by the end of the academic year. The evaluation will be reviewed by the support staff member and the CCA Employment renewal/non-renewal recommendation will be submitted to the C.C.A Board of Directors.

### **Annual Employee Renewal Procedures**

### **Negative Evaluation Procedures**

In the event that a certified employee is evaluated and areas of concern are found, the employee will be placed on probationary status. The employee, along with the C.A.O, will set improvement goals. A reasonable timeframe will be set, along with regular meetings between the employee and the C.A.O. to access the progress of the employee toward improvement. If the employee fails to meet the necessary goals/requirements within the agreed upon time-line, the C.A.O. will make the recommendation to the CCA Board of Directors for non-renewal.

### **Employment Status**

At the conclusion of each school year, the C.A.O. will submit a written report per evaluated employee to the CCA Board of Directors with the recommended employment status for the certified staff. All evaluation reports/summaries will be confidential and shared only with CCA administrators and/or CCA Board of Directors.

\*See Attachment 11 for Job Descriptions and Compensation System.

\*See Attachment 12 for Support and Evaluation Procedures for Instructional Staff

## **Professional Development**

The CCA expects to employ a highly qualified staff with various levels of expertise. People who expressed an interest in serving students at the CCA include basically two levels of expertise. It ranges from unemployed or underemployed educators to recently retired educators. The organizers for the CCA believe this combination of beginning teachers and experienced professionals will provide a highly effective, passionate staff that will optimize learning for all CCA students.

Potential staff members will possess the following:

- Commitment to the Canaan Community Academy mission, objectives, and mission
- Program development, classroom management, and professionalism
- Organization and effectiveness of instructional practices
- Communication, mutual respect, approachability, and accessibility
- Commitment to the implementation of C.L.A.S.S. philosophy
- Effective participation in the Canaan Community Academy family

Remaining up-to-date/implementing requirements of the Indiana DOE, Canaan Community Academy will provide the staff with professional development opportunities and attendance at professional conferences, when appropriate. Canaan Community Academy will provide an environment that encourages positive interaction with all those participating in the adventure of this educational endeavor. In addition to providing opportunities for professional development, the faculty will be evaluated yearly. Initially, the staff will attend training seminars in C.L.A.S.S.'s Summer Institute and Minds-in-Motion to prepare the staff to initiate the mission of the CCA. For more information, see the websites: [www.joyofclass.com](http://www.joyofclass.com) and [www.mimlearning.com](http://www.mimlearning.com).

C.L.A.S.S. implementation requires a multi-year commitment, and the CCA plans to form a partnership with C.L.A.S.S. personnel to continue improving and expanding on the C.L.A.S.S. philosophies. Ideally, if funding allows, staff training would occur annually on-site in the Indianapolis area. However, with the assistance of technology, professional development will

continue using webinars, videos, and internet resources. Sharing with other professionals who have used or are using this educational approach is also an option.

Minds-in-Motion implementation will require training 4-5 staff members who will in turn train the remainder of the staff. The CCA is fortunate to have a trained physical therapist who recently attended Minds-in-Motion training sessions, and has offered her services to train CCA staff and begin implementing the program at the CCA.

Professional development opportunities are also available on the Indiana DOE and other websites, and the CCA will be vigilant in taking advantage of these opportunities. Initial staff development for C.L.A.S.S. will occur prior to and during the first year of operation. Implementation will be monitored by the CAO and COO, and further staff development opportunities will occur during the future dependent upon needs of the staff and funding.

Minds-in-Motion training will also occur prior to and during the first year of operation. Implementation will be monitored by the CAO and COO, and further staff development will be provided as staff turnover occurs and faculty needs arise.

### **Assessing Successful Implementation of C.L.A.S.S.**

Evaluation rubrics will be completed by staff members and the administration. The following critical questions will be used to assess the effective implementation of C.L.A.S.S.:

1. Is the classroom safe, comfortable environment where there is the “absence of threat”?
2. Is there collaboration and cooperation occurring based on mutual respect?
3. Are students provided with an enriched environment where students are immersed in topics of instruction?
4. Are the students provided with integrated thematic instruction, including differentiated instruction within the chosen themes?
5. Are students provided with meaningful content, where knowledge and skills are not only based on Indiana’s Academic Common Core Standards, but are connected to real world situations?
6. Are students given immediate feedback to optimize learning and mastery?
7. Are formal and informal assessments used frequently to verify mastery?
8. Are students in the class making adequate gains in achievement?

### **Successful Implementation of Minds-in-Motion**

Evaluation rubrics will be completed by staff members and the administration. The following critical questions will be used to assess the effective implementation of Minds-in-Motion (MiM):

1. Is the staff implementing MiM activities with all students at least 3 times/week?
2. Is the staff implementing more intensive MiM activities with students who display this need?
3. Are staff members displaying knowledge of the MiM techniques and implementing the activities successfully?

In the first year of operation, \$15,000 has been budgeted for staff development. Of this budgeted expense, the plan is to spend \$10,000 for training in C.L.A.S.S., allowing as many staff members as possible to attend the training. The remaining \$5,000 will be used to train as many staff members as possible in Minds-in-Motion techniques, with remaining funds allotted for supplies and equipment. The annual staff development budget includes \$7,200 for ongoing training for all other years of operation.

## Governance and Management

Initially, the Canaan Community Academy will be organized and managed by Friends of Canaan, Inc. (FOCI) This nonprofit corporation has been formed by the Canaan Community Academy Organizational Team. FOCI will assume management of the Canaan Community Academy upon confirmation by Ball State University that a charter will be granted for this school. In accordance with our stated beliefs that community and parental involvement are necessary for the success of any educational institution, the governance structure of FOCI and the Canaan Community Academy (CCA) has been designed to ensure that all stakeholders are represented and are given a voice to the greatest extent possible. As stated in its Bylaws, FOCI will accept all persons interested in becoming involved in education in southeastern Indiana as members of the organization. This includes parents, teachers, and members of the community. A Board of Directors consisting of five to seven members governs FOCI. Board members are appointed by the membership of FOCI in open meetings. Duties of the board, election procedures, and all other information concerning the board are outlined in the FOCI Bylaws. Any current member of FOCI who is in good standing may be appointed as a member of the Board of Directors, with the following exception: **Full-time employees or spouses of full-time employees may not serve on the Board.** The Board of FOCI will serve as a nominating committee for board appointments held annually in June. FOCI has mirrored its philosophy that all stakeholders should be adequately represented and given a voice in the governance of the schools. The five to seven members of the Board of Directors will be comprised of at least two representatives with educational expertise and at least two members with financial expertise. All members will represent the interests of the parents or the community.

FOCI respects the skills and gifts of numerous members of the community, and have confidence there will be an opportunity to select highly qualified individuals that they feel are best suited to serve on the board. This is a reflection of the rural setting in which FOCI will operate. In a close-knit, rural community, individuals interact on a daily basis. This interaction is not restricted solely to educational activities. Therefore, it is anticipated that members of FOCI will be familiar with nominated board candidates and will have had previous interaction with these individuals.

Given this familiarity, FOCI has every faith that members will elect those individuals who bring unique skills and perspectives to the FOCI board and who will provide adequate leadership for the Canaan Community Academy.

As the Canaan Community Academy transitions from a concept to a functioning institution, we believe that the Board of Directors should become a body primarily concerned with policy issues. The board will initially reserve all powers. However, as the transition from concept to institution takes place, the board will delegate powers and responsibility for daily operations of the CCA to a hired administrator. This individual will be allowed, in turn, to delegate powers and responsibilities among the faculty and staff of the Canaan Community Academy. As deemed necessary, the board may also delegate responsibility to various committees. 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 their findings and recommendations to the Board.**

We chose this organizational structure by:

- Researching and modeling multiple school organizations
- Gathering input from community members and the Ball State Charter School Review team.

Modeling structures in schools such as Rural Community Academy of Sullivan, IN, Central Elementary School in Lebanon, IN, and Prince of Peace Schools in Madison, IN

### **Board Selection**

Initially, the Canaan Community Academy will be organized and managed by Friends of Canaan, Inc. (FOCI) This nonprofit corporation has been formed by the Canaan Community Academy Organizational Team. FOCI will assume management of the Canaan Community Academy upon confirmation by Ball State University that a charter will be granted for this school. In accordance with our stated beliefs that community and parental involvement are necessary for the success of any educational institution, the governance structure of FOCI and the Canaan Community Academy (CCA) has been designed to ensure that all stakeholders are represented and are given a voice to the greatest extent possible. As stated in its Bylaws, FOCI will accept all persons interested in becoming involved in education in southeastern Indiana as members of the organization. This includes parents, teachers, and members of the community. A Board of Directors consisting of five or seven members governs FOCI. Board members are appointed by the membership of FOCI in open meetings. Duties of the board, election Bylaws.

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### **Board Responsibilities/Subcommittees**

As the Canaan Community Academy transitions from a concept to a functioning institution, we believe that the Board of Directors should become a body primarily concerned with policy issues. The board will initially reserve all powers. However, as the transition from concept to institution takes place, the board will delegate powers and responsibility for daily operations of

the CCA to a hired administrator. This individual will be allowed, in turn, to delegate powers and responsibilities among the faculty and staff of the Canaan Community Academy. As deemed necessary, the board may also delegate responsibility to various committees. 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 their findings and recommendations to the Board.

### **CCA Records**

All academic and financial records will be maintained in electronic and paper files. These files will be kept in the school office where they will be available for inspection by authorized staff members and Ball State University personnel.

### **Expanded Criminal History Checks**

In accordance with Ball State University policies, all members of the FOCI Board of Directors will undergo more detailed personal background and criminal record checks once confirmation is received that the University will sponsor the proposed school. FOCI recognizes the right of Ball State University to veto any FOCI Board Member whose background check does not meet minimum criteria set forth by the University.

### **FOCI/CCA Board**

The initial FOCI Board of Directors was elected by members of the Canaan community at a meeting on June 17, 2010. The nominations for the founding board members were selected because they displayed interest and enthusiasm for the successful establishment of the Canaan Community Academy. As well, the talents and expertise of these individuals promote varied perspectives to broaden our horizons as they implement the stringent requirements of the Canaan Community Academy. Prior to their election, additional names were solicited from those in attendance.

A public meeting will be held annually in June to present the members of the appointed Board of Directors to the public. Such meeting was held on June 24, 2011. Prior to the meeting, the current FOCI Board of Directors served as a nominating committee for the CCA Board of Directors. Following the appointment of the CCA Board, they assumed all responsibility for the operation of the school. Simultaneously, during the annual meetings in June, the CCA Finance team will be confirmed. The Finance team will be responsible for managing the Endowment and providing financial support for the CCA, and therefore, it is hoped that the CCA Finance team will consist of people who have invested their time, talent, and financial resources to this mission.

### **Resignations/Removal of Board Members**

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the Corporation.

## Parent and Community Involvement

### Parent Involvement

The CCA recognizes that the relative family-friendliness of the school refers to how inviting it feels to the families of the students: do families feel they would be welcome to ask questions, to contribute somehow in their children's classroom, to make suggestions, or to otherwise support their children's education? The degree to which parents feel at ease at the CCA will be influenced by such factors as who initially greets them and whether they are met with a smile, with a frown, or ignored entirely; whether there is a physical space for parents to meet and find information and resources related to the school and education in general; whether they receive timely information (e.g., about school events, student productions, upcoming assessments) on a regular basis, as in a weekly newsletter coming home with their children. For example; whether the school staff seems open to questions or feedback; and whether the only time parents hear from anyone at school is when there is a problem with their child. Parents who have made an initial effort to come to school to meet their children's teachers and school leaders are less likely to return if their experience is not positive. **On the other hand, if parents are enthusiastically invited into schools, warmly greeted, and engaged in ways that make them feel comfortable and assure them that their input and questions are valued, they may be willing to come back and become involved at levels they might not even have considered.**

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To assure that the CCA remains “family friendly”, an annual survey of parents will be conducted. Indiana’s Parent Involvement Resource Center has developed an "Are We Family Friendly?" Survey for distribution to Indiana schools. “This perception survey asks parents how comfortable they feel in the school; how informed they feel about their children's performance and how to help them; whether or not they feel invited to participate in the school's activities and at what level; and how empowered they feel in addressing any issues and concerns they might have.

Teachers, in turn, are asked how often and in what capacity parents are invited to participate in their children's education in the classroom and at home; how informed they keep the parents; whether they make home visits and go into students' communities; and how much they solicit information.”

\*Source of Information: [Ed.gov/parent\\_involvement/indiana](http://Ed.gov/parent_involvement/indiana)

To further ensure a greater parent response rate, a parent liaison at the CCA will be responsible for disseminating the survey, analyzing the results, and providing follow-up if parents need additional encouragement to respond.

The Canaan Community Academy is designed to function as a rural community school. The community includes students, parents, teachers, staff (paid and volunteer), administrators, and the organizations, businesses, and individuals of our geographical area. Annual goals include the following:

1. The average daily attendance rate will be at least 96% of enrolled students.
2. All parents/families will be asked to volunteer a minimum of 20 hours with the school annually, excluding attendance of teacher conferences and school events open to the general public.
3. All parents will participate in at least one parent-student-teacher conference during the academic year (preferably early fall of the first semester). Semester two conferences will be arranged on an as need basis.
4. A parent-teacher organization (PTO) will be formed during the first year of operation. This organization will contribute to the mission of the CCA, and will take an active role in coordinating community projects and other needs of the school as agreed upon with the school leader and the board of directors.
5. A student council will be established and served by upper grade students during the first year of operation.. One member of the CCA Board of Directors and one parent representative will work regularly with the student council to ensure a student voice in the operation of the school.
6. Parents will be informed of homework expectations early in the academic year (Open House).

Grades K-2: Read/share books sent home daily 4 to 5 nights per week. Complete other homework (spelling, math) and return to school daily.

Grades 3-6: Assignment Agenda Books will be used in the intermediate grades. Books will list daily homework assignments. Parents are expected to check completion of homework and sign the page as verification they were aware of the students' homework requirements.

Students who do not complete homework assignments will be required to work during recess or during TEAM time. TEAM Time will be offered (K-6) as an afterschool tutorial/enrichment program. Homework completion will be a priority, and its importance will be emphasized. Those students who fulfill their homework requirements will be encouraged to choose an enrichment activity in which to participate. Parental/community volunteers will be involved in providing the TEAM Time enrichment programs. The CCA hopes to capitalize on the talents and creativity of parents/community volunteers.

7. During the summer vacation, the Canaan Community Academy PTO will sponsor the Canaan Academy Summer Challenge. This program will encourage students to complete educational objectives for their appropriate grade level and also become involved in community service projects. Upon returning to school in the fall, students who completed the Summer Challenge

requirements will receive recognition and incentives for completing the “Challenge”. Again, parent involvement will be essential for the success of this endeavor.

8. The CCA will sponsor four community projects, programs, or events each year, offered cooperatively by and/or for the students, parents, teachers, staff, and the wider community. Each event/project will be educational, service, or performance oriented. Examples include, but are not limited to, concerts, plays, various types of fairs, academic competitions, school fundraisers, and service projects extending beyond the school. These events will be advertised with the extended community invited. Specifically, the CCA school community will work jointly with the parents/volunteers to kick start parental involvement early in the school year by encouraging participation in events/activities leading to the Canaan Fall Festival. Activities include guest speakers to provide study/research into the local community history of Chief White Eye, history of the Pony Express Mail Run, and culminate in the creation of a classroom entry (float) in the annual Canaan Fall Festival Parade. Other possible school/community events will include a Fall Harvest Celebration, Christmas/Winter Celebration, Spring Celebration, and possibly a summer event.

9. The CCA recognizes the importance of consistent communication with parents. Parent reports containing assessment results (STAR Reading/Math. ISTEP; Acuity, etc) will be sent home after periodic testing is completed. The CCA will send a monthly newsletter to parents informing of upcoming events and school activities. Individual classroom teachers will send newsletters and information pertaining to each specific classroom. The CCA will encourage parents to feel free to contact the school with questions/comments regarding their child’s academic progress and activities. The CCA values feedback from parents and is willing to work in partnership to create an optimum learning environment.

10. The CCA will publish quarterly progress reports (report cards), and parent conferences will be held following the first quarter to discuss the first report. Additional formal conferences will be held on an as-needed basis.

### **Expectations/Goals:**

Parents will be asked to participate in establishing goals and expectations for their child(ren) early in the school year. In addition, as the school staff establishes goals and expectations for the student body, parents will be asked to review those goals and work collaboratively to modify the goals for the school on an annual basis. It is the goal of the organizers for the CCA that parents will be full partners in the education of their children, and that they will have pride and ownership in the success of the school.

### **Feedback:**

Parents will be provided with feedback concerning their child’s progress at least quarterly with reports being produced by the instructional team and shared with the parents or guardians of each student.

### **Assessments/Standards:**

Parents will be informed of their child(ren)’s progress toward mastery of Indiana’s Common Core Standards on a regular basis. Results of the following assessments will be shared with parents three or four times per year:

Star Early Literacy (K-1); Star Reading and Star Math (2-6); mClass Reading and Math; Acuity LA and Math; DIBELS

The above assessment results will be shared with ALL parents. Parents of children with special needs will not only be informed of their child's progress on the assessments listed above, they will also receive reports on other more detailed diagnostic assessments.

The first line of communication with the community will use tools at little to no cost. These include: school website ([www.canaancommunityacademy.com](http://www.canaancommunityacademy.com)), email, social networking sites such as Facebook, Twitter, media websites, radio, signs, and electronic newsletters/newspapers. Additional methods include: newspaper ads, newsletters, flyers, mailings, participation in local parades and community service fairs, and manned booths at local events.

The precedent for support of a school in Canaan is strong, and has been maintained through support of the building maintenance where the school will be housed. Many of the methods of communication described above are already employed. A particularly effective method has been the use of large signs placed on main thoroughfares throughout town. Each of these forms of communication simply feed the already strong network of community involvement.

CCA parents will have the opportunity to influence the management of the school through the following:

- Formal and informal meetings with the CAO and the COO
- Public comments at Board of Directors meetings
- Discussion at Parent/Teacher Organization meetings
- Parent Surveys

## Community Partnerships

The CCA will partner with C.L.A.S.S. project staff and with Minds-in-Motion for programs and services. The amount in the preoperational budget supporting this partnership is \$15,000. This funding will provide staff development and necessary materials needed to implement these outstanding, effective programs. The operational budget will include \$7,200 per year for ongoing expenses.

### **Connecting Learning Assures Successful Students (C.L.A.S.S.)**

Initially, staff members will attend the C.L.A.S.S. Summer Institute to receive training in "The Keys to Extraordinary Teaching". As funding allows, there will be a continued relationship with C.L.A.S.S. personnel to assure the successful implementation of the C.L.A.S.S. philosophies. The continued success of C.L.A.S.S. schools over the last twenty years is **impressive**. The CCA has received commitment from Jeff Pederson, Vice President of Operations for C.L.A.S.S., to establish a partnership in becoming the first C.L.A.S.S. charter school in Indiana.

\*For more information about CLASS or Minds-in-Motion, see Attachment 4

## Start-up and Operations

### Start-up Plan

The CCA plans to begin operations in February, 2012, with two full-time and one part-time employee. These employees will be responsible for preparing the facility and all facets necessary to begin accepting students in August, 2012. A detailed start-up plan is available in Attachment 20.

## Transportation

Canaan Community Academy will provide transportation on a limited basis with pick-up points in Switzerland, Ripley, and Jefferson County. Per the McKinney-Vento Homeless Assistance Act, these points may include the location of homeless children. In Jefferson County, the CCA plans to use Madison Consolidated Schools' transportation service on a limited basis, as present board policy allows for CCA students to ride the Madison buses. Initial discussions with Madison Consolidated Schools' Superintendent, Dr. Tom Patterson, were held in October, 2011, and the results of this discussion concerning transportation were positive.

Additionally, the CCA plans to purchase two small, 14-passenger buses to transport students to and from the designated pick up points. Drivers for these buses need only limited training, so transportation on these buses is economically feasible.

Parents who prefer to deliver students to the school are encouraged to work through the PTO to develop a car-pooling system. This scenario will serve the majority of CCA students. The CCA will ensure that all pick-up and drop-off points are safe for our students.

The use of a community-based curriculum necessitates that some transportation be provided for class outings and for interaction of our students within the community. Transportation for these outings will be in buses owned by the CCA.

Administrative plans for transportation include:

- **Financial:** A loan from a local financial institution to finance the purchase of 2 buses for student transportation. We have assumed an \$80,000 loan with a 5 year term at 5.0% with monthly payments. By providing for student transportation options, we believe that additional students who might not otherwise be able to attend the school will be able to do so when given the opportunity for transportation.
- **Operations:** We have assumed that the transportation function will be done on a contractual basis with the driver(s) working as independent contractors. We have based the total cost including drivers, fuel, repairs and maintenance at \$2.00 per mile assuming 50 miles per day per bus during the school year. This estimate is based on industry averages for school transportation nationally.
- **Insurance:** Vehicle insurance for any vehicles owned or leased by school and used for school purposes, including, without limitation, any school buses and/or other vehicles used for the transportation of students. Coverage shall be in amounts equal to the greater of the amounts listed below or the amounts required by Indiana law.
  - Liability \$1,000,000 aggregate/occurrence
  - Medical \$5,000 per person per occurrence
  - Uninsured motorist \$1,000,000
  - Underinsured motorist \$1,000,000
  - Property damage \$50,000
  - Comprehensive maximum deductible \$500
  - Collision maximum deductible \$500

## Safety and Security

The CCA will follow all current laws and guidelines concerning the safety of all students. In all cases of emergency, when possible, the intercom will be used to alert students and staff of a safety concern. School personnel will be trained in established procedures concerning protections of students during these situations per the already-existing school safety policies and procedures manual.

The building will be monitored on the interior and exterior by security cameras. Note: The wiring is currently in place for these cameras, and an estimate of \$5,000 has been received for the replacement of the cameras and the recording device.

All exterior doors will be locked at all times when students are present. A doorbell at the front door has been installed to control and monitor access to the building. All visitors will be required to sign in at the front desk, and all staff will be trained in visitor procedures.

\*See the detailed School Safety Plan in the Attachments.

## Insurance Coverage

The school will obtain insurance coverage of the types and in the minimum coverage amounts required in the sample charter contract as required by the grantor of the charter. These coverages would include the following:

- ⤴ Real and Personal Property at replacement value which will be adjusted regularly to reflect any changes in the property or contents.
- ⤴ General liability insurance in the amounts of \$2,000,000 aggregate and \$1,000,000 per occurrence with endorsements for the following: 1) coverage for employee benefit plan administration; 2) specialized professional liability coverage for persons such as nurses and athletic trainers; and 3) coverage for groups conducting school sponsored activities, such as parent teacher organizations, booster clubs, and student groups.
- ⤴ Vehicle insurance for any vehicles owned or leased by school and used for school purposes, including, without limitation, any school buses and/or other vehicles used for the transportation of students. Coverage shall be in amounts equal to the greater of the amounts listed below or the amounts required by Indiana law.
  - ⤴ Liability \$1,000,000 aggregate/occurrence
  - ⤴ Medical \$5,000 per person per occurrence
  - ⤴ Uninsured motorist \$1,000,000
  - ⤴ Underinsured motorist \$1,000,000
  - ⤴ Property damage \$50,000

- ⤴ Comprehensive maximum deductible \$500
  - ⤴ Collision maximum deductible \$500
- ⤴ School leaders/legal professional liability in the following amounts: Board of Directors Errors & Omissions \$2,000,000 aggregate \$1,000,000 per occurrence
- ⤴ Umbrella/excess liability insurance over the general liability policy, the vehicle coverage, and the errors and omissions coverage for the board of directors in the amount of \$2,000,000
- ⤴ Employee dishonesty Bonds are required covering the treasurer in the amount of \$100,000 and Bonds or crime insurance for theft and embezzlement in the amount of \$100,000 for other employees handling money.
- ⤴ Workers compensation insurance in the amounts as required by law.

The named insured will include the corporation itself, the Shelby Township government, the Township Trustee, and Township Board of Trustees (as the owner of the facility), and the Board of Directors of the corporation.

We will also ensure that any vendors, contractors, or other third-parties that are providing services to or working on behalf of the school will have the necessary insurance coverage to protect the school from harm in the event of damage resulting from their actions.

The expenses for the coverage identified above are included in the budget based on preliminary estimates of the premiums provided by insurance brokers. The premium estimates are preliminary based on the anticipated staffing, enrollment, property replacement value and value of the contents of the school when in operation.

\*See Attachment 21 for detailed information about the CCA’s insurance coverage.

## Facilities

The Canaan Community Academy will be located in the former Canaan Elementary School building located at: 8775 N Canaan Main Street, in Canaan, Indiana. The Board of School Trustees for the Madison Consolidated School corporation approved the transfer of building ownership and responsibility for all insurance and utilities to Shelby Township in August, 2010.

The Shelby Township trustee and the township advisory board have agreed to accept the building and to lease it to the Friends of Canaan, Inc. and then to the Canaan Community Academy for \$1/year. Once the approval for the charter is received and pre-operational grants are received, the building can be leased from the township at no cost and the CCA will be responsible for all costs associated with building insurance, utilities, and maintenance. The organizers of the CCA are blessed with a wonderful, spacious facility that sits on eleven acres. The building for is located in a beautiful, rural environment and will be a wonderful asset to the community based education of its students. It is in excellent condition with plenty of room for

future expansion. As a former elementary school building, it will continue to be in compliance with the requirements of the State Fire Marshall, the State Board of Health, Homeland Security, and all other state and national building codes. To view the facility, go to the website:

**[www.canaancommunityacademy.com](http://www.canaancommunityacademy.com).**

The CCA building, with an assessed value of \$2,000,000 with very few immediate needs for major capital improvements, is a strong asset for the academy. The facility expenses will include insurance and utilities costs, which are estimated to be \$65,000/year. In addition, \$40,000/year has been budgeted for building and grounds maintenance. Therefore, it is estimated that roughly \$100,000/year will provide students with a comfortable, safe, learning environment. This expense is roughly 10% of the annual budget for the CCA.

## **Budget and Finance**

Development and implementation of the ongoing financial plan will be primarily the responsibility of the administrative staff including the School Leader, Chief Operating Officer, and Business Manager with regular ongoing oversight from the Board including on a more intensive basis, the Finance Committee of the Board.

The general philosophy of the financial planning and budgeting process will be to prioritize the requirements and needs of the students in the classroom first and foremost. These priorities will be centered on the following goals:

- Providing a safe and secure environment
- Providing quality, well trained, motivated teachers, and
- Providing the necessary resources (including equipment, textbooks, technology, and materials to maximize learning) within the funding available.

**\*See Attachment 23 for Budget Narrative**

## **Exhibits**

**\*Please see Attachment 16 for Charter School Board Member Information Forms and Background Check Authorization Forms**

**\*Please see Attachment 14 for Statement of Assurances**

# C. Terry Rowlett

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**Education**                      **1969 - 1970**                      **Purdue University**                      **West Lafayette, IN**  
**Computer Science**  
Did not graduate

**Professional experience**                      **2003 - Present**                      **American Plastic Molding Corp.**  
**Scottsburg, IN**

**Sales/Marketing Engineer**

**Responsible for obtaining new business for the company.**

Work with customers to achieve the best pricing for both parties.  
Quote new work as needed and get tooling quoted and built.

**1991 - 2003**                      **MANAR Inc. GTR Division**                      **Edinburgh, IN**  
**General Manager**

- Responsible for profit and loss of the plant.
- 100+ employees reporting to me.
- Have implemented a complete automation program.
- Responsible for all activities regarding production.
- Responsible for cost estimations for new products.
- Responsible for purchasing of materials and equipment
- Have increased plant utilization by 30%, currently averaging 80%+
- Reduced scrap by 50%.
- Implemented a pay for knowledge program for employees.
- Implemented a new MRP system including bill of materials.
- Established internal part numbers for facility.
- Implemented cost reductions of \$500,000.
- Implemented a 7-day work schedule.
- Reduced work force by 35% through automation.

1990-1991                      Challenge Plastics                      Edinburgh, Indiana

**President/Owner**

Responsible for purchasing and placement of equipment

Responsible for sales

Responsible for operations

Prior to 1990, held many positions working thru the ranks of injection molding

- Press operator
- Material handler

- Assistant foreman/set-up
- Inventory/production control manager
- Tool/sales engineer

### **Professional memberships**

### **Community activities**

Active church member, deacon, and trustee

Member of Canaan Masonic Lodge

Member of Canaan Water Company Board of Directors

Member of Friends of Canaan, Inc. Board of Directors

President of Community Volunteers for Grandview

Canaan Community Academy  
Board of Directors Member

**Stacy Gray**

8277 N. Halls Ridge Rd.  
Madison, IN 47250

Phone: 812-839-3588

[sgray@jaccendel.k12.in.us](mailto:sgray@jaccendel.k12.in.us)

**Profile:**

As an elementary art teacher with 13 years teaching experience, I possess the following strengths:

- **Innate artistic abilities and creativity.**
- **Leadership:** ability to motivate creativity and instruct, assertive, diplomatic, self-motivated.
- **Management:** sets goals and endeavors to be flexible to achieve them, resourceful, team player, self-motivated, problem-solver, and technologically knowledgeable.
- **Communication:** active listener, motivator, and gifted as a communicator of art history and creative art.

**Education:**

2002	Master's of Education	Olivet University
1995	Education Certification	University of Southern Indiana
1989	Bachelor of Fine Arts	Indiana State University

**Work Experience:**

1998 – present:	Art Teacher	Jac-Cen-Del Elementary, Osgood, IN
1997-1998	Art Teacher	Tecumseh Harrison & Riley Elementary Schools, Vincennes, IN
1996-1997	Art Teacher	Franklin Elementary, Vincennes, IN
1/96 – 5/96	Art Teacher	Vincennes Lincoln High School, Vincennes, IN
1994 – 1997	Painter	Shaker Prairie, Vincennes, IN

**Community Involvement/Community Art Projects:**

May 2010	Canaan Legacy Bench	Canaan Elementary, Canaan, IN
May 2010	Butterfly Sculpture	Jac-Cen-Del Elementary, Osgood, IN
July 2008	Dog Paintings	Madison Dog Park, Madison, IN
Nov. 2006	Mural (Stimulation Room)	Manderley Nursing Home, Osgood, IN
July 2006	Outside Mural	Animal Shelter, Madison, IN
July 2005	Inside Mural	Indian Trails Restaurant, Canaan, IN

**Grants:**

2009	\$8000	Lilly Endowment Teacher Fellowship Grant for Art
2009	\$989	Reynold's Foundation

**Personal:**

I look forward to my daughter having the opportunity to attend Canaan Community Academy. I am personally committed to volunteering my time to assure the success of the CCA

Canaan Community Academy  
Board of Directors Member

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GALE H. FERRIS, SR.

9713 N. SR 62  
Canaan, In. 47224  
(812) 839-4770

**OBJECTIVE:** To serve my community by serving on the organizing board of Friends of Canaan, Inc. to create a Charter School - Canaan Community Academy.

**PERSONAL INFORMATION:** Born July 26, 1937, on the Storm Farm near Canaan  
Son of Harold and Robena Ferris  
Life long resident of Canaan area, living on a farm throughout my life  
Married to Eleanor (Johnston) Ferris, 1966  
Children - Gale, Jr., Scott and Beth McCool  
All three attended Canaan Elementary School (where I was involved in their activities). All college graduates  
Have seven grandchildren

**EDUCATION:** Attended Canaan Elementary. Central High Ball State, 1955-1959 - graduated with BS. Social Studies major - Biology minor  
Masters Ball State - 1964 - Elementary Education

**PROFESSIONS:** School teacher - grades 5 - 8 (1959 - 1992) Retired from South Dearborn School Corp.  
Small business owner 1961 to 1984- grocery, gifts and antiques  
Flea Market Setups - 1961 - present  
Farmer - Rare-Breed Poultry Farmer 1956 - 2010  
Shelby Township Trustee - 2000 to present

**CANAAN COMMUNITY INVOLVEMENT:** Canaan Restoration Council - founding President 1965  
Served as President since founding  
Canaan Fall Festival - Flea Market and promotion chairman  
Canaan Utilities Corp. - Director, Secretary/Treasurer over 25 years  
Jefferson Presbyterian Church - Elder and trustee  
Wrote Canaan histories - Canaan Fall Festival. three Canaan Community cookbooks, copyrighted History of Chief White Eye  
Erected historic marker to Chief White Eye  
Attend Canaan community events and activities held by Canaan PTO, Masonic Lodge and Canaan Volunteer Fire Co.  
Led the successful fight (1968) to stop closing of Canaan Post Office.  
Involved in fight to keep Canaan Elementary School open  
Originated two festival events - Annual Pony Express Mail Run and Indian Princess Contest

**OTHER MEMBERSHIPS:** Director and Past President of Southeastern Indiana Recreational Council, forerunner of Hoosier Hills Council  
Dearborn County Retired Teachers Association  
Jefferson County Health Board since 1992  
Jefferson County Farm Bureau - Board director and Vice President  
Jefferson County Historical Society  
Jefferson County Preservation Council, Inc. President  
Friends of Canaan, Inc. Treasurer

**HOBBIES AND INTERESTS:** History, gardening, promoting community, collecting antiques and Presidential memorabilia and preserving community values

**HONORS:** Named Honorable Citizen of Tennessee in 1965 by Governor Frank Clements  
Named Sagamore of Wabash in 1996 by Governor Evan Bayh  
To see my Canaan community recognized

Canaan Community Academy  
Board of Directors Member

**Dean Adams**

324 Hargan Drive / Madison, IN 47250  
812.273.5241 Home / 773.680.9418 Mobile  
[dean\\_adams99@hotmail.com](mailto:dean_adams99@hotmail.com)

**Professional Experience:**

*Community Health Facilities Fund (March 2010 – Present)*

- Director of operations of non-profit 501(c)(3) loan fund and financial advisory firm that assists non-profit organizations through direct loans and strategic financial planning services;
- Evaluates and makes recommendations for new loans; and
- Provides ongoing surveillance of existing loan portfolio.

*Freelance Film and Television Production (May 2000-January 2005)*

(worked on a freelance basis with various production companies and producers, based in Chicago, IL)

- Coordinated the production of media projects including commercials, music videos, and short films;
- primary focus on assisting director and producer in coordinating the logistics of crew, talent, equipment and locations in a timely and cost effective manner; and

*Cain Brothers & Co. LLC (www.cainbrothers.com), Chicago, IL (August 1996 – February 2000)*

(healthcare industry focused investment banking firm)

- wrote, edited and produced two of the firm's annual reports which served as the primary tool for marketing firm's services to existing and future clients;
- researched, wrote and edited several major white paper research reports on topical industry issues; and
- developed complex financial models and analyses in support of various investment banking transactions including mergers/acquisitions, venture capital investments, fairness opinions, valuation analyses, and bond issues for not-for-profit and privately held entities in the health care industry.

*Lehman Brothers Inc. (www.lehman.com) / Alex. Brown & Sons, Inc. (merged out of existence) / Bear, Stearns & Co. Inc.*

*(www.bearstearns.com), New York, NY (June 1988 – May 1996)*

(international investment banking firms)

Worked in public finance sector on large, complex municipal bond issues for not-for-profit hospitals, health care systems, and retirement communities. Primary responsibilities included the following:

- financial modeling and analysis including determination of capital needs, optimization of capital structure, compliance with federal tax laws, and analysis of impact of current conditions of capital markets;
- coordinated transaction logistics including legal documents, prospectus, financial models, feasibility studies, credit rating agency actions, and investor marketing in conjunction with the deal team (clients, attorneys, accountants, credit rating agencies, and internal securities sales force) to process, market and close transactions; and
- researched, wrote, edited and produced statements of qualification, new business proposals and presentations for marketing efforts including detailed financial plan recommendations, marketing plans, and specific qualifications.

**Education and Life Experience:**

*DePauw University (www.depauw.edu), Greencastle, IN*

Bachelor of Arts (Cum Laude) Major: Economics and Management (May 1988)

Licensed by SEC with Series 7 and 63 licenses (lapsed upon departure from securities industry).

- Owned, managed and redeveloped a multi-family property in Chicago providing experience in finance, construction and property management.
- Volunteer campaign staffer in Northeastern Ohio for 2004 Kerry/Edwards presidential campaign.
- Developed writing skills through participation in workshops at the University of Iowa's Summer Writing Festival (1998 and 2000)
- Expertise with various software packages including Microsoft Office Suite and QuickBooks.
- Extensive foreign travel experience primarily in the developing world including Africa, Asia, Pacific Rim and South and Central America (traveled in more than 25 nations around the world)

Canaan Community Academy  
Board of Directors Member

**Barry H. Smith**  
9450 N. Barbersville Rd. \* Madison, IN 47250 \* (812) 839-0086

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- Native of Cincinnati, Ohio
- Lived worldwide with U.S. Air Force
- Moved to Canaan, IN in 2007 to be closer to my father and sister, Colleen Hossler, wife of Dr. John Hossler

**Education**

Master of Education, George Mason University  
Master of Arts, Indiana University  
Bachelor of Science, United States Air Force Academy  
Graduate of Oak Hills High School, Cincinnati, Ohio

**Instructional Experience**

Teacher, Switzerland County High School 2008-Present  
\*Math, Social Studies, Project Lead the Way (Engineering)

Teacher, Madison Consolidated Schools 2007-2008  
\*Long-term Substitute Teacher, MJHS and MCHS

Teacher, Robinson Secondary School, Fairfax County, Virginia 2000-2007  
\*Standard and International Baccalaureate instruction in World History, Geography, United States and Virginia History  
\*Four years, teamed teaching with special education teacher  
\*Regularly worked with students with IEP' and differentiated learners

Professor, National Defense University, Washington, D.C. 1996-2000  
\*Lecture and seminar instruction for historical and regional studies

Assistant Professor of History, United States Air Force Academy, Colorado 1978-1982

**Other Work Experience**

Lowe's Home Improvement 2008  
\*Associate in tools and hardware

United States Air Force 1972-2000  
\*Manager, planner, scheduler, and air transport pilot, with airlift missions worldwide  
\*Instructor Pilot, Cessna T-41, teaching basic flight instruction to novice pilots  
\*Instructor Pilot, C-130 Hercules transport plane, including cargo and paratroop air drops

Canaan Community Academy  
Board of Directors Member

**Barbara (Candi) Risk**  
5531 E. Risk Ridge Road  
Madison, IN 47250  
[rrisk@seidata.com](mailto:rrisk@seidata.com)

Phone: (812) 839-4222

**Education:**

1991	Master of Education	30 hours above
1971	Master of Science in Education	Purdue University
1967	Bachelor of Science in Recreation	Indiana University

**Work Experience:**

June 2011	Retired	32 years teaching; State of Indiana
1991-2011	Inclusion Teacher	E.O. MUNCIE Elementary, Madison IN
1986-1991	Cross-Categorical	Jeff-Craig Elementary, Vevay, IN
1978-1986	Homemaker	
1973-1978	Mildly Disabled	Madison High School, Madison, IN
1971-1973	Mildly Disabled	Linton-Stockton, Linton, IN
1967-1969	Recreation Therapist	Madison State Hospital

**Other Works Experience:**

Tutor  
Pilot Club Reading Program (summer, 15 years)  
Summer School Gifted and Talented, 2 years

**Memberships:**

Delta Kappa Gamma, International Society for Women Educators  
Past member of Kings Daughters Hospital's Bethany's Circle  
Madison Teacher's Association

**Professional Training:**

Response to Intervention  
C.L.A.S.S.  
Literacy Collaborative  
School Improvement  
Individual Education Plan for Students

**Hobbies:**

Family, travel, gardening, hiking, and cooking

**Personal:**

My husband and I live on our family farm; homesteaded by his family in the 1800s. While my husband, Richard, is a native of the community, and I have been a member for over 40 years. Our three children attended Canaan Elementary School and have excelled in both school as well as in their professional lives in part by the merits of this small community school. We believed in the teachers and school then, as we do now in the concept of the Canaan Community Academy.

Canaan Community Academy  
Board of Directors Member

## Richard “Rick” Clark

9271 N Barbersville Rd ∞ Madison, IN 47250 ∞ 812-839-3876

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### Profile

Born in Montgomery Alabama, Rick is a 57 year old Certified Electrician. Living in Canaan since 1974 and married for 37 years, both of Rick’s children attended Canaan Elementary where he has served as an active volunteer for 20+ years.

### Work Experience

1988 – Present

HVAC Technician, *Alpha Mechanical Services*

#### *HVAC*

Custom Java Application, Wealth Management Industry

- Change HVAC air filters at Gallatin Steel

#### *Electrical Work*

Customer Portal, Insurance Industry

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1980 – 1988

Owner and Operator, *Clark’s Cleaning Services*

Managed the operations of Clark’s Cleaning Services, which provided the following services:

- Power and chemical cleaning of building exteriors
- Carpet Cleaning
- Disaster Recovery

1972 – 1980

Electrician, *Clark’s Electrical Service*

### Community Participation

1988 - 2010

*PTO Volunteer, Canaan Elementary School*

Served as president for two years, led fundraisers for field trips, school supplies, and managed the \$30,000 purchase of the current playground equipment.

2010 – Present

*Lead Maintenance Volunteer, Canaan Charter School*

Perform periodic inspections of building and grounds, performed electric audit and improved electricity efficiency of building, identified electrical upgrades needed to existing system, currently researching “green technology” alternatives, inspect and maintain school furnace.

### Technical Skills

*Microsoft Suite:* Excel, Access, Visio, Word, Power Point, SharePoint – 5 years

*Report Development:* SQL Server, SQL Reporting Services, SSIS, Crystal – 3 years

*Test Management:* Rational Clear Quest and RequisitePro, Trac, – 2 years

### Education and Certifications

1972 Graduate, Fairdale High School

1972 – 1976 *Electrical Apprenticeship and Certification*

# Canaan Community Academy Chief Academic Officer/School Leader

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## Deena L. Schafer

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48 57 E. 900 N.  
Madison, IN 47250  
812-839-3821  
dschafer@seidata.com  
dschafer@madison.k12.in.us

### **Objective**

To share the skills and knowledge acquired during my 30-year teaching career with the students of Southeastern Indiana by devoting my time, talent, and treasure to the Canaan Community Academy

### **Education**

Graduate of Canaan Elementary and Madison Consolidated High School, 1975  
Bachelor of Arts in Elementary Education, Purdue University, 1978  
Masters of Arts in Elementary Education, with Endorsement in Reading Education, 1983  
30+ Credit Hours above the Master's Degree, including certification as a Reading Recovery/  
Reading Intervention Teacher

### **Work Experience**

2008-Present Reading Recovery/Reading Intervention Teacher  
Canaan Elementary Canaan, Indiana  
Madison Consolidated Schools  
Provided reading instruction for Title I, at-risk, and special education students

1982-2008 Title I Reading Teacher and Classroom Teacher, Grades 2, 4, 5, and 6  
Canaan Elementary Canaan, Indiana  
Madison Consolidated Schools  
Provided classroom instruction for all students with varying ability levels

1980-1982 Classroom Teacher, Grade 5  
St. Bernadette Catholic School Indianapolis, Indiana  
Archdiocese of Indianapolis  
Provided instruction for students with varying ability levels

### **Professional Training**

Response to Intervention Training  
Training in the Implementation of Wireless Generation mClass and Acuity  
C.L.A.S.S. Project Summer Institute IV and V  
Extensive and On-going Literacy Collaborative Training  
Professional Development—Leveled Literacy Intervention Kits  
Extensive training in School Finance—Numerous I.S.T.A. Bargaining Conferences

### **Leadership Roles**

Chairperson, Organizing team, Canaan Community Academy, Proposal to Charter  
Bargaining Chairperson, Madison Teachers' Association Bargaining team, 5 years  
School Improvement Chairperson, Canaan Elementary School, 10 years  
Student Teacher Supervisor and Teacher Mentor

### **Memberships**

Prince of Peace Catholic Church  
Canaan Restoration Council  
Canaan Fall Festival Event Coordinator  
Madison Teachers' Association  
Canaan School P.T.O., Carnival Chairperson  
Canaan School Alumni Reunion, Chairperson

## Canaan Community Academy Chief Operations Officer

Robert Matthew "Mike" Moseng  
134 East St.  
Madison, IN 47250  
Cell: 219-765-9712 (used as home also)  
Email: whoday53@gmail.com

### FAMILY

Married – Laura Moseng - Psy.D. HSPP

### WORK STYLE

Highly motivated and goal oriented individual with the ability to work well with others and foster a team spirit. Conceptualizing and implementing ideas, as well as delegation and follow-up are also key strengths. Adept problem solver and excellent written and oral communicator. Gifting includes leadership, leadership training, administration and teaching.

### EXPERIENCE

2006-2009

Suncrest Christian Church, St. John, IN

Executive Pastor

Oversee the business aspects of the church, and as an ordained pastor perform pastoral duties, including; Give oversight to professional and support staff (20 full and part-time). Oversee HR. Create/implement personnel policies and procedures. Perform pastoral duties such as funerals, bereavement, hospital visitation, teaching, counseling, etc. Oversee finances and budget. Develop volunteer teams to keep campus buildings and 40 acres in good repair. Oversee facilities management and risk management. Oversee the legal requirements of the corporation. Negotiate major purchases and contracts. Hire all support staff. Oversee the coordination of the church calendar. Recruit and train ministry teams, leaders. Oversee database management and all technology. Teach assimilation and baptism classes. Coach for small groups leaders (volunteer position).

2002-2006

Deer Creek Christian Church

Deer Creek Christian School, University Park, IL

Administrator

Church staff member responsible to administrate a Pre-K-8<sup>th</sup> grade school of 260 students and 14 full-time and 4 part-time teachers. Work with school board to prepare the school for initial ACSI accreditation. Supervise faculty and staff of 24. Oversight of curriculum and teaching performance of faculty. Conduct training and development sessions for faculty and staff. Develop and maintain yearly budget. Ex Officio member of all committees (admissions, student life, budget, academic, personnel). Staff liaison between church and school. Responsible for long-term planning and growth of school. Oversee all PR and advertising. Oversee all HR. Pastoral duties (hospital visitation, etc., in the summer months).

2000-2002

Mesilla Valley Christian Schools, Las Cruces, New Mexico

Secondary Principal

Assist with hiring secondary faculty. Supervise secondary faculty (18 faculty members). Help develop and maintain secondary division budget. Teach one class yearly. Oversee Athletic Director and athletic department. Chair the Admissions committee. Guidance counselor and oversee college placement and scholarships. Member of Curriculum committee, Personnel committee and Admissions and Student Affairs committee. Advanced Placement Coordinator. Schedule chapel speakers and yearly camp speaker. Assist with yearly budget. Work with administrator for renewal of ACSI accreditation.

1995 to 2000

Northwest Christian Academy, Glendale, Arizona

### Secondary Principal

Responsible for hiring and supervising secondary faculty. Develop and maintain budget for secondary division. Review and revise parent/student and faculty handbooks as needed. Review and maintain disciplinary policies and procedures. Revise and implement educational policies and procedures. Interview new families and students in secondary division. Maintain growth in enrollment while keeping within the mission statement. Guidance counselor and oversee college placement. Schedule chapel speakers. Teach one class yearly. Oversee athletic department.

1992 to 1995

Southwest Indian School, Peoria, Arizona

### Secondary Principal

Supervision and instruction of faculty. Maintain discipline and attendance/tardy standards. Revise and implement educational policies and procedures. Interview new families and students. Oversee counseling office. Liaison between school and Indian Compassionate Ministries. Schedule chapel speakers. Teach one class yearly. Guidance counselor and college placement advisor. Oversee athletic department. *This was specifically a short-term assignment that was extended a year.*

January 1990 to September 1991

Boy Scouts of America Circle 10 Council, Dallas, Texas

### District Executive, Wisdom Trail

Gave guidance to the cultivating, recruiting, training and inspiring volunteer personnel in the effectual operation of the district. Coordinated the work of the district manpower in that their efforts strengthened and extended the program offered by institutions and units. Directed and implemented fund-raising campaign to meet the goal stated by the Council. Directed program to increase membership and manpower totals. Interacted with various social agencies involving at-need families.

### Significant Achievements:

Met critical goals

Quality District

Balanced Growth

1986 to 1989

Eagle Express, Dallas, Texas

### Client Relations Manager

Created and implemented policies and procedure to better serve client needs. Personally interacted with leading clients to insure continued business. Trained couriers and order takers to effectively deal with clients and their individual needs. Monitored client usage and determined potential problems and remedies.

1979 to 1986

Bethel Christian School, Arlington, Texas

### Administrator

Served as administrator and business manager. Responsible for maintaining state standards and requirements in operation of the school and day care facilities. Hired and supervised faculty and staff. Conducted all phases of public relations and advertising. Also served as Minister of Education at Bethel Assembly of God.

1976 to 1979

Christ's Church, Ft. Worth, Texas

### Youth Pastor

## EDUCATION

Southwestern Baptist Theological Seminary, Fort Worth, Texas

Master of Arts, Christian Education, 1976 to 1979

Concentration: Social Work/Counseling

Accomplished field work as Administrator of Bethel Christian School in Arlington, Texas.

Central Bible College, Springfield, Missouri  
Bachelor of Arts, Christian Education, 1972 to 1976  
Minor: Social Sciences

Student taught at Evangel Temple, Springfield, Missouri

#### PROFESSIONAL

Deer Creek Christian Church  
Ordained for Ministry

Indiana Substitute Teacher Certification  
Current through 2012

Association of Christian Schools, International, South Central Region and Rocky Mountain Regions  
June 1981 to present

Member of inspection teams and ACSI accreditation teams.  
ACSI Professional Certification – Secondary Administration

New Mexico Association of Non-Public Schools  
September 2000 to 2003

Member of State Board of Directors

Civil Air Patrol, Squadron 302, Phoenix, Arizona  
October 1995 to January 2000

Moral Leadership Officer and Chaplain  
Attended armed forces chaplain training classes and conferences

Canaan Community Academy Physical Therapy Service Provider  
Minds-in-Motion Trainer/ Volunteer

2521 Castor Lane  
Madison, Indiana 47250

(812) 265-6704  
jbuchan@seidata.com

# Julie Buchanan

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**Objective** To support the Canaan Community Academy with my knowledge and service

**Summary of Qualifications** June 1999- present First Steps  
**Physical Therapist**

- Provide physical therapy services to children 0-3 years old
- Advocate for and assist in the transition process when children are transitioning out of First Steps
- Provide physical therapy services to patients at the Madison State Hospital(March 2008-present)
- Provide physical therapy services to students in the schools through Special Services Unit in Indiana and have provided physical therapy services to students preschool through high school in Kentucky in the past

**Education** Indiana University Indianapolis, Indiana  
**B. S. in Physical Therapy**

University of Dayton Dayton, Ohio  
**B. S. in Elementary Education**

**Professional Experience** Consultant Madison, Indiana  
**Physical Therapist**

- Provide physical therapy services and maintain documentation and billing for services
- Teacher - I have worked as an elementary teacher, Chapter I/Title I aide, and a tutor for individual students from pre-K through college, and tutor at the Jefferson County Youth Shelter

**Professional Memberships** Member of the American Physical Therapy Association; Volunteer at various community events to promote First Steps

Canaan Community Academy Advisory Team/School Volunteer

Kathryn Hoffmann

8812 N. Canaan Main Street

Madison, IN 47250  
Phone: (812) 839-0045 or (812) 839-3385  
Cell: (260) 804-0635  
Email: [kjhvdb@yahoo.com](mailto:kjhvdb@yahoo.com)

## TEST SCORES

PRAXIS I: Reading - 186; Writing - 183; Math - 188 (7/18/2005)  
PRAXIS II: Elementary Education Content Knowledge (0014) - 200 (3/4/2006)  
PRAXIS II: Middle School Math (0069) - 200 (4/26/2008)  
PRAXIS II: Middle School Science (0439) - 200 (4/26/2008)

## LICENSURE

IN: Professional Educator's License: Proficient Practitioner  
Elementary: Primary and Intermediate;  
Math: Middle School -Jr. High;  
Science: Middle School-Jr. High;  
Gifted and Talented Ed.: all grades

## EDUCATION

Fall 2005-present  
Enrolled in M.Ed. in Learning & Instruction (Focus: Gifted Ed), U. of MO (G.P.A.: 4.0)  
Fall 2002-Fall 2004  
B.S. in Education, U. of MO-St. Louis (G.P.A.: 4.0)  
Fall 1975-Spring 1976, Spring 1979-Fall 1981  
M.A., M. Phil. in Anthropology, Columbia University (G.P.A.: 3.79)  
Fall 1971-Fall 1974  
B.S. in Chemistry, Massachusetts Institute of Technology (G.P.A.: 3.53)

## TEACHING EXPERIENCE

August 2007 - Feb. 2010 M. S. Teacher: Science and Math, Keystone Schools, Fort Wayne, IN  
Teaching 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade Science, 6<sup>th</sup>, 8<sup>th</sup> grade Math and Algebra I, and several electives, developing a cohesive curriculum that challenges students while being responsive to their needs and reflecting state standards. Coaching Future City club, leading professional development and serving as a staff resource in gifted education.

August 2006 - June 2007 Elementary Teacher: Math, Science, and Social Studies, Northumberland Elem. School, NCPS, Lottsburg, VA  
20-4  
Teaching 4<sup>th</sup> gr. Math, Science, and Social Studies to two classes; starting and leading a non-fiction reading and a chess club; and presenting a parent education program.

January - May 2006 Lead Teacher, Vevay Head Start, SIEOC, Aurora, IN  
Leading developmentally-appropriate activities for a class of 3-5 year olds, keeping detailed records, and collaborating with students' families.

June - July 2005 3rd grade Summer School Teacher, Central Elementary School  
Ferguson-Florissant School District, Florissant, MO  
Teaching program of remedial language arts and math to 2<sup>nd</sup>- 4<sup>th</sup> graders.

## STUDENT TEACHING EXPERIENCE

Jan. - Dec. 2004 Elementary Intern and Student Teacher, Parker Rd. Elem. School  
Ferguson-Florissant School District, Florissant, MO  
Teaching 5<sup>th</sup> grade, all subjects.

## OTHER EXPERIENCE

Jan. - June 2005 1<sup>st</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Gr. Reading & Math Instructional Aide, Central Elem.  
Ferguson-Florissant School District, Florissant, MO  
Tutoring small groups and individual students, assisting teachers at other  
grade levels, and substituting as needed.

June 1999-August 2004 Registered Sales Assistant, Morgan Stanley, St. Louis, MO  
Assisting Financial Advisors using a variety of computer skills including  
Word, Excel, PowerPoint, and Internet research.

Summers 1997 & 1998 Seasonal Naturalist, Versailles State Park, Versailles, IN  
Developing exhibits and leading engaging, interactive educational  
programs for children, families, and camp groups.

Fall 1994-Spring 1996 Volunteer Tutor, Orthez, FRANCE  
Tutored Arabic immigrant children (middle and high school levels) in  
French and other subjects at an after-school program.

Fall 1974 Teaching Assistant for Freshman Chem., M.I.T., Cambridge,  
MA

## HONORS AND AWARDS

ETS Recognition of Excellence Award for perfect score (200) on Praxis II (10014): Elementary  
Education: Content Knowledge (June 2006)

Graduated summa cum laude from UMSL (Dec. 19, 2004)

Elected to membership in the Chemistry Honor Society, M.I.T. Chapter (Fall 1974)

20 - 5

## ADDITIONAL SKILLS, TALENTS, OR PROFICIENCIES:

Specialized training: I developed and led, on multiple occasions, a day-long professional  
development on the use of the Kingore Observation Inventory (KOI) for  
the teachers and administrators at my school, subsequent to attending a  
three-day seminar by Dr. Kingore.  
I am also trained in the use of Projects WET, WILD, Aquatic WILD, and PLT  
(environmental education).

Professional memberships: NSTA (National Science Teachers Assoc.); NAGC (National Assoc. for  
Gifted Children) Past member of NCTM (Nat. Council of Teachers of  
Mathematics) and IRA (International Reading Assoc.)

Computer skills: Word, Excel, Powerpoint, Internet browsers, Webquest creation.

Foreign languages: Fluent in French, literate in Spanish

## REFERENCES

Please feel free to contact:

o Ms. Nancy Gerardy (Academic Advisor and Lecturer, Gifted Ed., Univ. of MO-Columbia),

GerardyN@missouri.edu (573) 268-7766.

- Mrs. Jana Reinking (former Director of Academics-Keystone Schools) jwreink@verizon.net (260) 637-7664
- Mrs. Mary Lynn Slaughter (4th Gr. Language Arts Teacher, Northumberland Elem. School), mslaughter@nucps.net (804) 580-8032.
- Dr. Corey Drake (Asst. Professor of Math Ed., Iowa State University), cdrake@iastate.edu (515) 294-3701.

Canaan Community Academy Advisory Team

**Joyce Poling**

3242 E. Thornton Rd.  
Madison, IN 47250  
Home: 812-839-3532

## Education

- School Administration, Superintendent's License, July, 2002
- Educational Specialist Degree, June, 1979
- Master's Degree in Elementary Education , 1972
- Bachelor of Science Degree in Elementary Education, 1970
- Degrees awarded by Indiana University

## Work Experience

- Southwestern Elementary, 1982 - 2006 , Administrator, Teacher
- Madison Consolidated Schools, 1970-1982, Teacher
- Madison Consolidated Schools, 1967-1968, Teacher's Aide

## Personal Attributes

Dependable \*Goal-oriented \*Honest \*Enthusiastic \*Organized

## Job Skills

- Experienced in personnel selection, supervision, evaluation, and management functions
- Have knowledge of policy formation, legal requirements, auxiliary services, and financial operations
- Can apply strategic planning techniques for educational programs
- Can interact with the community responsibly to address the needs of students
- Ability to develop effective interpersonal relationships in an open, honest, and creditable manner
- Experienced in community relationships and broad-based advisory work and consensus
- Utilization of excellent management and leadership skills to achieve effective and efficient operations
- Can facilitate the development of a shared mission and vision
- Can lead the renewal of curriculum and instructional programs
- Involvement of others in setting and accomplishing goals
- Can employ sound fiscal management procedures, methods, and techniques to prepare, revise, and monitor the district budget

## Achievements

- Managed the third largest elementary school in state of Indiana  
Created a team environment where a participatory management style was predominating. This greatly increased employee morale and made staff feel like they had some control of their environment
- Identified, planned, and implemented reward programs for employees and students
- Evaluated 92 staff members, including certified and non-certified employees
- Managed operational functions of the school building, including personnel, budgets, and public relations
- Led and directed program development for K-12, including Gifted and Talented, At-risk program, and Title I

**Joyce Poling**  
3242 E. Thornton Rd.  
Madison, IN 47250

Home: 812-839-3532

## **Achievements**

- Interfaced between central and state offices for program development
- Implemented procedures mandated by federal, state, and local governing bodies for compliance of grant and financial requirements
- Gained three accreditations, two NCA and one PBA
- Resolved conflicts involving parents and/or students
- Increased PTO membership by 50% by establishing Parent Advisory Council, Saturday Morning Breakfasts with the Principal, and the development of a strong, intramural basketball program
- Designed and implemented educational programs for students, ie., Young Scholars Conference, Challenge of Champions, Friday Enrichment Program, Media Fair, Student Council, and Elementary Choir

## **Honors, Awards, and Organizations**

- Madison Consolidated Schools, Member of the Board of School Trustees, 1997-2004
- Active member of the Indian-Kentuck Baptist Church
- Delta Kappa Gamma, 1985-94
- National Association of School Principals, 1982-94
- Step Ahead Council, 1992-94
- Hoosier Hills Optimist Club
- American Biographical Institute Research Association
- Board of Directors, Deputy Governor, 1993
- Shield of Valor, March, 1993
- 2,000 Notable American Women, January, 1993
- North Central Association, State Executive Board Director
- Hoosier School Award, October, 1989
- I.A.E.S.P. Distinguished Principal, 1988
- Jefferson County Task Force for Substance Abuse, 1988-89
- United Way of Jefferson County, Member of the Executive Board, 1987-90
- Governor's Committee for Teacher Evaluation, Appointed 1987-88

Canaan Community Academy Advisory Team / School Volunteer

## Calvin M. W. Daugherty

11388 N. Westfork Rd.

513-238-2383

calvindaugherty@yahoo.com

### **Career Focus:**

Successful management and growth of businesses currently owned.  
Provide high quality services and products to customers at a quality price.

Create a quality work environment in order to attract quality employees to  
Support growth of the companies, as well as the surrounding community.

### **Education:**

M.A., Journalism-News Editorial Option, Elm University, Los Angeles, CA 1992

Mechanical Engineering, Tennessee Technological University 1992-1996

Mechanical Engineering, Wright State University

Training for multiple high-skill level jobs—Specific operations

### **Experience Summary:**

\*Owner of a tool and die/machine shop

\*Owner of a water restoration and mold remediation service company

\*Owner of several start-up supply companies

\*Management of several large-scale projects employing from a few employees  
to over 100 employees

### **Professional Experience:**

Owner—1st Choice Machining, Xtreme Precision Machine Tool and Tie 7/06-Present

\*Implementation and management of all daily operations

\*Design and create solution fixes for customers' various needs

\*Overall business management of entire operations from start-up  
to current status

Owner—1st Choice Water Restoration and Mold Remediation 6/93-6/04

\*Implementation and management of all daily operations

\*Creation of work plans based on various job specific needs

\*Overall business management of entire operations from start-up  
to current status

### **Objectives:**

As a business owner, understanding the importance of having quality employees is a major component to the success of the business. With this in mind, I feel compelled to re-invest into the community, not only as a civic duty and for humanitarian reasons, but as an investment into my own success.

I am committed to the success of the Canaan Community Academy, and I have pledged my personal and financial support to ensure its success. I feel you must start at the early levels of education to build a strong foundation for children to succeed. Smaller class sizes and direct interaction between teachers and students is key to their success. Many schools are changing away from this unique dynamic, and this is wrong!

I have personally experienced what can happen to a child when a strong support system is not in place. After losing my dad at a young age, I struggled more in school than I had earlier life. Looking back, if it hadn't been for the challenges of wanting to be more like the "smart kids", I would not have tried as hard to becoming more intelligent. A key to that motivation was teachers who challenged me to learn and seeing others students succeed. Now in adulthood, I searched for a place where my children would have same opportunities for success, and I found this in Canaan, Indiana.

**Bonnie Jean Roberts**  
4445 E 925 N  
Madison, IN 47250  
(812) 839-3111

## **Education**

**Princess Anne High School, Virginia Beach, Virginia**

**Graduated: June 1968**

**Old Dominion University, Norfolk, Virginia**

**Bachelor of Science Elementary Education/Mental Retardation: June 1972**

**Bellarmino University, Louisville, Kentucky**

**Master of Arts Learning and Behavior Disorders: June 1996**

**Additional graduate studies:**

**Clemson University, Clemson, South Carolina, summer 1975**

**University of South Carolina, Columbia, South Carolina, summer 1990**

**Indiana University Southeast, New Albany, Indiana, 2001**

**Indiana Wesleyan,**

## **Teaching Experience**

**Learning Disabilities/Language Arts/Reading Teacher**

**Jennings County Middle School, North Vernon, Indiana**

**August 2005 - present**

**Learning Disabilities Teacher Grades 5-6**

**North Vernon Elementary, North Vernon, Indiana**

**August 2001 – August 2005**

**Collaboration/Resource Learning Behavior Disorder Teacher August 1998 – May 2001**

**Hebron Middle School, Bullitt County, Kentucky**

**August 1994 – May 2001**

**I co-taught in the regular classroom with a team of middle school teachers. In addition, I taught a resource class of math for eighth grade.**

**Self-contained Special Class Teacher August 1994 – May 1998**

**As Special Class teacher, I taught students with identifiable learning disorders. These students stay with the same teacher all day.**

**Language Arts Resource Teacher, grades 9-10**

**North Bullitt High School, Bullitt County, Kentucky**

**January 1991 – May 1994**

**I provided language arts instruction for students in the ninth and tenth grade who had learning disabilities or mild mental disabilities.**

**Special Education Teacher**

**\*Pine Grove School, Elgin, South Carolina**

**August 1990 – December 1990**

**\*This is a residential home for mentally disabled children, ages 6 to young adults. The students live on campus year round. I taught the emotionally disturbed teenagers.**

**Fourth Grade Teacher, August 1974 – February 1976**

**Primary Educable Mentally Retarded Teacher, August 1972 – June 1974**

**Varenes Elementary School, Anderson, South Carolina**

**August 1972- February 1976**

**Extra-curricular Duties**

**Taught ESS North Bullitt High School 1992-1993**

**School Transformation Committee 1995-1996**

**Helped write school retention policy 1996**

**Co-coached academic team 1997-2001**

**Moderator for academic competitions 1997-2001**

**Reading Committee 1998=1999**

**Curriculum alignment for language arts summer 1999**

**School and parent relations committee 2000**

**GRE Student evaluation committee 2003-2005**

**Reality store 2007-2010**

**Veterans Day Committee 2008-2009**

**Anti-Bullying Committee 2009-2010**

**Canaan Community Academy Advisory Team / School Volunteer**

**Jamie Tipton**  
**4431 E. Thornton Road**  
**Madison, Indiana 47250**  
**(812) 839-0029**

**Objective**

To provide quality and professional work in any job that I am hired for.

**Summary of Qualifications**

Capable of working well with youth along with possessing some knowledge of emotional behavior disorders. I am hardworking, friendly, very personable, punctual and trainable.

**Work of Experience**

**United States Postal Service** January 2009 to Present  
2 South Marion Street  
Holton, Indiana 47023  
(812) 689-6114

**Job Title: Postmaster Relief**

I have the same responsibility as the Postmaster along with sorting mail for carrier's, know addresses and direction, scan all barcodes that are incoming to be delivered, handle money and work the IRT machine. I make sure mail is in the proper tub for outgoing mail, work phones, printer, copier, and fax along with communication with the public.

**Mindel, Scott and Associates** September 1996 to May 2002  
5151 Jefferson Boulevard

Louisville, Kentucky 40219

(502) 485-1508

**Job Title: Senior Drafter**

I worked beside Engineers, Landscape Architects, and Planners completing design work, creating labels, drafting, correcting construction, sewer, landscape, subdivision plats and other plans. I have knowledge of zoning laws, site layouts, MSD, Jefferson County Public Works, and planning & zoning department. I trained new drafters when necessary along with working phones, printer, copiers, and fax machines.

**Education**

**Southwestern Jr. Sr. High School** 1992 to 1995  
167 South Main Cross Street

## Canaan Community Academy Advisory Team

### **SHERRY BOLDERY**

435 R.C. Court Madison IN 47250

Home Phone: 812-273-2001 Cell Phone: 812-701-4242

Email Address: [sboldery3@ivytech.edu](mailto:sboldery3@ivytech.edu)

#### **QUALIFICATIONS**

Precise, detail-oriented, researcher and problem-solver  
Experienced in budgeting, management and accounting  
Proficient in various software including Microsoft Office and People Soft

#### **EDUCATION**

Bachelor of Science in Business with Accounting Major, Indiana University

#### **EMPLOYMENT**

**Current: Business Office Assistant; Ivy Tech Community College**

Review and process purchase orders and requisitions  
Process invoices verifying compliance with the Financial Management Manual  
Update Excel spreadsheets for various expense accounts

**2008 Account Clerk; Madison State Hospital**

Served as cashier recording all monies received in hospital accounts  
Coordinated Recreation Fund and prepared financial reports  
Managed downtown bank; Served as backup for Accounts Payable clerk

**2005-2008 Project Manager; Real Estate Investment**

Analyzed and evaluated investment sites; Prepared budgets  
Obtained estimates and bids; Contracted jobs  
Supervised work; Maintained bookkeeping and accounting records

**2003-2005 Cashier / Business Office Assistant; Hanover College**

Processed receipts and credit card transactions; Cashed checks  
Balanced cash drawer daily; Processed credit card payments; Issued student loans;  
Prepared and posted monthly journal entries

**1986-2002 Office Manager; Buchanan Oil**

Prepared monthly statements; Collected receivables  
Posted receipts and disbursements to ledger  
Prepared sales tax vouchers; Prepared financial statements

**1988-1993 Fiscal Manager; River Valley Resources, Inc.**

Reviewed and processed disbursements for client-related expenses  
Prepared payroll for Summer Youth Program  
Deposited grant funds; Reconciled all bank statements

**1983-1988 Staff Accountant; MCCAuley, Nicolas and Company**

Maintained and audited client financial records  
Prepared financial statements and tax returns for various businesses

**VOLUNTEER WORK: Public Relations Chairperson for MCHS PTO/Renaissance**

Served as Treasurer of PTO and served on various PTO committees  
Assistant Treasurer & member of Social Committee at Indian-Kentuck Baptist Church

**Norma L. Tuttle**  
**4993 East Canaan Main Cross Street**  
**Madison, Indiana 47250**

**Education:**

**Graduate of Ball State University, 1970: Elementary Education**  
**Masters in Elementary Education, 1976**

**Work History:**

**Sunman Elementary School, Sunman, Indiana: taught third grade 1970-1977.**  
**Madison Consolidated Schools, Canaan School: taught first grade 1978-2003.**  
**Canaan School: Title I Reading teacher , part-time 2008-2010**

**Community Service:**

**Served as Sunday School Director/Children's Church leader 1980-2008,**  
**for Madison Pentecostal Church (now Point of Grace), in Madison, Indiana.**  
**Also served as financial secretary from 1980-1995.**

**Currently I serve as the Children's Prayer Team leader for Point of Grace**  
**Church in Madison, Indiana. I formed and designed the plan for the team in 2008.**

**Business Experience:**

**I opened the Rose Cottage Bed and Breakfast in Canaan in 2004. I formed the business plan,**  
**acquired all permits and licenses, designed and decorated the cottage and the**  
**web site, and now currently manage the business. I am also the cook for the business.**

Canaan Community Academy Chief Academic Officer/School Leader

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**Deena L. Schafer**

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48 57 E. 900 N.  
Madison, IN 47250  
812-839-3821  
dschafer@seidata.com  
dschafer@madison.k12.in.us

**Objective**

To share the skills and knowledge acquired during my 30-year teaching career with the students of Southeastern Indiana by devoting my time, talent, and treasure to the Canaan Community Academy

**Education**

Graduate of Canaan Elementary and Madison Consolidated High School, 1975  
Bachelor of Arts in Elementary Education, Purdue University, 1978  
Masters of Arts in Elementary Education, with Endorsement in Reading Education, 1983  
30+ Credit Hours above the Master's Degree, including certification as a Reading Recovery/  
Reading Intervention Teacher

**Work Experience**

2008-Present Reading Recovery/Reading Intervention Teacher  
Canaan Elementary Canaan, Indiana  
Madison Consolidated Schools  
Provided reading instruction for Title I, at-risk, and special education students

1982-2008 Title I Reading Teacher and Classroom Teacher, Grades 2, 4, 5, and 6  
Canaan Elementary Canaan, Indiana  
Madison Consolidated Schools  
Provided classroom instruction for all students with varying ability levels

1980-1982 Classroom Teacher, Grade 5  
St. Bernadette Catholic School Indianapolis, Indiana  
Archdiocese of Indianapolis  
Provided instruction for students with varying ability levels

**Professional Training**

Response to Intervention Training  
Training in the Implementation of Wireless Generation mClass and Acuity  
C.L.A.S.S. Project Summer Institute IV and V  
Extensive and On-going Literacy Collaborative Training  
Professional Development—Leveled Literacy Intervention Kits  
Extensive training in School Finance—Numerous I.S.T.A. Bargaining Conferences

**Leadership Roles**

Chairperson, Organizing team, Canaan Community Academy, Proposal to Charter  
Bargaining Chairperson, Madison Teachers' Association Bargaining team, 5 years  
School Improvement Chairperson, Canaan Elementary School, 10 years  
Student Teacher Supervisor and Teacher Mentor

**Memberships**

Prince of Peace Catholic Church  
Canaan Restoration Council  
Canaan Fall Festival Event Coordinator  
Madison Teachers' Association  
Canaan School P.T.O., Carnival Chairperson  
Canaan School Alumni Reunion, Chairperson



## Canaan Community Academy Chief Operations Officer

Robert Matthew "Mike" Moseng

134 East St.

Madison, IN 47250

Cell: 219-765-9712 (used as home also)

Email: whoday53@gmail.com

### FAMILY

Married – Laura Moseng - Psy.D. HSPP

### WORK STYLE

Highly motivated and goal oriented individual with the ability to work well with others and foster a team spirit. Conceptualizing and implementing ideas, as well as delegation and follow-up are also key strengths. Adept problem solver and excellent written and oral communicator. Gifting includes leadership, leadership training, administration and teaching.

### EXPERIENCE

2006-2009

Suncrest Christian Church, St. John, IN

Executive Pastor

Oversee the business aspects of the church, and as an ordained pastor perform pastoral duties, including; Give oversight to professional and support staff (20 full and part-time). Oversee HR. Create/implement personnel policies and procedures. Perform pastoral duties such as funerals, bereavement, hospital visitation, teaching, counseling, etc. Oversee finances and budget. Develop volunteer teams to keep campus buildings and 40 acres in good repair. Oversee facilities management and risk management. Oversee the legal requirements of the corporation. Negotiate major purchases and contracts. Hire all support staff. Oversee the coordination of the church calendar. Recruit and train ministry teams, leaders. Oversee database management and all technology. Teach assimilation and baptism classes. Coach for small groups leaders (volunteer position).

2002-2006 Deer Creek Christian Church

Deer Creek Christian School, University Park, IL

## Administrator

Church staff member responsible to administrate a Pre-K-8<sup>th</sup> grade school of 260 students and 14 full-time and 4 part-time teachers. Work with school board to prepare the school for initial ACSI accreditation. Supervise faculty and staff of 24. Oversight of curriculum and teaching performance of faculty. Conduct training and development sessions for faculty and staff. Develop and maintain yearly budget. Ex Officio member of all committees (admissions, student life, budget, academic, personnel). Staff liaison between church and school. Responsible for long-term planning and growth of school. Oversee all PR and advertising. Oversee all HR. Pastoral duties (hospital visitation, etc., in the summer months).

2000-2002      Mesilla Valley Christian Schools, Las Cruces, New Mexico

### Secondary Principal

Assist with hiring secondary faculty. Supervise secondary faculty (18 faculty members). Help develop and maintain secondary division budget. Teach one class yearly. Oversee Athletic Director and athletic department. Chair the Admissions committee. Guidance counselor and oversee college placement and scholarships. Member of Curriculum committee, Personnel committee and Admissions and Student Affairs committee. Advanced Placement Coordinator. Schedule chapel speakers and yearly camp speaker. Assist with yearly budget. Work with administrator for renewal of ACSI accreditation.

1995 to 2000      Northwest Christian Academy, Glendale, Arizona

### Secondary Principal

Responsible for hiring and supervising secondary faculty. Develop and maintain budget for secondary division. Review and revise parent/student and faculty handbooks as needed. Review and maintain disciplinary policies and procedures. Revise and implement educational policies and procedures. Interview new families and students in secondary division. Maintain growth in enrollment while keeping within the mission statement. Guidance counselor and oversee college placement. Schedule chapel speakers. Teach one class yearly. Oversee athletic department.

1992 to 1995      Southwest Indian School, Peoria, Arizona

### Secondary Principal

Supervision and instruction of faculty. Maintain discipline and attendance/tardy standards. Revise and implement educational policies and procedures. Interview new families and students. Oversee counseling office. Liaison between school and Indian Compassionate Ministries. Schedule chapel speakers. Teach one class yearly. Guidance counselor and college placement advisor. Oversee athletic department. *This was specifically a short-term assignment that was extended a year.*

January 1990 to September 1991      Boy Scouts of America Circle 10 Council,

Dallas, Texas

District Executive, Wisdom Trail

Gave guidance to the cultivating, recruiting, training and inspiring volunteer personnel in the effectual operation of the district. Coordinated the work of the district manpower in that their efforts strengthened and extended the program offered by institutions and units. Directed and implemented fund-raising campaign to meet the goal stated by the Council. Directed program to increase membership and manpower totals. Interacted with various social agencies involving at-need families.

#### Significant Achievements:

Met critical goals

Quality District

Balanced Growth

1986 to 1989      Eagle Express, Dallas, Texas

Client Relations Manager

Created and implemented policies and procedure to better serve client needs. Personally interacted with leading clients to insure continued business. Trained couriers and order takers to effectively deal with clients and their individual needs. Monitored client usage and determined potential problems and remedies.

1979 to 1986      Bethel Christian School, Arlington, Texas

Administrator

Served as administrator and business manager. Responsible for maintaining state standards and requirements in operation of the school and day care facilities. Hired and supervised faculty and staff. Conducted all phases of public relations and advertising. Also served as Minister of Education at Bethel Assembly of God.

1976 to 1979      Christ's Church, Ft. Worth, Texas

Youth Pastor

#### EDUCATION

Southwestern Baptist Theological Seminary, Fort Worth, Texas

Master of Arts, Christian Education, 1976 to 1979

Concentration: Social Work/Counseling

Accomplished field work as Administrator of Bethel Christian School in Arlington, Texas.

Central Bible College, Springfield, Missouri

Bachelor of Arts, Christian Education, 1972 to 1976

Minor: Social Sciences

Student taught at Evangel Temple, Springfield, Missouri

## PROFESSIONAL

Deer Creek Christian Church

Ordained for Ministry

Indiana Substitute Teacher Certification, Current through 2012

Association of Christian Schools, International, South Central Region and Rocky Mountain Regions, June 1981 to present

Member of inspection teams and ACSI accreditation teams.

ACSI Professional Certification – Secondary Administration

New Mexico Association of Non-Public Schools, September 2000 to 2003

Member of State Board of Directors

Civil Air Patrol, Squadron 302, Phoenix, Arizona. October 1995 to January 2000

Moral Leadership Officer and Chaplain

Attended armed forces chaplain training classes and conferences

## Attachment 5 Curriculum Development Timeline

One of the CLASS philosophies states, “As good as we are, we can always be better.” This is true of the curriculum for the CCA. The organizers of the CCA acknowledge that curriculum planning is an evolutionary process—always changing and improving. Thus, curriculum development and improvement will always be needed at the CCA. It is critical that the staff, under the leadership of the administrative team reflect on the successes of the past and search for areas where improvement is needed.

# Canaan Community Academy

## Scope and Sequence

### Kindergarten

\*Aligned with Indiana's Common Core/Academic Standards

#### Language Arts Academic Standards: Kindergarten

#### Reading Standards: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

#### Print Concepts

- K.RF.1** Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand that words are separated by spaces in print.
  - Recognize and name all uppercase and lowercase letters of the alphabet.

#### Phonological Awareness

- K.RF.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Blend and segment onsets and rimes of single-syllable spoken words.
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

## Phonics and Word Recognition

- K.RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Fluency

- K.RF.4** Read emergent-reader texts with purpose and understanding.

## Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

## Key Ideas and Details

- K.RI.1** With prompting and support, ask and answer questions about key details in a text.
- K.RI.2** With prompting and support, identify the main topic and retell key details of a text.
- K.RI.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

## Craft and Structure

- K.RI.4** With prompting and support, ask and answer questions about unknown words in a text.
- K.RI.5** Identify the front cover, back cover, and title page of a book.
- K.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.

## Integration of Knowledge and Ideas

- K.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 illustration depicts).
- K.RI.8** With prompting and support, identify the reasons an author gives to support points in a text.

**K.RI.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

**K.RI.10** Actively engage in group reading activities with purpose and understanding.

## **Reading Standards for Literature: Stories, Novels, Dramas, and Poetry**

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### **Key Ideas and Details**

**K.RL.1** With prompting and support, ask and answer questions about key details in a text.

**K.RL.2** With prompting and support, retell familiar stories, including key details.

**K.RL.3** With prompting and support, identify characters, settings, and major events in a story.

### **Craft and Structure**

**K.RL.4** Ask and answer questions about unknown words in a text.

**K.RL.5** Recognize common types of texts (e.g., storybooks, poems).

**K.RL.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### **Integration of Knowledge and Ideas**

**K.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).

**K.RL.8** (This College and Career Readiness Standard does not have a literature component)

**K.RL.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### **Range of Reading and Level of Text Complexity**

**K.RL.10** Actively engage in group reading activities with purpose and understanding.

## Writing Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Text Types and Purposes

**K.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 writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**K.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 some information about the topic.

**K.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.

### Production and Distribution of Writing

**K.W.4** (Begins in grade 3)

**K.W.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**K.W.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

### Research to Build and Present Knowledge

**K.W.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**K.W.9** (Begins in grade 4)

### Range of Writing

**K.W.10** (Begins in grade 3)

## Language Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Conventions of Standard English

**K.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Print many uppercase and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

**K.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

**K.L.3** (Begins in grade 2)

### Vocabulary Acquisition and Use

**K.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

**K.L.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- K.L.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Speaking and Listening Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Comprehension and Collaboration

- K.SL.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- K.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.
- K.SL.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Presentation of Knowledge and Ideas

- K.SL.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly.

## College and Career Readiness Anchor Standards for Reading

The standards on the previous pages define what students should understand and be able to do by the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

## **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## **College and Career Readiness Anchor Standards for Writing**

The standards on the previous pages define what students should understand and be able to do at the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## **College and Career Readiness Anchor Standards for Language**

The standards on the previous pages define what students should understand and be able to do by the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate an understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **College and Career Readiness Anchor Standards for Speaking and Listening**

The standards on the previous pages define what students should understand and be able to do by the end of Kindergarten. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Mathematics Academic Standards: Kindergarten

### Introduction

The world we live in continues to change. For students to succeed in school, at work, and in the community, they will need more skills and knowledge than ever before. To ensure all students have every opportunity to succeed, Indiana adopted the Common Core State Standards in the area of Mathematics, as well as English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

### Common Core State Standards Philosophy

The Common Core State Standards:

- \* are aligned with college and work expectations.
- \* include rigorous content *and* application of knowledge through high-order skills.
- \* build upon strengths and lessons of current state standards.
- \* are internationally benchmarked.
- \* are evidence and/or research-based.

The Common Core State Standards will

- \* help prepare all students with the knowledge and skills needed to succeed in college and careers.
- \* assist students who move between states.
- \* create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.
- \* allow for more focused pre-service education and professional development.
- \* create economies of scale around areas such as curriculum, instructional resources, and assessment.

### Role of the Teacher

While the standards set expectations for student learning for each grade level, they do not prescribe how the standards should be taught. Teachers should use their skills, experience, talents, and resources to design standards-based classroom lessons that meet the needs of individual students.

### Assessment Horizon

Indiana is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Through PARCC a new generation of assessments will be developed and used throughout the nation, allowing us to compare and evaluate policies that affect student achievement across states and school districts.

The Common Core assessment includes a summative test, which will be administered online beginning with the 2014-15 school year. The assessment also includes “through-course assessments” that take place over the course of the year, allowing teachers to adjust their instruction based on students’ results. As a governing state, Indiana will pilot Common Core items in 2012-13 and 2013-14 and provide schools with data regarding student performance on the Common Core State Standards.

### Impact on Instruction

Grades K, 1, and 2

In 2011-12, kindergarten teachers will be the first to teach *only* the Common Core. Those kindergarteners will be the first class of 3<sup>rd</sup> graders to participate in the Common Core assessment. First-grade and second-grade students will learn Indiana Academic Standards and identified elements of Common Core in 2011-12. First-grade students will

learn *only* Common Core in 2012-13. Second-grade students will learn *only* Common Core in 2013-14.

Grades 3-12

Students in grades 3-12 will receive an intentional introduction to the Common Core beginning with the 2011-12 school year to ensure they have the foundation for future learning with no instructional gaps. In 2014-15, all ELA and math teachers will *only* teach Common Core.

### **Final Notes**

Indiana Department of Education staff members are working diligently, both externally with other states, and internally across the IDOE, to ensure the development of a common scope and sequence for Common Core. This work is critical as we begin the transition to the Common Core State Standards. Equally as important, efforts are underway to assist teachers in understanding what to teach next year (and in subsequent years). A tight alignment between the content which is “taught” and that which is “tested” on ISTEP+ and ECAs, together with the initiation of Common Core State Standards instruction, facilitates the important work of developing the foundation for future learning and assessment.

## **Mathematics Academic Standards: Grade Kindergarten**

### **Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content**

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding.

Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily.

Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice.

These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum,

instruction, assessment, professional development, and student achievement in mathematics.

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in Kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

### **Know number names and the count sequence.**

**K.CC.1** Count to 100 by ones and by tens.

**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at).

**K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

### **Count to tell the number of objects.**

**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

**K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

### **Compare numbers.**

**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup>

**K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. Include groups with up to ten objects.

### **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g.,claps), acting out situations, verbal explanations, expressions, or equations.

**K.OA.2** Solve addition and subtraction word problems, and add and subtract within (e.g., by using objects or drawings to represent the problem).

**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

**K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation.

**K.OA.5** Fluently add and subtract within 5.

### **Work with numbers 11-19 to gain foundations for place value.**

**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones. e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

### **Describe and compare measurable attributes.**

**K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

### **Classify objects and count the number of objects in each category.**

**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

**K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

**K.G.2** Correctly name shapes regardless of their orientations or overall size.

**K.G.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Analyze, compare, create, and compose shapes.**

**K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).

**K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**K.G.6** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

**1. Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need.

Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**2. Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**3. Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible

arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### **4. Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Mathematics Academic Standards: Grade Kindergarten

#### **5. Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### **6. Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### **7. Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line

for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

### **8. Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 2525 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

## **INDIANA COMMON CORE STATE STANDARDS for MATHEMATICS**

### **GLOSSARY**

#### **Addition and subtraction within 5, 10, 20, 100, or 1000.**

Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example:  $8 + 2 = 10$  is an addition within 10,  $14 - 5 = 9$  is a subtraction within 20, and  $55 - 18 = 37$  is a subtraction within 100.

**Additive inverses.** Two numbers whose sum is 0 are additive inverses of one another. Example:  $3/4$  and  $-3/4$  are additive inverses of one another because  $3/4 + (-3/4) = (-3/4) + 3/4 = 0$ .

**Associative property of addition.** See Table 3 in this Glossary.

**Associative property of multiplication.** See Table 3 in this Glossary.

**Bivariate data.** Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

**Box plot.** A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.

**Commutative property.** See Table 3 in this Glossary.

**Complex fraction.** A fraction  $A/B$  where  $A$  and/or  $B$  are fractions ( $B$  nonzero).

**Computation algorithm.** A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. *See also:* computation strategy.

**Computation strategy.** Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *See also:* computation algorithm.

**Congruent.** Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

**Counting on.** A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by *counting on*—pointing to the top book and saying “eight,” following this with “nine, ten, eleven. There are eleven books now.”

**Dot plot.** *See:* line plot.

**Dilation.** A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

**Expanded form.** A multi-digit number is expressed in expanded form when it is

written as a sum of single-digit multiples of powers of ten. For example,  $643 = 600 + 40 + 3$ .

**Expected value.** For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

**First quartile.** For a data set with median  $M$ , the first quartile is the median of the data values less than  $M$ . Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the first quartile is 6.2 *See also:* median, third quartile, interquartile range.

**Fraction.** A number expressible in the form  $a/b$  where  $a$  is a whole number and  $b$  is a positive whole number. (The word *fraction* in these standards always refers to a non-negative number.) *See also:* rational number.

**Identity property of 0.** See Table 3 in this Glossary.

**Independently combined probability models.** Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

1Adapted from Wisconsin Department of Public Instruction, <http://dpi.wi.gov/standards/mathglos.html>, accessed March 2, 2010.

2Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006).

**Integer.** A number expressible in the form  $a$  or  $-a$  for some whole number  $a$ .

**Interquartile Range.** A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the interquartile range is  $15 - 6 = 9$ . *See also:* first quartile, third quartile.

**Line plot.** A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.<sup>3</sup>

**Mean.** A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.<sup>4</sup> Example: For the data set  $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the mean is 21.

**Mean absolute deviation.** A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the mean absolute deviation is 20.

**Median.** A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 90\}$ , the median is 11.

**Midline.** In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

**Multiplication and division within 100.** Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example:  $72 \div 8 = 9$ .

**Multiplicative inverses.** Two numbers whose product is 1 are multiplicative inverses of one another. Example:  $3/4$  and  $4/3$  are multiplicative inverses of one another because  $3/4 \times 4/3 = 4/3 \times 3/4 = 1$ .

**Number line diagram.** A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure

for the quantity.

**Percent rate of change.** A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by  $5/50 = 10\%$  per year.

**Probability distribution.** The set of possible values of a random variable with a probability assigned to each.

**Properties of operations.** See Table 3 in this Glossary.

**Properties of equality.** See Table 4 in this Glossary.

**Properties of inequality.** See Table 5 in this Glossary.

**Properties of operations.** See Table 3 in this Glossary.

**Probability.** A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

**Probability model.** A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. *See also:* uniform probability model.

**Random variable.** An assignment of a numerical value to each outcome in a sample space.

**Rational expression.** A quotient of two polynomials with a non-zero denominator.

**Rational number.** A number expressible in the form  $a/b$  or  $-a/b$  for some fraction  $a/b$ . The rational numbers include the integers.

**Rectilinear figure.** A polygon all angles of which are right angles.

**Rigid motion.** A transformation of points in space consisting of a sequence of 3Adapted from Wisconsin Department of Public Instruction, *op. cit.*

4To be more precise, this defines the *arithmetic mean*.

## INDIANA COMMON CORE STATE STANDARDS for MATHEMATICS

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one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

**Repeating decimal.** The decimal form of a rational number. *See also:* terminating decimal.

**Sample space.** In a probability model for a random process, a list of the individual outcomes that are to be considered.

**Scatter plot.** A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.<sup>5</sup>

**Similarity transformation.** A rigid motion followed by a dilation.

**Tape diagram.** A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

**Terminating decimal.** A decimal is called terminating if its repeating digit is 0.

**Third quartile.** For a data set with median  $M$ , the third quartile is the median of the data values greater than  $M$ . Example: For the data set  $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$ , the third quartile is 15. *See also:* median, first quartile, interquartile

## Science Academic Standards: Kindergarten

*Indiana's academic standards for science contain six standards. Each standard is described below. On the pages that follow, age-appropriate concepts are listed underneath each standard. These ideas build a foundation for understanding the intent of each standard.*

### **Standard 1 — The Nature of Science and Technology**

It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some

of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.

### **Standard 2 — Scientific Thinking**

There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.

### **Standard 3 — The Physical Setting**

One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Kindergarten, students learn that objects are made of different materials and that they move in different ways.

### **Standard 4 — The Living Environment**

People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy,

and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets.

This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Kindergarten, students learn that different types of plants and animals inhabit Earth.

## **Standard 5 — The Mathematical World**

Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life — problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.

## **Standard 6 — Common Themes**

Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design.

A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and field work, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.

## **Standard 1 The Nature of Science and Technology**

*Students are actively engaged in beginning to explore how their world works. They explore, observe, ask questions, discuss observations\*, and seek answers.*

*Scientific Inquiry*

*K.1.1 Raise questions about the natural world.*

*The Scientific Enterprise*

K.1.2 Begin to demonstrate that everyone can do science.

\* observation: gaining information through the use of one or more of the senses, such as sight, smell, etc.

## **Standard 2 Scientific Thinking**

*Students use numbers, pictures, and words when observing and communicating to help them begin to answer their questions about the world.*

### *Computation and Estimation*

- K.2.1 Use whole numbers\*, up to 10, in counting, identifying, sorting, and describing objects and experiences.

### *Communication*

- K.2.2 Draw pictures and write words to describe objects and experiences.

\* whole number: 0, 1, 2, 3, etc.

## **Standard 3**

### **The Physical Setting**

*Students investigate, describe, and discuss their natural surroundings. They begin to question why things move.*

#### *Matter and Energy*

- K.3.1 Describe objects in terms of the materials they are made of, such as clay, cloth, paper, etc.

#### *Forces of Nature*

- K.3.2 Investigate that things move in different ways, such as fast, slow, etc.

## **Standard 4**

### **The Living Environment**

*Students ask questions about a variety of living things and everyday events that can be answered through shared observations.*

#### *Diversity of Life*

- K.4.1 Give examples of plants and animals.
- K.4.2 Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.

## **Standard 5**

### **The Mathematical World**

*Students use shapes to compare objects and they begin to recognize patterns.*

#### *Shapes and Symbolic Relationships*

- K.5.1 Use shapes — such as circles, squares, rectangles, and triangles — to describe different objects.

## **Standard 6**

### **Common Themes**

*Students begin to understand how things are similar and how they are different. They look for ways to distinguish between different objects by observation.*

*Models and Scale*

K.6.1 Describe an object by saying how it is similar to or different from another object.

## Social Studies Academic Standards\*: Kindergarten

### ***Living and Learning Together***

*In Kindergarten, students learn about their families, classmates and neighbors. They begin to distinguish people and events of the past from the present and begin the development of citizenship, thinking skills and participation skills.*

*The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Kindergarten are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of Individuals, Society and Culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.*

### **Standard 1 — History**

Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

### **Standard 2 — Civics and Government**

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

### **Standard 3 — Geography**

Students learn that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

### **Standard 4 — Economics**

Students explain that people do different jobs and work to meet basic economic wants.

### **Standard 1**

#### **History**

*Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.*

#### **Historical Knowledge**

K.1.1 Compare children and families of today with those in the past. (Individuals, Society and Culture)

**Example:** Compare clothing, houses and objects of the past with the present.

K.1.2 Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage.

**Example:** Identify Thanksgiving, Columbus Day, Grandparent's Day, and birthdays.

K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility. **Example:** George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr.

#### **Chronological Thinking**

K.1.4 Identify and order events that take place in a sequence. **Example:** Identify events in the school day as first, next, last, yesterday, today and tomorrow; place school events in order.

K.1.5 Explain that calendars are used to represent days of the week and months of the year.

**Example:** Use a calendar to identify days of the week and school activities and birthdays.

## **Standard 2**

### **Civics and Government**

*Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.*

#### **Foundations of Government**

K.2.1 Give examples of people who are community helpers and leaders and describe how they help us. (Individuals, Society and Culture) **Example:** Parents, teachers, school principal, bus drivers and policemen

K.2.2 Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.

#### **Functions of Government**

K.2.3 Give examples of classroom and school rules and explain how each helps us.

#### **Roles of Citizens**

K.2.4 Give examples of how to be a responsible family member and member of a group. (Individuals, Society and Culture) **Example:** Respecting the property and rights of others, being honest and truthful, and respecting authority\*

K.2.5 Identify the role of students in the classroom and the importance of following school rules to ensure order and safety. \* authority: power that people have the right to use because of custom or law

## **Standard 3**

### **Geography**

*Students learn that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.*

#### **The World in Spatial Terms**

K.3.1 Use words related to location, direction and distance, including *here/there, over/under, left/right, above/below, forward/backward* and *between*. **Example:** Give and follow simple navigational directions such as walk forward ten steps, turn right and walk between the desks.

K.3.2 Identify maps\* and globes\* as ways of representing Earth and understand the basic difference between a map and globe.

\* map: a map is flat and can represent only a part of Earth's surface

\* globe: a globe is round and can show the entire Earth

#### **Places and Regions**

K.3.3 Locate and describe places in the school and community. **Example:** Cafeteria, library, office, restrooms, gym and the fire station

K.3.4 Identify and describe the address and location of home and school.

#### **Physical Systems**

K.3.5 Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment. **Example:** In different seasons, people wear different kinds of clothing.

#### **Human Systems**

K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups. (Individuals, Society and Culture) **Example:** Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.

#### **Environment and Society**

K.3.7 Recommend ways that people can improve their environment at home, in school and in the neighborhood.

## **Standard 4**

### **Economics**

*Students explain that people do different jobs and work to meet basic economic wants.*

K.4.1 Explain that people work to earn money to buy the things they want.

K.4.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. **Example:** Use picture books, stories and software programs to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

K.4.3 Explain why people in a community choose different jobs. **Example:** People may have different types of jobs because they like doing different things or because they are better at doing one particular type of job.

K.4.4 Give examples of work activities that people do at home.

\*Approved October 2007

## **Student Admission Policy/Lottery**

The Canaan Community Academy (CCA) seeks to admit students in a fair manner, without regard to race, gender, religion, national origin, ancestry, or color. In an effort to ensure a system of equal and fair admission, this policy will be enacted by CCA.

In order to ensure adequate time for the submission of admission applications, the application period shall be no less than four weeks. During this time, applications may be obtained from local businesses, the school web-site, or from members of the CCA Board of Directors. Applications must be returned by mail, and must be postmarked no later than the last day of the application period.

The application period will be announced by CCA. Notice will be given at least one week prior to the beginning of the application period. Notice will be given in the local newspaper, on local radio stations, and posting notices in local businesses. Class size will be limited to 20 students per class (unless special permission from the Board of Directors is granted). Applicants shall be automatically enrolled in any grade where the number of applications does not exceed the maximum number of available openings. (20 students per classroom).

If the class is full, a lottery procedure will be implemented as follows:

1. In those grades where the number of applicants exceeds the maximum capacity of the school, preference will be given to those applicants who have a sibling(s) enrolled in school.
2. Applicants who have a sibling enrolled in the CCA will automatically be enrolled also.
3. Children or grandchildren of full-time employees will be given preference for enrollment. Applicants who live within a six-mile radius of the school will be given priority.
4. All other openings will be filled by a random selection drawing. This drawing will be conducted at an open meeting and will be conducted under the supervision of an unbiased third party having no affiliation with CCA. The lottery drawing will be video-taped.
5. Once all available openings are filled, the names of remaining applicants will be placed on a waiting list. Should vacancies arise, they will be filled with applicants from the waiting list, in the order of names listed on the earliest date. The waiting list will be kept in the CCA office.

Parents/grandparents, and/or legal guardians of students who are granted admission will be notified in writing by mail. Students who are currently enrolled in the CCA do not need to apply on an annual basis. However, a letter will be sent annually to parents/legal guardians and/or grandparents of all students enrolled in the CCA. The letter will confirm that enrolled students will be returning in the next school year. Parents will be expected to respond to this letter within a predetermined amount of time. Students whose parents/grandparents, and/or legal guardians do not respond to this letter shall not be automatically reenrolled and will be expected to repeat the admissions process.

Any student who withdraws from the CCA for any reason may not return as a student without re-application and participation in the admissions process.

### **Late Application**

Any applications received after the announced application period will be handled in the following manner:

- 1) 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. Any late

kindergarten applicants will be enrolled in accordance with policies established for kindergarten entrance and kindergarten and first grade initial placement. Any late first grade applicants who are entering school for the first time under compulsory attendance laws (i.e., during the school year of their seventh birthday) will be assessed for placement in either kindergarten or first grade according to the model assessment for initial placement already established by the Board of Directors. Any other applicant seeking entrance to a grade out of his/her ordinary sequence will be assessed for placement eligibility according to the following model assessment:

The applicant will be assessed for placement based upon intellectual, academic, emotional, and social components. The assessment process will be conducted by the Chief Academic Officer (“C.A.O.”) and/or the teacher of the grade to which the child is being applied and/or the teacher of the grade in which the child would ordinarily be placed. Skills in mathematics, reading, and language arts will have particular importance. Academic records, samples of previous work, various test scores, and additional information from parents and the previous teacher may also be included in consideration.

All criteria will be evaluated according to the best interest of the child for long-term scholastic success. The C.A.O has final authority in the decision.

- 2) Applications for fully or over-subscribed grades: All applications will be held, with record of the date received, and will be used to fill vacancies through February 28. As of March 1, all applications for the current school year become null and void.
- 3) Applications during March, April, and May: Students may enroll in undersubscribed classes currently in session during March, April, and May.

### **Kindergarten Entrance**

Students who are age 5 on or before August 1 may apply for kindergarten admission to CCA. If the class is undersubscribed, they will be accepted into admission. If the class is oversubscribed, they will be entered in the lottery and all lottery policies will apply. Parents/legal guardians and/or grandparents of students who are not age 5 on or before August 1 may appeal to CCA for early entrance for their child.

The following policy governs decisions made regarding early entrance:

- 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 entrance may be denied.
- Children will be assessed for kindergarten readiness based upon mental, emotional, and social components. The assessment process will be conducted by the C.A.O and/or kindergarten teacher and will include pre-reading readiness, early mathematics readiness, interview with parents, and interview and observation of the child.
- If the child has had preschool experience, formal preschool assessments or preschool curricula may be presented for consideration. All criteria will be evaluated according in the best interest of the child. The C.A.O has final authority in the decision.

### **Conditions and Agreement for Early Kindergarten Entrance**

The following guidelines will be followed when allowing a student younger than five (5) years of age to enter kindergarten at CCA:

1. Student will be screened by designated certified personnel at CCA
2. Parent and/or legal guardian will be interviewed by personnel (if necessary).
3. Parent and/or legal guardian is asked to bring preschool progress reports.
4. C.A.O. will notify the parent and/or legal guardian of the school’s decision.
5. Student will be allowed to begin school on a probationary period.
6. If, at any time during the first grading period, which will be the probationary period, the student fails to progress sufficiently with the academic curriculum or has difficulties socially, the parent

and/or legal guardian will agree to remove the student from school and reenter the student the following school year.

7. If there are issues with the child, the parent and/or legal guardian will be notified
8. Parent/school meetings and steps will be taken to improve the situation before the student will be asked to be removed.

## CCA Discipline Policy

### GOALS

- Provide a SAFE learning environment
- Focus on PREVENTION, not punishment
- Prevent disruptions to ALLOW:

Teachers to TEACH

Students to LEARN

- CHANGE inappropriate behavior
- Promote a COOPERATIVE school community focusing on appropriate behavior
- Implement discipline consistently throughout the school

### SCOPE OF PLAN

- The student behavior program begins the first day of school and continues throughout the school year.
- The plan is in effect throughout the entire school day and also applies to behavior while on school property, while going to and coming from school, while riding on school-provided transportation, and while attending school-sponsored events and functions.

### CODE OF CONDUCT

A major component of the educational program of the CCA is to prepare students to become responsible learners and citizens, by learning how to conduct themselves properly and in accordance with established standards.

### EXPECTED STUDENT BEHAVIORS

Each student shall be expected to:

- abide by national, state, and local laws as well as the rules of the school
- respect the civil rights of others
- act respectfully to adults and fellow students
- be prompt to school and attentive in class
- work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background
- complete assigned tasks on time and as directed
- help maintain a school environment that is safe, friendly, and productive

### AUTHORITY TO DISCIPLINE

Any teacher or staff member has the right to correct a student whenever necessary. Disobedience of a teacher or staff member's reasonable request is not acceptable and disciplinary action will be taken in accordance with the **Table of Consequences**.

Ultimately, it is the school leader's responsibility to keep things orderly. In all cases, the school shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

### GENERAL GROUNDS FOR DISCIPLINARY ACTION

Students may be disciplined for:

1. Knowingly interfering with school purposes or inducing another student to do so;
2. Stealing or damaging school property or property of another person;
3. Knowingly causing bodily harm to another person;
4. Threatening another person with bodily injury;
5. Possessing a firearm or any other object that is readily usable as a weapon or is dangerous to others (such as fireworks);
6. Possessing or providing to another a drug except as authorized by prescription;
7. Possessing or providing to another any substance represented to be a drug;
8. Possessing or providing to another an alcoholic beverage;
9. Consuming or being under the influence of a drug or alcohol except as authorized by prescription;
10. Possessing or providing to another tobacco or any tobacco product;
11. Knowingly failing to report to scheduled assignment without permission or acceptable excuse;
12. Failing or refusing to comply with directions of an adult supervising a class or school activity;
13. Directing unwelcome statements, communications, or conduct of a sexual nature to another person; (See Harassment below)
14. Materially altering any school document such as a hall pass;
15. Violating Indiana or federal law;
16. Leaving a school activity or school property without prior approval of a supervising adult; teacher or
17. Cheating on an academic assignment such as a test or homework, or knowingly assisting another student in cheating;
18. Attempting or conspiring with another person to violate any student behavior standards.
19. Chewing or possessing gum;
20. Harassing other students, staff members, or the general public by means of any speech or action that creates a hostile, intimidating, or offensive

learning environment. Conduct constituting harassment may take different forms, including, but not limited to the following

a. *Sexual Harassment*

1. Verbal:

The making of written or oral sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the CCA.

2. Nonverbal:

Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the academy.

3. Physical Contact: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, with a fellow student, staff member, or other person associated with the CCA.

b. *Gender/Ethnic/Religious/Disability Harassment*

1. Verbal:

a. Written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, disability etc. toward a fellow student, staff member, or other person associated with the CCA.

b. Conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the CCA by refusing to have any form of social interaction with the person.

2. Nonverbal:

Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the CCA.

3. Physical:

Any intimidating or disparaging action such as hitting, hissing, or spitting on a fellow student, staff member, or other person associated with the CCA.

**REPORTING HARASSMENT/ INVESTIGATION/ REMEDY**

Any student who believes that they are the victim of any of the above actions or who has observed such

actions taken by another student, staff member, or other person associated with the CCA should immediately take the following steps:

**A.** If the alleged harasser is a student, staff member, or other person associated with the CCA, the affected student should, as soon as possible after the incident, contact the School Leader/CAO, the COO, or another staff member.

**B.** If the alleged harasser is the student's school leader, the affected student should, as soon as possible after the incident, contact the Chief Operations Officer (COO) or another full-time school employee.

The student may submit a report in writing, by telephone, or in person. The reporting student should provide the name of the person(s) whom they believe to be responsible for the harassment and the nature of the harassing incident(s).

The report shall be investigated in as timely and confidential a manner as possible. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law, a collective bargaining agreement, or in the context of a legal or administrative proceeding. No one involved will discuss the subject outside of the investigation.

If the investigation reveals that the complaint is valid, then appropriate remedial and/or disciplinary action will be taken promptly to prevent the continuance of the harassment or its recurrence. Such discipline may include any of the following: oral warning, written warning, in-school restriction, out-of school suspension, restriction of privileges, restriction of access, or expulsion.

Given the nature of harassing behavior, the academy recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges. Under no circumstances will the School threaten or retaliate against anyone who raises or files a harassment complaint unless it is determined that a false accusation has been intentionally made for the purpose of harming another person.

Some forms of sexual harassment of a student by another student may be considered a form of child abuse, which will require that the student-abuser be reported to proper authorities.

Hazing by any school group, club or team is not permitted. This includes any form of initiation that causes or creates a risk of causing mental or physical harm, no matter how willing the participant may be.

### **DISCIPLINE FOR HARASSING BEHAVIOR**

Any form of harassment will not be tolerated at the CCA. Disciplinary actions will occur in accordance with **Section A or B of the Table of Consequences**. The consequence administered to the student will be in direct relationship to degree of harassment. This will be determined by the administration.

## **CLASSROOM STANDARDS**

1. All classroom teachers will develop and implement a classroom discipline plan which meets the student's needs and encourages the positive social and educational development of the student.
2. Classroom discipline plans will include specific rules, limit-setting consequences, for desired behaviors.
  - The rules will deal with observable or verifiable behavior, will be simple, and consistently administered.
  - Behavior expectations will be outlined for students, and students will know in advance what will happen should they choose to act irresponsibly.
  - Mistakes and poor choices will become a student's responsibility.
  - Limit-setting consequence should be logical and realistic.
  - Classroom consequences may include: A warning and restatement of the behavior expectations, a private conference with the student, isolation. Time out in another location, removal of privileges and activities, and additional consequences may be imposed in the reasonable discretion of the teacher.

## **LUNCHROOM BEHAVIOR**

While in the cafeteria students are expected to:

- Be courteous, respectful and use good manners
- Follow directions.
- Raise your hand if you have a question or need assistance.
- Keep hands, feet and objects to yourself.
- Talk quietly with those at your table.
- Be responsible for keeping your area clean.

## **SCHOOL BUS CONDUCT AND SAFETY RULES**

The school bus conduct and safety rules are designed to promote student safety. Each student is expected to obey the rules and the bus driver. The authority of the driver is recognized under the law and supported by the CCA. Bus transportation is a privilege and inappropriate behavior may result in transportation being denied. Transportation will not be provided to students for social events (dates, sleepovers, birthday parties, or studying together).

## **EXPECTED BUS BEHAVIOR**

### **AT THE BUS STOP**

1. Be on time. Board and leave the bus only at your regularly assigned stop.
2. Stay out of the street and away from the road. Be respectful of the surrounding

property while you wait for the bus.

3. Wait until the bus has come to a full stop and the door has been opened by the driver.

## **BUS RULES**

1. Always obey the driver.
2. Promptly be seated and stay in your assigned seat.
3. All buses will have assigned seating charts.
4. Keep all books and materials on your lap or contained in a backpack or sack.
5. Be courteous and do not use profane language. Speak in low tones.
6. Never push, shove, scuffle, or horseplay, as it is considered to be a serious safety hazard.
7. Keep your head, hair, hands, feet and all belongings inside the bus and to yourself.
8. No tobacco products are acceptable on the bus.
9. Fighting is prohibited.
10. Never throw objects inside or outside the bus.
11. Do not eat or drink on the bus.
12. All students should respect everyone while riding on the bus.
13. Keep the bus clean and orderly.

## **LEAVING THE BUS**

1. Take your turn and do not push.
2. Once off the bus, clear the area immediately. If crossing the street, wait for a signal from your driver.

## **BUS CONSEQUENCES**

First Offense: Bus driver will give verbal warning to student

Second Offense: Bus driver will call parent

Third Offense: Written referral will be given to the Chief Operations Officer (COO) on the day or day after the offense – The CAO or COO will meet with student – Parent and transportation will receive a

copy of the disciplinary actions

Fourth Offense – Written referral will be given to the school administration on the day or day after the offense (marked as second referral) - The CAO or the COO may suspend riding privileges

Fifth Offense – Written referral will be given to the school administration on the day or the day after the offense (marked as third referral) – The CAO or the COO may suspend riding privileges for the remainder of the semester and/or year

## **DRESS CODE**

### **School Uniforms**

**\*It is the goal of the organizers for the CCA that school uniforms be considered by the CCA Board of Directors. This decision will be adopted by the Board following a parental survey.**

### **School Dress/ Alternative Non-uniform Policy**

The CCA recognizes that standards of dress change with the times. What is appropriate at one time or place may not be appropriate at another. In the long run, attitudes of society will determine how we dress for different occasions. The primary requirement for the appropriateness of any dress for children is cooperation of parents. If a child's clothing/hair/overall appearance is so unusual that it attracts attention or does not fit comfortably, it may at the same time distract attention from the business at hand, which is the education of the child. No rule will suffice for all occasions, so **parental cooperation is a must**. We believe that children should not wear any clothing that would prevent them from safely participating in all school activities. Experience indicates that there is a reasonable connection between proper dress & grooming and the successful maintenance of good discipline. We ask that our students come to school with clean bodies, hair and clothing.

The following items are considered unacceptable anytime during the school day:

- Any clothing that encourages inappropriate behavior (clothing relating to drugs, gangs, alcohol use, etc.)
- All tops that do not fully cover the top of the shoulder or that show the chest (halter tops, muscle shirts, spaghetti straps, tank tops, etc.)
- Painted hair and body paint
- Anything that can damage school property or cause personal injury (large chain links, high heeled shoes, some jewelry)
- Beachwear, miniskirts, saggy pants, clothing with large tears or holes
- In addition, all shorts and skirts must be at least finger tip length

### **SKIPPING CLASSES/TRUANCY**

The skipping of classes or any part of the school day is considered an unexcused absence. Discipline will result in accordance with **Section A** of the **Table of Consequences**. Leaving school property without permission will be considered truancy and will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

### **MAKE-UP OF TESTS AND OTHER SCHOOL WORK**

Students who are excusably absent from school shall be given the opportunity to make up work that has been missed. The student should contact the teachers as soon as possible to obtain assignments.

Students will be given the number of days of excused absence in which to make up work.

If a student misses a teacher's test or standardized test due to excused absence, the student may make arrangements with the teacher to take the test.

### **BULLYING**

**According to Indiana Code (Effective July 1, 2005):**

**“As used in this chapter, “bullying” means overt, repeated acts or gestures, including:**

**a) verbal or written communications transmitted;**

**b) physical acts committed; or**

**c) any other behaviors committed; by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.”**

1. This rule applies when a student is:

- On school grounds immediately before or during school hours, immediately after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school activity function, or event;
- Traveling to or from school or a school activity, function, or event; or
- Using property or equipment provided by the school.

2. Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.

3. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school leader or their designee. School personnel will investigate all reports of bullying.

4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.

5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

6. All staff members are encouraged to engage students and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in the school.

7. Participants will be disciplined in accordance with **Section A** of the **Table of Consequences**. The instigator may be disciplined in accordance with **Section B** of the **Table of Consequences**.

### **CARE OF PROPERTY**

Students are responsible for the care of their own personal property. The school will not be responsible for care of the property or its loss. Valuables such as jewelry, electronic devices, or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student does damage to or loses school property, the student or the student's parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to disciplinary action according to the Student Behavior Standards.

### **CELL PHONES/PAGERS/ELECTRONIC DEVICES**

Students are allowed to be in possession of a cell phone. The phone must be OFF during school hours (may NOT be on silent or vibrate). Students are not to be in possession of any type of electronic paging device or beepers, portable CD players, MP3's, portable tape player, or electronic games. When a student is found in possession of one of these items the item may be confiscated by the teacher and or administrators.

### **CHEATING**

Cheating and plagiarizing are prohibited and students found to have engaged in either activity will not

receive credit on that particular examination, project, or homework assignment. The teacher will notify the parent and the administration immediately of cheating.

### **DRESS AND GROOMING**

While fashions change, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

Students should consider the following questions when dressing for school:

Does my clothing expose too much? (no)

Does my clothing advertise something that is prohibited to minors? (no)

Is there obscene, profane, drug related, gang related or inflammatory messages on my clothing? (no)

Am I dressed appropriately for the weather? (yes)

Do I feel comfortable with my appearance? (yes)

If a student is referred to the administration for inappropriate dress, the student will be asked to change into acceptable attire. If the student cooperates with the directions of the administrator, no further action is necessary. If the student becomes disrespectful or fails to obey the directions, the penalty for violation of this policy will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

### **EXTORTION/THREATS**

The practice of threatening or extorting another student for money, food, or any other item is extortion.

This violation of school policy will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

### **FIGHTING**

Fighting in school, on school transportation, or at school- sponsored events will result in discipline to all participants in accordance with **Section A or B** of the **Table of Consequences**. An unprovoked attack on another will result in disciplinary action in accordance with **Section C** of the **Table of Consequences**.

### **FOOD FIGHTS**

Throwing food in the cafeteria will not be tolerated. Students throwing food will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

### **HORSEPLAY**

Injury to individuals as a result of horseplay or inappropriate behavior will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

### **ILLEGAL SUBSTANCES**

Students will be disciplined in accordance to **Section C** of the **Table of Consequences** for the following: possessing or providing to another a drug except as authorized by prescription; possessing or providing to another any substance represented to be a drug; possessing or providing to another an alcoholic beverage; consuming or being under the influence of a drug or alcohol except as authorized by prescription; or possessing, providing or using drug paraphernalia. Any item promoting an illegal substance is prohibited.

### **INSUBORDINATION**

The failure of a student to follow a reasonable request by any staff member is insubordination. Normally, insubordination results in disciplinary action in accordance with **Section A** of the **Table of**

**Consequences.** If the insubordination is accompanied by profanity or other serious misconduct, it may be treated as a **Section B** or **Section C** suspension. This will be determined by the administration.

### **NUISANCE ITEMS**

Possession of items which are disruptive to the school environment is not permitted at school. These nuisance items include, but are not limited to, skateboards, roller blades, water pistols, or toys brought without teacher permission. Normally the first time a nuisance item is brought to school, the item will be confiscated by the teacher. The student will be allowed to obtain his/her confiscated property at the end of the school day. Future occurrences will result in the confiscation of the item, and it will be retained by the administration. It will only be released directly to the parent or guardian. Water guns will not be returned. Nuisance items which are dangerous to the safety of others or have the potential to cause damage to personal or school property, such as but not limited to fireworks, smoke or stink bombs, eggs, or shaving cream will be confiscated and will not be returned. Students bringing these items to school will be disciplined in accordance with **Section A** of the **Table of Consequences**.

### **PROFANITY**

Students using profanity will be asked to refrain from further use of the inappropriate language. If the student cooperates, no further action will be taken. If the student directs the profanity at any staff member, or continues to use profanity, disciplinary action will administered in accordance with **Section A** of the **Table of Consequences**.

### **SMOKING OR POSSESSION OF TOBACCO PRODUCTS**

The purchase, possession or use of tobacco products by minors is prohibited by law. Students are not authorized to smoke in school, on school grounds, or in school transportation. If students are found using or in possession of, any tobacco products or any item representing or promoting tobacco products, to include cigarettes, cigars, smokeless tobacco, lighters, or matches, this will result in disciplinary action in accordance with **Section A** of the **Table of Consequences**.

### **THEFT**

Theft of or possession of stolen personal property or school property will result in a disciplinary action in accordance with **Section A** or **Section B** of the **Table of Consequences** (See Appendix). (\$50 or less **Section A**; over \$50 **Section B**.)

### **THREATENING A STAFF MEMBER OR STUDENT**

The safety and well being of all students and staff members at the CCA is necessary to ensure that the schools are safe and enjoyable places to learn. Threats will not be tolerated. A student who verbally threatens a student, or staff member will be disciplined in accordance with **Section A** of the **Table of Consequences**. A student who pushes, hits, or physically strikes a student, or staff member will be disciplined in accordance with **Section B** of the **Table of Consequences**.

### **VANDALISM**

The intentional destruction or damage of school property or the personal property of others is vandalism. All incidents will result in a disciplinary action in accordance with **Section A** of the **Table of Consequences**. Students will be expected to reimburse the CCA for all damages that were incurred.

## **WEAPONS**

Weapons or any weapon related item (incl. bullets, caps, M80s, etc.) of any type are not allowed at the CCA under any circumstances. A student found in possession of a weapon will be suspended for ten days and expulsion proceedings will be initiated.

Any student using a weapon to threaten or harm another individual will be suspended for ten days and expulsion proceedings will be initiated.

## **ENFORCEMENT OF STANDARDS**

1. The standards will be enforced by administrators, teachers, instructional assistants, bus drivers, and any other adult authorized by the school to supervise students.

2. The objectives of the enforcements of these standards are:

- a. to protect the physical safety of all persons and prevent damage to property.
- b. To maintain an environment in which the educational objectives of the school can be achieved;
- c. To enforce and instill the core values of the CCA and its school community.

3. The nature and extent of any discipline utilized to enforce student behavior standards will be determined by:

- a. the nature and extent of any potential or actual injury, property damage, or disruption;
- b. the student's prior disciplinary history and the relative success of any prior corrective efforts;
- c. the willingness and ability of the student and the student's parents to participate in any corrective action;
- d. the interest of other students in the School in a school environment free from behavior that violates the School's behavior standards; and
- e. any other aggravating or mitigating factor or circumstance that should be considered.

## **DUE PROCESS RIGHTS IN EVENT OF SUSPENSION, EXCLUSION OR EXPULSION**

The following rules and procedures will apply with regard to the administration of discipline involving suspension, exclusion, except that due process for special education students will follow the guidelines of Article 7.

Before a student may be suspended, expelled, or excluded from school, there are specific procedures that must be followed.

## **SUSPENSION FROM SCHOOL**

The school leader may deny a student the right to attend school or take part in any school function for up to 10 consecutive school days. The suspension period may, at the discretion of the administrator, be In-School or Out of School in the care of the student's parents.

When a student is being considered for a suspension, the administrator in charge will notify the student of the reason. The student will then be given an opportunity to explain the student's side. After that informal conference, the school leader will make a decision whether or not to suspend. If a student is suspended, the student and student's parents will be notified, within one day, of the reason for and the length of the suspension. The suspension may be appealed in writing directed to the school leader. Students are not to be on school property during any suspension from school. The suspension will be counted as an un-excused absence. During the appeal process, the student will not be allowed to remain in school.

## **EXCLUSION FROM SCHOOL**

A student may be excluded from school if the student poses a substantial threat to the health or safety of other students or staff.

Upon written request to the CCA administration, a hearing may be arranged within ten days after the student has been suspended pending the exclusion hearing. A decision to exclude may be appealed to the State Department of Education.

## **EXPULSION FROM SCHOOL**

An expulsion is a denial of the right of a student to take part in any school function for a period greater than 10 consecutive school days.

When a student is being considered for expulsion, the student will receive a formal letter of notification addressed to the parents indicating, among other requirements, their right to request an expulsion meeting within 10 days after receipt of the hearing examiner's letter. If no request is received within that time period, the right to a hearing has been waived. Students being considered for expulsion may or may not be removed immediately in the discretion of the administration. At the expulsion meeting the student may be represented by parents and/or legal counsel.

The school administration shall review the hearing examiner's report and make a decision within two school days after receiving the report. If the student is excluded or expelled, the parents may appeal, in writing, to the Board of School Trustees. The appeal can be based only on evidence from the hearing or evidence presented in the appeal. All opportunity to earn grades or credit ends when a student is expelled. Students are not to be on school property during any period of expulsion from school.

## **CONTRABAND DETECTION ON SCHOOL PROPERTY**

School policy allows for the use of law enforcement agencies to assist school personnel in the detection of contraband, which could include but is not limited to explosive devices, weapons, bio-chemical materials, and illegal drugs or narcotics. In addition to the use of local, county, and state police officers, law enforcement canine police units may be incorporated into the detection process.

In the event a student is suspected of being in possession of any form of contraband on school property, the student will be placed in the custody of the school principal, the student's parents or guardians will be notified and informed of the circumstances and requested to come to school.

## **SEARCH AND SEIZURE**

Search of a student and the student's possessions may be conducted at any time the student is under school jurisdiction, if there is a reasonable suspicion that the student is in violation of law or school rules in order to protect the safety of the student or others. All searches may be conducted with or without a student's consent.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items that have been confiscated.

## **LOCKERS**

Students may be provided lockers, desks and other equipment in which to store materials. Students may not place a personal lock on any locker. Locks are to prevent theft, not to prevent searches. It should be clearly understood that this equipment is the property of the school and may be searched at any time. Under Indiana law, a student who uses a locker is presumed to have no expectation of privacy in that locker or the locker's contents. A school administrator may, in accordance with the rules of the governing body, search a student's locker and the contents of the locker at any time. A law enforcement agency having jurisdiction over the geographic area having a school facility may at the request of the school leader; and in accordance with the rules of the governing body of the CCA, assist a school administrator in searching a student's locker and the locker's contents.

## **STUDENT RIGHTS OF EXPRESSION**

The school recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials as long as the items meet school guidelines.

Students who are unsure whether or not materials they wish to display meet school guidelines may

present them to the school leader 24 hours prior to display.

A. Materials may not be displayed if they:

1. are obscene to minors, libelous, indecent or vulgar. Items which promote drugs, alcohol, tobacco, or anti-social behaviors are deemed unacceptable by the school administration
2. advertise any product or service not permitted to minors by law,
3. intend to be insulting or harassing
4. intend to incite fighting or present a likelihood of disrupting school or a school event.

B. Materials may not be displayed or distributed during class periods, and permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there are proper entrances and exits to and from the building.

**PARENT OR STUDENT CONCERNS, SUGGESTIONS AND GRIEVANCES**

The school is here for the benefit of the students. The staff is here to assist a student in becoming a responsible adult. If a parent or student has suggestions that could improve the school, they are encouraged to offer them to the teacher or school leader.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Concerns and grievances should be directed to the principal.

A student has the right to a hearing if the parent or student believes the student has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. All initial hearings will be conducted with the principal of the school.

All hearing determinations are subject to a request for review in accordance with the due process procedures established for the students and parents.

**TABLE OF CONSEQUENCES**

(All disciplinary consequences are subject to being modified in the reasonable discretion of the administration.)

Section	First Referral	Second Referral	Third Referral	Fourth Referral	Fifth Referral
A	Counseled by Administration	Student warned and parent notified	1 day In-school Suspension	2 days In-school Suspension	3 days In-school Suspension
B	Administrative	1 day In-	2 days In-school	3 days In-	4 days In-school

	determination	school Suspension	Suspension	school Suspension	Suspension
C	3 days In-school Suspension	4 days In-school Suspension	5 days In-school Suspension	10 days In-school Suspension	Out of school Suspension or Expulsion Recommended
D	5 days In-school Suspension	10 days In-school Suspension	Out of school Suspension or Expulsion Recommended		

### **EQUAL EDUCATION OPPORTUNITY**

It is the policy of the CCA to provide an equal education opportunity for all students. Any person who believes that the school or any staff member has discriminated against a student on the basis of race, color, creed, disability, religion, gender, ancestry, national origin, limited English proficiency, place of residence, or social or economic background, has the right to file a written complaint with CCA Board of Directors.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. The school respects students rights to freedom of expression and association and to fair treatment and requires the students to respect those rights for their fellow students and the staff. Students must follow teacher directions and obey all school rules. Disciplinary procedures are designed to insure due process (a fair hearing) before a student is removed because of his/her behavior. Disciplinary procedures are set forth in the Discipline Plan above.

### **GENERAL INFORMATION**

Parents have the right to know how their child is performing in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, the mail or hand delivery may be used to insure that parents receive the information. Parents are encouraged to build a two-way link with their student's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals. The staff expects students to arrive at school prepared to learn.

### **CUSTODY AND COURT PAPERS**

If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the non-custodial parent. In the absence of such notice, the school will presume that the student may be released into the care of either parent.

### **MCKINNEY VENTO ACT**

The McKinney Vento Act which was reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. The act is a part of the Federal Legislation called No Child Left Behind. The McKinney Vento Act provides school districts guidelines to services which are available to children that would be classified as homeless. The CCA will provide a residency form to be completed twice a year by each family of the children attending and enrolling in our schools. The data collected from these forms will be used for data reporting purposes and to offer assistance when and where needed. The complete McKinney Vento Act can be found under The McKinney Vento Act Homeless Assistance (42 u.s.c.11431)

**Attachment 10**

**Staffing Matrix  
2012-2017**

<b>Employee Positions</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Total # Students	135	140	140	140	140
1. Chief Academic Officer/School Leader	1	1	1	1	1
2. Chief Operating Officer	1	1	1	1	1
3. Classroom Licensed Teachers (K-6)	7	7	7	7	7
4. Licensed Teachers (7-12)					
Other Licensed Teachers					
Licensed English / LA					
Licensed Math					
Licensed Science					
Licensed Foreign Language					
Licensed Fine Arts					
Licensed Government					
Licensed Economics					
Licensed History					
Licensed Geography					
5. Classroom Assistant/Aides	3	4	4	4	4
6. Special Education Teachers	1	1	1	1	1
7. Media/Resource					
8. PE/Music-All special areas					
9. Food Services	1.5	1.5	1.5	1.5	1.5
10. Maintenance	1	1	1	1	1
11. Health Care					
12. Others (please include job titles)					
Please add more positions if needed					
<b>** All other employees will be contracted or part-time.</b>					

## **CCA Leadership and Teacher Employment Policies**

When recruiting and selecting employees for the Canaan Community Academy, the CCA will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. Much time and effort will be expended by CCA Board of Directors in searching for faculty and staff because research has proven that these **people** are critical to the success of the school. CCA has developed a plan and sequence of events that will govern the recruiting, hiring, and retaining faculty and staff.

### **School Leadership**

The School Leader will be the first individual hired by CCA Board of Directors. As the Chief Academic Officer/School Leader of the school, it is very important that this individual is hired in a timely fashion. The school leader position, as well as all other positions, will be advertised both locally and regionally, and on the school web-site. Regional and local advertising ensures that CCA will draw from a large pool of potential applicants. The CCA Board of Directors will appoint a committee to oversee the search for a School Leader. The committee will consist of at least two parents of potential students, two members of the community, and two members of the CCA Board of Directors. This committee will recruit applicants, conduct interviews, and make their recommendations to the entire board. The board may accept the recommendation of the search committee and begin negotiations, or reject the recommendation. Once a salary and benefits package is discussed, the board will vote to hire or not hire the recommended applicant.

The second person hired by the CCA Board of Directors will be the Chief Operating Officer (COO). The hiring will follow the procedures as outlined above for the hiring of the CAO/School Leader.

### **Faculty**

Once the CAO/School Leader and the COO are hired, faculty positions will be filled in the following manner:

- An appointed search committee consisting of community members, parents of potential students, CCA board members, and the newly hired School Leader will solicit applications and post job openings locally and regionally, and on the school web-site. A brochure and informational folders will be developed for prospective educators and non-certified personnel.
- Applications will be given a deadline and those that are received will be sorted according to educational and academic success, experience, and materials included with the application.
- At all times, application materials for teaching positions will be compared to the criteria described in the “highly qualified teacher” information.
- The search committee will select candidates for contact by phone to arrange an interview.
- The initial interview will be centered on questions that reveal the candidate’s characteristics as a highly qualified teacher.
- References for potential employees will be checked and background checks will be performed immediately after each interview.

- An interview team made up of search committee members and the School Leader will meet to discuss the interview outcomes. The School Leader will select the most qualified candidate. Other candidates will be prioritized in the event that the first choice does not accept the offered position.
- Based on budgeted salary ranges, the School Leader will negotiate pay and benefits with the selected candidates.
- Upon acceptance of the position by the chosen candidate and successful negotiation of salary and benefits, the School Leader will make a recommendation to the Board to offer a letter of employment to the candidate.
- The Board, by signature of the President, will present the at-will letter of employment to the employee.

### **Staff Members**

Teacher's aides and the administrative assistant will be hired in the same manner as the faculty. A search committee will be appointed and will review the pool of applicants following a period where the positions are advertised. The committee will interview qualified candidates and the School Leader will present the recommendation of the committee to the Board. After Board approval, the employee will be presented with an at-will letter of employment to the employee.

### **Staff Development**

Canaan Community Academy will provide the staff with professional improvement opportunities that include participation in professional development programs and attendance at professional conferences, when appropriate. Canaan Community Academy will provide an environment that encourages positive interaction with all those participating in the adventure of this educational endeavor. In addition to providing opportunities for professional development, the faculty will be evaluated yearly. Initially, the staff will attend training seminars in CLASS's Summer Institute and Minds-in-Motion. For more information, see the websites: [www.joyofclass.com](http://www.joyofclass.com) and [www.mimlearning.com](http://www.mimlearning.com).

### **Staff Performance Evaluations**

#### **Instructional Staff Evaluations**

As part of Canaan Community Academy evaluation procedure, the School Leader has specified clearly defined criteria for performance review. These criteria include:

- Commitment to the Canaan Community Academy mission, objectives, and goals
- Program development, classroom management, and professionalism
- Organization and effectiveness of instructional practices
- Achievement of students
- Communication, mutual respect, approachability, and accessibility
- Commitment to the implementation of CLASS philosophy.
- Effective participation in the Canaan Community Academy family.

The Board has also specified tools to be used in the evaluation process. These tools include yearly goals and objectives written by the teacher for the evaluation period, and classroom observations conducted by the School Leader. The School Leader will also be evaluated annually by the Board of Directors.

Each instructional staff member will be evaluated formally and informally throughout the year by the School Leader. The School Leader will complete at least 3 formal classroom observations in each classroom yearly. Observation times for formal evaluations will be arranged with the teacher beforehand. The School Leader will record observations in terms of the above criteria and the goals of each teacher.

The interview will include a summary of the program for the period using the teacher's planning records, a summary of student evaluation methods and progress, the teacher's yearly goals and objectives, and identification of factors affecting the teacher's program and performance. \*The evaluation procedures will be adjusted and updated as Indiana's laws change.

The School Leader will assemble and share the results of the observations and teacher documents.

The School Leader will provide each teacher with a written evaluation. The School Leader will then meet with each teacher individually to discuss the evaluation. If needed, plans for addressing problem areas will be developed at these meetings and put into writing. Options include further education, mentor/peer assistance, teacher action, and/or administrative action.

Employment renewal/non-renewal recommendations will be submitted to the CCA Board of Directors.

## **Non-Instructional Staff Evaluations**

### **Employee Evaluation Requirements/Time-Line**

Support staff will also be evaluated annually on the following criteria: quality of work, dependability, job knowledge, cooperation, and commitment to the mission of the CCA.

The evaluation report will be completed by the end of the academic year. The evaluation will be reviewed by the support staff member and the CCA Employment renewal/non-renewal recommendation will be submitted to the C.C.A Board of Directors.

### **Annual Employee Renewal Procedures**

#### **Negative Evaluation Procedures**

In the event that a certified employee is evaluated and areas of concern are found, the employee will be placed on probationary status. The employee, along with the C.A.O, will set improvement goals.

A reasonable timeframe will be set, along with regular meetings between the employee and the C.A.O. to assess the progress of the employee toward improvement. If the employee fails to meet the necessary goals/requirements within the agreed upon time-line, the C.A.O. will make the recommendation to the CCA Board of Directors for non-renewal.

#### **Employment Status**

At the conclusion of each school year, the C.A.O. will submit a written report per evaluated employee to the CCA Board of Directors with the recommended employment status for the certified staff. All evaluation reports/summaries will be confidential and shared only with CCA administrators

and/or CCA Board of Directors.

**Job Descriptions:**

**Chief Academic Officer/School Leader**

Immediate supervisor: Board of Directors

Specific Duties:

- Teacher
- Director of Instructional Personnel
- Board, Parent, and Community Liaison
- Director of Curriculum and Assessments
- School Discipline Officer
- Director of Special Education
- Coordinator of Professional Development
- Liaison with Ball State University

**Chief Operations Officer**

Immediate supervisor: School Leader

Specific Duties:

- Director of Non-Instructional Personnel
- Finance Director
- Treasurer
- Director of Transportation
- Teacher
- Bus Discipline Officer
- Director of Marketing
- Technology Coordinator
- Grant Writer
- Volunteer Staff Coordinator
- Substitute Staff Coordinator

**Administrative Assistant/Office Manager**

Immediate supervisor: School Leader

Specific Duties:

- Administrative Support
- Clerical Duties
- Deputy Treasurer
- Payroll Clerk
- Student Management Software Coordinator
- Communication Coordinator
- Student Health Manager

**Educators**

Immediate supervisor: School Leader

Specific Duties:

- Instruction of Indiana's Academic Standards/Common Core Standards
- Implement CLASS project best practices
- Classroom Discipline

- Parent Communication
- Student Assessment
- Intervention Team Member
- Implementation of IEP Requirements
- Classroom Environmental Maintenance

### **Instructional Support Team**

Supervisor: School Leader

Immediate supervisor: Teacher

Specific Duties:

- Support the Staff with CLASS Implementation
- Provide support for Exceptional Learners and Title 1 Students
- Prepare instructional materials
- Student Supervision duties
- Library/Computer Lab Supervision
- Assist in Providing Art, Music or Physical Education classes

### **Non-Instructional Team**

#### **Custodian**

- Inventory of maintenance supplies
- Clean and sanitize facility
- Perform light maintenance and make repairs
- Regulate heating/cooling systems

#### **Bus Drivers**

- Maintain a regular bus schedule
- Drive the school bus safely
- Prepare bus reports and keep the bus clean
- Perform fuel and maintenance duties
- Communicate with parents

#### **Food Service**

- Order food, supplies, and kitchen equipment
- Prepare menus under state guidelines
- Prepare and serve food
- Monitor inventory and manage the budget
- Keep the kitchen clean and orderly to pass state inspections

### **Compensation Packages**

The largest category of expenses will be the salaries and wages for the administrative personnel, teachers and support staff. The budgeted salary levels are based upon estimates of the salaries necessary to attract and retain qualified, quality teachers and staff. The salary levels included in the budget are based upon the salary levels for teachers and staff at other local schools both public and private in the surrounding area.

The following table details the budgeted salaries for the employees of the school in the initial year of operation:

School Leader/CAO	1 @ \$50K
Assistant Principal/COO	1 @ \$35K
Business Manager	1 @ \$25K
Classroom Assistants	2 @ \$14K each
Clerical	1 @ \$20K
Teachers	8 @ \$32K each

In addition to the teachers and staff, there would be additional personnel that would be contracted or part-time temporary employees including social worker(s) and substitute teachers.

The total Employee Salaries for the first year of operations is budgeted at \$423,000 which represents approximately 42% of the total budgeted expenses for the period.

### **Employee Benefits**

Full-time employees would have the opportunity to receive certain fringe benefits including:

- ▲ group health insurance,
- ▲ contribution to a retirement plan
- ▲ group dental insurance; and
- ▲ group life insurance.

We have budgeted an employer contribution of \$5,000 per year per employee which is sufficient to provide for the full cost of single coverage or a substantial portion of family coverage through the State of Indiana Personnel Department. In order to maximize the benefits available to the employees at a cost that the school can afford, we would solicit pricing for health insurance coverage on an annual basis from private insurance plans for comparison to the plans available from the State.

The contributions for retirement funding will be through either the Public Employee Retirement System or the Indiana State Teachers Retirement System which requires contributions of 7% and 7.5% of wages and salaries respectively.

In addition to these fringe benefits, additional personnel costs that are included in the budget are the mandated costs for unemployment compensation (assuming a premium as a government employer of 1.6% and a wage base of \$9,500) and the employer portion of the Social Security and Medicare withholding taxes equal to 7.65% of salaries and wages for employees.

The budgeted total for Employee Benefits in the initial year of operation is \$126,816 or 13% of total expenses.

## **Staff Performance Evaluations**

### **Instructional Staff Evaluations**

As part of Canaan Community Academy evaluation procedure, the School Leader has specified clearly defined criteria for performance review. These criteria include:

- Commitment to the Canaan Community Academy mission, objectives, and goals
- Program development, classroom management, and professionalism
- Organization and effectiveness of instructional practices
- Achievement of students
- Communication, mutual respect, approachability, and accessibility
- Commitment to the implementation of CLASS philosophy.
- Effective participation in the Canaan Community Academy family.

The Board has also specified tools to be used in the evaluation process. These tools include yearly goals and objectives written by the teacher for the evaluation period, and classroom observations conducted by the School Leader.

The School Leader and the Chief Operations Officer will also be evaluated annually by the Board of Directors. The tool used by the Board will be adopted from the Indiana Department of Education Administrator Evaluation tool at:

**[http://www.doe.in.gov/puttingstudentsfirst/documents/rise\\_2011-08-03\\_principal\\_effectiveness\\_rubric\\_final.pdf](http://www.doe.in.gov/puttingstudentsfirst/documents/rise_2011-08-03_principal_effectiveness_rubric_final.pdf) and tweaked to fit the mission and goals of the CCA.**

Each instructional staff member will be evaluated formally and informally throughout the year by the School Leader. The School Leader will complete at least 3 formal classroom observations in each classroom yearly. Observation times for formal evaluations will be arranged with the teacher beforehand. The School Leader will record observations in terms of the above criteria and the goals of each teacher.

The interview will include a summary of the program for the period using the teacher's planning records, a summary of student evaluation methods and progress, the teacher's yearly goals and objectives, and identification of factors affecting the teacher's program and performance. \*The evaluation procedures will be adjusted and updated as Indiana's laws change.

The School Leader will assemble and share the results of the observations and teacher documents.

The School Leader will provide each teacher with a written evaluation. The School Leader will then meet with each teacher individually to discuss the evaluation. If needed, plans for addressing problem areas will be developed at these meetings and put into writing. Options include further education, mentor/peer assistance, teacher action, and/or administrative action.

Employment renewal/non-renewal recommendations will be submitted to the CCA Board of Directors.



**State of Indiana**  
**Office of the Secretary of State**

CERTIFICATE OF INCORPORATION  
of  
**FRIENDS OF CANAAN, INCORPORATED**

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, June 22, 2010.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, June 22, 2010.

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,  
SECRETARY OF STATE

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# ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R10/1-03) Corporate Form No. 364-1 (October 1984)  
Approved by State Board of Accounts 1995

TODD ROKITA  
SECRETARY OF STATE  
CORPORATIONS DIVISION  
302 W. Washington St., Rm. E018  
Indianapolis, IN 46204  
Telephone: (317) 232-6576

Indiana Code 23-17-3-2

FILING FEE: \$30.00

### NOTES:

1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
2. Article VII must be completed appropriately. Please see (1) above.

### INSTRUCTIONS:

1. Use 8 1/2" x 11" white paper for attachments.
2. Present original and one (1) copy to the address in the upper right corner of this form.
3. Please type or print.
4. Please visit our office on the web at [www.sos.in.gov](http://www.sos.in.gov).

## ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

### ARTICLE I - Name and Principal Office

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Friends of Canaan, Incorporated

Principal Office: The address of the principal office of the Corporation is:

Post office address

City

Indiana

ZIP code

P.O. Box 20

Canaan

47224

### ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

This corporation is organized for the purpose of conducting any legal activity permitted to be conducted for non-profit corporations under the laws of the State of Indiana and Section 501 (c)(3) of the Internal Revenue Code of the United States of America. More specifically, but without reservation or restriction, this corporation shall be organized and operated exclusively for educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1954, as amended, or any superseding section. This corporation shall, among other things, be empowered to organize and operate as a charter school.

### ARTICLE III - Type of Corporation (check only one)

The Corporation is a:

- public benefit corporation, which is organized for a public or charitable purpose;
- religious corporation, which is organized primarily or exclusively for religious purposes; or
- mutual benefit corporation (all others).

### ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Norbert Everett Schafer

Address of Registered Office (street or building)

City

Indiana

ZIP code

4857 E. 900 N.

Madison

47250

### ARTICLE V - Membership

Indicate if Corporation will have members:

- Yes  No

(Continued on the reverse side)

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APPROVED AND FILED  
INDIANA SECRETARY OF STATE

**ARTICLE VI - Incorporator(s)**

Name(s) and address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
Mattie Joyce Poling	3242 E. Thornton Rd.	Madison	IN	47250
Gale Ferris, Sr.	9713 N. State Rd. 62	Canaan	IN	47224
C. Terry Rowlett	48 E. 925 N.	Madison	IN	47250

**ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation**

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

If this corporation has its School Charter revoked by the issuing authority 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 IC 20-24-7-9 concerning distribution of local and state funds that remain to distribute to the charter school shall apply. If the corporation is dissolved, then consistent with IC 20-24-3-3, all remaining funds and assets shall be distributed as follows:

1. 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
2. All other remaining assets of the Corporation and the Charter School shall be used for non-profit educational purposes.

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\* Please note this section must be completed.

**THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.**

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this <u>14<sup>th</sup></u> day of <u>June</u> , 20 <u>10</u> .	
Signature <i>Mattie Joyce Poling</i>	Printed name Mattie Joyce Poling
Signature <i>Charles Terry Rowlett</i>	Printed name Gale H. Ferris, Sr.
Signature <i>Gale H. Ferris Sr.</i>	Printed name C. Terry Rowlett

This instrument was prepared by: (name) Michael J. Hensley, Collins, Hensley, and Wynn			
Address 307 Jefferson Street	City Madison	State IN	ZIP code 47250

the Corporation is dissolved, then, consistent with IC 20-24-3-3, all remaining funds and assets shall be distributed as follows:

1. All remaining funds received from the Department of Education shall returned to the Department of Education not more than thirty (30) days after dissolution; and
2. All other remaining assets of the Corporation and the Charter School shall be used for non-profit educational purposes.

#### ARTICLE V

- A. The Corporation is organized and shall be operated exclusively for educational purposes and it is authorized to accept, hold, administer, invest and disburse for educational purposes such funds as may from time to time be given to it by any person, persons or corporations, to receive gifts and make financial and other types of contributions and assistance to educational organizations, and in general, to do all things that may appear necessary and useful in accomplishing the purposes herein above set out. All of the assets and earnings shall be exclusively for the purpose herein above set out, including the payment of expenses incidental thereto. No part of the net earnings of the corporation shall inure to the benefit of, or distributable to its members, trustees, officers, or other private persons, 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 purposes set forth herein. 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 or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- B. All property shall be irrevocably dedicated to educational purposes and shall be held in the corporate name of Friends of Canaan, Inc. Friends of Canaan, Inc., is a non-profit corporation organized and operated exclusively for educational purposes, which qualifies for exemption from Federal income tax under provisions of Section 501(c)(3) of the Internal Revenue Code. The purchase, sale, lease, mortgage or alienation of said real property shall be transacted according to the Bylaws of the corporation.
- C. Officers and Directors of the Corporation shall have the right to indemnification to the full extent permitted by law.

#### ARTICLE VI

- A. The corporation is organized and shall be operated exclusively for educational purposes and it is authorized to accept, hold, administer, invest and disburse for

educational purposes such funds as may from time to time be given to it by any person, persons or corporations, to receive gifts and make financial and other types of contributions and assistance to educational organizations, and in general, to do all things that may appear necessary and useful in accomplishing the purposes herein above set out. All of the assets and earnings shall be exclusively for the purpose herein above set out, including the payment of expenses incidental thereto. No part of the net earnings of the corporation shall inure to the benefit of, or distributable to its members, trustees, officers, or other private persons, 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 purposes set forth herein. 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 or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

- B. All property shall be irrevocably dedicated to educational purposes and shall be held in the corporate name of Friends of Canaan, Inc. Friends of Canaan Inc., is a non-profit corporation organized and operated exclusively for educational purposes, which qualifies for exemption from Federal income tax under provisions of Section 501(c)(3) of the Internal Revenue Code. The purchase, sale, lease, mortgage or alienation of said real property shall be transacted according to the Bylaws of the corporation.
- C. Officers and Directors of the Corporation shall have the right to indemnification to the full extent permitted by law.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein are true this \_\_\_\_ day of June, 2010.

\_\_\_\_\_ Printed name \_\_\_\_\_

\_\_\_\_\_ Printed name \_\_\_\_\_

\_\_\_\_\_ Printed name \_\_\_\_\_

This instrument was prepared by:  
Michael J. Hensley, #8018-39  
Collins, Hensley & Wynn, 307 Jefferson Street, Madison, IN 47250

**Recognition of the Friends of Canaan, Incorporated/  
Canaan Community Academy**

**As a 501(c)(3) Charitable Organization  
By the Internal Revenue Service**

Documents on the following pages verify that on May 16, 2011 the Internal Revenue Service recognized Friends of Canaan, Inc./Canaan Community Academy as a charitable organization, exempt from all federal and state taxes.

This recognition was retroactive to the filing of the documents indicating the effective date of exemption as June 22, 2010.

Form 990 was completed and filed as of July 1, 2011, renewing the exemption for a one-year period. Form 990 will be completed on an annual basis in July.

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

DEPARTMENT OF THE TREASURY

Date: MAY 18 2011

FRIENDS OF CANAAN INCORPORATED  
DBA CANAAN COMMUNITY ACADEMY  
PO BOX 20  
CANAAN, IN 47224

Employer Identification Number:  
30-0627217  
DLN:  
17053208351040  
Contact Person:  
JOANNA YAWNEY ID# 95078  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
June 22, 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.

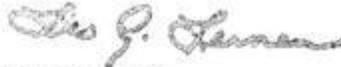
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

FRIENDS OF CANAAN INCORPORATED

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

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

**Bylaws of  
Friends of Canaan, Incorporated  
May 17, 2010  
Article 1  
General**

**Section 1. Name:**

The name of the Corporation is: Friends of Canaan, Inc. (the “Corporation”).

**Section 2. Initial Registered Office and Initial Registered Agent:**

The principal office of the Corporation is located in Jefferson County, State of Indiana. The initial address of the principal office is 4857 E. 900 N. Madison, IN 47250. The initial registered agent in charge of the initial registered office is Norbert E. Schafer.

**Section 3. Other Offices:**

The Corporation may also have offices at such other places where it is qualified to do business, as its business and activities may require, and as the Board of Directors may, from time to time, designate.

**Section 4. Fiscal Year:**

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding year.

**Article 2  
Nonprofit Purposes**

**Section 1. IRS Section 501(c)(3) Purposes:**

This Corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

**Section 2. Specific Objectives and Purposes:**

The specific objectives and purposes of this Corporation shall be:

- a. To operate establishments such as, but not limited to, charter schools or study centers, that the Corporation or its Board of Directors deem beneficial to the educational enhancement for the people of Jefferson and adjacent County(ies).
- b. To maintain a regularly enrolled student body, an established curriculum and a fulltime faculty;
- c. To maintain a level of education as prescribed by the “No Child Left Behind” law mandated by the Department of Education
- d. To have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

**Article 3**

## **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 Corporation shall have (5) five – (7) seven Directors and collectively they shall be known as the Board of Directors (the “Board”). The positions on the Board shall be known as Educational Expert 1, Educational Expert 2, Financial Expert 1, Financial Expert 2, At-Large 1, At-Large 2, and At-Large 3.

### **Section 2. Qualifications:**

Directors shall be at least 18 years of age. 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. Full-time employees or spouses of full-time employees shall not be eligible to seek election to the Board. Other qualifications for Directors of this Corporation shall be as follows:

The five – seven members of the Board of Directors shall individually be given the titles of Educational Expert 1, Educational Expert 2, Financial Expert 1, Financial Expert 2, At-Large 1, At-Large 2, and At-Large 3. The Board members designated as community representatives shall represent the best interests of the parents, students, and the community.

### **Section 3. Powers:**

Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

### **Section 4. Duties:**

It shall be the duty of the Directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation (the “Articles”), or by these Bylaws; specifically, the statutory responsibility, among others, to oversee and provide direction for the executive, fiscal, educational, administrative and management functions of the charter school;
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the Corporation;
- c. Supervise all officers, agents and employees of the Corporation to assure that their duties are performed properly;
- d. Meet at such times and places as required by these Bylaws;
- e. Register their addresses with the Secretary of the Corporation.

### **Section 5. Term of Office:**

All Board members shall be appointed to two-year terms. The initial term of Education Expert 2, Financial Expert 2, and At-Large 3 shall be for one year. In subsequent elections, these positions will all be two-year terms.

Board members may serve only two consecutive terms. After being off the Board for one year, they will be eligible to be on the Board again.

**Section 6. Compensation:**

Directors shall serve without compensation.

**Section 7. Place Of Meetings:**

Meetings shall be held at the principal office(CCA) of the Corporation unless otherwise provided by the Board or at such other place as may be designated from time to time by motion of the Board of Directors.

**Section 8. Regular Meetings:**

Regular meetings of Directors shall be held at a time and frequency decided by the Board.

Meetings shall be open to the public, though the Board retains the right to meet in executive session as needed.

**Section 9. Special Meetings:**

Special meetings of the Board of Directors may be called by the President or by any two Directors, or by any person(s) specifically authorized under the laws of this state to call special meetings of the Board.

**Section 10. Notice of Meetings:**

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the Board of Directors:

**a. Regular Meetings.** Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.

**b. Executive Session.**

Oral or written notice of the date, time, and place of each Executive Session 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) business days before the date of the meeting. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.

**c. 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) business days before the date of the meeting. Notice will be posted at a designated place for any regular meeting of the Board of Directors and by publication according to the Open Door Law.

**d. Waiver of Notice.** Whenever any notice of a meeting is required to be given to any Director of this Corporation under provisions of the Articles of Incorporation, these Bylaws or the law of this state, a waiver of notice in writing signed by the Director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

**Section 11. Quorum for Meetings:**

A quorum shall consist of the majority of the members of the Board of Directors. Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is not present, and the only motion which the presiding officer shall entertain at such meeting is a motion to adjourn.

**Section 12. Majority Action as Board Action:**

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board.

**Section 13. Conduct of Meetings:**

Meetings of the Board of Directors shall be presided over by the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Directors present at the meeting. The Secretary of the Corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

**Section 14. Executive Session:**

The Board of Directors may meet in executive session for the purposes of discussing confidential information or other matters deemed appropriate as designated by the Open Door Law.

**Section 15. Minutes:**

The Secretary shall be responsible for recording, publishing, and posting the minutes of all meetings. These shall be available to any member of the Corporation, within five business days of any meeting.

**Section 16. Vacancies:**

Vacancies on the Board of Directors shall exist on the death, resignation or removal of any Director. Any Director may resign effective upon giving written notice to the President, the Secretary or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

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):
  - (1) Violations of the Indiana Charter School Law; and
  - (2) 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"). 4
- 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 4 (four) consecutive meetings or from at least thirty-three percent (33%) of such meetings within one (1) calendar year.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the Board may be filled by approval of the Board of Directors. If the number of Directors then in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Directors then in office or by a sole remaining Director. A person selected to fill a vacancy on the Board shall hold office until the term of the vacating Board member expires.

**Section 17. Nonliability of Directors:**

The Directors shall not be personally liable for the debts, liabilities or other obligations of the Corporation.

**Section 18. Indemnification by Corporation of Directors and Officers:**

The Directors and officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible under the laws of this state.

**Section 19. Insurance for Corporate Agents:**

Except as may be otherwise provided under provisions of law, the Board of Directors shall adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a Director, officer, employee or other agent of the Corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

**Section 20. 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.

**Article 4  
Officers**

**Section 1. Designation of Officers:**

The officers of the Corporation shall be a President, a Vice President, a Secretary and a Treasurer.

**Section 2. Qualifications:**

Any Director may serve as an officer of this Corporation but may only hold one office at a time.

**Section 3. Election and Term of Office:**

The officers of the Corporation shall be elected annually from among and by the Board of Directors no later than its first regular meeting in the new fiscal year. Each officer shall hold office for one fiscal year or until his successor shall have been duly elected. All officers and agents can be removed at any time by the affirmative vote of the majority of the members of the

Board of Directors.

**Section 4. Removal and Resignation:**

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the Corporation.

**Section 5. Vacancies:**

Any vacancy caused by the death, resignation, removal, disqualification or otherwise, of any officer shall be filled by a majority vote of the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy.

**Section 6. Duties of President:**

The President shall supervise and control the affairs of the Corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be prescribed from time to time by the Board of Directors. The President shall preside at all meetings of the Board of Directors and, if this Corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation or by these Bylaws, he or she shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, or other instruments which may from time to time be authorized by the Board of Directors.

**Section 7. Duties of Vice President:**

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation or by these Bylaws or as may be prescribed by the Board of Directors.

**Section 8. Duties of Secretary:**

The Secretary shall:

Certify and keep at the principal office of the Corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the Corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Directors, and, if applicable, meetings of committees of Directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the Corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the Corporation except those as described in "Section 6. Duties of President" or in "Section 9. Duties of Treasurer".

Keep at the principal office of the Corporation a membership book containing the name and address of all members, and, he or she shall record such fact in the membership book together with the date on which such membership renewed with approval of the Board.

Exhibit at all reasonable times to any Director of the Corporation, or to his or her agent or attorney, on request therefore, the Bylaws, the membership book and the minutes of the proceedings of the Directors of the Corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.

### **Section 9. Duties Of Treasurer:**

The Treasurer shall:

Have charge and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the Corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the Corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any Director or member of the Corporation, or to his or her agent or attorney, on request therefore.

Render to the President and Directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the Corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

Reconcile the bank statements to the checkbook on a monthly basis and maintain such records in the principal offices of the Corporation to be examined upon the request of the State Board of Accounts.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the Corporation or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors.

### **Section 10. Compensation:**

There will be no compensation for the Directors or Officers.

## **Article 5 Committees**

### **Section 1. Meetings and Action of Committees:**

Meetings and action of committees shall be governed by the Board of Directors. The Board of

Directors may also adopt policies, rules and regulations pertaining to the conduct of meetings of committees.

### **Section 2. Executive Committee:**

The Board of Directors shall designate an Executive Committee which, to the extent provided by applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. All five (5) Directors will be informed of any urgent business in the intervals between meetings and a consensus of three (3) of the five (5) Directors will prevail as the Executive Committee. Decisions will be confirmed at a regularly scheduled Board meeting.

### **Section 3. Advisory Team:**

The Board of Directors may establish an Advisory Team and delegate certain functions and responsibilities to this group. This Advisory Team would have legal status under Indiana's corporate statutes regarding committee participation in corporate governance. However, any actions or recommendations from the Advisory Team must be confirmed at the regularly scheduled Board meeting.

### **Section 4. Parent-Teacher Organization:**

Upon approval of the Board of Directors, there shall be established a Parent-Teacher Organization (PTO). The PTO shall be considered a standing committee within the organization. This committee shall elect its own officers and will be directly under the Board of Directors. The Board of Directors shall appoint an initial chairperson to organize the group. The PTO shall elect officers at annual elections, the first of which shall occur not more than three months after approval for establishment. The PTO will consist of parents, teachers, and community members of the Corporation (as defined in these By-laws) who are interested in working to further the goals of the Corporation. Both the Community Representative 2 and the Parent Representative 2 will function as liaisons between the PTO and the Board of Directors and will attend meetings of the PTO as non-voting members.

## **Article 6 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, or void any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

## **ARTICLE 7**

### **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 7) 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 7.

## **Section 2. Definitions:**

(a) As used in this Article 7, 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 7, 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

(c) As used in this Article 7, 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 7, 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 7 (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 7 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 7 shall be in addition to any rights to which any person may otherwise be entitled.

Irrespective of the provisions of this Article 7, 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 5. 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 6. Purchase of Insurance:**

The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

**Article 8****Execution of Instruments, Deposits and Funds****Section 1. Execution of Instruments:**

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

**Section 2. Checks and Notes:**

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by another officer of the Corporation.

**Section 3. Deposits:**

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

**Section 4. Gifts:**

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, grant, fund or devise for the nonprofit purposes of this Corporation.

## **Article 9**

### **Corporate Records, Reports, and Seal**

#### **Section 1. Maintenance of Corporate Records:**

The Corporation shall keep at its principal office:

- a. Minutes of all meetings of Directors, committees of the Board and, if this Corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given and the names of those present and the proceedings thereof and available to any Director or member of the Corporation;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the Corporation at all reasonable times during office hours.

#### **Section 2. Corporate Seal:**

The Board of Directors may adopt, use and at will alter, a corporate seal. Such seal shall be kept at the principal office of the Corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

#### **Section 3. Directors' Inspection Rights:**

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

#### **Section 4. Members' Inspection Rights:**

If this Corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- a. To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon written demand on the Secretary of the Corporation, which demand shall state the purpose for which the inspection rights are requested.
- b. To obtain from the Secretary of the Corporation, upon written demand, and payment of a reasonable charge to, the Secretary of the Corporation, a list of the names, addresses and voting rights of those members entitled to vote for the election of Directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available within a reasonable time after the demand is received by the Secretary of the Corporation or after the date specified therein as of which the list is to be compiled.
- c. To inspect at any reasonable time the books, records or minutes of proceedings of the members or of the Board or committees of the Board, upon written demand on the Secretary of

the Corporation by the member, for a purpose reasonably related to such person's interests as a member.

d. Members shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

**Section 5. Right To Copy And Make Extracts:**

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts for a reasonable charge.

**Section 6. Periodic Report:**

The Board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this Corporation, to be so prepared and delivered within the time limits set by law.

**Section 7. Indiana Access to Public Records Act:**

All requests for information cannot exceed those of the Indiana Access to Public Records Act regarding personnel issues or files not allowed under law.

**Article 10**  
**IRC 501(c)(3) Tax Exemption Provisions**

**Section 1. Limitations on Activities:**

No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these Bylaws, this Corporation shall not carry on any activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

**Section 2. Prohibition Against Private Inurement:**

No part of the net earnings of this Corporation shall inure to the benefit of, or be distributable to, its members, Directors or trustees, officers or other private persons, 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 purposes of this Corporation.

**Section 3. Distribution of Assets:**

In accordance with IC 20-5.5-3-3.1, upon dissolution of the Corporation, following the retirement of all accounts payable, all remaining assets of the corporation shall be distributed to:

- 1) Any funds received from the Indiana Department of Education shall be returned to the department not more than thirty days following dissolution
- 2) Remaining funds will be go to

another tax-exempt nonprofit organization under section 501(c)3 of the Internal Revenue Code, with similar goals to Friends of Canaan, Incorporated. These remaining funds should be used for the benefit of the youth in the northeastern portion of Jefferson County, Indiana.

**Section 4. Private Foundation Requirements and Restrictions:**

In any taxable year in which this Corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the Corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

**Article 11  
Amendment of Bylaws**

**Section 1. Amendments:**

Subject to the power of the members, if any, of this Corporation to adopt, amend or repeal the Bylaws of this Corporation and except as may otherwise be specified under provisions of law, these Bylaws, or any of them, may be altered, amended or repealed and new Bylaws adopted by approval of the Board of Directors.

**Article 12  
Construction and Terms**

**Section 1. Conflict of Bylaws and Articles of Incorporation:**

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this Corporation, the provisions of the Articles of Incorporation shall govern.

Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be unaffected by such holding.

All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter or other founding document of this Corporation filed with an office of this state and used to establish the legal existence of this Corporation.

All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

**Article 13  
Members**

**Section 1. Determination and Rights of Members:**

The Corporation shall have three classes of members. No member shall hold more than one membership in the Corporation. Except as expressly provided in or authorized by the Articles of

Incorporation, the Bylaws of this Corporation or provisions of law, all memberships shall have the same rights, privileges, restrictions and conditions.

**Section 2. Qualifications of Members:**

The qualifications for membership in this Corporation are as follows:

a) Legal Guardian Members

Any and all legal guardians with a child enrolled in any school operated by or under the direct control of the Corporation shall be members of the Corporation.

b) Community Members

All legal residents of Indiana, who are of legal voting age, may become members of the Corporation upon petition to the Board of Directors or its duly authorized representatives.

c) Any member from the above mentioned classes, subject to Article 3. Section 2 as described within these Bylaws, may become a member of the Board of Directors of the Corporation by being elected by the majority of members present at a meeting scheduled for this purpose. Each member of the Board of Directors shall have one vote per person.

d) Employee Members

All individuals directly employed by the Corporation shall be members of the Corporation.

**Section 3. Admission of Members:**

Membership of legal guardians is in effect as long as their child(ren) are enrolled.

Membership of employees are in effect as long as their at will letter is in effect. Membership of community members is based upon the receipt of their dues during the fiscal year.

All membership must be in effect by the last Board meeting before a General Membership Meeting.

**Section 4. Dues:**

(a) The annual fiscal dues payable to the Corporation by members shall be: \$10.00

(b) Legal Guardian and Employee members as defined in Section 2 are exempt from fees and dues.

**Section 5. Number Of Members:**

There is no limit on the number of members the Corporation may admit.

**Section 6. Membership Book:**

The Corporation shall keep a membership book containing the name and address of each member. Eligibility of the membership of any member shall be recorded in the book, together with the date of eligibility of such membership. Such book shall be kept at the Corporation's principal office.

**Section 7. Nonliability of Members:**

A member of this Corporation is not, as such, personally liable for the debts, liabilities or obligations of the Corporation.

**Section 8. Nontransferability of Memberships:**

No member may transfer a membership or any right arising therefrom. All rights of membership

cease upon the member's death.

**Section 9. Termination of Membership:**

Membership of legal guardians will terminate whenever their child(ren) are no longer enrolled. Membership of employees will terminate whenever their at will letter of employment is no longer valid.

Membership of community members will terminate upon delinquent dues not paid by the last Board meeting before a General Membership Meeting.

**Article 14**  
**Meetings of Members**

**Section 1. Place of Meetings:**

Meetings of members shall be held at the principal office of the Corporation or at such other place or places as may be designated from time to time by resolution of the Board of Directors.

**Section 2. General Membership Meeting:**

An annual meeting of members shall be held during the month of June with date and time determined by the Board for the purpose of electing Directors and transacting other business as may come before the meeting. The candidates receiving the highest number of votes up to the number of Directors to be elected shall be elected. Each voting member shall cast one vote, with voting being by ballot only. The date for the installation of newly elected members of the Board of Directors shall be determined by the current Board and will not be later than the date of the first day of the new fiscal year immediately following the annual meeting at which the Directors were elected.

**Section 3. Special Meetings of Members:**

Special meetings of the members shall be called by a majority vote of the Board of Directors or, if at an interval between regular Board meetings, by consensus of the Executive Committee.

**Section 4. Notice of Meetings:**

Unless otherwise provided by the Articles of Incorporation, these Bylaws or provisions of law, notice stating the place, day and hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not less than ten (10) nor more than fifty (50) days before the date of the meeting, either personally, by mail, or electronically to each member entitled to vote at such meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail addressed to the member at his or her address as it appears on the records of the Corporation, with postage prepaid. Personal notification includes notification by telephone, electronically, or by facsimile machine. The notice of any meeting of members at which Directors are to be elected shall also state the Board positions that are up for election at the time notice is given.

Whenever any notice of a meeting is required to be given to any member of this Corporation under provisions of the Articles of Incorporation, these Bylaws or the law of this state, a waiver of notice in writing signed by the member, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

**Section 5. Quorum for Meetings:**

A quorum shall consist of 15 percent of the voting members of the Corporation. Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the members at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

**Section 6. Majority Action As Membership Action:**

Every act or decision done or made by a majority of voting members present in person or by proxy at a duly held meeting at which a quorum is present is the act of the members, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater number.

**Section 7. Voting Rights:**

Only those who are members will be allowed admittance to the General Membership Meeting. Before entrance to the General Membership Meeting is gained, each member shall produce photo identification and sign on the membership roster. Each parent and community member is entitled to one vote on each matter submitted to a vote by the members. Voting at duly held meetings shall be by voice vote. Election of Directors, however, shall be by written ballot. Members unable to attend the General Membership Meeting will not be granted a proxy vote.

**Section 8. Conduct of Meetings:**

Meetings of members shall be presided over by the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of all of these persons, by a Chairperson chosen by a majority of the voting members present at the meeting. The Secretary of the Corporation shall act as Secretary of all meetings of members, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. Robert’s Rules of Order, the most recently published version, shall apply insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws or with provisions of law. \*The Board will set up election procedures in a separate document. The meeting will follow the agenda set forth prior to the meeting.

**ADOPTION OF BYLAWS**

We, the undersigned, as the initial directors of Friends of Canaan, Inc., consent to, and hereby do adopt the foregoing Bylaws as the Bylaws of this Corporation.

Dated: July 18, 2010

\_\_\_\_\_  
C. Terry Rowlett

\_\_\_\_\_  
Dean Adams

\_\_\_\_\_  
Stacy Hardesty Gray

\_\_\_\_\_  
Gale Ferris, Sr.

\_\_\_\_\_  
Barbara “Candi” Risk

\_\_\_\_\_  
Barry Smith

\_\_\_\_\_  
Bonnie Roberts

\_\_\_\_\_  
Richard Clark

## CCA Board Policies

### Health and Safety Measures

#### Immunizations and other health requirements

The school will collect documentation of each student's immunizations at the time of his/her registration in school. Students will be expected to obtain the minimum required vaccinations set forth by the Indiana State Board of Health. The school nurse will determine if the present record is complete, and will notify the parent of any deficiency. Follow-up with the parent may be carried out by the school nurse or by school administrative personnel to whom the nurse delegates this responsibility.

Current Indiana law allows for valid medical exemptions from vaccinations and religious objections to vaccinations. Any parent with a religious objection to his/her child receiving vaccinations will be required to provide written documentation of his objection. Any parent whose child has a medical reason dictating that he/she cannot receive vaccinations, will be required to submit the necessary documentation from the child's doctor. Documentation of these exemptions must be renewed annually. Paperwork for any exemptions will be kept with the students' medical records.

#### Proper handling of medical records

Privacy laws with regard to health records will be respected. School personnel will be instructed to not discuss any student's health information with anyone but that student's parent or legal guardian.

Medical records will be kept in the students' permanent record folders. Permanent records will be kept in a locked cabinet that is housed in a locked room. Access to these records will be given to administrative staff, the child's teacher, the school nurse and any office/health assistants trained by the nurse.

Substitute teachers will be notified of any students that have health care plans in place and will be reminded that this is confidential information. Substitutes will be advised to call the nurse or the office if a problem arises with such a student.

#### First aid and emergencies

The nurse will stock the school office with supplies for minor first aid treatments, such as thermometer and probe covers, band aids, gauze pads, tape, tweezers, ace wraps, splints, sterile saline eyewash, and ice packs. When the school nurse is on campus, he/she will administer first aid to students as needed. At other times, a health assistant or designated office personnel will administer minor first aid. The nurse will train the health assistant and designated office personnel in first aid administration and in the health and safety policies of the school.

Standing orders from the Chief Medical Officer of Jefferson County for Jefferson County Schools will be observed. A copy of these orders will be kept readily accessible to the designated health assistant/office personnel for reference. In the event treatment is needed by a medical doctor, the nurse or designated office personnel will call the parent or legal guardian. The parent may opt to pick up the student and seek medical treatment, or if the situation is urgent, an ambulance may be called. If the parent cannot be reached, the emergency contact named by the parent will be called.

At the time of registration, the school will obtain emergency contact information from the parent. Phone numbers requested will include home, work, and cell phone numbers. Emergency contacts other than the parents may be included. This information will be entered into computer records by the school secretary so that they are available to the nurse and health assistant when needed.

## **Medications**

The school understands that in order to be safe and able to benefit from the educational program, some students will need to take medication at school. If a student must have any medication of any type given during school hours, the parent must submit the proper medication authorization forms and bring in the medication in its original container. Copies of medication authorization forms will be available at registration and throughout the year from the school office and the school nurse.

All students who need **prescription medications on a regular daily basis** during school hours must:

- 1- Present a written consent form signed by the parent or legal guardian. Complete the parent portion of the Prescription Medication section of the medication authorization form.
- 2- Bring in the medication in the original prescription bottle, labeled with the name of the student, prescription number, directions to administer, including dose and time to be given, doctor's name, and name of medication.
- 3- Present a signed statement from the doctor. The physician portion of the authorization form should be used if at all possible; however, a separate statement from the doctor may be used which states the name of the student, the name of the medicine, amount to be given, the time to be given, and the purpose of the medication.

Students who need **prescription medication for illness** during school hours must:

- 1- Present a written consent form signed by the parent or legal guardian. Complete the parent portion of the Prescription Medication section.
- 2- Bring in the medication in the original bottle, labeled with the name of the student, the prescription number, directions to administer, the doctor's name, and the name of the medication.

Students who **occasionally need non-prescription medication** during school hours must:

- 1- Present a written consent form signed by the parent or legal guardian. Complete the non-prescription portion of the authorization form
- 2- Bring in the medication in the original bottle and with a label that shows recommended dosing information. At no time will school personnel exceed the recommended dose for

the student's age or weight.

Medications, both prescription and non-prescription, will be kept in a locked medicine cabinet that will be accessible to the nurse and to office personnel. These medications will be given by the nurse or designated office personnel according to the instructions on the medication authorization forms on file. A log will be kept of every medication given, showing the student's name, the date, the time, the name of the medication given, the amount, and why. (e.g. —prescribed by MD, for headache as needed, etc.) The log book will be locked up at the end of the day with the medications.

Unused portions of medication may be picked up as desired from the school by the parent or legal guardian.

Students who desire to **carry medication to be self-administered**, such as a student with asthma carrying an inhaler, must submit the proper form titled —Medication Prescriber/Parent Authorization Form for Self-Administration/Self-Possession. This must be signed by the physician, the parent, and the student, and indicates that the student can administer the medication without additional direction or supervision by school staff.

### **Health and vision screening**

The school nurse will conduct the health screenings as instructed by the Indiana State Board of Health and the Indiana Department of Education. Vision screenings will be conducted on K, 1st, 3rd, and 8th graders. If abnormal results are found, recommendation will be made in writing to the

parents for an examination of the student by the appropriate healthcare professional. Hearing screenings will be conducted by the Speech teacher assigned to this school by the school district.

### **Participation in Individual Educational Plan (IEP) team meetings**

If a student is accepted for enrollment who has a health care plan, the school nurse will be present at the IEP team meeting. If the nurse is not able to be at the meeting, the school leader will communicate with the nurse and inform him/her the decisions made, particularly regarding the student's health needs. The school leader and nurse will collaborate on any training that is needed for staff to safely carry out any treatments needed.

### **Other health requirements**

The school will request that a parent or legal guardian complete a health history on each student at the time of registration so that any special needs of the student may be addressed. The school nurse or nurse consultant will review the health forms and determine if a health care plan is needed for any students. Any parent enrolling a student with Diabetes, Asthma, a severe food allergy, insect/bee sting allergy, Epilepsy, or other condition requiring special treatment will be required to fill out a Plan of Care for his/her child. The nurse will also advise the school leader what instruction and training is necessary for the staff to safely carry out any health plans that are put into place. The health care plan will be kept with the student's medical records. The teacher will inform substitutes through the use of a written folder of any students who have special care plans, and note that it is confidential information. The substitute will be instructed to call the nurse or office if a problem arises with a student who has a health care plan.

Even though every effort will be made to respect the student's right to privacy concerning his health, some children will have conditions that are obvious or that the student reveals about himself/herself. Compassion will be promoted by educating the class on an age-appropriate level about the needs of the student. Opportunity will be taken to foster empathy with others and to develop good citizenship.

### **CCA Policy Regarding Criminal Histories**

The health and safety of all CCA students is of the utmost importance, and establishing this policy for expanded criminal history checks will help protect students from harm.

All people who come into contact with CCA students will be required to have expanded criminal history checks on file in the office of the academy. This includes the following:

CCA full and part-time staff members

CCA Board of Directors

All volunteers who come into direct contact with students

The CCA will follow all applicable law and the ICSB's policy regarding criminal history checks.

House Enrolled Act 1462 amended several sections of the Indiana Code focused on safeguarding students and school communities by putting in place a requirement for expanded criminal history checks on all applicants for school employment, establishing a formal reporting process on school employees convicted of one or more felonies listed at IC 20-28-5-8(c), and providing for the development and maintenance of a searchable public data base of teachers and school employees who are convicted of any of those listed felonies. These requirements go into effect July 1, 2009.

Indiana Code 20-26-5-10 requires all school corporations, charter schools, and accredited nonpublic schools to adopt and administer a policy requiring each applicant for noncertified or certificated employment to obtain an expanded criminal history check as of July 1. In practical terms, this means that after July 1 all new hires in school corporations, charter schools, and accredited nonpublic schools are subject to an expanded criminal history check. The definition of "expanded criminal history check" found at IC 20-26-2-1.5 includes a search of records from all Indiana counties in which the applicant resided, all counties in other states in which the applicant resided, and the national sex offender registry or the sex offender registries of all fifty (50) states; or a national criminal history background check and a search of the national sex offender registry or the sex offender registries of all fifty (50) states.

## **DRAFT**

### **Canaan Community Academy**

#### **Parent/Student Handbook**

#### **Kindergarten – Grade 6**

##### **Assignment Books**

Assignment books/homework sheets are utilized by our faculty members to maintain open communication between home and school. Students/teachers (depending on grade level) write down the assignments and other pertinent information that needs to be completed each evening. Parents are expected to sign the books when **THE STUDENT COMPLETES THE REQUIRED HOMEWORK CORRECTLY**. This is an effective system that communicates to us that you have reviewed the assignments. Often teachers will send home weekly assignment sheets, or timelines for

completion of projects and more lengthy papers that require more than a week to complete. If you are required to sign the assignment informational sheets, please make certain that your child is actually completing the work in the increments as indicated on the proposed timeline. This is to ensure the success of all students.

##### **Attendance Policy: Absences/Tardiness**

**Good attendance is essential for your child's success in school** and it is the legal responsibility of the parent/guardian to see that attendance is regular. Students are expected to be present in the classroom by 7:50AM in order to prepare for the beginning of classes. A warning bell rings at 7:45, and the school day begins at 7:50 AM. **A phone call from a parent or guardian to the school office between 7:50 and 10:00 AM is required for any absences, tardiness, or schedule changes.** A statement from a licensed medical professional documenting an absence can cause an unexcused absence to be changed to an excused absence.

◆ If your child is **absent 5 consecutive days**, a statement from a licensed medical professional **must be** provided upon return to school or a First Legal Notice will be mailed.

◆ Absences and/ or tardies up to 9 days, which fall under the guidelines listed below, with communication from the parent, will be recorded as excused. **All absences exceeding 9 days in a school year, the school leader or his/her designee, as a matter of concern shall: *Distribute a Second legal Notice and contact the parents/guardians.***

◆ **Excessive absences and tardies will adversely impact academic progress. *This may result in***

***referral of excessive unexcused tardies and absences to community agencies as educational neglect.***

Children are expected to attend school each and every day. The Canaan Community Academy recognizes excused student absences for the following reasons, when such an absence is verified by parent, guardian, physician, or other responsible agency:

- a. Personal illness that involves fever, vomiting, diarrhea, accidents, injuries, or other illnesses that a physician recommends absence.
- b. Death of immediate family member
- c. Medical or dental appointments that cannot be scheduled outside the school day.
- d. Travel for a limited time period that involves new educational experiences for a student, which is requested, on an infrequent basis, by parent or guardian at least one week in advance of the proposed absence. This request must be made in writing and sent to the office for principal approval, not the classroom teacher.

***Failure to do this could result in an unexcused absence which could impact on grades and missed assignments***

- e. Other highly extenuating circumstances that will be determined by the school leader either in advance or on the day of the absence.
- f. Service as a page in the Indiana General Assembly.

The attendance person and school nurse will maintain close communication on all health issues regarding students. When a student attains 9 or more absences for illness, with or without a doctor's statement, the school nurse will be consulted to determine if a more thorough explanation of the student's chronic illness pattern is needed from the physician. If your child is well, he/she should be in school, and if he/she is ill, he/she should be at home. Generally, your child will be sent home if he/she shows one of the following: elevated temperature (100.0+), vomiting, pain in chest or stomach, fainting, injury, any condition meriting doctor review- pink eye, unexplained rash or redness, pediculosis (head lice), diarrhea, etc. **Students should be fever-free for 24 hours prior to returning to school for the safety of all students.**

Parents must have on file the home phone number, work number, and the number of a relative or friend who will be responsible for caring for the child if you are unable to be contacted. **Please notify the office of any changes in emergency contacts.**

**ALL children should be brought to the office and signed- in on the office log by whoever brings the child to school. A student will not be permitted to enter the classroom without a tardy pass from the office.**

Written excuses are required for tardiness and absences and should be sent to school with your child upon his/her return (if you did not call to report the absence). Arrangements should be made for homework so that your child will not fall far behind in classroom work.

Perfect Attendance Awards will be presented to students at the Awards Day ceremony at the close of the school year. Perfect attendance is defined as being at school all day, every day, for the entire school year and no more than two tardies.

***IMPORTANT NOTE: Children who are absent from school may not attend or participate in extra-curricular activities (i.e. athletic events, programs, etc.) on that day.***

### **Bullying/Sexual Harassment/Discrimination Policies**

It is the policy of the Canaan Community Academy (CCA) to maintain a learning environment that is free from bullying, discrimination, and harassment. It shall be a violation of CCA policy and the rules set forth by the CCA for any student to bully, discriminate or harass another student through conduct or communications. Bullying is overt, repeated acts or gestures, including verbal or written communications transmitted; physical act committed or any other behaviors committed by a student or groups of

students against another student with the intent to harass, ridicule, humiliate, intimidate or harm the other student. Reports of bullying, discrimination, and/or harassment should be made to the school leader.

Complaint forms can be obtained from the school office.

### **Bus Arrival/Dismissal and Car Transportation**

**BUS-** ALL students arriving by bus will arrive at the front of the building. Those students will then enter the building and proceed to the cafeteria if they are eating breakfast. Students, who choose to not eat breakfast, should report to the gymnasium. Students are not permitted in the hallways, restrooms or classrooms until they are dismissed from the morning assembly at 7:45.

**ARRIVAL BY CAR-** Students who arrive in a personal vehicle should be dropped off near the front door of the school. Those students will then enter the building and proceed to the cafeteria if they are eating breakfast. Students, who choose to not eat breakfast, should report to the gymnasium. Students are not permitted in the hallways, restrooms or classrooms until they are dismissed from the morning assembly at 7:45.

### **DISMISSAL (END OF SCHOOL DAY)**

Kindergarten students will be dismissed at 2:30 PM. The person picking up kindergarten students should pull up to the front door of the building (one vehicle at a time). An adult staff member will then allow

the students to exit the building (one student at a time).

All other students will be dismissed at 3:30 p.m. Bus riders will be dismissed first, followed by riders of personal passenger vehicles, then walkers.

If it is necessary for you to pick up your child early, YOU MUST come to the office and sign your child out on the "Sign-out Log".

Please exercise great caution when pulling your vehicles on and off school grounds. **The safety of all our children is our top priority. Students who are aware of transportation changes should take care of this in the school office.**

**If there is a change in transportation, PLEASE SEND A SIGNED**

**NOTE. IF WE DON'T GET A NOTE, YOUR CHILD WILL BE SENT HOME THE WAY HE/SHE NORMALLY GOES HOME.**

### **Cancellation of School/Delayed Opening**

The school leader is the final authority on the closing of school due to inclement weather or other emergencies. Announcement of school closings or delays will be made as early as possible. **PLEASE DO NOT CALL THE SCHOOL** since telephone lines must be kept open. If no report is heard on radio or TV, it can be assumed that school will be in session. As a general rule, school cancellations will be the same as that of Madison Consolidated School Corporation.

### **Channel of Communication**

If clarification or discussion of school matters is desired, teachers and parents should feel free to use the proper channels to communicate this need. Parents who have questions or concerns regarding matters of discipline, class work, or policies are expected to contact their **child's teacher**. This can be arranged by appointment through the school office and or request via email. If the matter in question is not satisfactorily resolved after using this means of communication, the parents are requested to contact the school leader to arrange a conference with the teacher, parent(s), and school leader.

All school time should be devoted to instructional purposes. No one may interrupt classes nor may teachers or students be called from their classrooms, except for urgent reasons, and then only with the permission of the school leader. Any important messages will be delivered to a student or teacher through the office personnel. Parents are welcome to contact teachers by calling the school office and leaving a message requesting that the teacher contact them. We also encourage you to use email if it all possible since our staff uses this as our primary means of communication.

All objects other than required school materials must be approved by the classroom teachers before bringing them to school- i.e. IPODS, tape recorders, CD players, video games, playground equipment, etc. ***Students may not utilize pagers, palm pilots, or any type of portable phone system (cellular***

***phones) in the school building. These items are prohibited to be used in the school building during the school day and will be confiscated if any disruption occurs.***

### **Check in/Check Out Before School Dismissal**

Parents are encouraged to avoid removing students from school during the regular school day. If an emergency occurs and you must remove your child during the school day, parents need to come to the school office and sign out their child. Only the parent, legal guardian, or someone listed on the enrollment form should try to sign out a student during school hours. Any adult leaving school early with a child may be asked for personal identification. **THIS IS TO PROTECT YOUR CHILD, SO DO NOT BE OFFENDED.** Please try to schedule doctor appointments and other visitations after

school hours. We want your child to receive the best possible education, so every minute of instructional time makes a difference in his/her achievement.

**(IMPORTANT NOTE:** Child custody and court judgments sometimes dictate that children not be released to certain individuals. The school office must have a copy of the court's ruling on file so we can honor this request.)

### **Conferences**

The best progress for your child demands a close line of communication and understanding between the parent and the teacher. This can be realized best through individual parent-teacher conferences that may be initiated by either parent or teacher. Teachers and staff are always available for conferences before and after school (Please schedule conferences in advance). There are two designated Parent Teacher Conference Days listed in the school calendar. Please make every effort to schedule an appointment during this time to discuss your child's classroom performance with the classroom teacher.

### **Curriculum**

Academic subjects taught at the CCA conform to the standards set by the State of Indiana/Department of Public Instruction. All students in grades K-8 receive instruction in language arts/reading, mathematics, social studies/citizenship, science, and health. Computer instruction and weekly visits to the media center provide additional depth to the overall curriculum.

Students in Grade K - 6 also receive instruction in art, music and physical education every week.

The readiness skills learned in kindergarten provide the foundation for skills to be introduced and/or reinforced in future years. All teachers will be utilizing various techniques including brain-based learning, differentiated instruction, and cooperative learning that will promote higher order thinking skills in their classrooms to ensure student success. Most of the time, the curriculum will be centered around a theme or unit of study a.k.a. integrated thematic instruction.

Various forms of assessment will be utilized to drive the instruction to maximize student achievement. Students will have a 120-minutes of balanced literacy time daily to connect the areas of reading and writing. Through a highly diversified curriculum, the CCA seeks to challenge and meet the needs of all students beyond his/her potential.

### **Discipline Policy and School Rules**

We take pride in the overall behavior of CCA students. We realize that very few of our students will ever come to the office for disciplinary action. The CCA provides each student with maximum opportunities to acquire an excellent education. **NO student has the right to interfere with another's opportunity to learn due to his/her poor manners, actions, or lack of consideration. All classroom rules and school procedures are developed with this in mind.**

The entire staff has the goal of establishing an atmosphere of respect throughout the school in which children will be safe, secure, happy, and in addition, have a maximum opportunity to learn. In an effort to accomplish this goal, we have developed school-wide behavior expectations. The plan specifies rules that cover the behaviors we expect from our students. The plan also states that students who break the rules will receive negative consequences, and students who follow rules will receive positive consequences. Our school-wide expectations and rules are listed below.

Each teacher is responsible for his/her own classroom discipline and has a similar plan for classroom behavior, a copy of which will be sent to you by your child's teacher.

#### **SCHOOL-WIDE EXPECTATIONS AND RULES ARE:**

##### **1. Respect yourself, respect others, respect property:**

☑ **Keep your hands and feet to yourself.**

☑ **Be attentive and ready to learn**

☑ **Treat others as they would like to be treated.**

##### **2. Do your best work. Be on your best behavior.**

##### **3. Only you can control you!!!!**

#### **DURING ASSEMBLIES--**

We walk quietly to and from assemblies.

We are mannerly and courteous while being seated and when leaving.

We are courteous to those seated around us.

We applaud by clapping only.

We come to the assemblies to learn and appreciate the work of others.

We do our best to contribute to discussions.

#### **IN THE CAFETERIA--**

We enter and leave quietly.

We practice good table manners.

We have pleasant but quiet conversation at our table.

We wait for dismissal by the person in charge.

We keep the area clean and take our wrappers and empty bags to the dishwasher and garbage area.

We stand quietly when it is necessary to get in line.

We are always respectful to the cafeteria staff.

#### **IN THE RESTROOMS--**

We keep our voices quiet.

We keep the restrooms clean.

We use paper towels as needed and then place them in the trash.

We do not use electric dryer unnecessarily.

#### **AT THE DRINKING FOUNTAIN--**

We keep our hands to ourselves.

We leave spaces between us and stand quietly.

If there are long lines waiting, we take a short drink and give others a turn.

We remember the fountain is for drinking and not playing.

#### **DURING EMERGENCY DRILLS--**

We follow appropriate procedure quickly and quietly.

We remain quiet and wait for further directions.

#### **APPROPRIATE DRESS--**

We follow the dress code.

We keep ourselves neat and clean.

We exercise good hygiene by brushing our teeth, washing our hands and face before coming to school.

We dress according to the weather.

We do not wear tank tops or flip flops

#### **FORMS OF PUNISHMENT**

Verbal Warning - reprimanding the students in a respectful manner

Written assignments of a beneficial nature that are to be signed by the parents.

Detention - During lunch period or before or after school hours.

Loss of classroom privileges (i.e., incentives, field trips, etc.).

Student, parent, teacher, and principal conference.

In school / Out of school suspension by decision of the principal.

School policy applies on the school grounds, going to and from school, on a school bus, and at events where our school is represented, such as field trips, programs, or athletic events - regardless of the place or time.

In the event of student misconduct, disciplinary action will be taken.

## **CLASSROOM DISCIPLINE**

Teachers will post and practice classroom procedures & rules, and review consequences of misbehavior in their classrooms, including:

1. Verbal warning/reprimand
2. Visual cue signaling loss of classroom privilege
3. Temporary removal from classroom/ parent contact
4. Referral to staff member/mentor
5. Detention
6. Referral to school leader for disciplinary action

## **Bullying**

The Canaan Community Academy is committed to providing a safe, positive, productive, and nurturing environment for all its students. Bullying behavior toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. Bullying as defined by state law means overt, repeated acts or gestures, including verbal or written communications transmitted, physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. Any student who believes he/she has been or is currently the victim of bullying or is aware of a situation involving bullying

should immediately report the situation to an adult. All complaints about bullying behavior shall be promptly investigated.

## **Dress for School**

Standards of dress change with the times. What is appropriate at one time or place may not be appropriate at another. In the long run, attitudes of society will determine how we dress for different occasions. The primary requirement for the appropriateness of any dress for children is cooperation of parents. If a child's clothing/hair/overall appearance is so unusual that it attracts attention or does not fit comfortably, it may at the same time distract attention from the business at hand, which is the education of the child. No rule will suffice for all occasions, so **parental cooperation is a must**. We believe that children should not wear any clothing that would prevent them from safely participating in all school activities. Experience indicates that there is a reasonable connection between proper dress & grooming and

the successful maintenance of good discipline. We ask that our students come to school with clean bodies, hair and clothing.

**The following items are considered unacceptable anytime during the school day: Tank tops;**

**muscle shirts; mini-length skirts and dresses; bare-back, bare-shoulder or spaghetti strap garments; bare midriff; over-sized or extremely tight clothing; flip-flops.**

**\*Physical Education** - Tennis shoes with a rubber sole are required for all students on P.E. days. Tennis shoes must fasten with a “traditionally” tied shoestring or Velcro.

### **Drills for Emergency Preparedness**

All staff and students at the CCA will discuss emergencies and will participate in periodic safety drills. The purpose of each drill is to teach the children how to respond quickly and safely in the event of an emergency. Emergency information is located in each room in the building. Evacuation procedures are also posted throughout the school. **Fire** drills are held monthly and the purpose of the fire drill is to teach the children how to evacuate the building in a rapid, orderly, and safe manner.

**Tornado** drills will be scheduled twice per semester. Students are taught to take shelter in a structurally sound location on the first floor of the building with no windows. Students sit on the ground and place his/her hands on their heads.

**Intruder/Man-made** drills are also scheduled one time during the year. Students and teachers “take cover” to get out of harm’s way should an intruder be on school grounds or other potentially harmful situation that constitutes appropriate action to ensure safety.

These emergency drills will be done under the direction of the school leader with records of these drills being kept in the office. Drills are taken very seriously. Misbehavior will result in consequences. One day the drill may not be a drill, but a real emergency. We must be prepared. Any and all persons in the building must participate in the drills when they are conducted. During severe weather, we WILL stay tuned to the National Weather Service for up-to-the minute reports. If severe weather occurs at dismissal time, we will hold the buses until the transportation department deems that it is safe for children to be transported home. Parents may be asked to wait until severe weather passes before transporting their child home in a car. This is a safety precaution for you and our students.

### **Grading System**

The CCA has four nine-week grading periods throughout the year. Progress reports are sent to parents at the end of each grading period. The grading scale for grades 1-6 is:

A 90%-100%

B 89%-80%

C 79%-70%

D 69%-60%

F 59% AND BELOW

Kindergarten students receive non-graded progress reports that show their progress in each of the skill areas that are taught throughout the year.

### **Harmful Toys**

OCCasionally children bring potentially dangerous toys and other items to school. Certain items are forbidden and will be confiscated. These include all toy guns, knives, matches, cigarette lighters, clackers, and pointed objects. Certain toys may be brought to school only after special permission is granted by the teacher. Many times in the past, toys, cd's, electronic games, and other expensive toys and radios have been damaged, lost, or stolen. It is suggested that parents encourage students to leave these items at home. Naturally, parents may reclaim any confiscated object. No trading or selling will be allowed during school hours. The school is not responsible for the loss or damage of these items. No items that could create a distraction to the learning environment or cause safety concerns will be allowed.

### **Homework Policy**

Homework is a foundational skill that must be developed. The main purpose of homework is to support the mastery of Indiana's Academic Standards while developing discipline that is necessary for positive study and thinking skills. Homework needs to be assigned on a consistent basis. Incomplete or missing assignments will have an effect on the student's report card grade(s). Preparation for tests may be in addition to routine homework. We encourage every child to read at least 20 minutes per night as part of the homework routine. Homework is designed to be a constructive tool in the teaching - learning process. Its purposes are:

To help students develop independent work-study habits.

To reinforce learning that has taken place at school.

To bring the home and school closer together.

To aid parents in observing their child's progress.

Parents are encouraged to:

Provide their child (ren) with a suitable place and quiet time to complete required work.

Show a positive interest in homework and all other schoolwork.

Serve as **consultants** about problems, but not do the work or serve as **editor**.

Provide the student(s) with stimulating activities (i.e., oral reading, flashcard drills, computer practice, etc.)

If your child has to miss school, please contact the teacher to request make up work. Teachers are in the classrooms all day with students, so they need time to prepare a package of work for your child. When possible, it will be available in the school office after school that day or it can be sent home with another child. If it can't be prepared that day, it will be available the following day. Students who are absent from school (for whatever reason) are expected to make up the work missed. Absent students will be given one day for each day of absence to complete all missed work and homework assignments.

It is the student's responsibility to return the make-up work ON TIME. Work not completed may be given partial or no credit. As students progress through the elementary grades, the amount of work required outside the classroom increases. Parents will receive class requirements from their child's teacher at the Parent Orientation. Please make every effort to attend these important meeting.

**PARENT PRAISE FOR IMPROVEMENT AND/OR WORK THAT'S DONE WELL IS AN AWARD THAT CAN'T BE DUPLICATED. PLEASE LET YOUR CHILD KNOW THAT HE/SHE IS DOING WELL AND THAT EDUCATION IS IMPORTANT TO YOU TOO!**

### **Illness/Injury and Other Emergencies at School**

Emergency phone numbers are an absolute necessity in case of an emergency while your child is at school. Parents are encouraged to notify the school immediately if a phone is disconnected, or a number is changed. Parents without telephones MUST provide a number of a relative, friend or neighbor for use during an emergency. Parents will be contacted as soon as possible. In case of life threatening injury/illness, the principal (or his/her designee) may call police or EMS for assistance.

### **Immunizations**

Indiana law requires that before a child enrolls for the first time in school, the parents or guardians must furnish a written statement of immunizations. This must be provided by the child's physician, the health department, or any other form of official documentation. The statement must show that the child has received these immunizations:

1. 5 doses of DTP (diphtheria, tetanus and pertussis)
2. 4 doses of polio vaccine
3. 2 doses of MMR (measles, mumps and rubella)
4. 3 doses of Hepatitis B vaccine
5. 2 dose of Varicella vaccine (unless the child has already had chickenpox and the parent provides a signed written statement indicating the date the child had the disease.)

### **Internet Use/Access**

Any student utilizing internet services must have a Telecommunications Network Usage

Agreement form signed by the parent and on file in the school office. Students who fail to comply with this policy will have their privileges revoked.

### **Medication and Health**

It is school board policy that prescription medications or over-the-counter medications will not be administered by school personnel unless detailed guidelines are followed. (This includes cough medicine, aspirin, or other medications frequently used in the home by parents). In order for school personnel to administer medication, there must be:

\*Written permission of parents and or legal guardian

\*Administration of Medication form completed in detail by the parent or guardian.

\*A signed statement from the student's doctor on file in the Health Office.

\*Medication labeled with:

Child's name

Name of medication

Dosage prescribed

Time medication is to be given

Doctor's name & pharmacy

Authorization forms for giving medication at school may be obtained from the school Health Office. Under no circumstances should a child take prescription or over-the-counter drugs to class. They must be turned in to the office so they can be administered properly. Safety is our first priority.

Hearing testing for students in grades 1 & 4 and vision screening tests for students in grades 1 & 3 are provided annually by the Jefferson County Health Department or the speech therapists. After the testing is performed, a form is sent home to the parents of those students whose screenings or tests indicate potential problems.

**Peanut Allergies** are becoming more prevalent among children. In order to maximize the safety of all students, we ask that you refrain from sending peanuts or peanut products in to school or classroom as a snack for your child or a treat for your child's classroom.

### **Morning Meeting**

Each morning all students will gather in the gym upon arrival. Each classroom will have a designated location marked in the gym. Students are to be seated quietly on the floor with his/her belongings and are to be reading alone or with a friend while waiting for the day to begin.

### **Parent Volunteers**

We encourage you to be an active participant in school activities, and the CCA requests that ALL parents volunteer in some capacity a minimum of 20 hours/school year. Whether you can help out with celebrations, work at the School Carnival, or volunteer in the classroom, we welcome your help. All new parent volunteers are required to participate in a brief Orientation prior to volunteering in the classroom. A meeting will be scheduled shortly after school begins. We ask all parents to make arrangements with classroom teacher before volunteering. A **Criminal History Form** must be completed, on all persons, before they can serve in this capacity.

### **Pets in the Building**

Some teachers have pets in the room as a class project - i.e. baby chicks hatching, hamsters, fish, etc. If

your child is in such a room and has an allergy to one of these animals, PLEASE MAKE THE TEACHER AWARE OF THE PROBLEM BY BRINGING IN A DOCTOR'S STATEMENT. Proper arrangements will need to be made. OCCasionally, pets are brought in for a very short time as a "show & tell" experience. Again, the teacher needs to be aware of any allergies so the child can be out of the room for that short period

of time. Again, it will be your responsibility to let us know if this presents a problem for your child. PETS ARE NOT TO BE BROUGHT INTO THE SCHOOL BUILDING UNLESS PRIOR APPROVAL HAS BEEN GIVEN.

### **Transportation**

Transportation to and from school by the CCA buses is a privilege, and **all students are expected to follow the safety rules.** Students experiencing difficulties behaving on the bus will be written up by the bus driver. The school leader will send a copy of the "Bus Conduct Form" to the parents. **Disciplinary action, such as losing the privilege to ride the bus, will occur for students that display inappropriate behavior. OCCasionally students request to ride the bus home with a friend. Riding a different**

**bus than the one assigned to or from school is not permitted without the written request from the students' parents and the permission of the school leader and the driver. Both students must have notes from parents stating that one child may go to the other child's home.**

Bus passes will be issued by the school office following a written request by the parents.

### **Visitors in the Building**

**ALL PERSONS ENTERING OUR SCHOOL ARE REQUIRED TO CHECK IN AT THE OFFICE & IF YOU LEAVE THE OFFICE, YOU MUST HAVE A VISITOR'S BADGE. THIS SECURITY IS NECESSARY TO ASSURE THE SAFETY OF YOUR CHILDREN.**

If you have an appointment with a teacher, please tell the person at the office desk, who will call that teacher to the office to meet you. Do not go to a teacher's room before checking in at the office. If you

do not have an appointment, it is unlikely that we will interrupt classroom instruction; but you can leave a message for the teacher at the office and he/she will phone you to set up an appointment. Please understand that this procedure is for the academic success and the ultimate safety of your child.

### **Wellness Policy**

The health of all of the CCA students is of the utmost importance, and we support increased emphasis on the nutrition as well as the physical activity at all grade levels to enhance the well-being for our students. Therefore it is the policy of the CCA to:

Provide student's access to nutritious foods and beverages;

Provide opportunities for physical activity and developmentally appropriate exercise; and

Require that all meals served by the CCA meet the federal nutritional guidelines issued by the U.S. Department of Agriculture.

To promote student wellness, the CCA will address needs in the following areas:

#### **I. NUTRITION EDUCATION**

The goal of nutrition education is to influence students' lifelong eating habits.

1. The CCA will follow health education curriculum standards as stated by the Indiana Department of Education.

2. The CCA will conduct nutrition education activities that promote healthy eating behaviors and appropriate nutritional choices that involve students, parents, staff, and community.

## **II. PHYSICAL ACTIVITY**

The goal of physical activity is to promote lifelong physical activity among students.

1. Since the national recommended daily requirement is that children and young adults have a minimum of sixty minutes of physical activity in a twenty-four hour period, all students will be provided with opportunities for physical activity during the school day. The CCA will provide opportunities for twenty minutes of physical activity per day on all or most days of the week in addition to physical education classes.

2. The CCA will follow Indiana state standards for physical education classes. Schedules

for physical education classes will be designed to spread physical education classes throughout the school year.

3. The CCA will provide community access to and encourage staff, students and community members to use the school's physical activity facilities outside the normal day.

## **III. OTHER SCHOOL BASED ACTIVITIES DESIGNED TO PROMOTE STUDENT WELLNESS:**

It is the goal of the CCA to provide a school environment with a consistent message which is conducive to a healthy lifestyle.

1. Provide a clean, safe enjoyable meal environment for students.

2. CCA will not prohibit or deny student participation in the physical activity time as a form of discipline.

3. An appropriate physical fitness report shall be developed by the CCA and completed for students at least once each year in physical education classes. This report will be communicated to the parents.

## **IV. NUTRITION GUIDELINES:**

Students' lifelong eating habits are greatly influenced by the types of foods and beverages available to them. The CCA will assure that all foods available on school property are consistent with healthy eating habits.

1. The CCA shall comply with the nutritional guidelines in Indiana statutes.

2. The CCA will encourage healthy food choices by implementing the following guidelines:

a. School Meals—No carbonated drinks, fried food, or foods of minimal nutritional value will be served.

b. Celebration/Rewards—***there will be a limit of four celebrations per class per year.*** These celebrations shall be held the last 45 minutes of the school day. At school celebrations, students shall have healthy foods and beverages available as choices.

c. Note: Parents are discouraged from bringing in (cookies or cupcakes) for their child's birthday celebration. Parents are encouraged to bring in any type of health foods such as fruit, cheese or vegetable items to recognize the special day.

This form must be signed by the duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances form signed by the applicant's authorized representative.

#### 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.

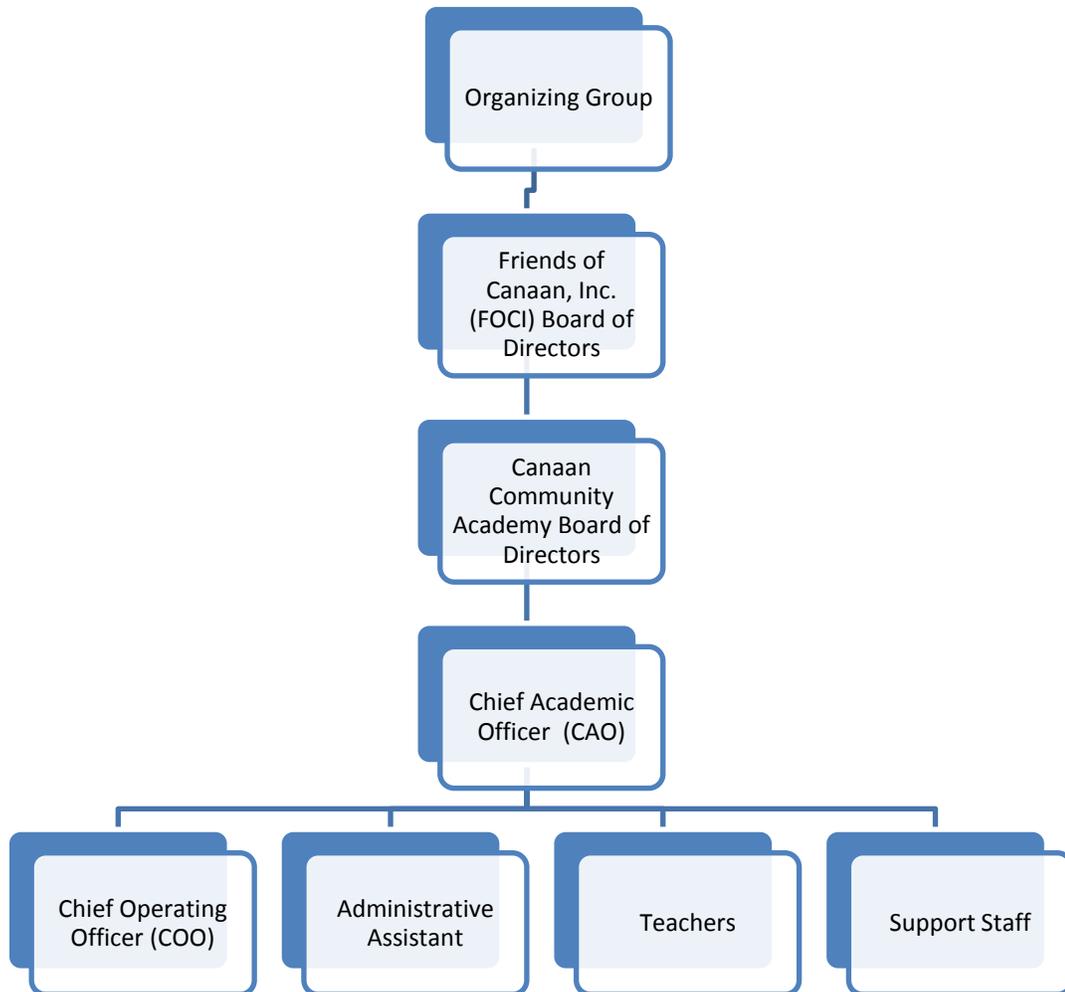
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, 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.

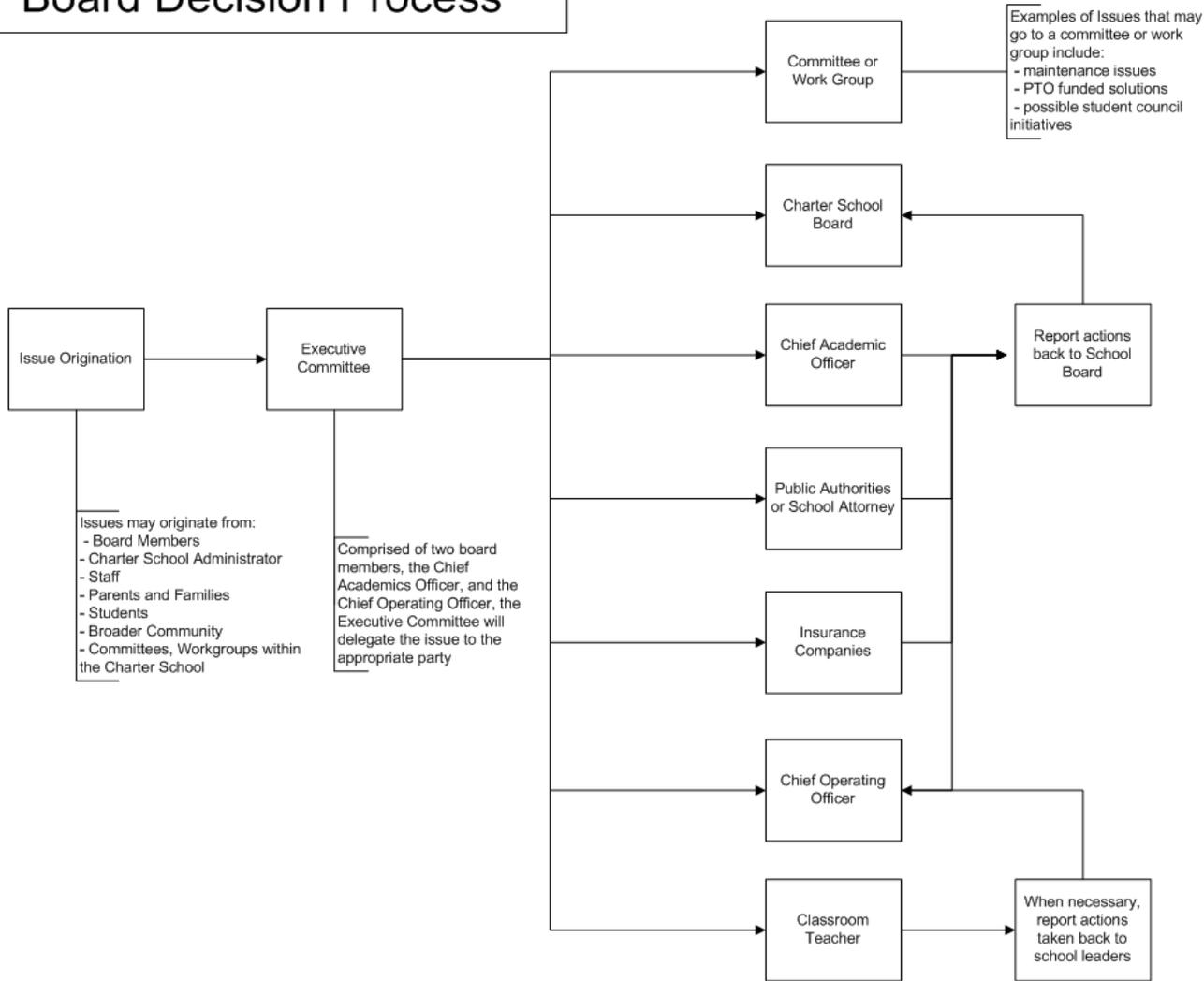
Print Name and Sign	Date
Deena L. Schafer <i>Deena L. Schafer</i>	10-30-11

**Organizational Chart  
Governance Structure  
Friends of Canaan, Inc and Canaan Community Academy (CCA)**



The CCA Board of Directors will consist of seven members: two with an educational background, two with a financial background, and three parent/community representatives elected each June. Once elected, the Board will appoint a Finance Team to manage an endowment and provide supplemental financial expertise for the CCA.

# Canaan Community Academy Board Decision Process



## **Attachment 16 Charter Board Member Information Forms and Authorization for Background Check Forms**

### **CHARTER SCHOOL BOARD MEMBER INFORMATION**

*(To be completed individually by each proposed charter school board member)*

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:

Canaan Community Academy

2. Full name:

Charles Terry Rowlett

Business Name and Address:

American Plastic Molding Corp. 965 S. Elm St. Scottsburg, IN 47170

Telephone No.: 812-350-1463

E-mail address: trowlett@apmc.com

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

X Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit

corporation (to the extent not otherwise indicated in your response to Item 3, above).

X Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

I want to bring my business and leadership skills and experience to the board. Being raised in the community helps me to see the necessity of community educational options for parents and I want to be a part of solving funding issues and obstacles to provide parents a choice in their child's education.

6. What is your understanding of the appropriate role of a public charter school board member?

The board will provide governance and oversight for the school and will work with the administration and teachers to provide support and direction for the benefit of the children's education.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was a charter member for a Pregnancy Crisis Center, president of Society of Plastics Engineers of Central Indiana, charter member of the Indiana Business Manufacturing Technology, am currently serving on Canaan Utilities Corp. board, and am a member of the Trustee and Deacon Boards at Indian-Kentuck Baptist Church.

8. Describe the specific knowledge and experience that you would bring to the board.

I have a strong business background which includes financial planning, accountability, personnel issues, and professional management.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

To provide an environment for a positive learning experience for each child that is enrolled at Canaan Community Academy.

2. What is your understanding of the school's proposed educational program?

The programs will meet or exceed the standards of any other public school. There will also be additional programs not available at other public schools.

3. What do you believe to be the characteristics of a successful school?

A successful school will have quality teachers, administrators, and personnel in order to provide a positive environment for learning. The students should excel and prosper in the community and throughout life.

4. How will you know that the school is succeeding (or not) in its mission?

Progress will be benchmarked against current standards and will receive feedback from parents and students to encourage improvement.

### **Governance**

1. Describe the role that the board will play in the school's operation.

To provide guidance and support to personnel to ensure the best for the children at the school

2. Provide a forecast of where you see the school after its first year of operation and again in four years.

The first year will end with all the start-up issues resolved and we will have a good number of students. After year 4, we hope to be at capacity with the plans of expanding. We will have high school students there working with on-line virtual school. Our eleven acres will be used in many ways to aid in teaching.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We will have to work on maintaining the necessary funding to ensure high quality teachers and proper equipment for the benefit of the students.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would investigate fully and obtain all the facts. A special board meeting should be called to address the issues and a session for rebuttal given. If it is determined that the actions of the member is not in the best interest of the school, the person would be given the opportunity to resign from or be voted off the board.

### **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 Community friends

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees.  Yes Community friends

3. 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

4. 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

5. 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 contact with an education service provider or school management organization.

X I / we do not know any such persons.  Yes

6. 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

7. 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

8. 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

9. 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, Charles Terry Rowlett, 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 Canaan Community Academy Charter School is true and correct in every respect.

*Charles Terry Rowlett*

10/29/2011

Signature Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed charter school board member)*

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:

**Canaan Community Academy**

2. Full name:

**Stacy Lynn Hardesty-Gray**

Business Name and Address:

**8277 N. Halls Ridge Rd.**

**Madison, IN 47250**

Telephone No.: 812-839-3588

E-mail address: shardestygray@yahoo.com

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

**X  Resume and professional bio are attached.**

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

**Does not apply to me.**

5. Why do you wish to serve on the board of the proposed charter school?

**I believe in the right of Canaan to resume and improve upon the school that it had for 180 years. I believe in the concept of this school and the values of a small community and small community schools and its impact on children. I want to be part of the establishment of such a school and helping to build and shape it.**

6. What is your understanding of the appropriate role of a public charter school board member?

**The appropriate role of a public charter school board member is to uphold the laws of a charter school according to the state of Indiana.**

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**I am a public school teacher with 14 years teaching experience. I currently serve on several leadership committees at my current school. I am a dedicated community member of Canaan and a parent of an elementary school student.**

8. Describe the specific knowledge and experience that you would bring to the board.

**As stated in question #7, I am a public school teacher (elementary art teacher). Being an art teacher, I hope to bring a creative side to the board. I have taught both elementary and high school and have 14 years experience. I have actively been involved in the community and have been part of the team that fought to keep this school as a Canaan Elementary before its closing. I have been a member of Friends for Canaan holding fundraisers to keep the building operating after its closing. I am also a member of the Canaan Restoration Council which puts on a Fall Festival in existence for 40 years. My experience with teaching, creative thinking, community events, fighting for what you believe is important, dedication to our rural community and the education of children, and my role as a parent allows me knowledge and**

**experience along with the other board members to establish Canaan Community Academy and keep it going and growing...for hopefully another 180 years.**

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

**The school's mission is to teach the whole child. It will teach under the philosophy of C.L.A.S.S. and it will focus on the rural opportunities around it. Its goal is to provide each student the opportunity to reach his/her greatest potential in all aspects and become productive and responsible citizens.**

2. What is your understanding of the school's proposed educational program?

**Canaan Community Academy will be instructing students through the philosophy of C.L.A.S.S. The school will use its rural resources and community members to aid in the instruction of the students. The school will teach grades K-6 and offer an extensive after school program involving the arts, music and physical education as well as tutoring. It will be assessing by state mandated tests as well as Acuity.**

3. What do you believe to be the characteristics of a successful school?

**A school full of children who are excited about learning, strong parental and community involvement, a staff who loves their jobs, and an environment that teaches the whole child is a successful school.**

4. How will you know that the school is succeeding (or not) in its mission?

**The board will know that the school is succeeding by having a school full of children repeatedly year and year and growing. The school will be successful by the scores it receives on state mandated tests. The school will be successful by seeing the innovative things that the students will be doing and the excitement they feel towards school. Most importantly, it will be successful by producing higher thinking individuals who go on to the next level of education and are productive citizens as adults who make an impact on the world.**

### **Governance**

1. Describe the role that the board will play in the school's operation.

**The board will oversee all operations of the school. It is the governing body. The board will participate in functions of the school when possible,**

**attend evening events, and oversee finances. The board will also take part in the hiring process of employees and work closely with the administrators and staff to build a successful school.**

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

**After the first year, the school will have worked through many obstacles as in any new establishment. The school's mission and success will attract more students. The school will be at capacity for number of students.**

**In four years, the school will have added grades 7-12. The online work for the upper grades will be college preparatory classes. Canaan Community Academy will be a hub for homeschoolers with virtual online classes. In four years, the school will have truly utilized its 11 acres with agriculture and animals to aid in the instruction of the children. The school will be focused on the teaching of self-sustainment with agriculture and the utilization of community members**

**(farmers, artisans, and folks with various talents). I see building additions to the school because of the growing number of students and possibly a preschool.**

**In four years, Canaan Community Academy will be a leader for all schools in quality education for children in the 21<sup>st</sup> century.**

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

**Steps that need to be taken are following the bylaws of the school board. Regular meetings, communication, and teamwork with the core focus being the success of students will ensure that the school is successful.**

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**I personally would discuss the situation with the other board members, approach the one board member and find the truth, and as a team we would act accordingly to the bylaws. Top interest of the board is to ensure what is in the best interest of the school and its students.**

#### **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 ...Yes, some live in the same community.**

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

**X... I / we do not know any such employees.**

3. 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...Yes, I know of some (Community members) who could possibly become employees.**

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...Yes, I know of some (Community members) who could possibly become employees.**

4. 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.**

5. 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... I / we do not know any such persons.**

6. 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... I / we have no such interest.**

7. 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... I / we or my family do not anticipate conducting any such business.**

8. 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.**

9. 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.**

---

#### Certification

I, \_\_\_\_\_, 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.

Signature 

Date 10/29/11

**CHARTER SCHOOL BOARD MEMBER INFORMATION**

*(To be completed individually by each proposed charter school board member)*

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:

Canaan Community Academy

2. Full name:

Gale Howard Ferris, Sr.

Business Name and Address:

Telephone No.: (812)839-4770

E-mail address: None

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

Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school? So as our young people have an opportunity for a quality education in their own community.

6. What is your understanding of the appropriate role of a public charter school board member? To see that our young students are offered quality educational opportunities.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a retired teacher, I feel that I know, from experience, the needed education and role that a good education plays in a person's life.



8. Describe the specific knowledge and experience that you would bring to the board.

I feel I have first-hand knowledge of the needs of students from past experience as a 33 year teacher.

**School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs? That connected learning assures successful students by working with the parents and community members to provide students with opportunities to reach his or her greatest potential.
2. What is your understanding of the school's proposed educational program?  
A school that provides a comfortable relaxed environment, preferably in the home community with a quality educational opportunity and qualified and caring staff.
3. What do you believe to be the characteristics of a successful school?  
One where students are happy and show academic achievement in an atmosphere of pride from the students and staff.
4. How will you know that the school is succeeding (or not) in its mission?  
By academic achievement testing and success of the students in higher levels of school. Also, collegiate success and job skills and achievement as successful citizens.

**Governance**

1. Describe the role that the board will play in the school's operation. The board will delegate responsibility for daily operations to a hired administrator who will be allowed to delegate responsibilities among faculty and staff. Also appoint committees.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years. My forecast for the school, after its first year, would be that the students test scores would show progress above the previous year and continue over the 4 years in the future. The school provide a secure, safe and healthy learning environment.
3. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board will need to take steps to check that the Administration and staff are carrying out proper operations, as delegated, so as a proper learning atmosphere continues to promote learning.
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Bring the matter to the attention of the remaining board members and verify facts. A meeting may be necessary to gather information before a decision is made to discipline or remove the member.

**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 AS members of the community and serve on another board with one.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.  
 I/ we do not know any such employees.  Yes As a community member and teacher
3. 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



## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed charter school board member)*

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:

Canaan Community Academy

2. Full name: Dean Adams

Business Name and Address: Community Health Facilities Fund

324 Hargan Drive Madison, IN 47250

Telephone No.: 773.680.9418

E-mail address: dadams@chffloan.org

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

Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me.  Yes

5. Why do you wish to serve on the board of the proposed charter school?

I believe in the mission of CCA. I believe that educating children in a smaller school with more personal attention amidst a supportive community provides a better learning environment that leads to well-rounded, successful students. It will also provide a solid basis for the development of students as people and the tools to excel academically and personally.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a CCA board member is to provide oversight and guidance to ensure that public monies are invested wisely to provide the best possible educational results for the children we serve, their parents, and the community.

## **CHARTER SCHOOL BOARD MEMBER INFORMATION**

*(To be completed individually by each proposed charter school board member)*

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:  
Canaan Community Academy
2. Full name: Barbara Evans Risk

Business Name and Address: 5531 East Risk Ridge Road

Telephone No.: (812) 839-4222

E-mail address: rrisk@seidata.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?  
It is my belief that children succeed in an atmosphere where teachers, staff, parents, and student work together to accomplish common goals and state standards.
6. What is your understanding of the appropriate role of a public charter school board member?  
Board members of a public charter school are responsible for overseeing finances, program implementation, staff development, and public obligations included in the terms of its charter.

7. Describe any of your previous experiences that are relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a past member and board member of Bethany Circle, King's Daughters' Hospital, Madison IN I voted on all financial and community related programs. I served as chairman of the scholarship committee for local high school scholarships.

8. Describe the specific knowledge and experience that you would bring to the board.

Teaching students for over thirty years, who have mild learning and cognitive disabilities, qualifies me for assisting in testing, screening, and evaluating Individual Education Plans. Serving on multiple school committees for years, including our school improvement committee, has increased my understanding and skills needed to provide successful programs for elementary age students. I would share my knowledge of testing situations, for all students, so that each child will be successful with test taking skills.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to provide students with the opportunity to reach their greatest potential, personally and academically, to become a productive and responsible citizen.

2. What is your understanding of the school's proposed educational program?

The academy will use a variety of instructional programs to achieve its educational goals. CLASS (Connected Learning Assures Successful Students) is a research-based, brain-compatible framework that has been proven to increase student academic progress. CLASS will provide a nurturing environment to enable students to excel.

3. What do you believe to be the characteristics of a successful school?

The characteristics of a successful school are knowledgeable board members, positive leadership in administrators, skilled teachers, student involvement, and parents who are committed to the school and the success of their children.

4. How will you know that the school is succeeding (or not) in its mission?

The student body of the CCA will demonstrate adequate yearly progress (AYP). The average school year attendance will be at least 95%. Parents will be encouraged to volunteer a minimum of 20 hours per school year; a parent-teacher organization will be formed during the first year of operation. and a student council will be established by intermediate-grade students.

### **Governance**

1. Describe the role that the board will play in the school's operation.

The Board of Directors will assume all responsibility for the operation of the CCA, including financial budget, hiring of an administrator, teachers, staff, and staff development. The board will donate time and their skills to the success of the school.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

The first year of school will be a learning process for all individuals connected with the school. It

will be a time to reflect on what programs were successful and evaluate programs that fell short of their goal. Committees will be established and implemented to obtain the goals set forth in our mission statement. Perhaps, after four years of success the school will need to reevaluate its curriculum and plan for adding grades seven and eight.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to hire a dedicated leader, teachers, and staff. The board will need to encourage volunteers and parents to be highly involved with programs, events, and students. The board will need to act in a fugal, responsible matter concerning finances.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Knowing myself, I would hope to discuss this situation privately with the individual or individuals. If necessary, I would approach the other board members knowing the outcome needs to be solved by correct ethics and morality.

### **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. X Yes

We live in a small community and fellowship with community members.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. X Yes

The CCA is not currently a school. However, I do know teachers who teach in Madison Consolidated School who live in our community.

3. 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. X Yes

Denna /Schafer, a native of Canaan, friend, and teacher would be interested in the position as a leader in the CCA.

4. 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

5. 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 contact with an education service provider or school management organization.

I / we do not know any such persons. X Yes

I do know of persons who are retired school psychologists who might be interested in evaluating students.

6. 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

7. 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. X I / we or my family do not anticipate conducting any such business. Yes

8. 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

9. 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, Barbara Evans Risk , 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 Canaan Community Academy is true and correct in every respect.

*Barbara Evans Risk*

Signature

Date: 10/28/11

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed charter school board member)*

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:

**Canaan Community Academy**

1. Full name:

**Richard Earl Clark**

Business Name and Address:

**8277 N. Halls Ridge Rd.**

**Madison, IN 47250**

Telephone No.: 812-839-3876

E-mail address: rkma04@seidata.com

2. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

**Resume and professional bio are attached.**

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

**Does not apply to me.**

4. Why do you wish to serve on the board of the proposed charter school?

**I have lived in the community for 35 years. My two children attended Canaan Elementary, and I would like to see other kids have the opportunity to go to a small, rural school.**

5. What is your understanding of the appropriate role of a public charter school board member?

**To assure the school is operating according to the ICSB guidelines**

6. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). 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 as an active member of the Canaan School Parent/Teacher Organization for many years, including the roles of president and vice-president.**

8. Describe the specific knowledge and experience that you would bring to the board.

**Electrical and building maintenance experience**

**HVAC background**

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

**We want to provide an educational opportunity for students in southeastern Indiana that is not currently available.**

2. What is your understanding of the school's proposed educational program?

**Provide instruction for grades 1-6, with art, music, and physical education classes taught weekly**

3. What do you believe to be the characteristics of a successful school?

**Community interest and support**

4. How will you know that the school is succeeding (or not) in its mission?

**School enrollment and updating and improving on educational goals**

### **Governance**

1. Describe the role that the board will play in the school's operation.

**Oversee all operations, including hiring staff and monitoring the budget**

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

**In the first year of operation, I am anticipating full staffing and 90% enrollment. In four years, I'm anticipating 100% enrollment and looking forward to opportunities of adding grades 7 and above (possibly some online instruction)**

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

**We need to keep a close eye on budget, enrollment, and staffing.**

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**I would bring it in front of the Board and take the necessary steps to request or force their resignation.**

#### **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 ...Yes, they are friends and neighbors.**

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

**X... Friends**

3. 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...Yes, I know of some (Community members) who could possibly become employees.**

4. 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
  
5. 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 contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. 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
  
7. 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
  
8. 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
  
9. 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, Gale H. Ferris, Sr., 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.

Gale H. Ferris, Sr.  
 Signature

10/23/2011  
 Date

4. 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
  
5. 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 contact with an education service provider or school management organization.  
 I / we do not know any such persons.  Yes
  
6. 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
  
7. 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
  
8. 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
  
9. 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, Richard E. Clark, 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.

Richard E. Clark  
 Signature

10-28-11  
 Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed charter school board member)*

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:  
Canaan Community Academy
2. Full name: **Barry H. Smith**

Business Name and Address: **Switzerland County High School**  
**1020 W. Main Street, Vevay, IN 47043**

Telephone No.: **(812) 427-2626**  
E-mail address: **bhsmith@switzerland.k12.in.us**

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)  
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).  
 Does not apply to me.  Yes
5. Why do you wish to serve on the board of the proposed charter school?  
I would like to see the children in my community get the best elementary education possible as well as a community-centered elementary education. I want to help the community and the school become successful in student achievement and community identity.
6. What is your understanding of the appropriate role of a public charter school board member?  
My role is to see that the school is professionally staffed and run with an economic efficiency. I plan to see that the school has the right focus for our children and our community while laying the foundation for their success in middle and high school and beyond.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have had a broad range of experience, including high lever military service, in evaluating complex issues and making important judgments affecting organizations as well as people

8. Describe the specific knowledge and experience that you would bring to the board.

I have had twenty years in education teaching at the college and high school levels. I have a strong interest and belief that education is the strength of our community and our nation and follow closely major trends and actions at the state and federal levels that affect the nature and direction of education.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

A community school provides the best education and educational experience to elementary students.

2. What is your understanding of the school's proposed educational program?

Our school will follow CLASS with its rounded focus on the social and emotional needs of the students as well as academic.

3. What do you believe to be the characteristics of a successful school?

The school has good test scores, the students have a positive and caring attitude, and the staff are collegial with a shared vision and commitment.

4. How will you know that the school is succeeding (or not) in its mission?

Aside from keeping within budget, I would see success based on test scores and the attitudes of the students and parents. If we are successful we will see solid, continued enrollment.

### **Governance**

1. Describe the role that the board will play in the school's operation.

as a small community school, the board will playing a very close advisory and oversight role, open to the community.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

After one year I expect to see a refinement in our program and expectations as we go from a conceptual to real school. After four years I expect to see all major bugs worked out and a program that is self-sustaining.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hiring and maintaining the right staff, successfully publicizing the school's program, and ensuring good community involvement.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would first confront the members about the specific concerns. If things were not clarified or

rectified I would seek stronger action such as going to the appropriate authorities or the public with the information.

## 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 any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

X  I / we do not know any such employees.  Yes

3. 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

4. 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

5. 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 contact with an education service provider or school management organization.

X  I / we do not know any such persons.  Yes

6. 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

7. 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

8. 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

9. 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, Barry H Smith, 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.

  
\_\_\_\_\_  
Signature

\_\_\_\_\_  
\_31 Oct 2011\_  
Date

**BARRY H. SMITH**

9450 N Barbersville Rd. • Madison, IN 47250 • (812) 839-0086

---

**EDUCATION**

- Licensed in Secondary Math and Social Studies
- Master of Education, George Mason University
- Master of Arts, Indiana University
- Bachelor of Science, United States Air Force Academy

**INSTRUCTIONAL EXPERIENCE**

Teacher, Switzerland County High School 2008 - present

- Social Studies, Mathematics, Advanced Manufacturing, and Project Lead the Way (engineering)

Teacher, Robinson Secondary School 2000 – 2007

Professor, National Defense University, Washington, D.C. 1996 – 2000

Assistant Professor of History, United States Air Force Academy, Colorado 1978 – 1982

**LEADERSHIP EXPERIENCE**

United States Air Force 1972 – 2000

Various levels of management and leadership in administration and operations, from small teams to organizations of 150 people. Responsible for successful mission accomplishment; effective teamwork and communications; policy development, implementation, and improvement; and efficient use of personnel and material resources.

## **Policy Regarding Ethics and Conflict of Interest**

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.

**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, or void any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

Any citizen or parent has the right to formally complain about an employee, a policy, and/or a procedure.

In each case the complainant must follow procedures, outlined in administrative regulations, which are designed to resolve these issues to the satisfaction of all concerned and at the lowest level of the organization. However, if dissatisfied with the disposition of the issue at lower levels of the organization, the complainant may seek redress at the next organizational level, also detailed in the administrative regulations.

Any concerns or complaints with the CCA organization should follow the procedures as outlined in the CCA formal complaint procedures (Section 41).

**Attachment 18 Education Service Provider (ESP) Documentation**

The organizers of the CCA are confident that they possess the motivation and ability to operate a successful school. Therefore, it is not necessary to involve an Education Service Provider.

Britt Family Medicine  
36 Medical Plaza  
Hanover, Indiana 47243  
812-866-3301

July 12, 2010  
Dr. Larry Gabbert  
Office of Charter Schools  
Ball State University  
Muncie, IN 47306

Dr. Gabbert:

I am writing you in support of the proposed charter school, Canaan Community Academy, to be located in Canaan, Indiana. I have lived and practiced medicine in this area for the last 11 years, and have come to know the people of this community and their needs quite well. On a daily basis I have the benefit of being able to talk to a wide variety of people about their concerns, and often times their concern about our youth's education has been discussed. There is a real hunger for a school such as the one proposed by Canaan Community Academy, and I am confident it will be well supported by our community. I personally will give the academy any and all assistance I can to make sure it is a success. The Canaan Community Academy, as outlined by its organizers, will give opportunities to children in our area that otherwise they would never be able to have. I feel certain our community will forever be changed because of it.

Sincerely,

W. Kevin Britt, Family Physician  
Britt Family Medicine  
Madison, Indiana

Shelby Township Trustee

Gale H. Ferris, Sr.

9713 N State Rd 62

Canaan IN 47224

July 10, 2010

Dr. Robert Marra

Office of Charter Schools

Ball State University

Muncie, IN 47306

Dr. Marra:

Please accept this letter of support for the proposed charter school at Canaan, Indiana.

As the trustee of Shelby Township and the new guardian of the former Canaan School/future Community Center. I strongly support the use of the building as a Charter School.

Our community has always emphasized the education and rural values of our young people. It is anticipated that the efforts so successfully perpetuated here in the past will be allowed to continue into this century, in the Canaan Community.

Our ratio of success has always been recognized with awards, college/university graduates, successful farmers and financially independent citizens with high values.

Please allow the efforts of educating in our community to continue by granting a charter.

Thanking you kindly, I am

Sincerely,

Gale H. Ferris

Shelby Township Trustee

Dr. Robert Marra

Office of Charter Schools

Ball State University

Muncie, IN 47306

Dear Dr. Marra,

I am writing as a member of the Canaan Restoration Council. The Canaan Restoration Council is a volunteer local preservation group incorporated since 1965. Our mission is to preserve the historical integrity of the Canaan community and to promote its future success.

A sense of community involvement is a waning factor within today's society. Local schools provide a sense of belonging that larger, disconnected mega schools cannot. For this reason, the Council has always encouraged each Canaan School grade level to participate in the annual Canaan Fall Festival parade and weekend activities. Traditionally, each class has designed and built a parade float themed around local area and Indiana history. This combined effort has been extremely successful and provided lasting memories for the children and their families.

The decision to close the Canaan School was a devastating blow to the residents of Canaan. However, a group of highly motivated and determined volunteers have organized to continue the educational tradition in the form of a newly created charter school (Canaan Community Academy). A school is a vital and extremely necessary component to any community. We believe smaller neighborhood schools are academically and socially beneficial to students. Our Council members are strongly supportive of this group's efforts and will provide the newly established charter school with a core group of volunteers to achieve their goals.

Sincerely,

Joseph W. Liles

Vice President, Canaan Restoration Council

\* See the Canaan Fall Festival Poster on the following page.

# CANAAN FALL FESTIVAL

46<sup>TH</sup> Annual  
September 10, 11, & 12, 2010

On St. Rd. 62 - 10 Mile N.E. of Madison, IN



FLEA MARKET, ARTS & CRAFTS STANDS

Open 12 Noon Fri, - Gale Ferris, 812-839-4770 or (812) 667-5269



## U.S. PONY EXPRESS MAIL RUN



LONGEST - RUNNING ANNUAL - 1:00 P.M. SATURDAY

Special Cancellation

Between Canaan and Madison Post Office



LITTLE INDIAN PAPOOSE CONTEST - FRIDAY 7:00 P.M.

PARADE - SATURDAY 10:30 A.M.

COMMUNITY CHURCH SERVICE - SUNDAY MORNING 11:30 A.M.



### ENTERTAINMENT & ACTIVITIES

Tommy Day & Cool Country Band

Pedal Pull

Ugly Truck Contest

Stage Contests

Indiana Boots & Jeans, Line Dancing

Pure Country Band

Musical Resource (Nancy Hart Kidwell Group)

Games

Vintage Tractor Display

Cornhole Tournament

Friday - 8:00 P.M.

Saturday - 11:30 A.M.

Saturday - 11:30 A.M.

Saturday - 1:30 P.M.

Saturday - 5:00 P.M.

Saturday - 7:00 P.M.

Sunday - 2:00 P.M.

Sunday - 1:30 P.M.

Friday & Saturday

Saturday & Sunday - 3:00 P.M.

NATIVE AMERICAN EXHIBITION • ARTS EXHIBIT: 839-3510 • PIE BAKING CONTEST: 839-3588



Variety of foods available

Sponsored by: The Canaan Restoration Council, Gale Ferris Pres. (812) 839-4770

July 13, 2010

Canaan Utilities Corp.  
P.O. Box 13  
Canaan, IN 47224

Dr. Larry Gabbert  
Office of Charter Schools  
Ball State University  
Muncie, IN 47306

Dr. Gabbert:

Please accept this letter as support of the proposed charter school in Canaan, IN. Losing our elementary school was a tremendous blow to our community.

The community of Canaan has always been and still is a very close knit community. Our residents all know each other and are concerned about our neighbors. As a public utility company right here in our small village, we strongly support the endeavor of our neighbors in trying to obtain permission for a charter school.

Please know that we want to help and encourage our committees as they work hard to meet their goals of getting this job done.

Sincerely,

Canaan Utilities Corp. Board of Directors

R. Donald Copeland

R. Donald Copeland, President

Tad Brinson

Tad Brinson, Vice President

Gale H. Ferris, Sr.

Gale H. Ferris, Secretary/Treasurer

Pamela Dowdy

Pamela Dowdy

Robert E. Gray

Robert Gray

James F. Poling

James F. Poling

C. Terry Rowlett

C. Terry Rowlett

William Rowlison

William Rowlison

Eric Vickers

Eric Vickers

INDIAN-KENTUCK BAPTIST CHURCH

4413 E 925 N

Madison, Indiana 47250

Dr. Robert Marra

Office of Charter Schools

Ball State University

Muncie, IN 47306

Dr. Marra:

Please accept this letter of support for the proposed charter school, Canaan Community Academy to be located in Canaan, Indiana. This support was approved and confirmed by the congregation of Indian-Kentuck Baptist Church voting in business session on July 7, 2010. The Indian-Kentuck Baptist Church has been a member of the Canaan community for the past 198 years. During most of this time, 180 years, we have had a school in the Canaan community. Over the years the school has been an important factor in making this community vibrant. We have educated our children and prepared them to be citizens in our community. We believe that the establishment of the Canaan Community Academy will provide new and creative ventures, that will promote parental involvement, a sense of community and innovative ideas that will further the educational opportunities of our children. We strongly support educational institutions that emphasize high academic standards and learning opportunities for all children. This proposed charter school will help us to meet the many and varied challenges our community faces. By providing our children with educational opportunities and partnerships with our community members, the charter school will create relationships that will benefit our community for years to come.

Sincerely,

Congregation of Indian-Kentuck Baptist Church

In business session July 7, 2010

## MAX E. BROWNING

---

7406 N. Halls Ridge Rd.

Madison, IN 47250

Phone (812) 839-3385

January 6, 2011

Dr. Robert Marra

Office of Charter Schools

Ball State University

Muncie, IN 47306

Dear Dr. Marra:

It is with excitement and deep commitment that the membership of the Jefferson Presbyterian Church expresses its enthusiastic support for Canaan Community Academy. As a local church, we recognize the important role that this school will play for our community--a focal point for the entire town, it will provide a neighborhood school in which our children and grand-children can learn about their heritage and pursue the agricultural traditions in which our community is steeped. As a charter school, Canaan Community Academy will be pleased to welcome all other students who, though not already from this area, are interested in sharing the pride that we have in our community. We are certain that many students would benefit from what this school will have to offer them, especially as, with each passing year, budget cuts in the public school districts further reduce the offerings available to students in the area. Finally, this school will create much-needed local employment opportunities for current neighbors and newcomers alike.

The entire community has strongly rallied around the prospect of Canaan Community Academy. The people's active support for this endeavor has been manifest to all--through both volunteerism and fundraising, the whole community is committed to pitching in to get this school started and to make it a success. In the end, there is only one thing that this community cannot supply to Canaan Community Academy: the official approval that we, at Jefferson Presbyterian Church, join with the rest of the community in requesting that you would grant.

Sincerely,

*Max Browning*

Elder, Jefferson Presbyterian Church

7306 Nantucket Ct. Apt 3B

Indianapolis, IN 46214

January 5, 2011

Dr. Robert Marra

Office of Charter Schools

Ball State University

Muncie, IN 47306

Dr. Marra:

Please accept this letter of support for the proposed charter school, Canaan Community Academy, to be located in Canaan, Indiana.

As a former student of Canaan Elementary, I was disappointed to learn that my elementary school would not be re-opening in the fall of 2010. I am a staunch supporter of smaller schools and smaller classrooms based upon my own experience. I received the best possible education, not only academically, but also socially. I was taught from the moment I arrived for kindergarten that I was permitted and encouraged to assert my opinion and that it would be listened to and respected. This is not what you will find in today's classrooms.

As I look back on my educational career, I must say that I consider myself privileged to be a part of Canaan's history. The education that I was provided far exceeds that which most parents and children have come to expect from many current elementary programs: one in which children are warehoused and not challenged, but are only expected to do what is necessary to advance and not encouraged to excel. I look back with a grateful mind that I was not subjected to this, but rather I was fortunate enough to have the sincere support of a wonderful academic staff and, not only my own parents, but the parents and families of all of the children of Canaan Elementary. As an adult, I realize that I had a great advantage over my classmates in middle school, high school, and even college.

I am now a proud graduate of Indiana University with a double major in Psychology and Criminal Justice. I believe that the community of Canaan and the teachers that I was fortunate enough to know deserve a lot of credit for my success. I was taught to have confidence in my abilities and I believe that this success will be replicated with the new charter school in Canaan. Academic success will be defined by the examples set by Ball State University and Canaan Community Academy.

Sincerely,

Cassandra Miller, BA

6828 E. Lonnis Hill

Madison, IN. 47250

January 8, 2011

Dr. Robert Marra

Office of Charter Schools

Ball State University

Muncie, IN. 47306

Dr. Marra:

Please accept this letter of support for the proposed charter school, Canaan Community Academy, to be located in Canaan, Indiana.

One criterion that my wife and I had in selecting our home was that it be located so that our children would attend Canaan Elementary school. This school enjoyed a well-deserved reputation for providing a quality elementary education, with tremendous community support, strong parental participation, and a very active PTO. We felt that all of these were important elements for our children's elementary education. We feel that the educational foundation that they received was excellent, as well as the rural values learned including the importance of education which was inculcated in them unconsciously through the community support, and parental involvement from not only us, but their friend's parents as well. Our children did very well throughout their High School and College educations and we feel that the total educational experience that they received at Canaan Elementary was a significant factor in this.

We feel that parents intuitively know, and that studies confirm, that smaller local schools have many intrinsic advantages, some of which I have mentioned. We believe that it needs to be recognized that the education that is provided for our children is not an expense, but an investment. Since the students now presently enrolled in our schools will in a short time be running the world that we will still be living in, we will be either the beneficiaries, or the victims of the job that we now do. It does not then bode well for the future that due to economic pressure our state is sacrificing educational quality by closing so many schools. Every elementary school lost inevitably results in larger class sizes, a direct loss in the percentage of parental involvement, and in the case of small communities, the largely unrecognized intangible but significant advantages that these small communities provide.

In this increasingly complex and competitive world, it is then critically important for the continued success of this nation that educational quality not be compromised but enhanced. The nation, and our collective future, will need each student to be at his or her best when the educational journey is completed and the duties and responsibilities of citizenship taken up.

My wife and I have complete confidence that Canaan Community Academy will not only continue the 180 year tradition of providing an excellent education, but that with Ball State University and the opportunities available through this partnership, that the educational quality can only be further enhanced. We believe that this school, and the quality education that it will provide to its students, will be an asset to not only this community, but to the schools where they choose to continue their educational journey, and ultimately that its students will be an asset to the state, and to the nation as they take their places in society as responsible, well-educated citizens.

Sincerely,

Ken & Amber Miller

## **Attachment 21 Insurance Coverage**

The school will obtain insurance coverage of the types and in the minimum coverage amounts required in the sample charter contract as required by the University as grantor of the charter. These coverage would include the following:

- ⌘ Real and Personal Property at replacement value which will be adjusted regularly to reflect any changes in the property or contents.
- ⌘ General liability insurance in the amounts of \$2,000,000 aggregate and \$1,000,000 per occurrence with endorsements for the following: 1) coverage for employee benefit plan administration; 2) specialized professional liability coverage for persons such as nurses and athletic trainers; and 3) coverage for groups conducting school sponsored activities, such as parent teacher organizations, booster clubs, and student groups.
- ⌘ Vehicle insurance for any vehicles owned or leased by school and used for school purposes, including, without limitation, any school buses and/or other vehicles used for the transportation of students. Coverage shall be in amounts equal to the greater of the amounts listed below or the amounts required by Indiana law.
  - ⌘ Liability \$1,000,000 aggregate/occurrence
  - ⌘ Medical \$5,000 per person per occurrence
  - ⌘ Uninsured motorist \$1,000,000
  - ⌘ Underinsured motorist \$1,000,000
  - ⌘ Property damage \$50,000
    - ⌘ Comprehensive maximum deductible \$500
    - ⌘ Collision maximum deductible \$500
- ⌘ School leaders/legal professional liability in the following amounts: Board of Directors Errors & Omissions \$2,000,000 aggregate \$1,000,000 per occurrence
- ⌘ Umbrella/excess liability insurance over the general liability policy, the vehicle coverage, and the errors and omissions coverage for the board of directors in the amount of \$2,000,000
- ⌘ Employee dishonesty Bonds are required covering the treasurer in the amount of \$100,000 and Bonds or crime insurance for theft and embezzlement in the amount of \$100,000 for other employees handling money.
- ⌘ Workers compensation insurance in the amounts as required by law.

The named insured will include the corporation itself, the Shelby Township government, the Township Trustee, and Township Board of Trustees (as the owner of the facility), and the Board of Directors of the corporation.

We will also ensure that any vendors, contractors, or other third-parties that are providing services to or working on behalf of the school will have the necessary insurance coverage to protect the school from harm in the event of damage resulting from their actions.

The expenses for the coverage identified above are included in the budget based on preliminary estimates of the premiums provided by insurance brokers. The premium estimates are preliminary based on the anticipated staffing, enrollment, property replacement value and value of the contents of the school when in operation.

School Name: Canaan Community Academy

## SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2012-2013	20	20	20	20	15	15	15							125			
Year 2: 2013-2014	20	20	20	20	20	15	15							130			
Year 3: 2014-2015	20	20	20	20	20	20	15							135			
Year 4: 2015-2016	20	20	20	20	20	20	20							140			
Year 5: 2016-2017	20	20	20	20	20	20	20							140			

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2012-2013	1	1	1	1	1	1	1	0	0	0	0	0	0	7
Year 2: 2013-2014	1	1	1	1	1	1	1	0	0	0	0	0	0	7
Year 3: 2014-2015	1	1	1	1	1	1	1	0	0	0	0	0	0	7
Year 4: 2015-2016	1	1	1	1	1	1	1	0	0	0	0	0	0	7
Year 5: 2016-2017	1	1	1	1	1	1	1	0	0	0	0	0	0	7

\*Note that the budgetary enrollment projects are less than the planned enrollment in the document. This adjustment was made in an effort to ensure conservative income expectations in determining budgets.

School Name: Canaan Community Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUE</b>						
<b>State Revenue</b>						
Basic Grant	\$ -	\$ 293,138	\$ 701,194	\$ 744,744	\$ 789,755	\$ 820,757
Common School Loan	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ -
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Lunch	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Breakfast	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten	\$ -	\$ 46,752	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement	\$ -	\$ 91,719	\$ -	\$ -	\$ -	\$ -
Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ 225,000	\$ 225,000	\$ -	\$ -	\$ -
Other State Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Federal Revenue</b>						
Title I	\$ -	\$ 50,000	\$ 66,667	\$ 66,667	\$ 66,667	\$ 66,667
Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program	\$ -	\$ 78,750	\$ 83,538	\$ 88,486	\$ 93,563	\$ 95,362
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Revenues</b>						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ 12,188	\$ 12,656	\$ 13,125	\$ 13,125
Other (please describe)	\$ -	\$ -	\$ -	\$ 18,116	\$ 18,116	\$ 18,116
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ 150,000	\$ 1,085,359	\$ 1,088,587	\$ 912,553	\$ 963,110	\$ 995,911
<b>EXPENDITURES</b>						
<b>Personnel Expenses</b>						
Wages, Benefits and Payroll Taxes	\$ 65,000	\$ 538,680	\$ 572,072	\$ 583,495	\$ 595,145	\$ 607,030
Substitutes	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Professional Development	\$ 15,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Bonuses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Personnel Expenses</b>	\$ 80,000	\$ 554,680	\$ 588,072	\$ 599,495	\$ 611,145	\$ 623,030	
<b>Instructional Supplies and Resources</b>							
Textbooks	\$ 15,000	\$ 25,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Library, periodicals, etc	\$ -	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	
Technology	\$ -	\$ 7,200	\$ 7,200	\$ 7,200	\$ 4,750	\$ 7,200	
Assessment materials	\$ -	\$ 2,100	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	
Computers	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	
Software	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	
Other classroom supplies	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	
Field trips, other unclassified items	\$ -	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	\$ 2,625	
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Instructional Supplies and Resources</b>	\$ 25,000	\$ 43,675	\$ 24,175	\$ 24,175	\$ 21,725	\$ 24,175	
<b>Support Supplies and Resources</b>							
Administrative Computers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Administrative Software	\$ -	\$ 2,500	\$ 500	\$ 500	\$ 1,000	\$ 1,000	
Administration Dues, fees, misc expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Office supplies	\$ 2,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Support Supplies and Resources</b>	\$ 2,500	\$ 7,500	\$ 5,500	\$ 5,500	\$ 6,000	\$ 6,000	
<b>Board Expenses</b>							
Charter Board Services, including Board Training, retreats	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Board Dues, fees, etc	\$ -	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	
Charter Board D & O Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Board Expenses</b>	\$ 10,000	\$ 6,200	\$ 6,200	\$ 6,200	\$ 6,200	\$ 6,200	
<b>Professional Purchased or Contracted Services</b>							

Legal Services	\$ 5,000	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
Audit Services	\$ -	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounting Services	\$ 10,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Printing/Newsletter/Annual Report Services	\$ -	\$ 5,400	\$ 5,400	\$ 5,400	\$ 5,400	\$ 5,400	\$ 5,400
Consultants	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Internet Services	\$ 1,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone/Telecommunication Services	\$ 300	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Liability Insurance	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918	\$ 16,236	\$ 16,236
Unemployment Insurance	\$ -	\$ 2,128	\$ 2,128	\$ 7,036	\$ 7,173	\$ 7,314	\$ 7,314
Workers' Compensation Insurance	\$ -	\$ 1,269	\$ 1,269	\$ 1,269	\$ 1,269	\$ 1,269	\$ 1,269
Student Insurance Coverage	\$ -						
Other Insurance Coverage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
Postage	\$ 1,000	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Special Education Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ 78,750	\$ 78,750	\$ 78,750	\$ 78,750	\$ 78,750	\$ 78,750
Transportation	\$ -	\$ 116,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000
Other (please describe)	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Other (please describe)	\$ 5,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Other (please describe)	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Professional Purchased or Contracted Services</b>	\$ 32,500	\$ 281,247	\$ 201,547	\$ 206,761	\$ 207,210	\$ 207,669	\$ 207,669
<b>Facilities</b>							
Rent, mortgage, or other facility cost	\$ -	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1
Furniture	\$ -	\$ 5,000	\$ 2,500	\$ 2,500	\$ 5,000	\$ 5,000	\$ 5,000
Gas/electric	\$ -	\$ 24,600	\$ 25,092	\$ 25,594	\$ 26,106	\$ 26,628	\$ 26,628
Water/Sewer	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,248	\$ 1,248	\$ 1,248
Grounds Keeping	\$ -	\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706	\$ 2,706
Maintenance Services	\$ -	\$ 20,000	\$ 24,000	\$ 26,000	\$ 26,520	\$ 27,050	\$ 27,050
Custodial	\$ -	\$ 3,600	\$ 3,600	\$ 3,745	\$ 3,820	\$ 3,897	\$ 3,897
Waste disposal	\$ -	\$ 1,200	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,248	\$ 1,248
Other (please describe)	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Other (please describe)	\$ -	\$ 4,000	\$ 5,000	\$ 10,000	\$ 20,000	\$ 25,000	\$ 25,000
Other (please describe)	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Facilities</b>	\$ -	\$ 75,101	\$ 78,167	\$ 85,913	\$ 99,596	\$ 105,778	\$ 105,778
<b>Other</b>							
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 6,798	\$ 14,024	\$ 14,895	\$ 15,795	\$ 16,415	\$ 16,415
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 19,934	\$ 18,116	\$ 18,116	\$ 18,116	\$ 18,116	\$ 18,116

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other</b>	\$ -	\$ 26,732	\$ 32,140	\$ 33,011	\$ 33,911	\$ 34,531
<b>Total Expenditures</b>	\$ 150,000	\$ 995,135	\$ 935,801	\$ 961,054	\$ 985,787	\$ 1,007,383
<b>Carryover/Deficit</b>	\$ -	\$ 90,224	\$ 152,786	\$ (48,501)	\$ (22,677)	\$ (11,472)
<b>Cumulative Carryover/(Deficit)</b>	\$ -	\$ 90,224	\$ 243,010	\$ 194,509	\$ 171,831	\$ 160,359

School Name: Canaan Community Academy

Expected New School Annual Operating Budget -- YEAR 0		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant		
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)	\$ 150,000	Federal Public Charter Schools Grant Program
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
<b>Total Revenue</b>	\$ 150,000	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 65,000	<a href="#">Use staffing workbook</a>
Substitutes		
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	\$ 80,000	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	
Library, periodicals, etc		
Technology		
Assessment materials		
Computers	\$ 5,000	
Software	\$ 5,000	
Other classroom supplies		
Field trips, other unclassified items		
Co-curricular & Athletics		

Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$ 25,000	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses		
Office supplies	\$ 2,500	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 2,500	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 10,000	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Charter Board D & O Insurance		
Other (please describe)		
<b>Total Board Expenses</b>	\$ 10,000	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 5,000	
Audit Services		
Payroll Services		
Accounting Services	\$ 10,000	
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$ 1,200	
Telephone/Telecommunication Services	\$ 300	
Liability Insurance		Provided by Friends of Canaan in Year 0
Unemployment Insurance		
Workers' Compensation Insurance		
Student Insurance Coverage		
Other Insurance Coverage		
Travel		
Postage	\$ 1,000	includes other filing costs
Special Education Services		
Student Information Services		
Food service		
Transportation		
Other - Grant Writer	\$ 10,000	
Other - Marketing/Recruiting	\$ 5,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$ 32,500	
<b>Facilities</b>		

Rent, mortgage, or other facility cost		Facilities fees and maintenance provided by Friends of Canaan until Year 1
Furniture		
Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		
Waste disposal		
Other (please describe)		
<b>Total Facilities</b>	\$ -	
<b>Other</b>		
Contingency		
Indiana Charter School Board Administrative Fee		0% in Year 0
CMO/EMO Fee		
Other (please describe)		
<b>Total Other</b>	\$ -	
<b>Total Expenditures</b>	\$ 150,000	
<b>Carryover/Deficit</b>	\$ -	



School Name: Canaan Community Academy

Expected New School Annual Operating Budget -- YEAR 1		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 293,138	ADM for 125 students - Kindergarten
Common School Loan	\$ 300,000	
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 46,752	
Gifted and Talented Program		
Textbook Reimbursement	\$ 91,719	
Summer School		
Other State Revenue (please describe)	\$ 225,000	Implementation Grant
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Title I	\$ 50,000	
Title II		
Federal Lunch Program	\$ 78,750	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
<b>Total Revenue</b>	\$ 1,085,359	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 538,680	Use staffing workbook
Substitutes	\$ 4,000	
Professional Development	\$ 12,000	
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	\$ 554,680	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 25,000	
Library, periodicals, etc	\$ 750	
Technology	\$ 7,200	
Assessment materials	\$ 2,100	
Computers		
Software		
Other classroom supplies	\$ 6,000	
Field trips, other unclassified items	\$ 2,625	
Co-curricular & Athletics		

Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$ 43,675	
<b>Support Supplies and Resources</b>		
Administrative Computers		already owned
Administrative Software	\$ 2,500	
Administration Dues, fees, misc expenses		
Office supplies	\$ 5,000	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 7,500	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 5,000	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc	\$ 1,200	
Charter Board D & O Insurance		included in general liability insurance
Other (please describe)		
<b>Total Board Expenses</b>	\$ 6,200	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 4,800	legal retainer/board meetings
Audit Services	\$ 8,000	
Payroll Services		
Accounting Services	\$ 24,000	(includes payroll services)
Printing/Newsletter/Annual Report Services	\$ 5,400	includes advertising materials cost
Consultants	\$ 1,000	
Internet Services		
Telephone/Telecommunication Services	\$ 2,400	
Liability Insurance	\$ 15,000	
Unemployment Insurance	\$ 2,128	1.6% of payroll
Workers' Compensation Insurance	\$ 1,269	
Student Insurance Coverage		
Other Insurance Coverage		
Travel	\$ 4,800	
Postage	\$ 1,200	
Special Education Services		
Student Information Services		
Food service	\$ 78,750	
Transportation	\$ 116,000	\$36,000 contracted services, \$80,000 for two buses
Other - Social Workers	\$ 5,000	
Other - data processing	\$ 9,000	
Other - transportation insurance	\$ 2,500	
Other (please describe)		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$ 281,247	
<b>Facilities</b>		

Rent, mortgage, or other facility cost	\$	1	Rental from Shelby Township, owners
Furniture	\$	5,000	Building is largely furnished
Gas/electric	\$	24,600	Duke Energy, Fuel oil for boiler
Water/ Sewer	\$	1,200	Canaan Water Company
Grounds Keeping	\$	2,500	
Maintenance Services	\$	20,000	contract with handyman
Custodial	\$	3,600	supplies
Waste disposal	\$	1,200	Dumpster monthly fee
Other - copier lease	\$	3,000	
Other - building repairs	\$	4,000	
Other - Property and Casulty Insurance	\$	10,000	
Other (please describe)			
Other (please describe)			
<b>Total Facilities</b>	\$	75,101	
<b>Other</b>			
Contingency			Friends of Canaan Endowment, as needed
Indiana Charter School Board Administrative Fee	\$	6,798	<b>Assume 2% of Basic Grant (Row 6)</b>
CMO/EMO Fee			
Other - debt services	\$	19,934	
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	\$	26,732	
<b>Total Expenditures</b>	\$	995,135	
<b>Carryover/Deficit</b>	\$	90,224	

Cumulative Carryover/(Deficit)



School Name: Canaan Community Academy

Expected New School Annual Operating Budget -- YEAR 2		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 701,194	
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)	\$ 225,000	Implementation Grant
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Title I	\$ 66,667	
Title II		
Federal Lunch Program	\$ 83,538	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - textbook rental	\$ 12,188	
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 1,088,587</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 572,072	Use staffing workbook
Substitutes	\$ 4,000	
Professional Development	\$ 12,000	
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 588,072</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 5,000	
Library, periodicals, etc	\$ 750	
Technology	\$ 7,200	
Assessment materials	\$ 2,600	
Computers		
Software		
Other classroom supplies	\$ 6,000	
Field trips, other unclassified items	\$ 2,625	
Co-curricular & Athletics		

Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$ 24,175	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software	\$ 500	
Administration Dues, fees, misc expenses		
Office supplies	\$ 5,000	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 5,500	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 5,000	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc	\$ 1,200	
Charter Board D & O Insurance		included in general liability insurance
Other (please describe)		
<b>Total Board Expenses</b>	\$ 6,200	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 4,800	legal retainer/board meetings
Audit Services	\$ 8,000	
Payroll Services		
Accounting Services	\$ 24,000	(includes payroll services)
Printing/Newsletter/Annual Report Services	\$ 5,400	includes advertising materials cost
Consultants	\$ 1,000	
Internet Services		
Telephone/Telecommunication Services	\$ 2,400	
Liability Insurance	\$ 15,300	
Unemployment Insurance	\$ 2,128	1.6% of payroll
Workers' Compensation Insurance	\$ 1,269	
Student Insurance Coverage		
Other Insurance Coverage		
Travel	\$ 4,800	
Postage	\$ 1,200	
Special Education Services		
Student Information Services		
Food service	\$ 78,750	
Transportation	\$ 36,000	contacted services
Other - Social Workers	\$ 5,000	
Other - data processing	\$ 9,000	
Other - transportation insurance	\$ 2,500	
Other (please describe)		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$ 201,547	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 1	Rental from Shelby Township, owners

Furniture	\$	2,500	
Gas/electric	\$	25,092	Duke Energy, Fuel oil for boiler
Water/ Sewer	\$	1,224	Canaan Water Company
Grounds Keeping	\$	2,550	
Maintenance Services	\$	24,000	contract with handyman
Custodial	\$	3,600	supplies
Waste disposal	\$	1,200	Dumpster monthly fee
Other - copier lease	\$	3,000	
Other - building repairs	\$	5,000	
Other - Property and Casulty Insurance	\$	10,000	
Other (please describe)			
Other (please describe)			
<b>Total Facilities</b>	\$	78,167	
<b>Other</b>			
Contingency			Friends of Canaan Endowment, as needed
Indiana Charter School Board Administrative Fee	\$	14,024	<b>Assume 2% of Basic Grant (Row 6)</b>
CMO/EMO Fee			
Other - debt services	\$	18,116	
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	\$	32,140	
<b>Total Expenditures</b>	\$	935,801	
<b>Carryover/Deficit</b>	\$	152,786	

Cumulative Carryover/(Deficit)



School Name: Canaan Community Academy

Expected New School Annual Operating Budget -- YEAR 3		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 744,744	
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Title I	\$ 66,667	
Title II		
Federal Lunch Program	\$ 88,486	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		Friends of Canaan Endowment, as needed
Before and After Care Fees		
Interest Income		
Other - textbook rental	\$ 12,656	
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 912,553</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 583,495	Use staffing workbook
Substitutes	\$ 4,000	
Professional Development	\$ 12,000	
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 599,495</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 5,000	
Library, periodicals, etc	\$ 750	
Technology	\$ 7,200	
Assessment materials	\$ 2,600	
Computers		
Software		
Other classroom supplies	\$ 6,000	
Field trips, other unclassified items	\$ 2,625	
Co-curricular & Athletics		

Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$ 24,175	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software	\$ 500	
Administration Dues, fees, misc expenses		
Office supplies	\$ 5,000	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 5,500	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 5,000	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc	\$ 1,200	
Charter Board D & O Insurance		included in general liability insurance
Other (please describe)		
<b>Total Board Expenses</b>	\$ 6,200	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 4,800	legal retainer/board meetings
Audit Services	\$ 8,000	
Payroll Services		
Accounting Services	\$ 24,000	(includes payroll services)
Printing/Newsletter/Annual Report Services	\$ 5,400	includes advertising materials cost
Consultants	\$ 1,000	
Internet Services		
Telephone/Telecommunication Services	\$ 2,400	
Liability Insurance	\$ 15,606	
Unemployment Insurance	\$ 7,036	1.6% of payroll
Workers' Compensation Insurance	\$ 1,269	
Student Insurance Coverage		
Other Insurance Coverage		
Travel	\$ 4,800	
Postage	\$ 1,200	
Special Education Services		
Student Information Services		
Food service	\$ 78,750	
Transportation	\$ 36,000	contacted services
Other - Social Workers	\$ 5,000	
Other - data processing	\$ 9,000	
Other - transportation insurance	\$ 2,500	
Other (please describe)		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$ 206,761	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 1	Rental from Shelby Township, owners

Furniture	\$	2,500	
Gas/electric	\$	25,594	Duke Energy, Fuel oil for boiler
Water/ Sewer	\$	1,248	Canaan Water Company
Grounds Keeping	\$	2,601	
Maintenance Services	\$	26,000	contract with handyman
Custodial	\$	3,745	supplies
Waste disposal	\$	1,224	Dumpster monthly fee
Other - copier lease	\$	3,000	
Other - building repairs	\$	10,000	
Other - Property and Casulty Insurance	\$	10,000	
Other (please describe)			
Other (please describe)			
<b>Total Facilities</b>	\$	85,913	
<b>Other</b>			
Contingency			
Indiana Charter School Board Administrative Fee	\$	14,895	<b>Assume 2% of Basic Grant (Row 6)</b>
CMO/EMO Fee			
Other - debt services	\$	18,116	bus loan/common school loan
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	\$	33,011	
<b>Total Expenditures</b>	\$	961,054	
<b>Carryover/Deficit</b>	\$	(48,501)	

Cumulative Carryover/(Deficit)



School Name: Canaan Community Academy

Expected New School Annual Operating Budget -- YEAR 4		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 789,755	
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Title I	\$ 66,667	
Title II		
Federal Lunch Program	\$ 93,563	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - textbook rental	\$ 13,125	
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 963,110</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 595,145	<a href="#">Use staffing workbook</a>
Substitutes	\$ 4,000	
Professional Development	\$ 12,000	
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 611,145</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 5,000	
Library, periodicals, etc	\$ 750	
Technology	\$ 4,750	
Assessment materials	\$ 2,600	
Computers		
Software		
Other classroom supplies	\$ 6,000	
Field trips, other unclassified items	\$ 2,625	
Co-curricular & Athletics		

Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$ 21,725	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software	\$ 1,000	
Administration Dues, fees, misc expenses		
Office supplies	\$ 5,000	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 6,000	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 5,000	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc	\$ 1,200	
Charter Board D & O Insurance		included in general liability insurance
Other (please describe)		
<b>Total Board Expenses</b>	\$ 6,200	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 4,800	legal retainer/board meetings
Audit Services	\$ 8,000	
Payroll Services		
Accounting Services	\$ 24,000	(includes payroll services)
Printing/Newsletter/Annual Report Services	\$ 5,400	includes advertising materials cost
Consultants	\$ 1,000	
Internet Services		
Telephone/Telecommunication Services	\$ 2,400	
Liability Insurance	\$ 15,918	
Unemployment Insurance	\$ 7,173	1.6% of payroll
Workers' Compensation Insurance	\$ 1,269	
Student Insurance Coverage		
Other Insurance Coverage		
Travel	\$ 4,800	
Postage	\$ 1,200	
Special Education Services		
Student Information Services		
Food service	\$ 78,750	
Transportation	\$ 36,000	contacted services
Other - Social Workers	\$ 5,000	
Other - data processing	\$ 9,000	
Other - transportation insurance	\$ 2,500	
Other (please describe)		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$ 207,210	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 1	Rental from Shelby Township, owners

Furniture	\$	5,000	
Gas/electric	\$	26,106	Duke Energy, Fuel oil for boiler
Water/ Sewer	\$	1,248	Canaan Water Company
Grounds Keeping	\$	2,653	
Maintenance Services	\$	26,520	contract with handyman
Custodial	\$	3,820	supplies
Waste disposal	\$	1,248	Dumpster monthly fee
Other - copier lease	\$	3,000	
Other - building repairs	\$	20,000	
Other - Property and Casulty Insurance	\$	10,000	
Other (please describe)			
Other (please describe)			
<b>Total Facilities</b>	\$	99,596	
<b>Other</b>			
Contingency			Friends of Canaan Endowment, as needed
Indiana Charter School Board Administrative Fee	\$	15,795	<a href="#">Assume 2% of Basic Grant (Row 6)</a>
CMO/EMO Fee			
Other - debt services	\$	18,116	
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	\$	33,911	
<b>Total Expenditures</b>	\$	985,787	
<b>Carryover/Deficit</b>	\$	(22,677)	

Cumulative Carryover/(Deficit)



School Name: Canaan Community Academy

Expected New School Annual Operating Budget -- YEAR 5		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 820,757	
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Title I	\$ 66,667	
Title II		
Federal Lunch Program	\$ 95,362	
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other - textbook rental	\$ 13,125	
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	\$ 995,911	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 607,030	<a href="#">Use staffing workbook</a>
Substitutes	\$ 4,000	
Professional Development	\$ 12,000	
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	\$ 623,030	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 5,000	
Library, periodicals, etc	\$ 750	
Technology	\$ 7,200	
Assessment materials	\$ 2,600	
Computers		
Software		
Other classroom supplies	\$ 6,000	
Field trips, other unclassified items	\$ 2,625	
Co-curricular & Athletics		

Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	\$ 24,175	
<b>Support Supplies and Resources</b>		
Administrative Computers		
Administrative Software	\$ 1,000	
Administration Dues, fees, misc expenses		
Office supplies	\$ 5,000	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	\$ 6,000	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 5,000	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc	\$ 1,200	
Charter Board D & O Insurance		included in general liability insurance
Other (please describe)		
<b>Total Board Expenses</b>	\$ 6,200	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 4,800	legal retainer/board meetings
Audit Services	\$ 8,000	
Payroll Services		
Accounting Services	\$ 24,000	(includes payroll services)
Printing/Newsletter/Annual Report Services	\$ 5,400	includes advertising materials cost
Consultants	\$ 1,000	
Internet Services		
Telephone/Telecommunication Services	\$ 2,400	
Liability Insurance	\$ 16,236	
Unemployment Insurance	\$ 7,314	1.6% of payroll
Workers' Compensation Insurance	\$ 1,269	
Student Insurance Coverage		
Other Insurance Coverage		
Travel	\$ 4,800	
Postage	\$ 1,200	
Special Education Services		
Student Information Services		
Food service	\$ 78,750	
Transportation	\$ 36,000	contacted services
Other - Social Workers	\$ 5,000	
Other - data processing	\$ 9,000	
Other - transportation insurance	\$ 2,500	
Other (please describe)		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	\$ 207,669	
<b>Facilities</b>		
Rent, mortgage, or other facility cost	\$ 1	Rental from Shelby Township, owners

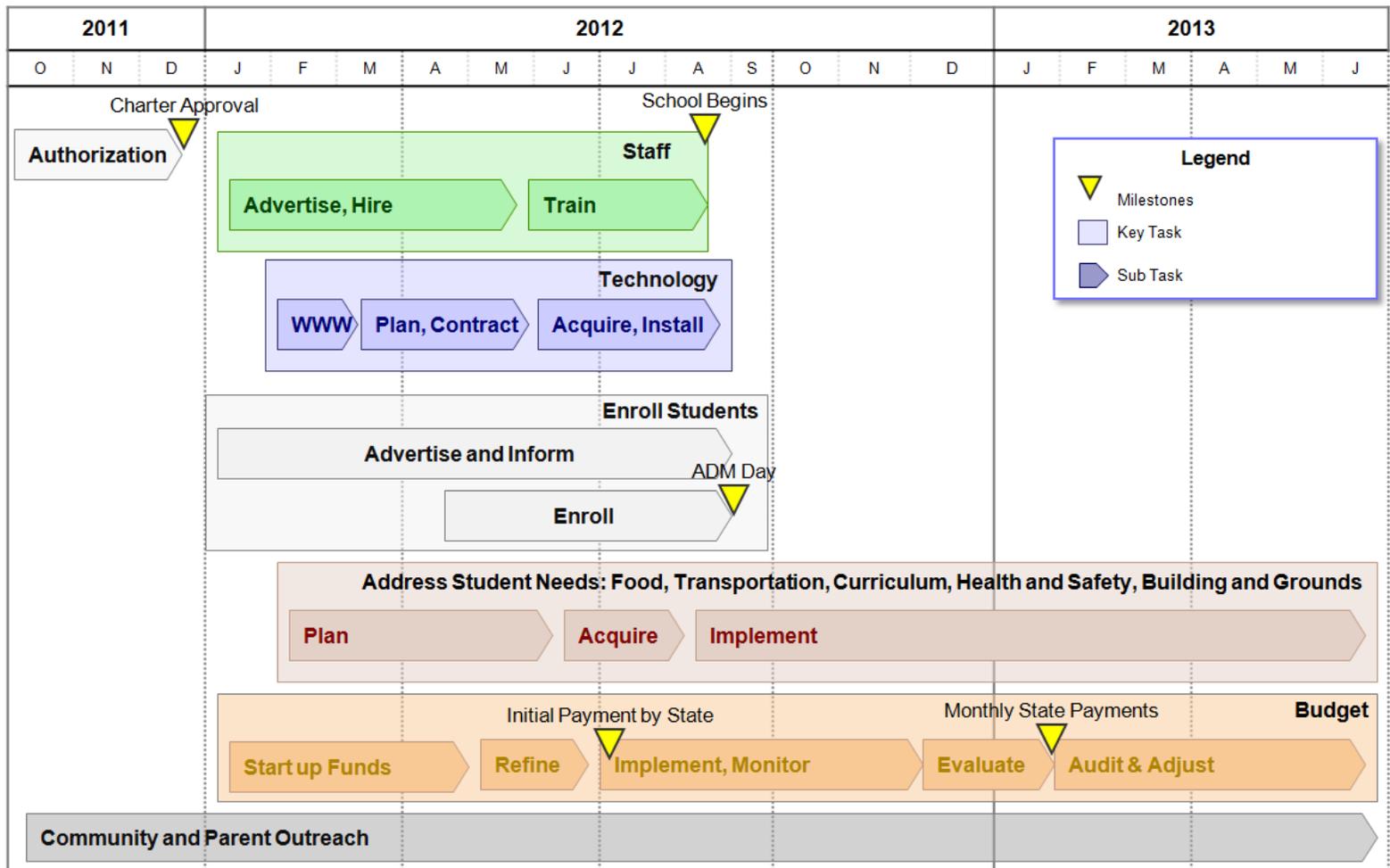
Furniture	\$	5,000	Building is largely furnished
Gas/electric	\$	26,628	Duke Energy, Fuel oil for boiler
Water/ Sewer	\$	1,248	Canaan Water Company
Grounds Keeping	\$	2,706	
Maintenance Services	\$	27,050	contract with handyman
Custodial	\$	3,897	supplies
Waste disposal	\$	1,248	Dumpster monthly fee
Other - copier lease	\$	3,000	
Other - building repairs	\$	25,000	
Other - Property and Casulty Insurance	\$	10,000	
Other (please describe)			
Other (please describe)			
<b>Total Facilities</b>	\$	105,778	
<b>Other</b>			
Contingency			Friends of Canaan Endowment, as needed
Indiana Charter School Board Administrative Fee	\$	16,415	<a href="#">Assume 2% of Basic Grant (Row 6)</a>
CMO/EMO Fee			
Other - debt services	\$	18,116	
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	\$	34,531	
<b>Total Expenditures</b>	\$	1,007,383	
<b>Carryover/Deficit</b>	\$	(11,472)	

Cumulative Carryover/(Deficit)



## Attachment 22 - School Start-up Plan

### High Level View



### Detailed School Start-up Plan

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
Staffing					
	Advertise and hire CAO/school leader	Dec-11	Jan-12	School Board	Newspaper ad money, website
	Advertise and hire Chief Operations Officer	Dec-11	Jan-12	School Board	Newspaper ad money, website
	Advertise and hire building maintenance staff	Feb-12	Feb-12	School Board, CAO, COO	Newspaper ad money, website
	Advertise and hire teaching staff	May-12	Jun-12	School Board, CAO, COO	Newspaper ad money, website
	Advertise and hire remaining staff	May-12	Jun-12	School Board, CAO, COO	Newspaper ad money, website
	Complete criminal history/background checks	May-12	Jun-12	COO	
	Hold staff orientation	Jun-12	Jul-12	CAO	
	Organize/implement professional development	Jun-12	Jul-12	CAO	
	Begin staff training	Aug-12	Aug-12	CAO	
Secure and Monitor Funding					
	Refine Budget	Feb-12	Apr-12	School Board, CAO, COO	
	Apply for additional funding	Feb-12	May-12	Finance Committee, volunteers	
	Finalize student enrollment and submit to Indiana DOE	Jul-12	Jul-12	COO	
	Establish and implement accounting procedures	Feb-12	Mar-12	Administrative Assistant	Ledger Software, Excel

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
	Implement and refine auditing procedures	Feb-12	Apr-12	COO	
Enable Technology					
	Refine technology plan	Feb-12	Apr-12	Technology Director, COO	
	Acquire hardware	Mar-12	Jun-12	Technology Director	Computers, peripherals, projectors
	Installation of hardware	Jun-12	Jul-12	Technology Director	wiring, tools
	Acquire software and licensing	Mar-12	Jun-12	Technology Director	Budgeted software funds
	Contract and Install internet capabilities	Feb-12	Feb-12	Technology Director, COO	budgeted start up funds, technology funds
	Install software	Jul-12	Jul-12	Technology Director	
	Create support plan	Jul-12	Aug-12	Technology Director	
Prepare curriculum					
	Refine comprehensive special education plan	Apr-12	Jun-12	CAO	
	Collect detailed student information for planning	Jul-12	Aug-12	CAO	
	Acquire library books and supplies	May-12	ongoing	CAO	
	Select and acquire textbooks/curriculum materials	May-12	Aug-12	CAO	
Enable school administration					
	Finalize school policies	Mar-12	Apr-12	School Board	
	Finalize the parent/student handbook	Apr-12	May-12	School Board	
	Establish and enable operations reporting	Apr-12	May-12	COO	

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
	policies and procedures				
	Establish and enable state funding policies and procedures	Apr-12	May-12	COO	
	Establish and enable human resources policies and procedures	Apr-12	May-12	COO	
	Bid and acquire all insurance (i.e., building, board, employee liability, health)	Jan-12	May-12	School Board	
Market school					
	Develop marketing plan	Jan-12	Mar-12	Chief Operating Officer	
	Implement marketing plan	Mar-12	ongoing	COO	Phone, internet, signs (already acquired), paper, posters
	Assess and modify marketing plan	Oct-12	ongoing	COO	
Enroll Students					
	Create and distribute enrollment forms	Jan-12	ongoing	School secretary	
	Create and manage enrollment tracking tool and processes	Jan-12	ongoing	School secretary	
	Hold informational/enrollment public meetings	Mar-12	Sep-12	CAO, COO	
	Hold lottery if needed	Jul-12	Jul-12	School Board	
Prepare Building and Grounds					
	Create maintenance plan	Mar-12	May-12	Maintenance director	Building and Grounds Committee
	Acquire equipment and supplies	May-12	Jul-12	Maintenance director	
	Execute plan - clean, repair, get inspections, etc	Jul-12	Sep-12	Maintenance director	

Key Tasks	Sub Task	Schedule		Primary Responsibility	Anticipated Resources
		Initiation	Completion		
Board of Directors election					
	Form nominating committee for Board appointments	May-12	May-12	Current Board	
	Public meeting to affirm Board of Directors (CCA)	Jun-12	Jun-12	School Board	
	Assess and modify board policies and procedures	Jan-12	Jul-12	School Board	
	Adopt board policies	Jul-12	Jul-12	School Board	
Food Services					
	Finalize nutrition plan	Jun-12	Jun-12	COO	
	Execute plan - create menus, contract with vendors, buy food	Jul-12	Aug-12	COO	Budgeted food funds
	Communicate plan to parents	Aug-12	Aug-12	COO	
Create Health and Safety program					
	Finalize health plan, ensure in line with board policies	Mar-12	May-12	COO	
	Acquire supplies	Jul-12	Jul-12	COO	Budgeted health funds
	Establish contract with health provider	May-12	May-12	COO	budgeted health funds
	Develop a school safety plan	Feb-12	Mar-12	COO	
	Distribute procedures for Safety Plan	Jul-12	Aug-12	COO	
Enable student transportation					
	Refine transportation plan	Jul-12	Aug-12	COO	
	Communicate plan to parents	Aug-12	Aug-12	COO	
	Assess and adjust plan as needed	Sep-12	Oct-12	COO	
	Acquire 14 passenger buses	Mar-12	Jul-12	COO	budgeted transportation funds

<b>Key Tasks</b>	<b>Sub Task</b>	<b>Schedule</b>		<b>Primary Responsibility</b>	<b>Anticipated Resources</b>
		<b>Initiation</b>	<b>Completion</b>		
Engage parents and community					
	Hold Open house/community picnic	Jul-12	Jul-12	CAO	
	Establish Parent Teacher Organization	Aug-12	Aug-12	CAO	
	Participate in annual town festival	Sep-12	Sep-12	CAO	

## **Attachment 23 Budget Narrative**

The general philosophy of the financial planning and budgeting process will be to prioritize the requirements and needs of the students in the classroom first and foremost. These priorities will be centered on the following goals:

- Providing a safe and secure environment
- Providing quality, well trained, motivated teachers, and
- Providing the necessary resources (including equipment, textbooks, technology, and materials to maximize learning) within the funding available

The annual budgeting process will be ongoing but will be particularly focused at the beginning of the calendar year. The administrative staff will develop an initial budget proposal based on an analysis of the revenues and expenses that are anticipated for the following fiscal year. The driving factors in the development of the budget will be, of course, anticipated enrollment and the anticipated tuition support payment levels from the State. Once the anticipated revenues are determined, the staff will estimate the various expense items and prioritize those items within the revenue constraints.

The staff will present a proposed budget to the Finance Committee of the Board with sufficient documentation to establish the reliability of the estimates made and the justification for the priorities of the various expense items. The Finance Committee will be responsible for reviewing, questioning and testing the staff's analysis and proposals and ultimately will approve the Budget for submission to the full board and the required State review process. Upon approval by the Finance Committee, the full Board will review the proposed budget with an opportunity to revise the proposed plan. Upon approval of the full Board, the budget will be finalized and serve as the framework for the financial management of the organization in the subsequent fiscal year. As additional information becomes available with regards to enrollment, state tuition support levels, adjustments in the level of various expense items, staff will adjust the assumptions and keep the Finance Committee and Board aware of changes that could have a substantive impact on the financial status of the organization.

Fiscal procedures will be developed with the goal of ensuring that funds are spent wisely, that expenditures are made in compliance with the state standards, that funds are used in the manner and amount established by the budget, with sufficient transparency for the administrative staff and Board to track the uses of funds, and that all spending is accounted for properly.

- Funds will be expended only from the appropriate funds for which various types of expenses can be utilized as provided for in state laws and regulations.
- The Board will receive and review monthly reports detailing the expenditures which have been made and will be required to approve any expenditures above certain amounts prior to their distribution by the administrative staff.
- To the extent that undistributed reserves are available, the Board will approve any proposed use of such funds prior to their being expended. The Board will establish a Rainy Day Fund to hold such funds with the goal of creating a source of funding for emergency expenses and ongoing long-term expense items.
- All inter-fund transfers will be approved by the Board as required by applicable state law

and procedures;

Emergency expenditures above certain levels will only be made in consultation with and approval by the Board and will be followed by a process of documentation of the reason for the expenditure and an analysis of the impact of such expenditures on the budget and adjustments to the budget to identify funding sources and/or expense reductions necessary to keep the budget in balance.

The Board of Directors of Canaan Community Academy will be the primary group responsible for planning, management and oversight of the financial performance and position of CCA. The Board of Directors and the Finance team currently includes a number of individuals with extensive experience in finance, business management, and public education administration including a retired educator and elementary school principal with a superintendent's license. These individuals will work with the School Leader to provide insight and experience into financial issues. The CCA will continue to recruit board members who have backgrounds in business, education finance, and non-profit management. They will use their experience to evaluate the annual audit and monthly operating budget reports prepared by an external audit company, various members of the CCA leadership, and the Chief Operating Officer (COO).

The School Leader will hire and oversee a qualified financial team. The financial team will include a full time Chief Operating Officer (COO)/Administrative Assistant who will assist with bookkeeping and outside vendors and consultants will provide expertise in areas of need. The COO selected will be a person with extensive experience providing accounting and financial management services in the past. The School Leader and the COO will be responsible for preparing the annual budget in conjunction with the Board's Finance team and this document must be approved by the Board. The COO is responsible for overseeing and managing the monthly budget, and providing data to the outside accounting/finance entities (i.e., Bookkeeping Plus or a similar vendor). The Chief Operations Officer will be required to have a background that includes responsibility for handling money and posting income and expense accounts. These budgets will be reported to the Indiana Charter School Board (ICSB) as required.

An independent accounting firm will be engaged to conduct an annual review of our financial procedures, reporting and record keeping. All academic and financial records will be maintained in electronic and paper files. These files will be kept in the school office where they will be available for inspection by authorized staff members and ISCB personnel. Ball State personnel will also be invited to review the monthly or annual financial reports as required by their governance policies.

### **Pre-Operational Period (December 2011 – June 2012)**

During the period commencing with the granting of the charter, CCA will continue the process of planning and implementing the various policies and procedures described throughout this proposal. The funding for this phase of the school's life is anticipated to be grant funding received through the Federal Public Charter Schools Grant Program via the Indiana Department of Education. We have assumed that funding of \$150,000 will be available for the costs that will be incurred during this initial phase. These funds will be used for the following purposes:

- Legal costs associated with documentation and review of contracts, agreements, insurance, and other processes required to open and operate the school;

- Setup of the accounting, payroll and benefits systems with an outside vendor;
- Funding the costs associated with writing grants to raise additional funds for operations, equipment and other needs for the school. This would include engaging a grant writer to assist in identifying and applying for applicable grants;
- Marketing costs associated with the recruitment of students including flyers, poster, billboards, mailings, and local radio and newspaper advertising;
- The costs of utilities for the building during this period;
- Office supplies and other basic equipment needed for the administrative offices;
- Computer hardware and software for instructional needs;
- Purchase of textbooks and other instructional materials;
- Staff training and development including seminars, consultants, and materials to engage and inform teachers and staff about the curriculum, policies and procedures;
- Board development and training to engage and inform the Board members and administrative staff of the responsibilities, policies and procedures for operating the school; and
- Personnel costs for the school leader, business manager, and clerical staff (including benefits) during this period.

We have budgeted to expend the full amount of the anticipated grant of \$150,000 during this period.

#### **Initial Year of Operations (July 2012 – June 2013)**

##### **Summary**

We have budgeted for enrollment of 125 students in the initial year of operation which will generate approximately \$680,000 (annualized) in State Tuition Support based on current rates. Other sources of funding in this period will include grant funding from federal Public Charter School Program for implementation, a loan from the Common School Loan Fund for working capital, revenues for food service and textbook rental, and a grant for Title I services. Total income and cash receipts for the first year are anticipated to total \$1,088,000. Total cash expenditures for the period are budgeted at just less than \$1,000,000 including capital outlays and other longer-life asset purchases. This would result in a remaining cash balance of approximately \$87,000 at the end of the period.

The following table summarizes the expenses and outlays budgeted for the first year of operations:

##### **Summary of Expenditures in First Fiscal Year**

Total Employee Salaries	\$423,000	42%
Total Employee Benefits	\$126,816	13%
Total Rent and Utilities	\$54,301	5%
Total Insurance	\$28,769	3%
Total Service Contracts	\$168,550	17%
Total Supplies & Materials	\$51,550	5%
Total Capital Outlay	\$98,700	10%
Total Other Expenditures	\$46,756	5%
	\$998,442	100%

## Revenues

Revenues to fund operation of the school will primarily be derived from the State Tuition Support payments. Based on current support payments for students in the Madison Consolidated School Corporation, which is expected to be the primary source of our students, the State Tuition Support payments would be **\$5,732 per ADM** for primary students and \$3,896 per Kindergarten ADM. Our budget assumes an enrollment of 125 students in the initial year of operation including 105 students in grades K-6 and 20 students in kindergarten. This enrollment level at the current level of tuition support would provide \$339,000 (or \$678,000 on an annual basis) in revenues from the state.

Other revenue sources in the initial year of operations would include:

Food Service revenues including both self-pay and free and reduced price meals. We have budgeted for \$3.50 per student per day based on USDA guidelines;

- ▲ Other grants for operations include funding from the Title I reading program; and
- ▲ Textbook rental revenues (\$125 per student and assuming a 75% collection rate)

In addition to funds from operating revenues, funds to finance the initial year of operations will be derived from several grant and loan programs including the following:

- ▲ A federal charter school implementation grant through the Indiana Department of Education including \$150,000 for the pre-opening period and \$225,000 for the first year of operations;
- ▲ A loan from the Common School Loan Fund in the amount of \$300,000; and
- ▲ A loan from a local financial institution to finance the purchase of 2 buses for student transportation. We have assumed an \$80,000 loan with a 5 year term at 5.0% with monthly payments. By providing for student transportation options, we believe that additional students who might not otherwise be able to attend the school will be able to do so when given the opportunity for transportation.

## Expenses

The expenses associated with the initial year of operation are described below based on the expense categories identified in the template provided.

### Employee Salaries

The largest category of expenses will be the salaries and wages for the administrative personnel, teachers and support staff. The budgeted salary levels are based upon estimates of the salaries necessary to attract and retain qualified, quality teachers and staff. The salary levels included in the budget are based upon the salary levels for teachers and staff at other local schools both public and private in the surrounding area.

The following table details the budgeted salaries for the employees of the school in the initial year of operation.

School Leader/CAO	1 @ \$50K
Assistant Principal/COO	1 @ \$35K
Business Manager	1 @ \$25K

Classroom Assistants	2 @ \$14K each
Clerical	1 @ \$20K
Teachers	8 @ \$32K each

In addition to the teachers and staff, there would be additional personnel that would be contracted or part-time temporary employees including social worker(s) and substitute teachers.

The total Employee Salaries for the first year of operations is budgeted at \$423,000 which represents approximately 42% of the total budgeted expenses for the period.

**Employee Benefits**

Full-time employees would have the opportunity to receive certain fringe benefits including:

- ⤴ group health insurance,
- ⤴ contribution to a retirement plan
- ⤴ group dental insurance; and
- ⤴ group life insurance.

We have budgeted an employer contribution of \$5,000 per year per employee which is sufficient to provide for the full cost of single coverage or a substantial portion of family coverage through the State of Indiana Personnel Department. In order to maximize the benefits available to the employees at a cost that the school can afford, we would solicit pricing for health insurance coverage on an annual basis from private insurance plans for comparison to the plans available from the State.

The contributions for retirement funding will be through either the Public Employee Retirement System or the Indiana State Teachers Retirement System which requires contributions of 7% and 7.5% of wages and salaries respectively.

In addition to these fringe benefits, additional personnel costs that are included in the budget are the mandated costs for unemployment compensation (assuming a premium as a government employer of 1.6% and a wage base of \$9,500) and the employer portion of the Social Security and Medicare withholding taxes equal to 7.65% of salaries and wages for employees.

The budgeted total for Employee Benefits in the initial year of operation is \$126,816 or 13% of total expenses.

**Rental of Facilities & Utilities**

Friends of Canaan, Inc. has an agreement in place with the Trustee of Shelby Township, Jefferson County, to lease the building which formerly housed the Canaan Elementary School until it was closed in June 2009. As a result, we have based our estimates for various utility costs on the actual costs that were incurred for these services historically.

As a result of the lease arrangement, rent for the facility will total \$1 per year. No mortgage or other facility expense will be required.

Utilities and other facilities maintenance related expenses are budgeted to consume approximately \$54,000 in the first year including water, electricity, fuel oil for the boiler heating system, internet access, grounds maintenance, and trash removal. The facility is in very good condition currently. An allowance has been budgeted for repair and maintenance costs, but we do not anticipate the need for a full time maintenance employee.

### **Insurance**

Obtaining and maintaining appropriate levels of insurance coverage will be an important focus of the administrative staff and Board in order to ensure the safety and well-being of the students and staff as well as reduce the risk to the organization associated with any catastrophic events that might occur. We have budgeted approximately \$29,000 for the various insurance coverage that would be required at the levels that we anticipate will be needed to provide comfort to the Board that the coverage is adequate. These insurance costs include only property and liability related coverage and do not include health insurance coverage which is included in the employee benefits portion of the budget.

### **Service Contracts**

We anticipate the use of several outside vendors to provide certain services which can be performed more cost-effectively by a third-party than by the staff of the school due to the cost of personnel required or the equipment, technology and/or software required. Most importantly would be accounting and payroll services which we anticipate would be obtained through a vendor. The vendor would work in conjunction with the business manager to perform the payroll function (including required tax reporting and governmental payments), maintain and update the required accounting records, and in submission of the required financial and operational data to the State. We also anticipate the need for certain data processing and IT consulting services in conjunction with financial and operational data management and reporting.

Other services that will be obtained through outside vendors or through contractual means (rather than as employees) include food service, legal services, and transportation (including drivers and vehicle maintenance). We have budgeted for the food service budget to break-even with the student fees and other funding fully covering the cost for food and labor.

We have assumed that the transportation function will be done on a contractual basis with the driver(s) working as independent contractors. We have based the total cost including drivers, fuel, repairs and maintenance at \$2.00 per mile assuming 50 miles per day per bus during the school year. This estimate is based on industry averages for school transportation nationally.

We anticipate the need to utilize outside sources for certain staff development functions. We anticipate the extensive use of webinars and other technology based communication methods will be an integral part of our staff development process which will be both convenient and cost-effective in reducing travel and related personnel costs while obtaining state of the art, high quality training and educational resources for our teachers and staff.

We have budgeted \$168,000 for these items in the first year of operation.

### **Supplies & Materials**

The primary costs that will be incurred for supplies and materials are

- Advertising via local newspaper, radio, billboards, and direct mail. Given the limited geographic area from which the school will draw students and the low cost of advertising in the Madison media (Madison Courier [daily newspaper], Roundabout Madison [monthly giveaway newspaper], WORX and WIKI [local radio] and TV-15 [City of Madison local cable access channel] being the primary outlets), we have budgeted \$2400 for these costs.
- Computer software. We anticipate utilizing freeware software to the greatest extent possible for most of our general software needs (word processing, spreadsheets, database, graphics, etc.). We have budget \$2,500 for purchase of software that must be purchased. Educational software has been accounted for in the Capital Outlay section below.
- Instructional supplies are budgeted at \$6,000 for the year.
- Textbooks are budgeted for \$25,000 in the first year although we will seek to identify sources for low cost or donated textbooks including used material to the extent they are of high quality and condition.
- Testing and evaluation supplies for the standardized testing required by the State are budgeted at \$2,100 assuming approximately \$20 per student.

### **Capital Outlay**

The school has an existing supply of computer hardware that is available for use by students. We have provided some funding in the pre-operational period to purchase some additional hardware and software. In light of budget constraints, we plan to make significant effort to identify and utilize various donated, public use and freeware software products that are available at little or no cost that provide comparable educational value as similar commercial products. Accordingly, we have provided a budget of \$25 per student in the initial year for the cost of educational software. The budget for computer hardware in year one is \$7,200 in anticipation of the need to update and replace hardware as needed.

The facility is currently furnished with more than enough student furniture to accommodate our anticipated enrollment. We have budgeted only \$5,000 in the first year for necessary instructional equipment and \$2,500 for office furniture and equipment.

We plan to purchase two vehicles for student transportation as a tool for enhancing and easing the process for enrolling students from a larger geographic area. By providing for the convenience of single stop pickup and drop off of students in Madison, we anticipate that more parents will be inclined to consider CCA as a school of choice for their children. We have budgeted \$80,000 to purchase two small buses that could accommodate this plan.

Given the outstanding condition of the facility, we have provided for limited spending (\$4,000) in the first year for improvements and alterations. We anticipate that minor repairs and

maintenance needs will be provided for in the maintenance budget and through community volunteers of skilled labor and materials.

**Other Expenditures**

Other expenses that we would need to account for in the first year of operation include the cost of an independent financial audit for the Board and other interested parties to provide a third-party verification of the financial results and status of the organization on an annual basis. The audit would be conducted in conjunction with the accounting and payroll vendor, the business manager with oversight by the Finance Committee of the Board of Directors.

Debt Service expenses would be incurred related to the loan from the Common School Loan Fund and the commercial loan from a local bank to purchase buses for transportation. We have assumed a \$300,000 loan from the CSLF which would amortize over 20 years at a conservative rate of 4% with repayment not required to begin until 18 months after the loans inception. We have assumed a 5 year loan of \$80,000 at 6% to purchase two vehicles for transporting students.

Assuming that there would be independent fund raising efforts and parental support for student field trips, a minimal amount of \$25 per student per year for the cost of field trips has been budgeted.

The administrative fee is budgeted at 0% of the State tuition support payments for the first year of operation, and 2% for the remaining years of operation.