

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Name of proposed charter school:

York Academy of Discovery

Proposed charter school location:

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

Jeffersonville, IN

School district(s) of proposed location:

Greater Clark

Legal name of group applying for charter:

York Academy of Discovery

Names, roles, and current employment for all persons on applicant team, including each board member:

D. Eric Schansberg, President

Trace Wimsatt, Vice President

Alice Butler, Treasurer

Martina Webster, Secretary

Albert Cole, Stephen Daeschner, James Sexton: Education Consultants, Board Members

Becka Christensen, Kelly Khuri, Paul Linney, Jerry Stephenson, Darlene Young: Other Board Members

Designated applicant representative:

D. Eric Schansberg

Address:

5312 Hidden Lakes Blvd.

Jeffersonville, IN 47130

Office and cell phone numbers:

812-941-2527; 812-218-0443

Email address:

DSchansb@ius.edu

Planned opening year for the school: 2015

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) Full-time middle school with a focus on high school preparation and core curriculum

Proposed Grade Levels and Student Enrollment

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

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	6, 7, 8	360
Year 2	6, 7, 8	510
Year 3	6, 7, 8	630
Year 4	6, 7, 8	630
Year 5	6, 7, 8	630
At Capacity	6, 7, 8	630

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

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s): ICSB and Ball State (both for York as a K-5 charter)

Submission date(s): 2012-2013 and 2011 (all for York as a K-5 charter)

York Academy of Discovery

Grades 6-8 Charter School Proposal

Executive Summary

Mission: Teaching students in a safe and productive learning environment through discipline, student engagement, academic rigor, and a focus on core curriculum.

Vision: To be the best middle school in Southern Indiana for academic achievement in English, Mathematics, Social Studies, and Science.

Goal: To become a model school for the 21st Century and to help every student achieve success through middle school into high school and for life.

Name: The school name comes from the Lewis and Clark expedition's Corps of Discovery. The Corps was a diverse group that included York (an African-American) and Sacajawea (a Native-American). York and Sacajawea made significant contributions to the effort. And although York was a slave to Clark, he was treated as an equal on the expedition. Each year, we will reflect on what our name represents to our students and staff. And we will seek to become a "corps of discovery" with each student achieving the ability to create a successful path in life.

Beliefs:

--We believe our students should be provided with a safe environment that challenges them to grow as students and as individuals.

--We believe our students deserve exemplary teachers.

--We believe in providing a variety of avenues to achieve success.

--We believe in academic rigor.

--We believe that families and school should work together to support the student.

--We believe "it takes a village" and encourage partnerships between the school, home, and community at large.

--York is committed to meeting the needs of all students. The Staff will be dedicated to students and passionate about their profession. Our hope is to reach the hearts and minds of students. Each day, the goal will be to make a difference in the lives of others.

Educational Need and Target Population: The Jeffersonville/Clarksville area does not have a charter school at this time. There is a K-12 Montessori charter school in New Albany and a K-12 charter school in Sellersburg. York would provide the people of Jeffersonville, Clarksville, and

surrounding areas with another middle school option within the public school system. York will be a grades 6-8 middle school that will build a strong educational foundation in a safe environment.

Middle schools in Clarksville and especially Jeffersonville have struggled to do as well as their elementary schools. Standardized test results and the State's grading system indicate a substantial gap between the solid performance of elementary schools and the far-less-than-ideal performance of middle schools. It is unacceptable to send so many students into high school with below-grade mastery of academic standards.

York Academy would like to have a student population that is diverse in terms of both race and income. York will reach out to families of color, ELL families, and families in poverty. But York will be open to all students and recognizes that gifted and talented students along with high income students would also benefit from such an environment.

Before a school can improve its academic achievement, it must address some of these barriers, embrace change, and identify systems to improve students' outcomes. Can a charter school change and improve its students' academic achievements? We believe the answer is yes and have data outcomes that show multiple schools can make remarkable improvement (a 30% percent gain in English and Mathematics) in a short period of time (three years).

York will take known strategies and outcomes and apply these to a 6-8 middle school. These proven systems of assessment, curriculum, pedagogy, interventions, leadership, professional development, culture/climate, and community will comprise the ingredients for a successful school. The fundamental questions of these systems are: What do we teach? How do we teach it? How do we know students are learning it? What do we do if students are not learning it? What are we about?

Community Engagement: York is committed to working with the community. Parents will be encouraged to be a part of the school experience. The Board of York Academy has had meetings with area churches, neighborhood school organizers, and community organizations. Once we have gained approval for a charter, we will seek more community partners. We will solicit community volunteers and social service organizations to help in the school—from tutoring and mentoring to health and wellness.

The churches have provided us with great feedback and encouragement. Board members of York visited the following churches and discussed the charter school with church staff: Sojourn in New Albany (interested in helping us with after-school programming and tutoring); St. Stephens in Jeffersonville (their pastor helped us to name our school); Gilt Edge Baptist Church; Colgate Baptist (they would love to have their community school back); Indiana Avenue Missionary Baptist Church (they were thinking of starting their own charter school); and New Progressive Baptist (their pastor is on our board and believes that many of his church members would send children to our school).

York already has two organizations that have already agreed to support us as formal "community partners". First, the Boys & Girls Club will be an after-school experience for our students. We met with the Boys & Girls Club staff. Their director, Jennifer Hegelson has agreed to have the

Boys & Girls Club provide after school care to our students for a modest charge. Care would be provided until 7:00 and would include a meal. York would need to provide transportation to the Boys & Girls Club. We talked about other ideas, but Ms. Hegelson would like us to get our charter before making other commitments. Second, Brandon's House is a counseling center in New Albany directed by Susan Parr. They provide masters-level counseling for teens and their families—and will write a grant and work with us to provide a counselor for our students and families.

Beyond that, there are a handful of other local organizations who will provide services to our children and parents as appropriate and consistent with their mission—e.g., Youth Counts (spreading info about York; providing youth and parent services), Grassroots (drug prevention), Hispanic Connection (community involvement, particularly in the local Hispanic community), and Maxine Brown with the Leora Brown School (African-American history).

Educational Plan / School Design:

--York will employ experienced and quality faculty and leaders.

--York will put a tremendous emphasis on a core curriculum of reading, writing and math. It is unacceptable for students to enter high school without the skills to succeed. Students will receive help, other resources, and will take additional courses in areas where they are below grade-level.

--York's dominant pedagogy will be directed toward student engagement, rigor, and higher-order learning.

--York will provide a safe and healthy environment within a disciplined culture. York will hire a full-time security guard and a nurse.

Vision for Enrollment Growth: Given the desire for better and safer middle schools in Southern Indiana and given the reputation of our leaders and teachers, we believe that York will be able to attract a full 6th grade class in its first year. We believe that we will attract small 7th and 8th grade classes in the first year, since many parents will be reluctant to change schools at that point. After the first year, we expect to attract another full 6th-grade class; to retain most of our current students; to attract a few more in the later grades—allowing our school to grow to capacity by the third year. (That said, we are willing and able to be either smaller or larger.) After we get settled, it is feasible that we would look to extend to other grades (earlier grades first—particularly fifth grade), but this is not a priority for us at this time.

Leadership and Governance: York's Board will govern, evaluating the School Leader and working with the School Leader to administer the school. The Board will support the mission, vision, and goals of the school. They will seek input from all stakeholders. They will set policies and identify outcomes based on the mission of the school and the Indiana Charter Board. They will assure a system of accountability. Decision-making will require discussion, debate, reflection and exchange of views. After discussion, majority will rule. Sometimes decisions will

be made by consensus. Duties of the Board and other information concerning the Board are available in the Bylaws. York Academy has a solid Board in place, but we would still like to add those who can effectively reach out to the Hispanic community.

The School Leader will manage the school. Teachers and parents will have ownership in the school through the parent advisory committee and the leadership team. The administrative staff will ensure the overall management of the school operation; Board members will support administrative staff. Support staff will be included on the Leadership Team. The School Leader, the leadership team, and parent advisory committee will work as a unit. The Staff will also take ownership in the school, and their advice will be sought on many issues. All stakeholders will play a part in school decision making.

The goal is to make one unit, one team that works on behalf of students and the school. Clear communication and a focus on the well-being of students will be essential.

Conclusion: The current outcomes in Greater Clark County School (GCCS) middle schools point to the usefulness of having an effective charter school as another choice for parents. (See: Tables 3 and 4 in the body of the proposal.) It is unacceptable to have student performance diminish after elementary schools—as we’re preparing them for high school and for life. We are confident that we can improve greatly on current outcomes.

Moreover, the past performance of (GCCS) demonstrates the capacity of schools to progress quickly with effective leadership. All 18 District schools showed gains of 16%- 36% in English and 13%-49% in mathematics for grades 3-8, between 2009 and 2012. (See: Table 2 in the body of the proposal.) The questions are: How did this happen? And can the variables be replicated in a 6-8 charter school? We believe the answer is yes and we are recommending York as a charter that will duplicate and improve the major variables that caused these high student academic achievements. There is no single variable that contributes to the large increase in student outcomes. It is a combination of effective leadership, teamwork, and hard work that caused the high student achievement. These variables are outlined in this proposal.

I. Evidence of Capacity: Founding Group

Founding Group Membership:

- Alice Butler: Treasurer of the Board
- Eric Schansberg: Chair/President of the Board
- Martina Webster: Secretary of the Board
- Trace Wimsatt: Vice-Chair/President of the Board
- Albert Cole: Educational Consultant, Board Member
- Stephen Daeschner: Educational Consultant, Board Member
- James Sexton: Educational Consultant, Board Member
- Becka Christensen: Board Member
- Kelli Khuri: Board Member
- Paul Linney: Board Member
- Jerry Stephenson: Board Member
- Darlene Young: Board Member

Founding Group's Qualifications:

- Alice Butler: CPA, Controller, community volunteer, budget author
- Becka Christensen: small business owner, community and school involvement
- Albert Cole: Educator (Principal, Teacher), Pastor/minister, community involvement
- Stephen Daeschner: Educator (Superintendent, Principal, Teacher) —school leadership, curriculum, instruction, assessment, budget and accounts, performance management, facilities management, parent/community interaction
- Kelli Khuri: Clark County Council member, experience in fund-raising and organizing volunteers
- Paul Linney: Architect, small business operations, budget, entrepreneur
- Eric Schansberg: Professor of economics, writer, statistical knowledge, Brandon's House vice-president of the Board
- James Sexton: Educator (Principal, Teacher)—school leadership, curriculum, instruction, assessment, budget and accounts, performance management, facilities management, parent/community interaction, long-time leader with Chambers of Commerce and within state and federal School Leader associations

-Jerry Stephenson: Pastor/Minister, community involvement

-Martina Webster: Clark County Planning Commission member, realtor, building site, experience in fundraising and organizing volunteers

-Trace Wimsatt: Banking and Finance; business operations, portfolio management

-Darlene Young: Higher education leadership, legal experienced human resource professional, compliance training officer/investigator/consultant, Six Sigma Green Belt certified (i.e. process improvement, project management), finance, community and K-12 school involvement

See: **Attachment 1** for resumes and further information on the collective qualifications of those on the Board.

School Partners:

--The Boys & Girls Club will be an after-school experience for our students. We met with the Boys & Girls Club staff. Their director, Jennifer Hegelson has agreed to have the Boys & Girls Club provide after-school care to our students for a modest charge. Care would be provided until 7:00 and would include a meal. York would need to provide transportation to the Boys & Girls Club. We talked about other ideas, but Ms. Hegelson would like us to get our charter before making other commitments.

--Brandon's House is a counseling center in New Albany directed by Susan Parr. They provide masters-level counseling for teens and their families—and will write a grant and work with us to provide a counselor for our students and families.

--Beyond that, there are local organizations who will provide services to our children and parents as appropriate and consistent with their mission—e.g., Youth Counts (spreading info about York; providing youth and parent services), Grassroots (drug prevention), Hispanic Connection (community involvement, particularly in the local Hispanic community), and Maxine Brown with the Leora Brown School (African-American history).

Founding Group Origins: Our school name comes from the Lewis and Clark expedition's Corps of Discovery. The Corps was a diverse group that included York (an African-American) and Sacajawea (a Native-American). York and Sacajawea made significant contributions to the effort. And although York was a slave to Clark, he was treated as an equal on the expedition. Each year, we will reflect on what our name represents to our students and staff. And we will seek to become a "corps of discovery" with each student achieving the ability to create a successful path in life.

York Academy of Discovery started out of Becky Kischnick's vision to start a K-5 charter school in Southern Indiana. After our proposal was rejected last year, the Board decided to change focus and pursue a grade 6-8 charter school instead. The educational piece of the proposal has been led by Dr. Stephen Daeschner and Jim Sexton—two men with tremendous experience in secondary education. The community support of the school has broadened and

strengthened: most of the original Board members have remained committed and we have found more people who are passionate about a new charter school, particularly for grades 6-8.

School Leader and Leadership Team

School Leader Qualifications in terms of Education and Experience:

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

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

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

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

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

Student Skills: Formed positive relationships with students; encouraged student self-assessment and goal setting; ensured safe environment; supported families and incorporated parents into the mission of the school; supported students in achieving academic, relational, and social success.

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

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

Leadership: Leadership is a linchpin in the academic improvement of any school. The quality of collaboration between the School Leader and Staff is directly correlated to the school’s academic improvement. The greater the quality and quantity of collaboration among all members of the leadership team, the faster and deeper academic growth occurs. York will work to develop

leadership skills within individuals, as well as to build a professional climate that supports leadership throughout the school. The venues for this work will include the School Leader, Building Leadership Team (BLT), teacher leaders, and the School Leader selection process.

The work of student improvement is too important and valuable to leave solely to the School Leader. The BLT (comprised of the School Leader and teacher leaders) will meet weekly or bi-weekly. The BLT will address Professional Development needs, implementation of Goal Clarity Windows, walk-through strategies, intervention strategies, and overall academic success. The team becomes a major driving force for school leadership, evolving into change agents for the school. The better the team's quality, the faster and greater the students' achievement gains. Teacher leaders will be shaped by the BLT process.

Here is the perspective of a Principal on how this worked in practice.

In order to create change, leadership must be at the center of the expectations. The Principal must be the instructional leader in the school, but if teachers aren't following—and then leading in turn—everything that is implemented will soon be lost. The culture of leadership must permeate the school until it becomes institutionalized. At [X] Elementary School, the Building Leadership Team consisted of the Principal and six teacher leaders who were not afraid to try new things, undertake a challenge from the superintendent, and find ways to ensure that our students would grow.

Our Building Leadership Team met bi-weekly in the school to discuss curriculum and pedagogy as they related to Professional Development and student achievement. The second meeting of the month was spent discussing how new techniques were working in classrooms and how we would “roll out” what we had learned. We had to decide what worked and what didn't work before we could ask the rest of the staff to jump on Board.

On an instructional level, our Building Leadership Team was an action-research group that comprised literacy, math, intervention, and special education teachers. New ideas were implemented and adapted according to the needs of our students and staff. Our team decided to take on roles within literacy and mathematics, forming smaller groups within a larger one to maximize the value of our time in research and implementation. Professional Development flourished once we had found the right technique to work with our own staff. We used small digital cameras to create videos that could be shared within our building to provide visual support to teachers during preliminary presentations. This strategy increased teachers' comfort level and soon they were inviting each other to visit classrooms and watch students at work. Discussions based on actual building-level scenarios provided the opportunity for valuable feedback, which led to the overall success of our professional growth as a staff. We also reviewed data regularly. Our schedule evolved to include data analysis of classroom assessments and school assessments on a bi-weekly basis. The BLT worked to discover the most efficient use of student data and how teachers could organize and make instructional changes with ease as a result.

The BLT presented new instructional techniques during Period Zero and challenged other teachers to try the same methods. We built time into our Period Zero calendar to review and discuss, critique each other's work, and provide feedback in small groups of vertical and grade-level teams. The Period Zero time slot is where we saw the best

collaboration. Teachers found that feedback and collaboration about new techniques were the most effective methods for implementing change.

Here is the perspective of a leader in the teachers' union.

Teacher leaders played an integral part in the change of the teaching culture. While change could have been initiated from or by the administration, the truly fundamental change included a buy-in by the teacher group. To achieve that buy-in, some segment of the teachers needed to be part of the change. Such was certainly the case in our building as change came about by way of our teacher leaders.

The proposed changes to the culture of the district and its individual buildings were challenging; they were broad in scope and required significant effort. By their very nature, the proposed changes piqued the interest level of the type of teacher who would be best suited to play a key role in the change process. That is to say, teachers who were not averse to change and who relished a challenge were the first to buy into the need for change and the first to step forward to help implement it. In our building, these persons were prime candidates for teacher leadership positions.

The School Leaders assigned to the schools were dynamic and motivated. Their attitudes were contagious, and as teachers with similar attributes were identified in our building, the result was a leadership team that was also dynamic and motivated. Our cultural shift began as a result of the team acknowledging and embracing these characteristics as a tool to move school-wide change forward. As teacher leaders, we understood and accepted the rationale behind the structural components that were to be used to implement the changes (e.g., Goal Clarity Windows), recognizing that we in turn would adopt, adapt, or craft the changes based upon their classroom-tested effectiveness. The site-based nature of this process created ownership in these components, particularly when the desired results began to manifest themselves virtually overnight. The challenge to change the culture for the better ignited a fire in our teacher leaders, and the almost immediate positive results were like the proverbial gasoline being poured onto that fire.

The teacher leaders in our building believed themselves to be an essential catalyst for change—and, in truth, we were. The central office had selected Principals who were up to the challenges put before them and they in turn placed teacher leaders on the Building Leadership Team who were willing to face challenges head-on. We carried the school philosophy and can-do attitude back to our classrooms, to the grade-level teams, and to the faculty as a whole.

Education is still a people-driven enterprise. The quality of the leader and of the team can either nurture or deter student success. As Jim Collins would probably agree, having the “right person in the right seat on the bus” is as important in education and at a school as it is in any other business.

Leadership Team:

At York Academy, the School Leader, Business Manager, and Administrative Assistant will manage the overall operation of the school on a day-to-day basis. The School Leader will be hired soon after the charter is granted. In the months that follow, the Business Manager and Administrative Assistant will be added.

The Leadership Team of the school will also be a driving force in setting the school's direction.

All entities of York Academy will work together to ensure its success; all staff will work together to benefit the needs of the school community. We believe that people from all backgrounds and abilities will impact the day-to-day operations of managing York.

All staff will have direct impact on the organization and management of our school. They will be involved in problem solving and decision making. A leadership team will meet regularly to discuss issues and possible solutions. The leadership team will include: the School Leader, business manager, unit leaders, special ed, ESL, technology person, parent, and a classified staff person. Any member from the staff may request to be on the leadership team. York will maintain an open policy where any employee who desires a voice in the school can join the leadership team and contribute to the vision and mission of the school.

York will also have a parent advisory council that will meet with the School Leader monthly. The parent advisory council will consist of at least one parent per grade level. The Board will support the staff and parents and will develop policies and outcomes that will ensure the success of all students and of York Academy.

I. Evidence of Capacity: Governance

Legal Status and Governing Documents: See *Attachment 4*.

Statement of Assurance Forms: See *Attachment 5*.

Governing Board

Governance Structure and Composition: York Academy of Discovery will be governed by a School Board whose members are high-quality and diverse. The number of Board members will be in accordance with the By-Laws of York Academy. The minimum number will be five. The term of office of a Board member is specified in the By-Laws. Terms of office may be staggered as stated in the By-Laws. Current Board members elect new members through a majority vote determining that a new Board member shares the mission and vision of the school, provides a good fit for a unified team approach, shows evidence of lifelong learning and problem solving as well as seeks the success of York Academy, and brings value to the Board. See *Attachment 6*.

Pre-existing Non-profit Organization: York Academy of Discovery is currently a non-profit organization with 501c3 status. York is a legally incorporated entity governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations. The purpose of this organization is to become a charter school. The Board is familiar with Indiana Charter School

Laws, Public Access Laws, Open Door Law, and York Academy By-Laws as well as Articles of Incorporation. Board members meet with our core values and beliefs and composition hopes. We plan to undergo Board professional development on a continuous basis.

Governing Entities' Responsibilities and Procedures: The Board will formulate policies for the school and develop a Policy Manual. The powers and responsibility for the daily operations of the school will be delegated to the School Leader. The School Leader will then be able to delegate powers and responsibilities to faculty and staff.

The School Leader will act as a bridge between the Board and the Staff of the school. He will be designated to act on behalf of the Board to implement its decisions. The School Leader will have the authority to hire, organize, and supervise the Staff, to assist in developing appropriate school policies and procedures, and to allocate resources within budgetary guidelines. The Board will periodically evaluate the performance of the School Leader in carrying out the decisions of the Board and other assigned responsibilities. Board members may not act independently as individuals on official matters. They may only act on Board-related decisions as a group during official meetings.

The York Academy Board recognizes that there is a demarcation between the Board and the Administrative/Management Staff while being aware of building a sense of unity to support the entire school community.

The Board will not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Board will delegate the responsibility for running York Academy and implementing Board policies to the School Leader. It is important to use the Board Members' time well and for Board structures and procedures to point them toward major decision-making and away from distractions and lesser matters.

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

In broad terms, the Board will...

-Support the School's mission and purpose, helping to establish outcomes for the school based on its mission and purpose.

-Support the School Leader and review his performance. The Board will ensure that the School Leader has the moral and professional support needed to further the goals of the school—and will periodically evaluate the School Leader’s performance.

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

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

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

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

-Assess Board performance. It is the Board’s responsibility to ensure that York is effective in achieving its outcomes. The Board must evaluate its success as a Board, recognizing its achievements and reaching consensus on areas for improvement. Each Board member will be evaluated annually as well.

The Board will also maintain specific responsibilities that include...

--Review educational and instructional programs

--Review student progress

--Approve purchasing contracts

--Approve contracts for new construction, renovation, and building additions

--Ensure that school policies and practices are in agreement with Indiana Statutes

--Formulate major policies that are clear, up to date, and in compliance with state and federal law

--Interpret laws and regulations with which York Academy must comply

--Annually adopt and maintain an operating budget

--Report York’s progress to the Indiana Charter School Board

--Ensure that York has contracted with a CPA for the annual financial audit

Officer Job Description

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

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

Secretary: The Secretary shall be the custodian of all papers, books, and records—other than books of account and financial records. The Secretary shall prepare and keep the minutes of all Board meetings. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board or the Chair may prescribe.

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

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

Committees/Teams:

--York will have one standing committee—the Strategic and Continuous School Improvement & Achievement Plan Committee (*IN Code 20-3-5*). The School Leader coordinates this committee and appoints its other members (teachers, parents, community and business leaders). The committee will oversee the development of an initial three-year academic plan and an annual review thereafter.

--Least Restrictive Environment (LRE) Plan Team: Special Education teachers, School Leader, administrative assistant

--Crisis Response Team (CRT)—develops and reviews crisis response: School Leader, administrative assistant, custodian, teachers, classroom assistant

--Technology Team: technology coordinator and other teachers

--At-Risk Team (to develop interventions for at-risk students academically and behaviorally): ESL teacher, Special Education teacher, unit leaders, teacher, technology person

--Scheduling Committee (to develop the yearly schedule of classes): teachers

--Acuity Leader for Acuity reporting and Acuity development

Ethics and Conflicts of Interest: See *Attachment 7*.

Advisory Bodies: The School Leader will have two advisory bodies. One advisory council will be the York Parent Council. The Parent Council will meet monthly (during the school year) with the School Leader. The Parent Council will hold discussions with and may offer suggestions to the School Leader about school procedures and practices. Most items will be dealt with at the school level. In the event that an item may deal with policy, this could be reviewed by the Board. The School Leader would present this item to the Board for review. The Parent Council will be made up of at least one parent from each grade level. Parents and staff will have input into people serving on this council. The BLT will make the final decision on Parent Council members. There will be no set number of members on the Parent Council to allow the Leadership Team to consider diversity of people and ideas. York desires input from parents and sees this council as a way to build support between school and families.

The other advisory body to the School Leader will be the BLT. The BLT will meet at least monthly with the School Leader. The BLT will hold discussions with and may offer suggestions about school practices, procedures, curriculum, etc. to the School Leader. Again, most items will be dealt with at the school level. In the event that an item such as policy needs to be reviewed by the Board, the School Leader will present this item to the Board for review. The BLT will be made up of the School Leader, Business Manager, Special Education, Technology Teacher, interested staff members with at least one unit teacher and anyone who would like a voice in the school the opportunity to serve in this capacity.

Grievance Process: Parents/Students may bring grievance complaints or concerns to the School Leader at any time. The following steps should be taken in the grievance process: 1.) Address the complaint or concern with the individual involved; 2.) If the concern or complaint cannot be resolved, the next step is to talk with the School Leader; and 3.) Last, if a concern still exists a formal, written grievance may be filed.

A grievance is a formal complaint regarding a decision by school personnel. For example, a parent may believe that Board policy or law has been violated. Any problems involving discrimination or harassment may involve a grievance process. If a parent or student wishes to file a grievance, a complaint form will be made available, free of charge. The complaint form will indicate who is filing the grievance with their address, phone number, and e-mail. The nature of the complaint will be stated in a brief fashion. Facts that are important and evidence will be provided. An explanation of attempts to settle the problem with the person involved and with the School Leader will be included. The person filing the complaint will also state their desired outcome for the grievance or appeal. The grievance application will remain confidential. The process for filing a grievance will be provided in the school handbook.

II. School Design: Education Plan

Curriculum and Instructional Design

York Academy of Discovery desires to meet the needs of all students. York will strive to close the achievement gap that exists for minority students and students in poverty. “English as a second language” learners (ELL) will thrive and increase academic achievement in the York environment. In order to accomplish this mission, frequent monitoring of our students will be implemented.

Basic Learning Environment: York will have classroom-based learning with smaller-group instruction and individual tutoring as appropriate.

Class Size and Structure: Class size will range from 20 to 25 students. Teachers will facilitate learning, encouraging students to be active rather than passive learners.

Overview of the Curriculum: York will use the Common Core/Indiana Standards as the basis for instruction. York will use resources developed by the Indiana DOE, technology software such as Acuity practice and Accelerated Reader. The standards will be used to show mastery of learning with Acuity being the guide in this area. Assessments (Acuity) will be given to determine if students have acquired the Common Core/Indiana Standards and to determine grade level status. This information will be reported to parents. See *Scope and Sequence in Attachment 8*. The curriculum will be standards-based with a focus on the integration of subject matter. Science will incorporate the use of scientific inquiry. Technology will be incorporated into all aspects of the curriculum. Writing will also be emphasized and woven throughout the curriculum.

Technology and Delivery of Instruction: Technology will be embedded into all areas of the curriculum (reading, writing, math, science, social studies). Technology will be a fact of life in the classroom and school as it is in the real world. It is our hope to have a computer and a Smart Board in every classroom as well as a computer lab. One teacher will be designated as a technology person. The technology person will maintain achievement and growth records that are technology-based. The school will also make use of computer software that differentiates instruction. Students will use technology to publish reports, presentations, and published writing. Students will be taught word processing and spreadsheets. At times, assessments may be technology (e.g., Acuity). Technology can also be used in cooperative learning activities and other student collaboration projects. Technology will support and enhance student learning.

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

Highly Effective Teachers: York plans to employ mostly experienced staff. The experienced staff will provide direction and expertise to mentor our younger staff. Less-experienced staff will bring passion and idealism to our learning community. All staff will be committed and dedicated to students and to their profession. Staff will reach into the hearts and minds of students. Staff

will know their impact and will understand that they make a huge difference in the lives of students. Where required, staff will meet state certification and licensure for the State of Indiana.

Evidence-Based Support: York will use multiple assessments of proficiency and mastery. See: below.

Instructional Strategies: Teachers at York will serve facilitators, promoting active vs. passive learning for students, and using research-based instruction and pedagogical strategies. Instructional strategies will be monitored for consistency and fidelity through the use of classroom walkthroughs and unit plans. York’s dominant pedagogy will be directed toward student engagement, rigor, and higher-order learning. Teachers will design collaborative instructional units using Goal Clarity Windows. See *Attachment 8*.

Core Curriculum Scope and Sequence for each subject and grade: See *Attachment 8*.

Pupil Performance Standards: Weekly grade-level meetings will provide opportunities for discussion of the strategies and goals for implementation. Unit plans will be collected and viewed for fidelity of projects and coaching by the leadership team and the School Leader. Teachers will submit a monthly compare/contrast activity that will be reviewed by fellow teachers. School Leader and fellow teachers will do a quarterly checklist of classroom portfolios. This will be a quick check to ensure that the portfolios are in place for each student and ready for full evaluation. Students will also be monitored through benchmark testing. Students will be benchmark-tested and progress-monitored with our RTI model. For exit standards and assessment types and schedule, see: *Attachment 9*.

Promotion of Students: First, we believe that all students can achieve proficiency. Based on research, York seeks to intervene instead of retain unless required by law to do so. Any student at-risk for “failure” will have his/her case reviewed; interventions will be put in place—then monitored and assessed.

If funding is available, summer school will be required for students scoring at or below grade level. York hopes to secure grants that will fund remediation and enrichment during the summer months. York will continue to use a “regular” school calendar with summer remediation for students in need and enrichment for other students desiring summer stimulation.

All eighth-grade students will be required to have all exit standards in place before the end of the year or they will complete summer school. Retention is possible if this is the only reasonable course of action. We will be in communication with parents so all may work together to ensure the success of the student.

School Calendar and Schedule: See *Attachment 10*.

School Culture: From the experience of its Board members who are educators, York believes that a combination of competition and collaboration result in a culture of increased expectations for student achievement within a school. And more competition between schools will help to achieve increased student achievement gains. All staff will want students to achieve and student outcomes become the benchmark to achieve success.

York will set up teacher teams both vertical and horizontal to create group processes to implement joint lesson plans, share teaching strategies, create formative unit tests before student

instruction, and observe each others' classes to enhance student learning. The school will implement a BLT to assist the School Leader and enhance the ability of teacher-leaders to advise in the school's instructional operations, share in professional development, and establish rules and routines to improve the school culture. The school will be a Learning Organization. A culture of collaboration will be the norm with shared responsibility to improve student achievement.

A collaborative culture results in shared vision for outcomes and embraces a key to a great school: relationships. Education is improved with good relationships and effective communication among staff, between staff and students, among students, and between school staff and parents and community.

Dr. Stephen Daeschner shares some other thoughts:

Small Steps. Making changes too fast can be overwhelming and can often create a negative culture. In developing our literacy framework, we will move forward by taking small steps. After each Professional Development session, we will agree on the strategy we would be accountable for before the next session. For example, one time it might be creating and displaying anchor charts, and the next time we would add creating accountability pieces for students as they read. Each time we will add a little bit more. These short-term goals will seem "doable" to the staff and create a more positive building climate.

Setting Goals. Setting goals for student achievement during that initial year and subsequent years will be crucial. All students will be assessed at the beginning of the year to determine their guided reading levels, based on the framework developed by Fountas and Pinnell. From this baseline measure, teachers will map out monthly benchmarks that, if achieved, will result in all students making a year's growth. Students with a below-grade-level baseline score will be expected to make a year and a half of growth. This goal-setting process will make teachers aware of the incremental student achievement needed throughout the year and minimize slippage.

Progress Monitoring. Once we set goals for students, teachers will monitor their progress on a consistent basis to see if students are on track to meet their end-of-year goal. If students are below grade level, their progress will be monitored every two weeks, while students at or above grade level will be assessed every month. When students are not making the desired improvements, we will intervene and respond to their needs.

Response to Intervention (RTI). If students are not achieving an adequate rate of progress in our Tier I balanced literacy ninety-minute block, we will immediately intervene. These students will receive 30-45 more minutes of literacy instruction from a reading expert. Being responsible for knowing at all times how well our students are achieving, and for intervening when they are not improving, will make our staff accountable for ALL students.

Accountability. As teachers, we want our students to be accountable for their behavior, getting homework finished and turned in on time, and studying for tests. With a balanced literacy framework (see: Innovation—Part 4), we will be more accountable as teachers in many ways. First and foremost, we are accountable for our students' achievement. We

are also accountable to each other because it won't be fair if one person is doing all the work. The consultant and the Principal are constantly following up with us about our goals. They are also conducting walk-throughs to see if we are being accountable in tackling our small steps.

Walk-throughs. Not only are our Principal, consultant, and superintendent taking walk-throughs in our classrooms looking for implementation of strategies, teachers are also doing walk-throughs of each other's classrooms. These walks are not evaluative, but allow us to get ideas from others and to reflect on our own instructional practices. Teachers do not always relish the walk-throughs at first, but later see value in them—especially when they themselves took a turn walking through another teacher's classroom and discovered how much they could learn from such an experience.

Getting Out of the Comfort Zone. As educators, it's easy to get set in our ways. But once a teacher is prompted to try something new, we enjoy the challenge.

Celebrations. During this process, we will celebrate our successes on a frequent basis. Waiting until the end of the year to see if our scores improve is not wise strategy. At meetings, we will bring samples of student work and share success stories. Celebrating our small improvements along the way will keep us hungry for more. Our collective small achievements will spur us to keep our sights on the larger goal.

Engagement and Rigor: In many classrooms, teachers do most of the work. The students become passive listeners. Successful teachers and schools have changed this model so that students become active engagers of learning and the teacher serves as the facilitator of the learning. Generally, the students begin to work in smaller groups and become more self-assessors of their own learning.

Goal Clarity Windows (GCW) is a proven strategy to enhance student learning. GCW incorporates the following components:

--Standards to be taught for the unit of instruction, usually one or two weeks

--Learning rubrics that outline objectives/stages to be taught—from simple to complex

--Assessment rubrics measure the success of the students at each stage of the learning. The teacher teams develop these formative test items before the unit is taught. The test items reflect the Depth of Knowledge (DOK) usually level one-four with emphasis on higher order level three and four.

--Vocabulary that reflect new words of the unit and new test item vocabulary that students need to answer the formative DOK exams.

--Cognitive question stems that students utilize with each other to become self-assessors. These higher order questioning stems are used by teachers and students so that students learn to be reflective and apply the learning to multiple settings.

--Classroom teams establish the GCW before the lesson is delivered. The formative assessment measures assist teachers to teach to student mastery and identify students that may need additional intervention strategies to reach mastery.

The lack of rigor (higher order thinking skills) in today's classroom has been well-documented. We define rigor as students using higher order DOK in their learning interactions and between teachers and students. These pedagogies can be learned by teachers through professional development and reinforced by teacher teams and walk-throughs.

Two current Principals outline these techniques.

Engagement

To help us define different types of engagement, our staff relied in part on the approach presented in Engaging Students: The Next Level of Working on the Work (Phillip C. Schlechty, 2011). Our discussions centered on the gradual release of responsibility and when active engagement vs. compliant engagement was appropriate. Our goal was to increase active engagement and reduce compliant engagement. We also increased our awareness of students who were retreating or rebelling, and problem solved to move students at every level to become actively engaged in the content.

We had been participating in the walk-through process prior to our study; however, after we defined the types of engagement, our discussions became much more in depth. Teachers were able to "put their finger" on what they were trying to say about student engagement in previous walk-throughs. This specificity in terminology resulted in more teachers going back to their own rooms to combine what they learned in our Professional Development sessions with what they had observed in the walk-throughs. They became more proactive in planning activities that increased active engagement.

To increase students' engagement, we studied the Himmeles' book, Total Participation Techniques. As with any paradigm shift, some teachers were more reluctant to try the engagement techniques than others. Some incorporated the techniques with ease and enjoyed this style of teaching. One of the most reluctant teachers came to me one day and reflected on a highly engaging activity his students had just completed. He was an effective teacher in his own right, but he was having trouble stepping out of his comfort zone to let the students take control of the activity. The activity included a graphic organizer completed on a piece of chart paper. He said, "I think the students are trying to tell me something." When I looked at the chart, the students had written, "Mr. X was tired, so he let us do the work."

Cognition and Rigor

Over the course of three years, we developed routines for hallway walks. During classroom visits, we looked for rigor and cognition. This process entailed looking at not only what the task required, but also at how the students were tackling it. Our school spent much time on student engagement techniques. One of the methods used to increase the rigor of engagement was "turn to your neighbor." Although all of our teachers used this technique, some refined it to increase understanding (cognition) at a deeper level

(rigor). Our norming conversations helped our teachers to understand the difference between engagement to get everyone involved and engagement to increase student learning. For example, after giving students a multiple choice question, the teacher asked all students to respond in sign language for answer A, B, C, or D. Although this strategy helped make students accountable and ensured that they were all with her in instruction, it did not serve to increase their understanding or deepen student knowledge. The teacher then asked the students to turn to their neighbor and explain why the other answers were not the best choices. This step took the level of engagement from one of momentary participation to one in which all students had to formulate their thinking by verbalizing to their partners at a higher level. The students had to determine what the right answer was and also be able to explain why it was correct and why the other answers were not the better choices.

By artfully forming a question, a teacher could devote more time and delve deeper into content while assigning one problem instead of fifty. This discovery seemed especially true with mathematics. Giving students a problem to solve, asking them to formulate their own solutions, and challenging them to create more than one way to solve the problem, helped to deepen their understanding of the mathematical processes far more than would the formulaic repetition of the same steps for fifty problems—particularly if students were not applying the correct process in the first place!

Thanks to walk-throughs, our teachers learned these critical nuances of teaching and learning. At the same time, students began to understand—through our use of learning rubrics—where they were in their learning of a concept and where their learning would take them. Our parents benefited as well, as the learning rubrics helped them understand where their students stood in the learning process. Posing the more rigorous tasks and taking students to a Level 4 depth of knowledge required the teachers to step up from being imparters of knowledge to being facilitators of learning. Just as our Professional Development was more powerful when being driven by our teachers, our student learning was more powerful (and deeper) when driven by our students. Our focus of change in cognition and rigor required asking ourselves “Who’s doing the work?” We discovered that when the students were questioning themselves about the instruction and the teacher stepped out of the way, magical things happened and learning flourished.

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

- Will create an academic culture that requires students to think critically
- Will create an academic culture that requires students to give their best efforts each day
- Will create a culture of high expectations and success
- Will create a culture where core academic goals apply to all students
- Will provide skills necessary to achieve mastery on common core standards in each grade level
- Will build thinkers who have the skills needed to solve real world problems
- Will assess student learning in ways that challenge students to demonstrate mastery in a variety of forms

--Will create an environment of positive relationships (students, families, staff)

York will hold an Open House/Orientation to assist families in understanding our policies and procedures and will provide an opportunity to meet the teachers.

Typical Student Day: Students may arrive at 7:00 a.m. for homework help. There will be five 60-minute periods with 10-minute breaks between classes and a 50-minute lunch/recess. Thus, classes will run from 8:00-9:00, 9:10-10:10, 10:20-11:20, 12:10-1:10 and 1:20-2:20. See also: *Attachment 10*.

Typical Teacher Day: Teachers will have a planning period from 7:00-8:00; instruct for the five periods; help with dismissal and finish at 2:40. After school, at their discretion, teachers may stay afterwards to work on the next day's plans, call parents, get materials ready, and so on. See also: *Attachment 10*.

Supplemental Programming: York would like to provide summer school and will pursue a grant. A few possibilities exist for grant opportunities. We could apply for a grant to remediate and enrich our students. York staff would provide half-day instruction. The other possibility is to work with The Boys and Girls Club to write a grant for the summer. (We visited a program that impressed us called Freedom School.) Diversity was woven into literacy and programming. The Boys & Girls Club is open all summer. We would work with them to provide our students with remediation opportunities as well as enrichment. The Boys & Girls Club operates weekdays until 7:00 PM.

Special Student Populations:

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

Intervention is directed toward accelerating selected students who are academically behind grade level by focusing on the following components:

- a) Additional time for guided instruction through participation in Tier II or Tier III
- b) Data-determined and skills-based curriculum strands
- c) Identification of special staff to provide instruction
- d) Individualized school schedules to facilitate intervention time and strategies

Selected students will be generally determined through their formative and summative academic achievement scores. Most of these students are behind their average fellow students by at least twenty percent or more. This group included special needs students as well as general education students.

Tier II and Tier III students will be assigned additional time and special classes and will be monitored at least every four to six weeks on the basis of data-driven outcomes. The students could exit the intervention class altogether or could move between Tiers (from III to II, from II to III, or from I to II). York will use data walls to move students up or down between Tiers; thus,

the entire school staff generally know the disposition of all of their Tier students and will lend support. The middle school will use double periods to provide intervention classes, making changes at six-week intervals.

Data and data walls will be utilized to move students between Tiers and to monitor individual student scores. The school and Staff will use the slope line to help determine acceleration status. The data has shown that most intervention students accelerate their academic achievement more rapidly than do the general program students, and that special needs students receiving intervention close the gap between themselves and general program students.

York will identify which of their staff members would focus on intervention both through assisting with instruction of the Tier students and by coordinating data for the interventions. The intervention teachers will have particular expertise in English or Mathematics and some will be certified in Special Education.

York will use different schedules to implement intervention. As an example, some teachers will add time to Tier I or core periods to assist intervention students, while others may use separate instructional time and classes to group students for Tier II and Tier III. Individual teams will have the flexibility to alter their model and variables and to use action research to improve outcomes.

The key to intervention is treating time as a variable not a constant. This forces staff and students to prioritize the importance of the subject and amount of time needed to master the content. Subjects such as English/Language Arts and Mathematics may become more important than other subjects and students and staff may have to devote more time so that students can master these topics. An example of the importance of time is shown by another Principal.

Learning and growing in our practice, with the ultimate goal of increasing student achievement, required examining the element of time. As a School Leader, something I often heard from my teachers was that there was not enough learning time in our day. We realized that we were not going to magically gain hours in our day. We had no choice but to look at what time we were allotted and to examine whether we were utilizing this time to the best of our ability.

We rebuilt the schedule to limit transition times and correspondingly maximize learning time. In addition, some of our teachers became quite creative in using these transitions for mental math activities, vocabulary lessons, or a quick content review. They applied this technique in large-group transitions outside the class as well as in activity transitions within the classroom. The impact of these small changes may not have been huge, but it was a step toward sending the message of urgency to our teachers and students. There was no instructional time to be wasted, our task of increasing student achievement was urgent, and every second of our learning time was precious.

Our efforts toward working smarter with our time were supplemented by reading Annual Growth, Catch-Up Growth by Lynn Fielding, Nancy Kerr, and Paul Rosier (2007). We began by identifying what we started referring to as “double dippers.” Our double dippers were those students who would receive not only the same ninety minutes of reading instruction others were receiving in order to achieve annual growth, but also a thirty-minute intervention from the classroom teacher as well as an additional fifteen to

thirty minutes of reading assistance from our reading interventions. We recognized that if a student came to us academically behind, he or she would require more instructional time to reach the same outcome as their peers in the same year. Utilizing our time differently required us to let go of something else. The “something else” varied depending on each student’s needs. In general, the pervasive idea guiding our efforts was that if a student could not read, all other academic achievement would be hindered; therefore, our challenge to enable every student to read must be accomplished. The achievement gap could only be eliminated by utilizing all available learning time for each student in the most effective way to meet that student’s needs. Time is usually considered to be a fixed resource, but we made a conscious decision to view it as a variable over which we had a measure of control. Since no more time could be added to the school day, we learned how to work smarter for each student within the time that was allotted.

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

--Meeting the Needs of the Intellectually Gifted: Our program is set up to meet the needs of all students and to provide the best education for all students with an RTI model.

--A counselor will be on staff to assist with emotional and social development. An RTI behavior model has also been designed to help in this area. A team will be established for any students with behavior issues that interfere with learning. Discipline issues will focus on helping students to improve. High expectations will be in place for behavior so all students can learn.

--Hire a Special Education Teacher: reports to the School Leader; holds an Indiana Special Education Teaching License; serves as teacher of record; attends case conferences; coordinates and schedules evaluations for students with suspected disabilities; oversees the compliance with IDEA, *Indiana Article 7*, and ADA; maintains IEP’s as well as all Special Education and 504 records; trains teachers and assistants in areas of need for Special Education students; maintains achievement testing records for exceptional learners; organizes, tracks, and plans IEP goals; oversees and ensures that services are provided according to individual IEP’s; oversees referral paperwork and supervises the referral process; establishes high expectations for student performance; organizes time, materials, and equipment for instruction; responds to questions from parents, students, and staff; oversees Special Education reporting requirements; trains staff in confidentiality; develops reporting procedures to parents; works with staff to incorporate

adaptations and accommodations; incorporates technology into instruction and services; has the physical ability to meet the demands of the job.

--Each student with a disability will have a teacher of record assigned to him/her. The teacher of record will be appropriately licensed in the area of the student's disability. For autism, other health-impaired, deaf-blind, and traumatic brain injury--the teacher of record will be appropriately trained. The teacher of record will provide direct or in-direct services according to the IEP, participate in the Case Conference Committee to establish goals, benchmarks, and objectives. This teacher will monitor progress, staff, implementation and reporting of the IEP, participate in the evaluation of the student, and notify the conference committee of any changes to the IEP.

--Enrollment forms will indicate the existence of an IEP.

--Move-in Students with an IEP will be provided services within ten instructional days.

--York will contact the previous school for records to determine if an IEP exists.

--Obtain and prepare materials such as Procedural Safeguards and any other forms needed to hold Case Conferences and to develop Individualized Educational Plans as well as Referral Forms

--Special Education Teacher will train school assistants to meet the needs of the exceptional learner

--Contract with outside services for extra services needed to meet requirements of IEP's

--Contract with outside services for testing and identifying special needs students

--Train staff in the referral process

--Train staff in interventions

--Train intervention/remediation consultation team

--Hire additional staff as needed to ensure compliance

--Hold move-in conferences, annual case reviews; case conferences

--Obtain school records

--Due process will be enforced. If parents and school cannot agree, a case conference will be held. If this does not resolve the issue, a hearing will be held.

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

Delivery of Services: York Academy of Discovery will provide the least restrictive environment for students and will practice full inclusion where applicable. The learning environment will be set up so that services will be provided in the regular education classroom. Assistants and general education teachers will receive training about least restrictive environment and how to provide special services.

They will also be trained to work as a team in meeting IEP goals. Training will help staff deliver services in the classroom environment with support staff. We will have classroom assistants; all assistants will be trained by the Special Education teacher in order to meet the needs of all special needs students in each grade level. Assistants will be under the direct supervision of the Special Education teacher, the ELL teacher, and the general education teacher. At this time, York Academy of Discovery will not have a resource room. Identification of students and referral of students will follow Special Education law. York will contract with outside services to provide Special Education testing. IEP's or 504's will be developed and carried out. Confidentiality will be maintained. All Special Education funding will follow appropriate rules and regulations.

ELL Students: In order to meet the needs of ELL students, York Academy of Discovery will hire an ELL/Foreign Language Teacher. Enrollment data will provide for identification of non-English speaking parents. We are actively seeking ELL students and know the demographics to locate families that need ELL services. Staff will also be trained in helping to identify possible ELL students and in how to help ELL students in the regular education classroom. Once identified as ELL, the ELL teacher will work with the classroom and the general education teacher to deliver services. Assistants will also be trained to work with ELL students. We are hoping that one of the assistants that we will hire will speak a foreign language. ELL students will be provided with appropriate accommodations and assessments. They will exit the program based on their capacities. Information will be in English and Spanish for families.

Students will be provided a rich environment that involves speaking, listening, and writing. Students will learn academic language as well as conversational language. A student's first language will be respected. Spanish speaking students will have the opportunity to speak, read, and write in their own language as a part of the foreign language experience. During conferences a translator will be provided.

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

Public Agency Representative: The School Leader or any other qualified staff person will serve as the Public Agency Representative as required by law. The School Leader and the Special Education coordinator will assume responsibility for special education services. The School Leader will be dedicated to ALL students and will ensure that Staff and school are meeting the needs of students. Professional development will be provided in the area of Special Education and ELL. The goal will also be to implement interventions and RTI services that will prevent large numbers of special education identifications. Where necessary the School Leader will work

with outside sources to implement evaluations and any special services that may not be provided by York Academy of Discovery.

--We believe that all students can learn. We will work to ensure all students reach their potential.

--All staff members will take ownership of our students.

--The general education teacher must take ownership of Special Education students and ELL students.

--The Special Education teacher and the ELL teacher will support the general education classroom in delivery of services.

--Interventions will be evidence/research-based to ensure growth.

--Our educational model will be of an inclusive nature.

--York Academy will use a three-tier RTI model that deals with differences between students—e.g., those who are at-risk academically, advanced students, behavioral problems, ELL, etc.

Tier one is a prevention approach. All students receive Tier one. Tier two is reserved for students experiencing difficulties. Evidence will be collected and discussions will take place to review student problems. The intervention team will determine strategies for improvement based on our Tier model. Interventions are applied with progress monitoring to determine growth. Students who continue to experience difficulty will be referred to Tier three. The intervention team will again meet to determine Tier three strategies. Tier three is reserved for those students who exhibit problems that require extensive interventions. This phase also provides the opportunity for assessment for disabilities. Progress monitoring will occur to determine the success (or not) of interventions.

Special education testing will require a timeline for student assessment. Once testing is complete, results will be discussed with the Special Education committee, eligibility will be determined, and services will be planned along with goals, placement, and program. It is possible that a 504 plan would be established instead of an IEP. York Academy will work with the Special Education Cooperative during this process. Payment for services will be contracted.

--York Academy will follow inclusive practice incorporating a rigorous curriculum for all students.

--Students with disabilities are placed in the least restrictive environment. Instruction will be delivered in the general education classroom as much as possible.

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

--The current level of performance will be determined

--Goals will be set that will take place over time

--The goals will be measured on a regular basis (weekly/monthly)

--Results will be charted and evaluated

--A comparison will be conducted for expected and actual rates of learning

--Strategies will be continued or adjusted based on the achievement

Things to remember about Progress Monitoring:

--Progress monitoring can occur as a class, as a small group, or by individual student.

--You can progress monitor a specific academic skill or a behavior target.

--Progress monitoring should occur with reading, writing, and math.

--Communicate with parents about the progress monitoring.

--Special Education staff and regular education staff should collaborate with progress monitoring and assessments to determine progress.

--Our mission and goals as a school encourage the use of class work to progress monitor.

--An Intervention Team is provided to assist general education teachers in determining Tiers and strategies for struggling students.

--Remember that behavior deficits can come from academic struggles.

York will use the following to evaluate the above programs: Is our Special Education team able to meet the needs of our Special Education students? Individual evaluations and observations will occur. Achievement of Special Education students will be noted. Is our inclusive setting working? Observations of school and classrooms--discussions with staff and parents will take place. Do we have a safe environment? Are students engaged? Are we maintaining a good staff to student ratio? Special needs students often require more time to work on skills. Data gathering methods will be in place to create reports that evaluate the strength of our programs. Are our assessment tools measuring what we want to measure? We will analyze assessments and growth of students.

Student Recruitment and Enrollment: York Academy has a website: yorkdiscovery.org. Our Board will continue to meet with local churches, local media, neighborhood organizations, and other organizations that will spread the word. York will serve its students and families. Our partnerships with community organizations will bring additional support to our students and families. All of these will be helpful, but word-of-mouth from pleased parents and the reputation of our teachers and School Leaders will likely be our most effective marketing tools. See *Attachment 11*.

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

The utilization of the aforementioned systems and strategies has resulted in great academic gains and proven data driven outcomes that will be applied to the middle school charter. These

processes have proven to greatly enhance large numbers of students' academic achievement. These processes will become the strategies and routines of the middle school charter.

II. School Design: Parents and Community

Currently there are two charter schools in our area—one in New Albany and one in Sellersburg. Both of these charter schools are having no problems with enrollment. The optimum area for another charter school would be Jeffersonville or Clarksville. Both of these areas are close to interstates and have a large enough population to warrant a charter school. Parents would like additional school choices without having to pay tuition or to pursue vouchers. We have met with area churches and organizations. Most have been supportive and felt this was necessary for our community.

Middle schools in Clarksville and especially Jeffersonville have struggled to do as well as their elementary schools. (See: Tables 2-4 later in the proposal.) Standardized test results and the State's grading system indicate a substantial gap between the solid performance of elementary schools and the far-less-than-ideal performance of middle schools. It is unacceptable to send so many students into high school with below-grade mastery of academic standards.

Charter Pedagogy and Curriculum: Schools in the United States are currently under exceptional scrutiny to improve their students' academic achievement. Legislators, State Boards of Education, local Boards of Education, the federal government, and even city governments are passing laws in an attempt to improve the education of students. These include strategies such as grading of schools, establishing higher accountability standards, mandating teacher evaluations, changing licensure requirements, directing state education audits, removing school leaders, and mandating oversight through site-based decision making councils. The achievement scores of students (NAEP, ACT, SAT) has shown very little change over the last ten years. TIMSS and PISA scores on a global level have shown the U.S. slipping slightly in comparison to other countries.

Charter schools are increasing in relevance. Different philosophies are being tried in these charters, especially with respect to curriculum and the culture/climate within these schools. It is important to identify current outcome data that have achieved successful outcomes in a short amount of time.

Before an organization can ensure the success of its students we must outline the obstacles to greatly increase student achievement. Many contemporary authors such as Tony Wagner, Phillip Schlechty, Robert Marzano, Timothy Waters, and Michael Fullan have articulated and debated the problems. Some of their concerns include:

- We are not learning organizations.
- Professional development is not uniform, job-embedded, on-going, collegial, or focused.
- Teachers not students perform the work in schools.
- The rigor of student work is low level not higher order expectations.
- Education standards are not uniform across schools and there are too many topics to cover adequately.

- The summative assessments of student learning do not measure the standards.
- The training of School Leaders and teachers does not match the actual work required.
- Our knowledge economy requires new skills for student success.

Before a school can improve its academic achievement, it must address some of these barriers, embrace change, and identify systems to improve students’ outcomes. Can a charter school change and improve its students’ academic achievements? We believe the answer is yes and have data outcomes that show multiple schools can make remarkable improvement (30% gain in English and Mathematics) in a very short period of time (three years).

The past performance of Greater Clark County School District (GCCS) demonstrates the capacity of schools to progress quickly with effective leadership. All 18 District schools showed gains of 16%- 36% in English and 13%-49% in mathematics for grades 3-8, between 2009 and 2012. (See: Charts 1 and 2.) The questions are: How did this happen? And can the variables be replicated in a 6-8 charter school? We believe the answer is yes and we are recommending York as a charter that will duplicate and improve the major variables that caused these high student academic achievements. There is no single variable that contributes to the large increase in student outcomes. It is a combination of effective leadership, teamwork, and hard work that caused the high student achievement.

Table 1: Demographic Data—Greater Clark County Schools (GCCS)

Ethnicity:		Free/Reduced Lunch:	
White	70%	Free	46%
Multiracial	7%	Reduced	12%
Black	13%	Paid	42%
Hispanic	9%		
Other	1%	Change from 2008 to 2012	
		White	-2.9%
Special Education:	16%	Black	-0.5%
		Hispanic	+3.0%
		Special	-1.3%
		Free/Reduced	+10.2%

**Table 2: ISTEP + Scores at all GCC Schools
English / Language Arts and Math, 2009-2012**

Grades K-5	English / Language Art		Change Sp 09-12	Math		Change Sp 09-12
	Sp 09	Sp 12		Sp 09	Sp 12	
Bridgepoint	61%	77%	16%	54%	80%	26%
J. Jennings	64%	84%	20%	62%	84%	22%
Maple	68%	83%	15%	71%	84%	13%
N. Washington	72%	86%	14%	70%	86%	16%
Northaven	61%	83%	22%	50%	79%	29%
Parkwood	66%	80%	14%	56%	76%	20%
Pleasant Ridge	64%	82%	18%	57%	78%	21%
Riverside	72%	86%	14%	53%	79%	26%
Spring Hill	71%	88%	17%	78%	83%	5%
T. Jefferson	74%	91%	17%	69%	93%	24%
Utica	82%	95%	13%	81%	92%	11%
Wilson	72%	86%	14%	72%	82%	10%
Grades 6-8						
Charlestown	61%	73%	12%	63%	79%	16%
N. Washington	65%	78%	13%	65%	85%	20%
Parkview	55%	72%	17%	56%	76%	20%
River Valley	52%	67%	15%	50%	73%	23%
District Averages	64%	78%	14%	61%	79%	18%

York will take known strategies and outcomes and apply these to a 6-8 middle school. These proven systems of assessment, curriculum, pedagogy, interventions, leadership, professional development, culture/climate, and community will comprise the ingredients for a successful school. The fundamental questions of these systems are:

- What do we teach?
- How do we teach it?
- How do we know students are learning it?
- What do we do if students are not learning it?
- What are we about?

Indiana State test scores across grades K-8 comparing Elementary Schools and Middle Schools generally demonstrate a common trend. When the student demographics (free and reduced lunch rates, percent minority, percent special education, percent transient) are similar across schools in

a district, the average Middle School academic outcomes are usually lower by as much as ten percent from the average Elementary Schools academic scores. For example for Greater Clark Community School (GCCS), test scores on IPERS+ for Elementary Schools show approximately 80% success and Middle Schools approximately 70%. Table 3 shows are the 2012 test results in English and Math for our most prevalent “feeder” schools in GCCS and the two middle schools in Jeffersonville.

Table 3: IPERS+ Scores in our Feeder GCCS Schools

<i>Elementary</i>	<i>English</i>	<i>Math</i>	<i>Middle School</i>	<i>English</i>	<i>Math</i>
Bridgepoint	77	80	Parkview	72	76
Maple	83	84	River Valley	67	73
Northaven	83	79	<u>Average</u>	<u>69</u>	<u>74</u>
Parkwood	80	76			
Riverside	86	79			
Spring Hill	88	83			
Thomas Jefferson	91	93			
Utica	95	92			
Wilson	86	86			
<u>Average</u>	<u>84</u>	<u>83</u>			

The State’s grades for each school provide another angle on this problem. On a four-point grade-point scale, our feeder, elementary schools in GCCS have averaged 2.7 over the past four years. Unfortunately, the two middle schools in Jeffersonville have only averaged 1.4. In Clarksville, the numbers are similar: 3.0 for the elementary school and 1.75 for the middle school. In contrast, New Albany / Floyd County schools averaged 3.2 for elementary and 3.1 for middle schools.

ISTEP scores show a similar trend. Table 4 provides last year’s pass rates for English, Math, and both English and Math—for elementary schools and middle schools—and the difference between elementary and middle schools in the passage rate for both English and Math.

An expected outcome based on a value-added education is that middle school students should perform as well as—or better than—elementary school students, given the same demographics. It is an expected outcome that a community’s middle schools would be graded as highly as its elementary schools. It is a priority for a charter Middle School proposal to demonstrate that its students will have value-added over their elementary education.

Table 4: ISTEP pass rates (English, Math, and both) by district and elementary vs. middle schools

	Elementary Schools			Middle Schools			Difference
	English	Math	Both	English	Math	Both	Both
Greater Clark	84.6	82.0	74.5	69.5	77.4	64.2	-10.3
Clarksville	82.0	78.3	69.6	65.7	75.9	61.4	-8.2
NA/Floyd Co.	84.9	86.8	79.4	79.0	89.9	77.0	-2.4

Local School Enrollments: There are about 550 5th grade students at the nine GCCS grades K-5 elementary schools close to our proposed location. Clarksville has about 100 students and New Albany / Floyd County has nearly 800. But the middle schools in Clarksville and New Albany / Floyd County are grades 5-8. We will attract students from both, but unless we add a fifth grade, the draw will be lessened to the extent that parents would be less likely to pull their children from one middle school to put them into another. It is certainly conceivable that we would draw some students from Sellersburg or Charlestown as well.

Unique or Compelling Items: York will passionately pursue mastery of core curricula. Students will receive extra resources—from tutoring to extra classes—until they are at grade level. York will have a safe environment and a culture that promotes proficiency in the classroom and character development among its students. York staff and faculty will provide value-added to the educational experiences of students.

Parent Engagement: York will serve its students and families—both inside and outside school hours. The School Leader will have office hours for parents and will otherwise meet them for appointments. Parents and grandchildren will be allowed and encouraged to eat lunch with their children and grandchildren. (Our longer lunch/recess period will make this more likely and more productive.) We will have Grandparents Days. Our partnerships with community organizations will bring additional support to our students and families.

Community Resources: See *Attachment 13*.

II. School Design: Performance Management

What Are We About? Many schools have not articulated what are their true priorities and do their behaviors match their priorities and outcomes. We are about students' academic achievement. The measure of our charter's success will be the outcomes of "students academic success" as measured by scores on ISTEP, ACT (EXPLORE), State-established end-of-course exams and other recognized summative exams for the State of Indiana. This leads to our Assessment system.

Assessment System: The assessment system plays an important role in changing the culture of a school to one that focuses on student outcomes and accepting rigorous accountability. This focus is driven by "assessment for learning," which serves to help students improve. The key is not merely to determine the current status of learning but also to promote greater learning. This important difference includes teaching students to understand what the assessment means to them. The key is for students to become self-assessors. The school's focus is in the following areas:

- Redesigning and then implementing the formative achievement tests in a teacher-designed format before the lesson is delivered using Goal Clarity Window (GCW) design.
- Training teachers to utilize depth of knowledge (DOK) questions (Level 1 to Level 4) to design these formative tests.
- Using frequent formative and benchmark testing to continuously adjust instruction based on results.
- Using data and data walls with all teachers for continuous monitoring of students and frequent adjustment to student instruction, especially for intervention students.
- Developing formative tests matched to specific standards or clusters of standards drawn from the Common Core Standards.
- Utilizing grade-level teams and vertical teams to dialogue about results—with colleagues, parents, and the Building Leadership Team (BLT). "Period Zero" is a key part of this.
- Continually providing PD regarding formative and summative assessment and how to apply the results to improve student achievement.

The assessments we plan to use include:

- Acuity (summative benchmarks three times a year in grades 6-8)
- Goal Clarity Window (formative assessment as determined by standards and grade-level teams, usually administered every one to three weeks)
- End-of-Course Assessment (ECA): summative assessment for grades 6-8 in mathematics, English, and science
- EXPLORE (summative and predictive assessments for all students in grades 6, 7, and 8)

These assessments become the driving force for improving the measurable student outcomes that we will consistently discuss, monitor, display and use as a basis for Professional Development at grade-level and school-level. The assessments will be used not only to measure longitudinal

progress, establish trend lines, and make comparisons to other similar grades and schools, but also to change and adjust students' individual instructional programming.

The emphasis on these assessments will result in enhanced focus at all levels, with major reliance on team collaboration and dialogue to fashion changes to student instruction. The culture of higher accountability is required, prompting teachers to know that they can indeed improve the academic achievement of all of their students. The teachers and staff will begin to own their students and use each other in a collaborative atmosphere to increase instructional progress.

Our goals and outcomes will include the following:

- Alignment with State and Common Core Standards
- All students enrolled for at least 162 days will achieve "typical" growth each year. Based on Acuity, ECA, ACT-Explore and ISTEP, all students who attended York for 162 days will demonstrate at least one year of growth in math and reading. Students will meet or exceed state standards for mastery in core subjects.
- 80% of students, who have who attended York Academy for 162 days will pass Acuity, ECA, and ISTEP (math, reading, and writing).
- Each year, the percentage of students passing math and reading will exceed the passing percentage of students from comparable schools statewide.
- After two years, York will perform in the top 25% of schools statewide in terms of proficiency results in both math and reading.
- York will receive a B or better from the State accountability model.
- The achievement gap will be closed for Blacks/Multi-Racial, Hispanics, and free/reduced students.
- 80% of Blacks/Multi-racial, Hispanics, and free/reduced students who have attended York Academy for 162 days will pass Acuity, ECA, and ISTEP in math, reading, and writing.
- York will meet all goals and requirements as stipulated by the State Charter Board.

Organizational outcomes will include:

- York Academy will demonstrate fiduciary and financial responsibility. External audit reports will meet or exceed professional accounting standards.
- Students at York will maintain at least a 95% attendance rate for the year.
- York will have no out-of-school suspensions. This applies to all subgroups. Suspension reports will be used in determining this outcome.
- Formative and Summative Assessment: York will use formative and summative assessments to guide instruction and to determine student growth over time. (Almost all assessments can be used as both formative and/or summative assessments. For example, Acuity can be used as an instrument to evaluate summative assessment as teachers determine if students have met grade

level benchmarks. Acuity can also be used as formative as teachers look at the tests to determine areas of growth and areas of weakness.)

York Academy will use the following summative assessments:

- Acuity: twice a year as a tool to determine what standards students have mastered, mid-year acuity assessment will be optional for teachers
- ISTEP: state test given in the spring to determine standards proficiency
- ACT-Explore: a nationally-normed test to determine standards proficiency
- ECA tests: Tests that show mastery of learned material and standards
- Report Cards: Detailed grades that indicate performance mastery of standards and material

Formative Assessments will include the following:

- Goal-setting with students based on their work, projects, and tests so they know where they are, what they need to do to achieve mastery or proficiency, and how to improve
- Observations of students and their work
- Questioning and answering sessions
- Intellectual Coaching of students which guides them to mastery and proficiency
- Self and peer assessment
- Student record-keeping that shows growth
- Informal assignments
- Quizzes and Essays
- Diagnostic tests
- Journals and other forms of self-assessment
- Homework

Collecting and Analyzing Data

The data cycle: 1.) Collect data → 2.) Interpret data → 3.) Modify instruction

Achievement Data will include: Observational Notes; Samples of Class Work; Portfolios; Formal and Informal Assessments; Benchmark Assessments; State Assessments; Report Cards/Standards Mastery; Attendance; Discipline referrals; Homework and classwork completion

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

Steps for Data Analysis:

1. What do we want to know and learn?

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

Other necessary items for data analysis:

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

Data will be used to:

- Guide classroom instruction
- Make student decisions for intervention, special education, enrichment, etc.
- Make program and curriculum decisions
- Establish accountability
- Develop strategies that focus on strengths and weaknesses
- Provide teacher collaboration and discussion
- Train teachers on data analysis and classroom strategies
- ISTEP scores will be analyzed each year by grade levels. The analysis will include a comparison of passing scores compared to the performance on applied skills for each curriculum area. We will monitor subgroup performance, the percentage of pass+ students, passing, and non-passing students. Areas of mastery will be determined. Strengths and weaknesses will be analyzed.
- Acuity: Mastery of skills will be analyzed to guide instruction.
- Writing benchmarks will be used to guide writing instruction and to determine growth from the beginning of the year to the end of the year.

Information System, Training, and Support: Instruction will be delivered with assessment embedded using the formative assessments above.

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

Teachers will share formative assessment information in grade-level meetings. Teachers will input selected data information into the established system. Teachers will use professional

development time to create units of study based on assessment information, standards, and student interest. Assessment data will be analyzed with the whole staff. Families will receive results (quarterly) of summative assessments and information about their student based on both formative and summative assessments.

Summative achievement data will also be shared with the Board at the beginning of each school year and the end of the school year. Summative results will also focus on subgroup information.

Our data will be provided in our information system along with Excel spreadsheets. Teachers will input classroom data. Lead teachers will develop reports for instructional guidance and planning. The School Leader will work closely with the lead teachers to ensure that data is provided in a meaningful format that leads to instructional decision making.

Corrective action will be implemented where necessary based on data. Plans will be initiated for struggling (below grade level) students. A committee will look at all essential data, both formative and summative, to create an individual plan to move the student forward.

The plan will include instructional needs, progress monitoring, and readjustment of instruction.

Corrective Action School-Wide: After looking at assessment and achievement data, if York has not met the stated goals, corrective action will be taken. Based on data, action plans will be developed by the Staff in the deficient areas.

Research based strategies will be implemented to meet the deficiencies. The *PL 221* committee will review and approve necessary changes to the action plan. York will also work with the State Charter Board to determine necessary goals. The School Leader and Unit Leaders will ensure that data is analyzed and provide staff with opportunities to develop plans to meet the deficiencies. The School Leader will present information to the *PL 221* Committee for discussion and approval. The School Leader and Administrative Team will also work with the State Charter Board on any deficiencies sited and will make corrections as needed. The School Leader will keep the Board informed about achievement data, deficiencies, and corrective plans. The Board will approve any corrective action plans.

The Board will also have an evaluation process in place for the School Leader. The Board will meet with the School Leader each year to discuss progress, deficiencies, and necessary actions.

III. Implementation Plan: Human Capital

School Staffing Structure: *See Attachment 14.*

At York, we believe that teachers and staff are the most important ingredients in helping to increase student achievement. Therefore it is the goal of York Academy to find staff members who believe in the mission and vision of York Academy and will best serve the needs of our students with passion and dedication. When recruiting employees, York will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. All York employees will be employed “at will.”

All positions will be advertised and interviews will take place. The School Leader will be the first position hired by the Board. The Business Manager will be the second position hired—by

the Board and the School Leader. As hiring continues, York will have an interview team that consists of a Board member, the School Leader, and other pertinent staff. The interview team will select the staff for hire. The Board will then present the employee with an at-will letter of employment. York will begin hiring staff as soon as enrollment projections are in. March of 2015 is the designated month for hiring so we may get the best possible candidates. More staff will be hired as applications dictate. York will work with Indiana University Southeast, the University of Louisville, Indiana Charter School Association, and our connections with retired teachers—to help with our search for dedicated teachers.

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

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

York Academy will have a Leadership team that will help manage and govern the daily operations of the school. All staff members will have a voice and will be allowed to question and make suggestions. Lead teachers and specialized teachers will manage their respective programs and report to the School Leader.

Evaluations: All staff (certified and support staff) will be evaluated yearly with inexperienced teachers being evaluated more frequently (at least four formal evaluations). Evaluations will be completed by the School Leader. Evaluations will be based on formal observations, informal observations, measures of student growth and development, and attendance. Indiana Charter laws will be reviewed and evaluations adjusted as necessary. The School Leader will meet with each staff member individually to discuss the evaluation. A written evaluation will be provided.

If needed, plans for addressing problem areas will be developed at the evaluation meeting and will be put in writing. Options will include: further education, mentor/peer assistance, teacher action, and or administrative action; employment renewal/non-renewal recommendations will be submitted to the Board. In the event a staff member is evaluated and concerns are found, the employee will be placed on probationary status. The employee and the School Leader will set improvement goals. A reasonable timeframe will be set, along with regular meetings between the employee and the School Leader. If the employee fails to meet the necessary improvement goals within the agreed upon time-line, the School Leader with support of the Board will make the final decision on employment status. The School Leader may initiate disciplinary action which may range from verbal, written or final warnings to suspensions or immediate termination, depending on the facts of the particular case and the employment history of the teacher. The School Leader will use Board support throughout the process.

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

Compensation System: Staff will receive an annual salary. Benefits for full-time employees include: the required FICA employer match, 7% PERF, and mandated contributions to workers' compensation. If extra funds are available, all staff will receive a bonus based on overall student achievement or an increase to base pay.

Professional Development (PD)

School Leaders and Staff: Dr. Daeschner weighs in here...

Comprehensive Job-Embedded Professional Development (PD). One-day workshops and PD opportunities are hopefully becoming a thing of the past. Through many years of receiving and presenting PD sessions, I have learned that, in order to make a difference, these sessions must occur over an extended period, allowing adequate time for teacher support, accountability, and sustainability. Our work with the balanced literacy model was successful because of our ongoing work throughout the year. In the initial year of implementation, the consultant met with our faculty approximately ten times. The first visit was at the beginning of the school year to give us an idea of the big picture. Subsequent visits occurred every two weeks for the first few months and then became monthly.

Each time the consultant visited our school, she would meet with all the teachers in the morning to deepen our understanding of the balanced literacy framework. Throughout the day, she would meet with grade levels during common planning periods. These small-

group times enabled teachers to ask grade-level-specific questions, receive information and resources, and express concerns. The conversations served as catalysts for future PD topics that were tailored to our needs. After school, the consultant would meet with the Building Leadership Team to dig deeper into the balanced literacy concept.

Building Leadership Team (BLT). Having a strong group of teacher leaders on the BLT was definitely a key to our success. The BLT members took it upon themselves to be accountable for implementing the strategies the first year, so they could be the model classrooms for the rest of the Staff the following year. Having teacher leaders in the building helped us sustain the PD process and momentum when we did not have access to a consultant in following years. Taking a manageable step, by initiating the reform with just our BLT, was another successful component.

A key to improved student achievement is improved teaching and facilitation by teachers. Most schools spend too little time on quality PD. The schools that increased student achievement have structured PD and greatly increase the amount of time on focused teacher learning. These improved schools increased their PD to three forty-five minute sessions per week, usually first thing in the morning. The PD is organized by the BLT and School Leader; taught by teacher-leaders or the School Leader; and typically delivered on school grounds.

The PD is evaluated against the following parameters: narrow, focused, data-driven, collegial, job-embedded, and long-term. Narrow and focused PD is directed towards a few topics that teachers need to master and demonstrate in the classroom before learning new PD topics. PD will be data-driven: choosing PD topics where student outcomes have demonstrated need for improvement; and using classroom data through observation and student outcomes to test PD fidelity and efficacy. Collegial refers to learning the PD topic through collaborative teacher teams that embrace collegially. Job-embedded ensures what is learned during PD is demonstrated in the classroom and becomes part of a teachers repertoire. Long-term implies that the topic is thoroughly covered before moving to a new topic.

Many of the PD topics revolve around student data reviews and pedagogy improvement such as student engagement and rigor. A Principal's perspective follows:

The moment that you realize you are the change agent for your school is when you yearn to learn, to collaborate, and grow as a professional. One strategy that we implemented as a district was a Period Zero Professional Development time. This was the moment that we as a faculty embraced and utilized to serve as our catalyst for change.

A time for collaboration was carved out of the structure of the existing day to all schools. This Period Zero time slot of 30-50 minutes, three days a week, was dedicated to Professional Development. Staff used the time for data analysis, curriculum study, pedagogy review, classroom walk-throughs, video discussions, and collaboration. Meetings were structured and carefully planned with the purpose—student success—always in the forefront.

Typically, internal staff experts and/or the Building Leadership Team led these collaboration segments. We deemed it important that each Professional Development session had purpose, was aligned to district and school goals, and was meaningful for teachers. It is definitely not an easy task to open yourself, your students, or your school to

this type of in-depth, honest collaboration; however, once a teacher learned about an idea, tried it the classroom, and observed student successes, change became easier—and so did collaboration. The type of Professional Development offered in Period Zero required everyone to become part of the team. As a team of teachers involved in site-based decision making, we were able to self-determine our unique plan for learning and growing. The learning was specific to our teachers and to our students. We had the ability to move as fast or as slowly as needed to be successful.

We soon discovered that Professional Development characterized by a specific focus on school goals and support from the Staff had an enormous impact. When a group of highly educated, dedicated educators come together to plan, learn, and facilitate change, the possibilities are endless. We never stop learning. Through the Period Zero Professional Development, we now have limitless opportunities to grow and learn from one another.

III. Implementation Plan: Start-Up Operations

Start-Up Plan: If the charter is approved and grant funds obtained, York Academy plans to begin operations in September 2014 with one full-time employee, the School Leader. The Business Manager and the Administrative Assistant will begin work in January 2015. These employees will be responsible for preparing the facility and all facets necessary to begin school in August 2015. See *Attachment 15* for a detailed start-up plan.

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

Start-Up Staffing and Costs: See *Attachment 17* for Budget and Staffing Workbook.

Transportation: At least initially, families will supply their own transportation to/from school. After the first year, York Academy may provide bus transportation at specific drop off and pick-up points. (For now—and for budgetary purposes—we’re assuming that we will not provide transport services.) If so, York will contract with a third party provider. Per the *McKinney-Vento Homeless Assistance Act*, these points may include the location of homeless students and *Individuals with Disabilities Education Act* and *511 IAC 7-43-1(u)* if applicable. The provider shall provide proof that it meets or exceeds all applicable rules and regulations regarding student transportation.

On enrollment forms, families will be asked whether they desire transportation. All students are accepted whether transportation is or is not requested. Transportation will be provided for field trips and other out-of-school trips. Before these trips are planned, York will contact the IDOE Director of School Transportation to discuss rules and regulations surrounding transporting students.

Safety and Security: York Academy will follow all laws and guidelines concerning safety of students. All local and state policies related to health and safety will be met. Preventive maintenance and inspection calendars will be developed for the building and grounds. York Academy will meet state and federal requirements for student immunization, food inspections, hazardous chemicals and other health and safety issues.

York will have an emergency handbook for staff. We will implement an intercom safety plan. Staff will be trained in safety and emergency procedures. The safety plan will include emergency measures for natural disasters, and manmade crisis for all staff and students, including special evacuation procedures for students with disabilities. We will have a crisis response team in place; members will know their roles for various emergencies. We will post escape routes for every classroom and we will practice drills. One member of the crisis team will participate in the Indiana School Safety Specialist Academy for best practices on safety. York will also reach out to first responders for help with school safety.

York will hire a full-time security guard. York plans to monitor the building exterior with security cameras. Interior cameras would also be desirable. A buzzer system will be in place for admitting visitors. All exterior doors will be locked when students are present. All visitors will be required to sign in and out at the front office and state the reason for the visit. Identification will be required. A pass will be issued to the visitor. Staff will be trained in visitor procedures.

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

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

Criminal background checks will be done on anyone working in the school and for all volunteers.

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

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

Technology Specifications and Requirements: for Blended Learning and Virtual Operators only—*not applicable.*

Insurance Coverage: York Academy understands that charter schools authorized by the Indiana Charter Board will be required to indemnify the Indiana Charter School Board, the Indiana

Department of Education, any related entities, and their respective members, officers, employees, officials and agents. See *Attachment 16* for insurance details and estimate.

III. School Design: Facility Plan

York Academy is in the process of trying to identify a facility. We have someone with real estate experience (Martina Webster) on our Board. We have also worked with Jim Baker, Matt Oakley, and Pat Harrison—some of the most prominent real estate agents in Southern Indiana. We also have an architect on our Board, Paul Linney, who has decades of experience as a child-care center operator, a small-business owner, and someone who has built and modified buildings.

Currently there are no available/vacant schools on the State List in our area. Clarksville had a vacant school for sale, but the *posted* price was well beyond our reach. GCCS also had a school building for sale, but after the Clark County Council attempted to purchase it, the building was re-purposed by the School District. In any case, neither property was close to ideal; both were *listed* at market (or above-market) prices; and would have required extensive renovations. Other GCCS properties will likely become available soon—and should be placed on the State list. But we are not confident that GCCS will follow the spirit or even the letter of the law.

Fortunately, we have room in our budget to lease or even to buy or build a building. If we are unable to obtain a public school building currently in use, we will find a suitable private location. Of the locations we have toured, the most promising is warehouse space at America Place in Jeffersonville. There may be better options (including modular buildings), but we are confident that America Place would be quite suitable for our purposes.

Trace Wimsatt, one of our Board members, has spoken with the IFF and the CSDC—and they have promised to be more heavily involved when we receive our charter. Once we have been approved for charter status, we will move quickly to secure our building arrangements. It should be much easier at that point to obtain loans, purchase a building, secure a lease agreement, talk with experts in the field, etc. We will continue to explore our options to seek benefactors, initiate financing, begin inspections, secure the building, and establish a renovation timeline. We realize that the facility must comply with state and local health and safety requirements. We will be prepared to follow applicable city or town planning review procedures. We would contract with a “qualified” builder to complete any necessary renovations. And we will make this a top priority when we are awarded a charter.

III. School Design: Budget and Finance

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

The fiscal process shall begin the first of the new calendar year. Requests for finances will be documented. After initial review, clarification and additional detail may be sought. The general criteria for final consideration shall give most weight to student classroom needs, followed by professional staff needs and finally to the overall needs of the campus facility. These weights shall be guided by the overall mission and vision of the school as detailed in the learning goals enumerated within this document. Priorities will be centered on providing a safe and secure environment, providing quality and well trained teachers, and providing necessary resources within the funding available. An initial draft of the proposed budget shall be given to the Governing Board no later than April 15th of each year. Based upon the review, further information may be requested to clarify and detail the need and impact of the budgeted items. Upon completion of the review, a proposed Budget shall be given to the full Governing Board no later than the April Board meeting. If needed, the Board may request additional data and offer suggestions for modification. Upon completion of that process, a final draft of the proposed Budget shall be given a first vote by the Board, subject to being offered to the general public via York's website and printed copies available at the school's front office desk. Upon expiration of a reasonable time frame for public comment through the school's website and monthly Board meeting in May, a final recommendation to either accept the proposed Budget as presented or to request an amendment to the Budget, shall be voted upon by the Board at a second meeting at the end of May.

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

See *Attachments 17 & 18* for detailed budget and narrative. See also: *Attachment 19*.

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

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

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

for non-profit governmental bodies as recognized by the Governmental Accounting and Auditing Standards Board.

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

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

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

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

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

IV: Innovation

--Focus on core curriculum: At York, core curriculum will be the first priority. As per our mission, it is unacceptable for a student to enter high school without the skills needed to succeed. If a student is not at grade level in reading, math or writing, they will receive assistance until they get to grade level—ranging from additional resources out-of-class to additional classes in their area(s) of weakness.

--“Balanced Literacy and Math”: One of the keys to a school success is high expectation regarding curriculum and pedagogy. A competitive school and its students need to use a curriculum based on National Common Core Standards. These Standards have been adopted by most States and have large advantages over individual state standards. Common Core has fewer Standards, establishes the same standards across the United States, and is more rigorous than state standards. National tests such as ACT and SAT are based on Common Core Standards. It is essential that students are strong in reading, math and writing.

Two GCCS teacher-leaders provide an example of a balanced literacy and balanced math curriculum.

Balanced Literacy

In 2009, when the Indiana Statewide Testing for Educational Progress (ISTEP+) scores showed that our school was the lowest-performing elementary school in our district, we had to take a hard look at ourselves. We didn't have the highest poverty rates in the district nor did we have any extreme demographics. So, why? How could we be the lowest? Teachers were already working very hard, so we had to find a way to work smarter . . . and we did. Over the next three-year period, our students' English/language arts passing rate increased from 64.0 percent to 77.4 percent. What was the key to our success?—incorporating a balanced literacy framework.

Balanced literacy is a student-centered framework designed to create proficient readers and writers by giving students multiple opportunities to read, write, and respond in a variety of group settings. Based on a daily, uninterrupted, ninety-minute block of time, this framework incorporates instruction on the five components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. The ninety-minute block begins with a ten- to fifteen-minute whole-group focus lesson that sets the purpose for learning and allows the teacher time to model expectations with “read-aloud” and “think-aloud” strategies. After the focus lesson, students receive a large chunk of time, approximately sixty minutes, for guided practice, which may include shared interactions with the teacher, partner work, and/or teacher-directed small groups. This guided practice is designed to scaffold student learning and gradually give students more independence. The balanced literacy block of time ends with a time for sharing and reflecting upon what the students have learned. The opportunities for reading and writing in a balanced literacy classroom operate on a gradual release of responsibility or the “I Do, We Do, You Do” model for learning.

Balanced Math

In the summer of 2009, GCCS selected one teacher from each school to participate in several days of Professional Development on the balanced math framework. Upon completion of this training, we were certified as trainers of the framework and charged with returning to our buildings to initiate a three-year transition into the balanced math framework district-wide.

Only 61.1% of our third- through eighth-grade students were passing the mathematics portion of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+). We were 12.2% below the state average. The intent of the balanced math framework was to build consistency across the district and give our teachers a structured resource for framing their mathematics instruction based on the appropriate grade level standards and the needs of the students.

There are five components to the balanced math framework: computational skills (math review and mental math), problem solving, conceptual understanding, mastery of math facts, and common formative assessments. Jan Christinson and Larry Ainsworth have written Five Easy Steps to a Balanced Math Program (2006) for primary, upper elementary, and secondary grades. This book explains the specific components of the framework appropriate for each age group. The teachers selected to become trainers in our district worked with Jan Christinson and his books over a period of three years, systematically implementing the components of the framework into each of our schools from kindergarten through high school.

In the first year of implementation, we began with computational skills and focused on developing quality math reviews for our classrooms. We tied the components of mental math and mastery of math facts in with this piece as well. The math reviews and mental math practices became a daily routine in all math classes. The math reviews were developed by each grade-level or department team to address the unique needs of the students in their classrooms. Teachers chose skills previously taught that were necessary for future lessons, areas where students tend to struggle, and concepts from previous assessments that needed to be reviewed. The focus was on reasonable answers and error analysis. The math review concepts were assessed every other week to check for understanding and to make adjustments to the concepts to be reviewed in the future. The students were involved in the grading of these assessments, either through conferencing or self-check, in order to re-emphasize error analysis and give immediate feedback. After the assessments were graded, students wrote reflections on their proficiency in each concept.

By the second semester of year one, we began training in the second component of balanced math. Problem solving brought real-life application to the concepts being taught, and deepened the level of rigor in classrooms. A problem-solving task became a weekly element of the instructional process. With little or no teacher assistance, students were asked to apply what they were learning, collaborate with their peers, come to a consensus, and defend their reasoning. It was amazing to see wallflowers blossom

through this process. When students became independent and realized they could make the connections necessary to solve these tasks, they became more confident and passionate about what they were learning. The problem-solving task always ended with a whole-group discussion where students debated and defended their answers. The follow-up assignment held individuals accountable by requiring each student to write a descriptive piece about the process for solving the problem along with justification for the answer.

At the start of the second year, all of our schools were implementing the first two components of the balanced math framework, and we began training the other faculty on teaching for conceptual understanding. This piece of the balanced math framework meshed perfectly with another instructional tool our district adopted, the Goal Clarity Window. We used this tool to create conceptual roadmaps for our mathematics units. The general idea was to focus on one big idea and create a pathway of understanding that bridged what the students already knew with what they needed to learn, while at the same time driving the depth of knowledge for each step into a rigorous unit.

The final component, common formative assessments, was something our district was also in the process of working on across the curriculum. The teachers in my grade level embraced this idea fully and saw it as a great opportunity to collaborate. We divided up our curriculum for each quarter among the teams at each school and began emailing each other units and assessments to use throughout the year. This collaboration led to sharing resources and ideas to improve instruction. Within our twelve elementary schools, we had a network of professionals working together to build quality units and assessments to teach our students.

Along with each component, there were specific steps our administration took to ensure the successful implementation of this balanced math framework:

- *We took it slowly. We did not try to implement all components at once, and during the transition we worked closely with Jan Christinson to ensure that we were including the most essential components.*
- *Walk-throughs helped us grow. School Leaders, teachers, and Jan Christinson, at times, came into our classrooms to see the framework being implemented. We recorded components for Professional Development and had valuable conversations about what the components should look like in our classrooms. We weren't perfect, and usually found areas to grow, but we embraced the information and made changes to improve. The success of these walk-throughs was dependent upon trust and clear communication that they were not for evaluative purposes, but rather for professional dialogue about classroom implementation.*
- *The train-the-trainer model made resources accessible. Having an expert in the balanced math framework available in each building—someone who worked closely with Jan Christinson over the course of the transition—was a great resource. Teachers always had someone they could approach with questions or for help with a component of the framework.*

- *Job-embedded Professional Development allowed each school to personalize the Professional Development to reflect the needs in that building and the strengths of the teacher-trainer. The district designed our school day to include opportunities for Professional Development meetings before the day began, so setting up opportunities to present or share information was not a complicated matter. Teachers could learn about or review a component before school and begin implementation right away.*

In the spring of 2012, a total of 79.3 percent of our third- through eighth-grade students passed the math portion of ISTEP+. We were closing the achievement gap, and are currently only slightly below the state average. With the implementation of the Balanced Math Framework, our district's average scores on ISTEP+ increased 29.5%. Some of our elementary schools have seen gains well over 40%. A balanced approach to instruction is essential to ensuring successful learning in the classroom.

--Period Zero: “Period Zero” is a daily, one-hour period of time for PD at the beginning of the school day. Staff will use the time for data analysis, curriculum study, pedagogy review, classroom walk-throughs, video discussions, and collaboration. We will also use structured meetings—carefully planned and focused on student success.

--Administrators in the Classroom: Administrators who are certified teachers will teach part-time. This will promote staff unity, increase knowledge “on the ground”, increase the administrator’s knowledge of the students, and so on.

--Equal pay: Administrators and teachers will receive the same compensation. This will help with unity, morale, and team-building.

--Parent Advisory Group: York Academy will establish a parent advisory group that will work with the School Leader. This will be made up of at least two parents from each grade level. They will meet with the School Leader monthly for discussions. This aligns with ICSB as parent involvement. Parent involvement increases academic achievement. For example, York will have a dress code, but we will let parents have considerable input into whether we have a school uniform. We have no plans to have co-curricular activities—at least initially, but again, will allow input from parents on these decisions.

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

Experience:

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

Education:

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

Associations and Past Honors/Recognition:

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

BECKA BERNARDI CHRISTENSEN

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Lifelong resident of Jeffersonville, Indiana and graduate of Jeffersonville High School.

Employment History:

Angies' Design of Worrall's Flower Shop ---- Floral designer: 1987 to 1989

Clarksville Flowers and Gifts -- Floral designer: 1989 to 1991

Affairs of the Heart – Owner/Operator of local flower shop in Jeffersonville, IN since 1991.

Community Involvement:

Greater Clark County School Board -- Member and past president -- 2008 to 2012

Franklin Commons Neighborhood Association -- founding member -- 2006 to present

Jeffersonville Main Street -- member

Jeffersonville City Pride -- member

Downtown Merchants Association -- member

Rose Hill Elementary School -- past member and vice president of PTO

Girl Scouts of America -- past leader of Troop #89

Springdale Drive United Methodist Church -- member

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February 17, 2014

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Education:

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

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

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

Professional Experience:

Professor: Indiana University Southeast, 2000-current

Distinguished Visiting Professor: The King's College, 2005-2006

Associate Professor: Indiana University Southeast, 1997-2000

Assistant Professor: Indiana University Southeast, 1992-1997

Visiting Lecturer: Texas A&M University, 1991-1992

Graduate Instructor: Texas A&M University, 1988-1991

Refereed Journal Articles:

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

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

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Refereed Journal Articles (cont'd):

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

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

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

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

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

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

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

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

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

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

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

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

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

Refereed Journal Articles (cont'd):

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

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

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

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

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

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

"Legislating Justice: A Wiser Course than Legislating Morality", *Christian Research Journal*, Vol. 35, #3, Summer 2012: 21-25.

"'The Other America' Is 'Coming Apart'", *Journal of Markets and Morality*, Vol. 16, #1, 2013: 239-248.

"The Economics of Health Care and Health Insurance", *The Independent Review*, forthcoming.

Edited volumes:

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

Books and Book Chapters in Edited Volumes:

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

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

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

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

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

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

Presentations and Conference Participation related to Teaching

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

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

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

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

-IUS ILTE Workshop (February 16, 2001)

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

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Presentations and Conference Participation related to Teaching (cont'd):

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

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

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

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

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

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

Honors/Awards:

TKC Adjunct Faculty of the Year (2005-06)

Appointed to FACET (2003)—IU's Faculty Colloquium on Excellence in Teaching

Metroversity Outstanding Faculty for Adults Award (2001)

Teaching Excellence Recognition Award (TERA), \$1,000 (1998, 1999)

Lilly Introductory Course Revision Grants: \$2,000 (1998), \$3,000 (2002)

Teaching/Learning Partners Grant, \$200 with \$280 stipend (1998)

Outstanding IUS School of Business Research Award (1994, 1997, 2000)

IUS Distinguished Research Award for Junior Faculty (1996)

Appointed to IU-system Graduate Faculty (Full: 2000; Associate: 1996)

Outstanding IUS School of Business Service Award (1999)

Outstanding Graduate Student Award (1991)

Outstanding Graduate Student Teaching Award (1990, 1991)

Eric Schansberg—page 6

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

Key Service Opportunities On-Campus:

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

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

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

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

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

References:

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

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

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

Martina Webster

The First Time Home Buyer's Friend

martinapwebster@gmail.com

Summary

I have been a Realtor in the Southern Indiana/Louisville Metro market for over a decade. I lived in the Clarksville, Indiana area for most of my life, and now reside in Sellersburg.

I particularly enjoy working with first time home buyers. I get great satisfaction from helping first time home buyers negotiate a good deal on a home with the potential to be a sound investment for them. I am honest, to a fault at times, and will help you feel confident in your decision to buy. I try my best to help my clients build their futures on solid ground.

I hold the National Association of Realtors Broker Price Opinion certification. BPOs allow me to utilize my favorite skills: research and analysis.

Specialties: first time home buyers, purchasing real estate, professional home buying advice, comparative market analysis for home sellers, bpo, broker price opinion

Experience

Associate Broker at Southern Realty

July 1999 - Present (14 years 8 months)

Associate broker at Southern Realty. Jim Cash - Broker
BPO certified.

Enjoy helping home buyers find their castle!

The first time home buyer's friend.

I recommendation available upon request

Pricing Coordinator at Samtec Inc

March 1995 - August 2008 (13 years 6 months)

Managed major customer accounts: including quoting contracts and traveled for contract negotiations.

Forward costed on high volume opportunities to win business based on potential versus current cost.

Designed and ran Crystal Reports on SQL database for sales managers.

I recommendation available upon request

Certifications

Level II Assessor-Appraiser certification

Department of Local Government Finance January 2014

Level I Assessor-Appraiser certification

Department of Local Government Finance December 2013 to January 2014

Organizations

Indiana Republican Liberty Caucus

Chairwoman

January 2014 to Present

Clark County Indiana Republican Party

Precinct Committeewoman

May 2012 to Present

Volunteer Experience

Planning Commission Board Member at Clark County Planning Commission

July 2013 - Present (8 months)

Perform the duties and functions specified in Indiana Code, IC 36-7-4-400 et seq. and other applicable sections of Indiana Law and other such responsibilities as may be assigned from time to time by the Board of Commissioners of Clark County. The Plan Commission shall adopt written rules of procedure for the administration of the affairs of the Plan Commission and its staff for investigations and hearings.

5th grade team leader at Southeast Christian Church

January 2005 - Present (9 years 2 months)

Lead a group of elementary girls weekly and annually at camp. Encourage, pour into, and build relationships. Walk with their parents to help their children grow spiritually.

Campaign chair at Kelly Khuri for Clark County Council

February 2012 - November 2012 (10 months)

Helped get a liberty minded public servant elected to the Clark county council.

Planned and organized fundraisers, addressed crowds, campaigned door-to-door, increased name recognition, ran social networks (facebook, twitter).

Skills & Expertise

Price Setting

Cost Estimating
Crystal Reports
Customer Service
Data Analysis
Research
BPO
Real Estate
Analysis
Strategic Planning
Process Improvement
Microsoft Excel
Team Building
Microsoft Office
Relocation
Sales
Negotiation
Sales Management

Education

Ivy Tech
Pre-License Course, Real Estate Broker, 2010 - 2010

Indiana University-Southeast
Bachelors of Science, Business Management, 1994 - 1998

Interests

research, public awareness, brainstorming

Martina Webster

The First Time Home Buyer's Friend

martinapwebster@gmail.com



2 people have recommended Martina

"Martina is extremely personable and knowledgeable. She also has very high integrity--when she says something, you can trust it is true. Logical and creative at the same time. Highly recommend."

— **Krista Kimrey Smith**, was Martina's client

"Martina is one of the best inside salespeople I have ever worked with. Very professional, very detailed, great at analysis, and she aggressively pursued new business opportunities. I would recommend Martina for any role involved research, analysis, and profit oriented decision making."

— **Brian Striegel**, *WW Business Development Manager, Samtec inc*, managed Martina at Samtec Inc

Contact Martina on LinkedIn

ANTHONY (TRACE) WIMSATT

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

SENIOR BANKING PROFESSIONAL

Proven Track Record in Increasing Corporate Earnings

Results-oriented banking professional with strong qualifications in competitively positioning products and services while maintaining industry leadership in the community. Excellent qualifications in managing loan proposal development, packaging, and structuring. Equally strong qualifications in general management, program development and multi-site operations. Dynamic leadership and team building skills. Skillful in a variety of software applications and technologies for use in presentations and research.

AREAS OF EXPERTISE

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

PROFESSIONAL EXPERIENCE AND ACCOMPLISHMENTS

REPUBLIC BANK, Louisville, KY

AVP, Business Banking Officer – August 2008 – Present

Supervisor – Greg DeMuth- (502) 298-1755 – please do not call, please notify before contacting.

Work Schedule – Full Time

Progressively demanding decision-making position managing day-to-day operations in order to maintain industry leadership and profitability in the Kentucky and Southern Indiana markets. Extensive knowledge of marketing lending programs and services. Utilize marketing principles, strategies and analysis to achieve organizational goals. Collaborate with senior managers to implement effective strategies in order to better meet client requirements. Provide support in FDIC and internal audits.

- Manage a commercial lending portfolio of approximately \$30,000,000 and deposit portfolio of \$10,000,000.
- Identify lending opportunities through prospecting, cold calling, product representation of commercial lines of credit, commercial real estate, term loans, equipment loans, letters of credits etc.
- Orchestrate executive proposals and negotiations to influence key decision makers of small and large corporations in order to grow a strong customer base and secure business relationships.
- Facilitate training and education to branch managers regarding commercial loan structure, client negotiation, financial analysis and professional development.
- Foster and maintain relationships with clients and personnel in outside organizations.
- Review business plans –work closely with the SBA.
- Create oral presentations to educate business owners with various levels of understanding and sophistication.

YOUR COMMUNITY BANK, New Albany, IN

AVP, Business Development Officer – September 2007 – August 2008

AVP, Branch Manager – December 2004 – September 2007

Assistant Manager – May 2004 – December 2004

Work Schedule – Full Time

Accomplished sales and leadership manager with a demonstrated ability to build and grow business relationships. Consistently promoted to increased responsibility, advancing twice over 3 years. Proven ability to train employees for further advancement. Conducted presentations to potential customers and all levels of management.

- Created and implemented yearly sales plan.
- Managed and motivated 10 retail managers to identify quality prospects and facilitate negotiations with business owners.
- Manage over \$17,000,000 in deposits and \$15,000,000 in loans.
- Directed all branch operations, while effectively managing and training employees to accomplish their designated goals.
- Promoted from Assistant Manager to Branch Manager to Business Development officer based on exceeding loan and deposit goals by an average of 180% and 174%, respectively, in 2005-2007.
- Received Best External Service Award.

EDUCATION

University of Louisville –Louisville, KY

Bachelor of Science in Business Administration, Marketing, 2003

NETWORKING / VOLUNTEER ACTIVITIES

GLI

One Southern Indiana

York Academy

Clark County 4-H

RESUME

ALBERT L. COLE
3204 TIMBERLAKE COURT
JEFFERSONVILLE, IN 47130
(812) 282-2037

EDUCATION:

High School: Stigall High School (Graduated May, 1969)
Humboldt, Tennessee 38343

College: B.S. Degree (May, 1972)
Major, Business Education
Minor, Secondary Education
Lane College
Lane Avenue
Jackson, Tennessee 38301

Master's Degree, Secondary Education (May, 1977)
University of Louisville
Louisville, KY 40208

Principalship Certification (December, 1984)
University of Louisville
Louisville, KY 40208

Secondary School Counseling Certification (May, 1986)
Western Kentucky University
Bowling Green, KY

Post Graduate Work
Master's Degree, Christian Education
Southern Baptist Theological Seminary
Louisville, KY

RESUME

Albert L. Cole

Page 2

WORK EXPERIENCE

- 5/02 – Present
Pastor/Founder
New Progressive Baptist Church
4712 Middle Road; P.O. Box 216
Jeffersonville, IN 47131-0216
- 2/02 – Present
Sub Administrator
Various Schools
Jefferson County Public Schools
Louisville, KY 40232
- 7/99 – 2/02
Principal
River Valley Middle School
Greater Clark County Schools Corporation
Jeffersonville, IN 47130
- 11/94 - 7/99
Principal (Retired)
Crosby Middle School
Jefferson County Public Schools
Louisville, KY 40232
- 8/97 – 10/97
Interim Pastor
Wesley UMC
Jeffersonville, IN 47130
- 7/94 – 9/94
Interim Pastor
R.E. Jones UMC
Louisville, KY 40211
- 7/90 – 11/94
Assistant Principal
Crosby Middle School
Jefferson County Public Schools
Louisville, KY 40232
- 6/92 – 7/97
Minister of Christian Education
Shiloh Baptist Church
1349 Catalpa Street
Louisville, KY 40211
- 7/87 – 6/90
Assistant Principal
Fairdale Technical School
Jefferson County Public Schools
Louisville, KY 40232

WORK EXPERIENCE, Continued

- | | |
|-------------|--|
| 6/86 – 8/91 | Pastor – South IN Conference
Ebenezer UMC – Madison, IN
St. James UMC – Jeffersonville, IN |
| 6/81 – 6/86 | Minister of Christian Education
First Virginia Avenue Baptist Church
3601 Virginia Avenue
Louisville, KY 40211 |
| 8/81 – 6/87 | Teacher – Business and Office
Mill Creek Vocational School
Jefferson County Public Schools
Louisville, KY 40232 |
| 8/72 – 6/81 | Teacher – Math and Algebra I
Western Middle School
Louisville Public Schools
Louisville, KY |

LOCAL SCHOOL COMMITTEES

Served on the following Jefferson County Public Schools' Superintendent Management Team Subcommittees:

- Personnel Practices Sub-Committee
- Program Evaluation Sub-Committee
- Assistant Principal's Evaluation Sub-Committee
- Research & Evaluation Survey Sub-Committee
- Budget, Planning and Staffing Sub-Committee
- Community Involvement & School-Based Decision Making Sub-Committee

OTHER WORK-RELATED EXPERIENCES

- NASSP Assessment Center (University of Louisville)
- Lyman T. Johnson Fellows Leadership Program (Jefferson County Public Schools)
- Evaluation Training for Evaluators of Teachers (Jefferson County Public Schools)
- Preparation for Principalship Series – Professional Development (Jefferson County Public Schools)

ORGANIZATIONAL MEMBERSHIP

Member, Advisory Board – Southern Indiana Commission on Race/Gender Fairness
Member/President, Clark County (IN) Ministerial Coalition (2006 – Present)
Member, University Club - University of Louisville
Member, National Association of Secondary School Principals (NASSP) – (1990-1999)
Member, National Middle School Association (NMSA) – (1990-1999)
Member, Association for Supervision & Curriculum Development (ASCD) – (1990-1999)
Member, National Alliance of Black School Educators (NABSE) – (1991-1999)
Member, Greater Louisville Alliance of Black School Educators (GLABSE) – (1990-1999)
Member, SECME Leadership Taskforce – Georgia Tech University (1997-2002)
Member, National Baptist Convention, USA, Inc.
Member, Jeffersonville-Clark County Branch NAACP
Member, Executive Board, Clark County American Red Cross (2001)
Member, Executive Board, Regional Youth Shelter (2000-2006)
Member, Educational Leadership Stakeholder Advisory Group (IUS) - (2000-2002)
Member, Indiana Baptists State Convention
Member, Southern Baptist Convention

RECOGNITIONS AND AWARDS

2008 Man of Distinction Award – Outstanding Community Involvement and Leadership
2002 Olympic Torchbearer
2000 JUMP (Jeffersonville United to Make Progress) Award
1999 SECME – Exceptional Support/Dedicated Service Award
1999 “Doing the Right Thing” Award – Louisville Urban League
1997 Kappa Gamma Sorority Leadership Award
1996 Olympic Torchbearer
1996 SECME – Exemplary Services Principal Award
1995 Distinguished Citizen Award by Mayor Jerry Abramson, Louisville, KY
1995 Kentucky PTA State Congress Outstanding Educator Award
1995 Black Achievers Award (Chestnut Street YMCA – Louisville)
1995 Big Brothers & Big Sisters Award (Crosby Middle School – Louisville)
Howard Thurman Preaching Award
National Baptist Congress of Christian Education Leadership Training Award
Certificate of Appreciation – City of Louisville, Co. Judge Exec. David L. Armstrong

REFERENCES

Provided upon request

VITA
STEPHEN W. DAESCHNER, PH.D.

128 Bluff Ridge Road
Jeffersonville, Indiana 47130
Office: 812-590-3873

EDUCATION

September 1970 – July 1972
University of Wisconsin
Madison, Wisconsin
Ph.D. – Educational Administration

July 1964 – June 1965
Kansas State University
Manhattan, Kansas
M.S. – Secondary Education

September 1960 – June 1964
Baker University
Baldwin, Kansas
B.S. – Physics/Mathematics

PROFESSIONAL EXPERIENCE

SUPERINTENDENT

July 2009 - June 2012

Greater Clark County Schools
Jeffersonville, Indiana

Nineteenth largest school corporation in the state, operating twelve elementary, four middle, three high, and two alternative schools, and serving approximately 11,000 students—72% white, 13% black, 7% multiracial, 6% Hispanic and 1% Asian.

SIGNIFICANT ACCOMPLISHMENTS

- Increased English achievement gain, grades 3-8, by 26% and Math gain by 35% as measured by State ISTEP+ test.
- Accelerated the achievement of disaggregated groups of special education, Black/Multi-Racial, free and reduced-price lunch, and Hispanic students in comparison with that of regular program students, thereby decreasing achievement gaps.
- Increased the proportion of students enrolled in Advanced Placement courses by 132% and increased the percent of students scoring a 3 or better on AP tests by 190%.
- In 2008, only 5 of 19 schools had achieved Federal Accountability—Adequately Yearly Progress (AYP); in 2011, 15 of 19 made AYP.

- The District's gain in academic achievement exceeded the gain of the other 29 largest districts in Indiana for grades 3-8 combines on the English and Math ISTEP+ Tests.

SUPERINTENDENT

July 2007 – June 2009

Indian Prairie School District #204

Aurora, Illinois

Suburban district of 29,000 P-12 students—62% white, 18% Asian, 9% Hispanic; 7% economically disadvantaged, 11% with disabilities; 91% success rate on Illinois State Test for Literacy and Mathematics; average ACT score of 25 with all students taking the test.

SIGNIFICANT ACCOMPLISHMENTS

- Implemented initiatives to instill a data-driven, site-based, value-added instructional leadership philosophy throughout the district.
 - Increased half-day kindergarten to full-day kindergarten for all students.
 - Implemented three-tiered intervention systems in all schools, with full-time interventionist at each elementary school.
 - Implemented modern technology plan and K-12 technology curriculum.
 - Negotiated and secured one hour a week for school-wide professional development for all schools.
 - Increased middle school instructional time for core subjects.
 - Piloted a new special education delivery plan.
 - Implemented school improvement plan system.
 - Implemented new teacher evaluation system.
 - Piloted in three schools the addition of a classified administrator to increase principal's time for instructional oversight.

SUPERINTENDENT

September 1993 – June 2007

Jefferson County Public School District

Louisville, Kentucky

Metropolitan district of 98,000 preschool – grade 12 students; 13,000 employees; annual budget in excess of \$800M. Student body was 42% minorities (increase almost 10% from 1993-2007); 53% received free- or reduced-price meals (up 9% during same period); homeless students more than doubled to 5,000; 14,000 in Exceptional Child Education; 2,200 in English as a Second Language program (increase of 300% during that time period).

SIGNIFICANT ACCOMPLISHMENTS

- Increased student achievement scores on state assessments by 24% over the final seven years, including significant achievement gains by every student subgroup and a major gain in reading

and writing scores of all students. Student attendance rose from 91.9 percent in 1997 to 93.9 percent in 2006. Dropout rate was reduced from 6 percent in 1999 to 4.8 percent in 2005.

- Community-wide partnership garnered 6,000 volunteers and raised \$6 million locally to support Every 1 Reads initiative to get all students reading at grade level or above.
- Initiated a \$32 million effort through the GE Foundation to develop and implement world-class standards and lessons in math and science.
- Implemented a systematic pre-kindergarten program for three- and four-year-olds and meshed four different projects serving all at-risk (based on free- and reduced-price meals) four-year-olds in a half-day program, along with 60 percent of all at-risk three-year-olds. Implemented a full-day kindergarten program for all children.
- Established in 2000 an online school whereby students in public, private, parochial, or home schools anywhere in Jefferson County could earn high school credits: 850 students enrolled in the first year and more than 3,650 course credits were awarded in seven years. Exported the online coursework to over 35 districts in the United States.
- Stabilized a financial system that featured each school setting its own budget, the highest teachers' salary scale in the region, a five-year teacher contract and approximately \$52 million in a reserve fund.
- Increased student/teacher contact time by five days, which gave the district the longest school calendar in Kentucky. Incorporated two parent-teacher conference days and four additional staff development days into the calendar.
- Implemented a technology plan that includes a computer applications skills continuum with desired student outcomes by grade, plus a system to test these objectives to ensure development of computer literacy by all students.
- On statewide assessment, proportion of novice-level readers in elementary schools fell from 31 percent in 1993 to 12 percent in 2006.
- On the CTBS/5 Total Battery, the district average score at the elementary level rose from 43 in 1997 to 61 in 2005.
- Number of high schools offering Advanced Placement classes rose from 9 in 1999 to 21 (every high school) by 2001.
- Number of Advanced Placement tests with scores high enough to earn college credit rose from 133 in 1993 to 1,806 in 2005.
- Scholarship dollars awarded rose from \$24M for Class of 1993 to \$75M for Class of 2006.
- Expanded system of alternative schools; number of students expelled 1993 – 2007 = zero.
- Constructed eight new school buildings, with others underway, plus new centers for early childhood and school nutrition.
- Established eight Neighborhood Places (where the school district and social service agencies combine forces to meet family needs that hamper children's progress).

PROFESSIONAL AWARDS

- **Superintendent of the Year** – Kentucky Association of School Administrators – 2006
- Voted **Louisville's "Fittest CEO/Boss"** by readers of *Kentuckiana HealthFitness*—2003

- Voted one of **Louisville’s “Top 50” Most Powerful People** in a poll conducted by *Louisville Magazine* – 2006
- **Outstanding Community Member**—Spalding University College of Education – 2006
- **Excellence in Educational Leadership Award**—University Council for Educational Administration – 2004
- **Community Partnership Award**—Junior Achievement of Kentuckiana – 2004

DISTRICT RECOGNITIONS

- Named by the Broad Foundation of Los Angeles as one of the top five urban school districts in the nation – 2003
- Selected by the Wallace-Reader’s Digest Funds as one of 12 districts nationwide to participate in a five-year process to provide professional preparation for current and aspiring local school leaders – 2002
- Among 50 metropolitan communities, Louisville earned the No. 1 ranking from the Progressive Policy Institute and Case Western Reserve University in Cleveland for classroom computer use contributing to a tech-savvy workforce – 2001
- TechnoVision Award for cutting-edge technological achievements in education – 2000
- Three awards from the National Safety Council for excellence in training employees in safety techniques – 2000
- Cited by the U.S. General Accounting Office as the one district in the U.S. that was most thoroughly prepared in terms of all areas of technology applications for the advent of Y2K – 1999
- First-ever winner of the Disney Learning Partnership Spotlight School of the Year Award – 1999
- Magna Award Citation from the “American School Board Journal” for the Jump Start Early Childhood Education Program – 1998
- The Louisville Education and Employment Partnership was one of only eleven programs nationwide validated by the U.S. Department of Education’s Program Effectiveness Panel – 1995

SUPERINTENDENT
July 1986 – August 1993
 Cedar Rapids Community Schools
 Cedar Rapids, Iowa

District of 17,500 students, of whom 36% qualified for free- or reduced-price lunch; 2,200 employees; budget of \$84M;

- Standardized test scores in the 80-90 percentile range
- Retention-to-graduation rate of 97 percent for 9th-12th graders;
- Pupil attendance rate of 96 percent.

DEPUTY SUPERINTENDENT

July 1981 – June 1986

ASSISTANT TO DEPUTY SUPERINTENDENT

July 1977 – June 1981

Anchorage (AK) School District

District of 41,000 students

- Coordinated the successful passage of a \$70M bond levy and a \$103M bond levy for new schools; monitored the construction of \$250M worth of capital improvement projects, including three junior high and five elementary schools.
- Developed a legislative funding package and statewide lobbying effort that resulted in an additional \$10M in revenue for the district.
- Designed and implemented a community-based plan for serving 6,000 additional students over a four-year period, which included double shifts, busing, and modified boundaries.

DIRECTOR OF RESEARCH, EVALUATION AND PLANNING

July 1973 – June 1977

St. Louis (MO) Public Schools

Urban district of 125 schools; 109,000 students, 75% Black

- Developed the division from five individuals to forty individuals providing research-based data for critical instructional and operational issues facing the district.
- Provided more than 50 full-scale evaluations on aspects of education including curriculum, testing, personnel, finance systems, security, transportation, vocational education, data processing, facilities, management incentive plans, and special education.
- Provided major planning in response to the Federal Court regarding what was at that time the country's largest desegregation case.

ADJUNCT PROFESSOR

▪ 2012 – Present	Bellarmino University	Louisville, Kentucky
▪ 1994 – 1998	University of Louisville	Louisville, Kentucky
▪ 1990 – 1992	University of Iowa	Cedar Rapids, Iowa
▪ 1980 – 1984	University of Alaska	Anchorage, Alaska
▪ 1973 – 1977	Washington University	St. Louis, Missouri

PRINCIPAL: 1972 – 1973; Kendall Demonstration School for the Deaf—Washington, DC

CO-DIRECTOR FOR ACCOUNTABILITY: 1971 – 1972; Wisconsin Department Of Education—Madison, WI

RESEARCHER: 1969 – 1970; Oregon State System of Higher Education—Monmouth, OR

TEACHER/DEPARTMENT CHAIR/COACH: 1965 – 1969; Pacific Grove (CA) Public Schools

PUBLICATIONS

- “Meeting the Challenge of Closing the Achievement Gap: What Can We Learn from Urban High-Poverty/Racially-Mixed Schools?” ERS Spectrum, Vol. 22, No. 3, 4-15, Summer 2004
- “Role Orientation and Alienation of Directors of Research Units and the Organization of Research Units in State Departments of Education.” Unpublished dissertation, University of Wisconsin, Madison, Wisconsin, 1972
- “A Review of the Physical Science Study Committee High School Physics Course.” Unpublished Master’s Thesis, Kansas State University, Manhattan, Kansas, 1965

PRESENTATIONS

- “Major Student Achievement Gains for All Schools” – Indiana State Superintendent's Advisory Council, Indianapolis, February 2012
- “Major Student Achievement Gains for All Schools” – Large Cities Network Semiannual Conference, Indianapolis, January 2012
- “Data-Driven Gains Districtwide” – Central Superintendents Area Meeting, Shelby County, KY, November 2011
- “Using Data to Get Where You’re Going” – Wallace Foundation Leadership Conference, St. Louis, October 2006
- “Executive Training for State and District Education Leaders” – National Association of State Boards of Education, Louisville, October 2006
- “The Vision for the Future” – NAACP Conference on School Desegregation, Louisville, September 2006
- “Implementing Character Education in a Large School District” – Live online Web presentation, March 2006
- “The Evolution and Impact of a Student Assignment Plan” – Council of the Great City Schools, Atlanta, October 2005
- Reauthorization of Head Start – Testified before the Subcommittee on Education Reform, U.S. House of Representatives, Washington, D.C., April 2005
- “Making It Happen for All Children” – U.S. Department of Education’s Seventh Annual Regional Conference on Improving America’s Schools, Chicago, October 2000
- “School and District Dialogues” – First Annual Conference on Urban Education, Atlanta, March 2000
- “High-Stakes Assessment and Accountability” – New Orleans School Administrators and Business Leaders, August 1999 and October 1999

James A. Sexton
17402 Creek Run Drive
Louisville, KY 40245
502-245-9388

EDUCATION:

Western Kentucky University
Rank I, School Administration
Principal/Superintendent

Western Kentucky University
Bowling Green, Kentucky
MA Counseling

Graduate, Western Kentucky University
Bowling Green, Kentucky
BS Biology/Psychology

Graduate, Butler High School
Louisville, KY

WORK EXPERIENCE:

2012 – 2013	Clark County Middle/High School (GCCS) Principal
2010 – 2012	Jeffersonville High School (GCCS) Principal
2009 – 2010	Options Alternative School (GCCS) Principal
1989 – 2009	Eastern High School (JCPS) Principal
1984 - 1989	Jefferson County Public Schools VanHoose Education Center Executive Director, Secondary School Administration
1969 - 1984	Jeffersontown High School (JCPS) Counselor, Assistant Principal, Principal
1967 - 1969	Butler High School (JCPS) Teacher
1966 - 1967	Brownsville, Kentucky (Edmonson County) Teacher
1965 – 1966	Job Corps, Mammoth Cave Counselor

ACTIVITIES/HONORS/MEMBERSHIPS:

Clark County Child Protective Council 2010 ~ 11
Middletown Rotary Club
Middletown Optimist Club
Jefferson County 2020 Advisory Committee
Bellarmine Young Leaders Advisory Board
National Principal's Leadership Academy
Middletown Chamber of Commerce Past President/Vice President 1992-93
Louisville Area Chamber of Commerce, Board of Directors
Center for Educational Leadership, Board of Directors
Young Leaders of Louisville, Board of Directors
Administrative Advisory Committees, Jefferson County Public Schools
Kentucky High School Athletic Association Board of Control
Kentucky Leadership Academy (KLA)
15th District PTA Hall of Fame
Middletown Pioneer Award
City of Louisville Distinguished Citizen
Kentucky Principal of the Year
Honorary Kentucky Colonel
Honorary Belle of Louisville Captain
Kentucky Association of Secondary School Principals
National Association of Secondary School Principals
Jefferson County Association of School Administrators
Coalition of Essential Schools – Thompson Fellow

HOBBIES:

Golf
Auto Restoration

REFERENCES:

John Marshall
Ken Moeller
David Mike
John Locke
Lynn Wheat
Kirk Lattimore

BECKA BERNARDI CHRISTENSEN

415 Meigs Avenue

Jeffersonville, IN 47130

812-284-9505

Lifelong resident of Jeffersonville, Indiana and graduate of Jeffersonville High School

Employment History:

Angie's Design of Worrall's Flower Shop: Floral designer, 1987 to 1989

Clarksville Flowers and Gifts: Floral designer, 1989 to 1991

Affairs of the Heart: Owner/operator of local flower shop in Jeffersonville, IN since 1991

Community Involvement:

Greater Clark County School Board -- Member and past president -- 2008 to 2012

Franklin Commons Neighborhood Association -- founding member -- 2006 to present

Jeffersonville Main Street -- member

Jeffersonville City Pride -- member

Downtown Merchants Association -- member

Rose Hill Elementary School -- past member and vice president of PTO

Girl Scouts of America -- past leader of Troop #89

Springdale Drive United Methodist Church -- member

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

Summary: Experienced office and logistics professional with strong leadership.

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

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

Organization and Civic Participation:

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

Paul Linney, Sr. R.A.
1520 East 8th Street
Jeffersonville, Indiana 47130

Overview:

Registered Architect with over 30 years experience specializing in the health care arena. Senior executive experience with a large hospital management and development corporations. An outcome driven professional with extensive experience in team building, managing, directing and implementing architectural and development services. Focus is comprehensive excellence in architecture, design and construction solutions. Involved in projects from feasibility and concept through completion. Involvement has been both national and international in scope.

Education:

University of Illinois @ Champaign/Urbana Illinois
College of Fine & Applied Arts
Five year Professional Degree : Bachelor of Architecture

Post Graduate Studies:

Southern Polytechnic State University
Atlanta, GA.
AutoCAD certification & and Related Studies (90 CEU)

Academic Honors:

Gargoyle Academic Honorary Society
Kivitt & Myers Award: Thesis Project for Design Excellence.
Alternate: Ryerson Traveling Fellowship

Educational Related Experience:

Academy of Early Learning Inc.

Founder/Owner – Chairman - CEO
Development of a childhood early-learning center, licensed for 196 children. Atlanta, Ga.
Full development activities from site acquisition, jurisdictional agency submittals & review, acquiring state license, provide full turn-key architectural and interior services, equipment purchase.
Full Responsibility for hiring staff, development of age appropriate programs as well as overview of state compliance and operations of center.

Project Architect: Ballard High School, Jefferson Count KY
Hartstern-Schnell Architects
Project Designer & Manager

Project Architect: Paxton Wilt Elementary Schoo,l Jefferson County KY
Hartstern-Schnell Architects
Project Designer & Manager

Project Architect: Eastern Kentucky University Physical Education Building & Stadium
Hartstern-Schnell Architects
Project Designer & project Manager

Professional Experience:

Director of Development: Hospital Affiliates LLC, Atlanta Ga.

Responsibilities:

Provided comprehensive consulting services related to all developmental activities of the corporation. Hospital Affiliates, LLC (Affiliates) develops a system of acute care hospitals and ambulatory and managed acute care hospitals into acute care and surgical hospitals with affiliated ambulatory surgery centers. This occurs within the economics of Medicare, commercial insurance and managed care, optimized for cash flow stability and profitability.

Paul Linney & Associates Architects, Inc.

Atlanta, Georgia

Founder - Executive Director-CEO

Responsibilities:

Responsible for all areas of full service architectural, interiors and consulting with an emphasis on providing architectural services to both national and international health care development and management companies. Managed offices in Atlanta, Ga. and Birmingham AL with a combined staff of twenty-seven employees.

- Projects during professional practice history range in construction cost from \$20,000 to \$85,000,000 and include services ranging from feasibility, programming and Master Planning through full service turn-key completion for all types of medical-related facilities.
- Acted routinely in the capacity as development team director for large hospital management corporations incorporating all medical related specialties.
- Considered expert in services related to medical facility functionality, space planning, life safety code requirements, budgetary controls, contractual interpretation and master planning by private enterprise and governmental agencies.
- Highly experienced in code compliance and code interpretations.

Medical Facilities Development Corporation

Marietta, Georgia

President

Responsibilities

- Retained by Urban Medical, Ltd., to provide architectural services and direct the development of Urban Medical Hospital (now Windy Hill Hospital), Windy Hill Road, Cobb County, Georgia.
- Involvement and responsibilities included development of contract documents and specifications, gain state jurisdictional regulatory approvals, interfacing with Certificate of Need licensing agencies.
- Negotiate prime construction contract as well as negotiate and award prime sub contracts to HVAC, and electrical contractors.
- Develop capital medical group I & II equipment list, manage equipment acquisitions, delivery and installation.
- Provide construction management services for owner.
- Providing interior design and signage solutions.

Director: Board of Directors Las Casa Foundation

Polyabuse medical center to aid in the medical recovery of alcohol and drug abuse

Architectural Certifications:**Active:**

Georgia: # 2587

Inactive:

NCARB: # 13388

Indiana: # 2249

Kentucky: # 2596

Tennessee: #20125

Alabama: # 2195

Florida: # 6317

Texas: # 7817

Virginia: # 005056

Illinois: # 001-011151

Louisiana: # 2682

Mississippi: # 1577

Honors & Awards:

American Mensa: The Mensa Foundation

Community Service Award: Mayor's Office, City of Atlanta

AIA design Award - Eastern Ky. University Football Stadium. Kentucky AIA

City Beautification Award for East Albany Primary Care Center: Albany GA. City Council

Masonry Institute Design Award: Roswell Emergency Care Center: American Masonry Institute

Professional Qualifications:

- Demonstrated success in establishing and defining criteria for functional planning and implementing, including directing innovative and creative results-related health care architecture and the health care delivery system.
- Recognized as an expert involving issues related to health care functionality by private enterprise and government agencies.
- Extensive experience related to with functional planning associated with master planning, site utilization, facility optimization, establishing department functionality and room-specific criteria interrelated to usage and equipment requirements for major healthcare projects.
- Maintains thorough knowledge of AIA guidelines to optimize health care physical environments
- Experienced in JCAHO/JCI accreditation reviews, submittals and interpretations
- Possesses in-depth understanding and knowledge of infection and cross contamination controls related to ASHE guidelines and CDC recommendations.
- Experienced in the development of diverse expansion and renovation projects constructed while existing facilities were still under operation.
- Completed projects: hospitals and prototypes for hospitals and surgery centers and medical office buildings ranging in size from 50 to 400 beds.
- Extensive experience with submittal and review processes for approval from state jurisdiction agencies and city officials related to a diverse portfolio of projects.
- Thorough knowledge of NFPA Life Safety Code as to Interpretations and Compliance
- Experience in establishing Group I and II Fixed Equipment requirements for interface to functional planning criteria and owner acquisition for diverse types of projects.
- Excellent interpersonal, communication and negotiation skills.
- Culturally sensitive and internationally traveled.

International Experience:

Costa Rica

Consultant - Development Director:

Responsibilities:

Development consultant for cancer diagnostic and treatment hospital to be located in San Jose Costa Rica. Responsible for all development activities, feasibility study and analysis related to building a cancer diagnostic hospital to be constructed. Successfully built relationships with 15 of the country's 18 oncologist, governmental social security division, local attorneys, real estate brokers, Costa Rica national insurance division, as well as local architects, engineers, and contractors.

Chile:

Consultant

Responsibilities

Provided, for the Minister of Health /Central Chilean government, through their Canadian consultants, functional planning criteria, physical plant criteria, development strategies, site criteria, master plan, conceptual design, conceptual cost estimates, and projected fixed equipment list as well as projected equipment cost for 180,000 square foot/100 bed hospital to be built in Antofagasta Chile.

Belize CA

Consultant

Responsibilities

Provided to the Minister of health / Belize central government, the development strategies, site criteria, functional planning criteria, conceptual design, conceptual cost estimates, and projected fixed equipment list, as well as projected equipment cost, for 3 Primary care centers located in Belmopan, Punta Gorda and Orange Walk Belize C.A.

Supplemental Experiences

American Food Services Inc.

DELITE'S Quick Service Restaurant Franchise

V.P. / Director of Development

Franchise Territory: Northern Illinois.

Responsibilities

Responsible for negotiation of purchase and acquiring franchise from Delite's corporate facility. Identified sites and acquisition of sites for development, gaining site approval from franchiser, monitor and insure the compliance of franchisee development agreements, providing full development services related to property, architectural services, jurisdictional agency submittals & review approval, negotiation of construction contracts, purchase of group I & II equipment, and to oversee store openings.

Architectural services provided for building types:

Schools

Health Care related structures, including Hospitals, Medical Office Buildings, free standing clinics, research facilities, Laboratories

Office Buildings

Churches

Athletic Facilities

Center City Developments; Discount Malls; Warehouses

Food Processing and packing facility

Multi Unit Housing

Oil reclamation and recycle centers

DARLENE POSEY YOUNG

5820 STATE ROAD 62 - GEORGETOWN, IN 47122 - (812)948-0478
YOUNGRICH DAR@AOL.COM

CAREER OBJECTIVE

To obtain a position that utilizes my understanding of organizational strategy and professional experience working with people. I love to analyze problems, improve processes, train staff and implement projects for business improvement.

KEY COMPETENCIES

Over 15 years of experience in progressive administrative roles
Adept at understanding organizational strategy
Effective research and writing skills
Strong presentation and training ability
Advanced knowledge of MS Office applications, Word, Excel and PowerPoint

PROFESSIONAL EXPERIENCE

INDIANA UNIVERSITY SOUTHEAST, New Albany, Indiana 1/2008 – Present

Director of Staff Equity & Diversity

- ✦ Responsible for investigation, mediation and coordination of all internal and agency complaints of illegal discrimination and/or harassment. Coordinate and consult with internal and legal staff on employment lawsuits and employment related issues. Proactively develops assessment tools to identify root cause and tailors training materials to raise awareness, understanding and compliance.
- ✦ Consult with campus leadership, faculty, staff members, students, and human resources personnel to assist and guide them in areas of affirmative action, strategic planning, organizational development, employee relations, recruitment/retention, workplace diversity and process improvement.
- ✦ Provide education, training and consultation services to campus community concerning issues related to organizational strategy and development (i.e. team building, leadership development, performance management, and cultural competency).
- ✦ Monitor all employee search committee processes (i.e. faculty, professional and support staff) to ensure that fair and effective selection practices are followed. Establishes and implements report and audit procedures that measure the effectiveness of university programs and determines the degree to which goals and timetables have been attained. Created search guide and online forms to facilitate recruitment process.

BANK OF AMERICA MERCHANT SERVICES, Louisville, Kentucky 12/2002 – 1/2008

VP, Technology Change Manager
AVP, Operations Consultant (promoted 2005)
Implementation Project Manager (promoted 2003)

- ✦ Facilitated major corporate change initiatives with immediate focus on mandate/compliance requirements from credit card associations (i.e. VISA, MasterCard, Discover, JCB, and American Express) for authorization, capture and settlement of credit, debit, and EBT transactions.
- ✦ Prepared project documentation to track deliverables through project life cycle (i.e. define, measure, analyze, improve and control). Facilitated teleconferences, web meetings and work group discussions to ensure business requirements captured voice of associate and customer. Prepared business case and managed project budget.
- ✦ Managed operational business support for approximately 350 Risk and Fulfillment associates (direct responsibility for team of 12). Consulted with senior management, cross functional teams and business partners to evaluate transaction process failure.
- ✦ Measured data and completed analysis to identify gap and confirm root cause. Collaborated implementation of solution with internal business partners (i.e. Product, Sales, Quality, IT, Call Center, Training, etc.) to improve product/service quality and associate productivity. Integrated best practices with process design to ensure continuous improvement and customer satisfaction.
- ✦ Assessed skill level of associates, developed performance plans/survey tools, and provided ongoing coaching to enable growth and increase job satisfaction. Provided subject matter expertise and user acceptance testing. Documented position descriptions, key business routines, and standard operating procedures. Identified related policies and audit issues to ensure compliance.

BROWN-FORMAN CORPORATION, Louisville, Kentucky

4/1981 – 2/2000

Voice Systems Analyst

Information Center Technician (1987 – 1994)

Human Resources System Specialist (1981 – 1987)

- ✦ Responsible for the effective planning, implementation, programming and management of multiple local and remote voice networks (e.g. PBX, trunking, voicemail, ACD, video conference equipment). Monitored system efficiency, proactively advised management of potential problems, and created business case for system upgrades. Supervised and trained telecommunications personnel. Coordinated the efforts of remote and local vendors/contractors and managed cost.
- ✦ Managed daily helpdesk responsibilities for assistance with hardware, software and database support issues. Trained end-users on the effective use of applications and peripheral equipment. Served as primary technology contact for senior level executives.
- ✦ Subject Matter Expert and liaison between application programmers and Human Resource associates. Responsibilities included management of the human resource information system (HRIS), compensation and staffing related key tasks. Created customized documentation and provided training to subsidiary sites (Jack Daniels and Lenox).

EDUCATION

Graduate Certificate of Liberal Studies, Applied Behavioral Sciences (2013)

Bachelor of Science, Information and Operations Management (2003)

Indiana University, New Albany, IN

Associate in Arts (1980)

University of Louisville, Louisville, KY

MEMBERSHIP

American Association of Affirmative Action (AAAA)

Society of Human Resource Management (SHRM)

Southern Indiana Society of Human Resource Management (SI-SHRM)

PROFESSIONAL CERTIFICATION

Six Sigma Green Belt

Senior Certified Affirmative Action Professional

PROFESSIONAL DEVELOPMENT/CAMPUS LEADERSHIP

IU Southeast Chancellor's Leadership Committee Co-chair (2008 - 2010)

IU Southeast Professional Staff Council, Member (2008 - Present)

IU Southeast Mentoring Program (2008 - Present)

IU Bloomington Black Expo Committee (2008 - Present)

First Year Seminar Guest Lecturer (2010 - 2013)

REFERENCES

Dana Wavle

Indiana University Southeast

Vice Chancellor, Administrative Affairs

(812) 941-2202

June Huggins

Indiana University Southeast

Director, Center for Mentoring

(812) 941-2516

Marsha Sivils

First Data

4013 Riveroaks Circle

Louisville, KY 40241-2026

(502) 420-9870

Attachment 2: Head of School/Principal Candidate Resume

Jim Sexton is willing and able to lead our middle school—and we would be glad to have him in that role. (See: *Attachment 1* for his resume.) But if the Charter Board prefers an open search process, we are willing to do that as well.

If so, we will begin our search immediately after receiving our charter. We will seek a candidate who fits the description provided in the proposal.

Attachment 3: School Administrators' Resumes

Jim Sexton is willing and able to lead our middle school—and we would be glad to have him in that role. (See: *Attachment 1* for his resume.) But if the Charter Board prefers an open search process, we are willing to do that as well.

Beyond our School Leader, we will seek a variety of experienced teacher/administrators—as part of our educational and management approach. The informal search for teachers and teacher/administrators will begin immediately after receiving our charter. Most of the formal search will be in Spring 2015.



Exempt Organizations Select Check

[Exempt Organizations Select Check Home](#)

990-N (*e-Postcard*) filer Information

Tax Period:

2012 (07/01/2012 - 06/30/2013)

Employer Identification Number (EIN):

27-3701252

Legal Name:

YORK ACADEMY OF DISCOVERY INC

Mailing Address:

1773 Summerlin Place
Jeffersonville, IN 47130
United States

Doing Business As:

Gross receipts not greater than:

\$50,000

Organization has terminated:

No

Principal Officer's Name and Address:

Alice Butler
1773 Summerlin Place
Jeffersonville, IN 47130
United States

Website URL:

www.yorkdiscovery.org

Related 990-N (*ePostcard*) Filings:

If the organization has filed additional Forms 990-N (*e-Postcards*), link(s) to additional *e-Postcard* filings are displayed below. Click on the link(s) to see the information included in those filing(s).

[Tax Year 2010](#)

[Return to Search Results](#) [Return to Search Page](#)

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

DEPARTMENT OF THE TREASURY

Date: **AUG 23 2011**

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

Employer Identification Number:
27-3701252
DLN:
17053020341021
Contact Person:
TERRY IZUMI . ID# 95048
Contact Telephone Number:
(877) 829-5500 Accounting
Period Ending:
June 30
Public Charity Status:
170(b) (1) (A) (ii)
Form 990 Required:
Yes
Effective Date of Exemption:
October 29, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

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

YORK ACADEMY OF DISCOVERY INC

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

Sincerely,

L~ef

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

-3-

YORK ACADEMY OF DISCOVERY INC

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

Letter 947 (DO/CG)

ARTICLES OF INCORPORATION
YORK ACADEMY OF DISCOVERY, INC.,

ARTICLE I

Name

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

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

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

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

Section 3.2 Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable purposes within the meaning of section 501 (3) (c) of the Internal Revenue Code and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, or officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Section 3.1 .

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501 (c)(3) of the Internal Revenue Code (or corresponding sections of any future federal tax code).

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax law.

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

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

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

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

ARTICLE IV

Distribution of Assets on Dissolution

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

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

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

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

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

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

ARTICLE VII

No Members

The Corporation shall have no members. (

ARTICLE VIII

Board of Directors

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

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

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

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

ARTICLE IX

Names and Addresses of Incorporators

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

Names

Rebecca Kischnick

Sherry Baldwin

Addresses

4127 Autumn Drive New Albany, IN 47150

423 Bald Knob Road New Albany, IN 47150

ARTICLE X

Indemnification

Section 10.1 Rights to Indemnification and Advancement of Expenses.

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

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

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

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

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

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

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

Section 10.3 Definitions For purposes of this Article:

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

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

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

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

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

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

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

Dated this 26th day of October, 2010.

Rebecca Kischnick

Rebecca Kischnick

Sherry Baldwin

Sherry Baldwin

BYLAWS
OF
York Academy of Discovery, Inc.

ARTICLE I

General

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

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

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

ARTICLE II

Board of Directors

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

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

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

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

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

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

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

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

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

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

Oral notice shall be effective when communicated.

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

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

1

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE III

Officers

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

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

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

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

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

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

ARTICLE IV

Committees

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

ARTICLE V

Conflicts of Interest

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

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

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

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

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

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

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

ARTICLE VI

Indemnification

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

Section 2. Definitions.

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

formal or

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

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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

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

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

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

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

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

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

ARTICLE VIII

Amendments

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

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

ALICE BUTLER, CPA

DATE

1/31/14

SIGN NAME

Alice Butler

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
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- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

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

Signature from Authorized Representative of the Charter School Applicant

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

<u>PRINT NAME & TITLE</u>	<u>DATE</u>
D. ERIC SCHAANSEN	2-14-14
<u>SIGN NAME</u> 	

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Disclosures

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

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

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

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

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

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

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

Certification

I, _____, 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.

Alvin Butler
 Signature

1/31/14
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

Background

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

YORK ACADEMY OF DISCOVERY

2. Your full name:

D. ERIC SCHANSBERG

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

Resume is attached.

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

see attached

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

Certification

I, D. ERIC SHANSBERG, 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

2-14-14
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
York Academy of Discovery
2. Your full name: Martina Webster
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
- I have been a Realtor (self employed) for 15 years and sit on the Clark County Planning Commission.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

/ we do not anticipate conducting any such business. Yes

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

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

/ we do not know any such persons. Yes

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

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

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

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

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

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes – if zoning changes are necessary at the county level.

Certification

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

Martina Webster

Signature

2-5-14

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

York Academy of Discovery

2. Your full name: *Anthony E Wimsatt III. (Trace)*

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

Resume is attached.

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

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

Certification

I, _____, 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.

Amber E. Williams III
 Signature

1/31/14
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

York Academy of Discovery, Inc.

2. Your full name: Albert L. Cole

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

Resume is attached.

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

Regional Youth Services; Pastor/Founder New Progressive Baptist Church
Jeffersville/Clark County NAACP

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes Community Involvement

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

Certification

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

Albert L. Cole
 Signature

2/18/14
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

YORK ACADEMY OF DISCOVERY

2. Your full name:

STEPHEN W. DAESCHNER

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

Resume is attached.

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

see attached

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

Certification

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

Stephen Daeschner (ASD)
Signature

2/17/14
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

YORK ACADEMY

2. Your full name:

JAMES A. SORTON

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

Resume is attached.

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

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

Board Members

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

Certification

I, James A. Sexton, 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.

James A. Sexton

 Signature

2/1/14

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

Background

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

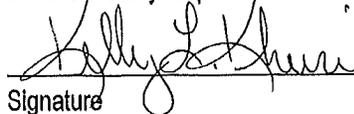
Disclosures

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

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

Certification

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



Signature

3/2/13
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

YORK CHARTER SCHOOL

2. Your full name: *PAUL A. LINNEY*

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

Resume is attached.

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

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes *FELLOW BOARD MEMBERS*

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

I / we do not know any such persons. Yes

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

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

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

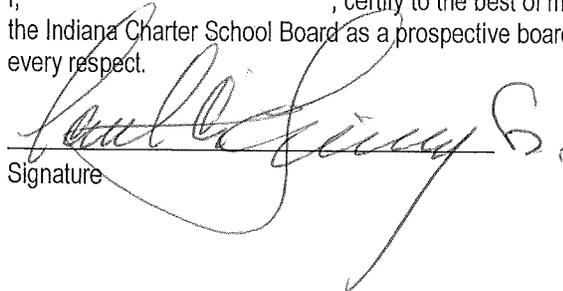
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I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

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

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

Certification

I, _____, 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 1-31-2014

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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Background

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

Years of experience in academia, manufacturing, and banking has prepared me with business acumen and people skills needed to effectively support York Academy's purpose.

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

Richard and I met Rev. Cole and his family while he served as a minister at Shiloh Baptist Church approximately 10 – 12 years ago. Dr. Schansberg and I are Indiana University Southeast colleagues.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

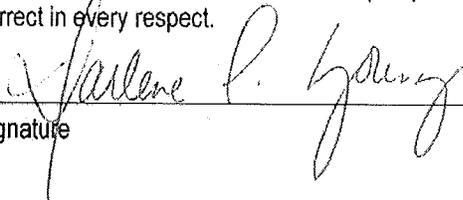
Does not apply to me, my spouse or family. Yes

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

Certification

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

Signature



Date

2/10/14

Attachment 7: Ethics and Conflict of Interest

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

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

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

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

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

Board members should honor the high responsibility that membership demands:

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

Board members should demonstrate respectful relationships with other Board members:

- Recognize that authority rests only with the Board in official meetings; the individual member has no legal status to bind the Board outside of meetings

- Refuse to participate in irregular meetings which are not official and when all members do not have the opportunity to attend
- Refuse to make statements or promises on voting matters
- Make decisions only after all the facts have been presented and discussed
- Respect the opinion of others and graciously conform to the principle of majority rule

Board members should maintain desirable relations with the school leader and other employees:

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

Board members should maintain a commitment to the community:

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

In addition the York Academy of Discovery Board will:

- Conduct regular Board meetings
- Ensure that all meetings are conducted in accordance with Indiana's Open Door Laws
- Will listen to and respect diverse views
- Will develop and follow annual goals as a Board
- Will take part in continuous training to build governance skills and to keep abreast of public issues in education

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Board members that the Corporation's Board members, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's Board members, 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) Board members, 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) Board members, 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 Board member, or a Board member'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 Board member 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 Board members of the Corporation.

(e) The Board of Board members may require the Corporation's Board members 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 Board member or employee of any other nonprofit organization. The Board of Board members 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 Board members, or any or all of its Board members, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

Attachment 8: Course Scope and Sequence

York Academy of Discovery will use the Common Core Standards as a base for teaching/learning and unit development. Detailed versions of these are available at: <https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>. Grade 6 for Mathematics and English / Language Arts are presented below, as an example.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

Grade 6 Overview

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

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

Mathematical Practices

6.RP: Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”*
2. Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”*
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
 - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.
 - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

6.NS: The Number System

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?*

Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

Apply and extend previous understandings of numbers to the system of rational numbers.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
 - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
 - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .*
 - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*
 - d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

6.EE: Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*
 - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
 - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

6.G: Geometry

Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

6.SP: Statistics and Probability

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Literary Nonfiction and Historical, Scientific, and Technical Texts**RI**

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

- 6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RI.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- 6.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RI.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6.RI.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

- 6.RI.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- 6.RI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.RI.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

- 6.RI.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

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

- 6.RL.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.RL.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- 6.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.RL.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6.RL.6** Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- 6.RL.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- 6.RL.8** (This College and Career Readiness Standard does not have a literature component)
- 6.RL.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

- 6.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

W

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

- 6.W.1** Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from the argument presented.

- 6.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from the information or explanation presented.

- 6.W.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- 6.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.W.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6.W.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

- 6.W.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.W.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 6.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").
 - Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").

Range of Writing

- 6.W.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 discipline-specific tasks, purposes, and audiences.

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

- 6.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns (e.g., myself, ourselves).
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- 6.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Spell correctly.

Knowledge of Language

- 6.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vary sentence patterns for meaning, reader/ listener interest, and style.
 - Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- 6.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 6.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).
- 6.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

- 6.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.SL.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- 6.SL.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- 6.SL.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.SL.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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 grade 6. 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

- 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.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.

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 grade 6. 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.

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 grade 6. 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 grade 6. 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.

Attachment 9: Academic and Exit Standards for 8th-grade students

Paraphrasing the Standards described by the State of Indiana (available at <https://learningconnection.doe.in.gov/Standards/Standards.aspx>), students will be able to:

- show mastery of Common Core Standards through ISTEP, Acuity, and ACT-EXPLORE.
- use their knowledge of word parts, word relationships, and context to understand the precise meaning of grade-level-appropriate words
- read and understand grade-level-appropriate material of various genres
- read and respond to grade-level-appropriate historically or culturally significant works of literature
- discuss, list, and organize writing ideas
- write clear, coherent, and focused essays, demonstrating an awareness of audience and purpose for writing, using standard English grade-level-appropriate conventions and a process of research, write, proofread and revise
- deliver focused, coherent, well-organized presentations that convey ideas clearly and relate to the background and interests of the audience, using traditional speech strategies and grade-level-appropriate standard English conventions for oral speech
- know the properties of rational and irrational numbers expressed in a variety of forms
- understand and use exponents, powers, and roots
- compute with rational numbers expressed in a variety of forms
- solve problems involving ratios, proportions, and percentages
- solve simple linear equations and inequalities
- graph and interpret functions
- understand the concepts of slope and rate
- deepen their understanding of plane and solid geometric shapes
- convert between units of measure and use rates and scale factors to solve problems
- compute perimeter, area, and volume of geometric objects
- collect, organize, represent, and interpret relationships in data sets with one or more variables
- determine probabilities and use them to make predictions about events

Attachment 10: School Calendar & Schedule

Number of school days:	180
Length of school year:	August – May (following local public school calendars)
Summer School:	June – July (following local public school calendars)
Length of instructional day:	380 minutes (6 hours 20 minutes)
Minutes for core academic subjects	300 minutes (5 hours)

Daily Instructional Schedule

7:00-8:00	Period Zero (most staff); Homework help (staff as needed)
8:00-9:00	Class 1
9:10-10:10	Class 2
10:20-11:20	Class 3
11:20-12:10	Lunch / Recess
12:10-1:10	Class 4
1:20-2:20	Class 5
2:30ff	Boys & Girls Club

Summer School: If monies are available, summer school will be provided for students who below grade level on benchmarks such as ISTEP. A grant will be pursued for the summer school experience. See the calendar below for the exact dates of summer school. The summer school academic piece will be offered in the morning. Enrichment opportunities will be offered in the afternoon. The Boys & Girls Club will be open to our students all summer. If we cannot secure a grant, then we will work with the Boys & Girls Club to develop a program that will meet the needs of our students.

Calendar: York will follow local public schools, including two-week Fall and Spring breaks (“balanced schedule”) and traditional holidays.

Attachment 11: Enrollment Policy

Recruitment and Enrollment Procedures: York Academy of Discovery is open to all students living in Indiana. York Academy will admit students without regard to race, gender, religion, national origin, ancestry, or color. Recruitment will include some of the following: York Academy website (www.yorkdiscovery.org), advertised parent meetings, visits to neighborhoods, newspaper ads, visits to community agencies such as the Hispanic Connection, bulk mailing.

Open enrollment will begin on January 5, 2015. Enrollment applications will be processed through the mail, through e-mail, and/or in person. Initial enrollment will last about one month, ending on February 5, 2015. Students will be sorted according to grade levels to determine if we have enough students for two classes per grade level. At that point, a decision will be made to readjust classes and proposed Staffing if numbers are lopsided to a particular grade level. If classes are close to full in all grade levels, we will proceed as initially planned. Applications received after February 5, 2015 will be enrolled if spaces are available.

If enrolled students exceed the capacity of any grade level and readjustments cannot be made, a random lottery will be held for each grade level has excess applications. If a lottery takes place, students will be added to a waiting list after the lottery process. The waiting list with assigned numbers will be published on the York Academy website.

The Lottery Process: The lottery will be open to all students who submit a timely application. Students in a particular grade level will have an equal chance to enroll. Preferences will be given to students who have attended the school in the previous school year and to siblings of enrolled students, providing that space is available at that grade level. The lottery process will be rehearsed so it runs smoothly and is fair.

--Registered students prior to February 5, 2015, will be assigned numbers to be randomly chosen in a lottery if required. The lottery will be advertised in local newspapers and media for a three week period.

--As required, York Academy of Discovery will notify in writing and by e-mail the Office of Charter Schools ten days prior to the lottery.

--If necessary, the lottery will be conducted on February 26, 2015 at York Academy of Discovery or another designated location.

--An outside, unbiased third party will be found to conduct the lottery. This third party will audit the procedures and will verify in writing the authenticity of the procedures. This person will be selected by the Board.

--The lottery is a public meeting and anyone may attend.

--The application and lottery process will be reviewed with the audience.

--Parents will be sent their students' lottery number prior to the day of the lottery.

--Numbers assigned to students will be publicly cross-checked with the numbers on the cards to be drawn during the lottery. Student names will not be used at any time during the public lottery.

--Sibling lottery numbers will be noted on the cards so that siblings may be placed in appropriate grades as soon as one sibling is selected in the lottery.

- The lottery will include separate drawings for each grade level that is oversubscribed.
- If a student is registered prior to February 5 and is randomly chosen in the lottery and also has a sibling in the same grade and/or in another grade that was also registered prior to February 5, that sibling will be given preference if spaces are available and will be excluded from the lottery.
- The lottery drawing will rotate in selecting applicants for grade levels. Names will be drawn from the oldest to youngest classrooms, where applicable.
- Lottery results will be displayed as they occur on a Board visible to the audience.
- The lottery proceedings will be taped.
- Students that are not selected will be placed on the waiting list in order by grade and date. The waiting list by student number will be publicly displayed on the Academy's website. Legal guardians of students who are granted admission will be notified either by mail, e-mail, or by phone. Students who are currently enrolled in York Academy do not need to reapply. However, a letter will be sent annually to legal guardians of all students enrolled in York Academy. The letter will confirm that enrolled students will be returning the next school year. Parents will be expected to respond to this letter within a predetermined amount of time. Students whose legal guardians do not respond shall not be automatically re-enrolled and will be expected to repeat the admissions process.
- As possible, data will be collected and analyzed to assess the effectiveness of our charter school vs. alternative educational options.

There are no desegregation orders in effect in this Southern Indiana area. If there were, York Academy of Discovery would follow all desegregation orders. Any student who withdraws from York Academy for any reason may not return as a student without reapplication and participation in the admissions process.

Any applications received after the announced application period will be handled in the following manner:

- Applications for undersubscribed grades: Any applicant who is properly eligible for a grade with student openings will be accepted into that grade. Proper eligibility includes providing documentation of successful completion of the previous grade in a public, private, or home school setting; and legal residency in the State of Indiana at the time of beginning classes.
- Applications for fully or over-subscribed grades: All applications will be held, with the record of the date received, and will be used to fill vacancies.
- Requirements for enrollment:** Parents will complete an admissions form that includes:
 - Name, Address, Date of Birth, Phone Number, Gender, Current School, Current Grade
 - Current expulsion/suspension record
 - Parent/guardian name, Parent/guardian signature
- Once a student is enrolled, a more in-depth registration packet will be completed that contains student's IEP, ethnicity, proof of residency for the State of Indiana, Birth Certificate, and immunization record

Attachment 12: Student Discipline Policy (and School Climate)

Establishing and Maintaining a Positive School Climate: York Academy of Discovery believes that developing a relationship based school and program will be the major ingredient in establishing and maintaining a positive school climate. York believes in positive behavior supports that will help students to grow socially and emotionally. Teamwork and support of one another will be emphasized with students and staff. It is our goal to maintain a rigorous academic focus provided by a caring and compassionate staff.

York sees education as a means to help students live and work in the world. They must know the difference between right and wrong, learn to follow a path that benefits themselves and society, and learn how to fix situations where they have wronged others. Students will learn from their offenses, taking ownership of the problem, correcting the “mistake”, and making things right with those who have been wronged. If damage to property is involved, the student/family will fix the property or replace it.

Parents will receive York’s discipline policies when they enroll—as part of the School’s Handbook. Students and parents will sign a form discussing discipline policies. This form will be due during the first week of school or within a week of enrollment.

York will hire a full-time security guard.

School-wide Discipline plan will include:

- Fair, consistent, agreed upon rules that are developed based on the school rule
- Discussion will occur about the word “fair”: What does fair mean? Life is not fair. Fair does not mean that everyone is treated the same.
- All classroom discipline plans and rules will stem from the school rule and will be turned into the School Leader the first week of school
- Emphasis will be on the reinforcement of desired and appropriate behavior

School-wide strategies will include:

Homework and Unfinished Work Room

- There will be homework help provided each morning from 7:00 until 8:00.
- The expectation for work is to produce high quality products. If students are consistently producing low quality work, they will be encouraged to attend the homework room. The goal is to have students work hard and to provide their best. The homework room will help students achieve this goal.
- The homework room will be viewed as a way to help students grow and learn.

Sample Classroom Discipline Plan--Consequences for inappropriate behavior

1. Warning

2. Student conference with goal setting
3. Thinking time in the classroom or another classroom
4. Time out in office for thinking and cool down
5. Parent contact by email/telephone
6. Teacher/student/parent conference arranged
7. Office referral—discussion with School Leader with goal setting, parent conference at school
8. Intervention Team discussion

Office Referrals: When referring a student, a Referral/Discipline Form must be completed and sent with the student to the office. Teachers will state the reason for the referral as well as informational items. It is important to state the facts clearly and concisely. The School Leader may ask teachers for further details and/or clarification. Whenever and wherever possible, the teacher should maintain their authority.

York Academy of Discovery—A Bully-Free Zone: York will have a full-time security guard. Bullying and harassment will not be tolerated and will result in some or all of the following: Student apology to the victim/victims; parent contact by School Leader; goal-setting with student to prevent further incidents; and the student will visit with the school counselor

York Academy of Discovery—An Environment Free of Sexual Harassment: Any incidents of sexual harassment should be reported to the School Leader. Complaint procedures will be in place.

List of offenses for suspension or expulsion:

It is York Academy's responsibility to provide a safe learning environment for all students. But we see in-school suspension, out-of-school suspension, and expulsion as a last resort.

York has an RTI model in place for behavior intervention. A counselor will also be on Staff to assist the student in dealing with offenses, identifying triggers, working through problem situations, social interactions, anger management, etc.

Infractions that are related to drugs, weapons, or serious bodily injury can result in authority notification such as the police, along with possible suspension or expulsion. Except for situations in which weapons are at issue, expulsion may not extend beyond the current school year unless it is near the end of the school year. Other actions requiring discipline: alcohol/drugs, assault/battery (verbal or written), bomb threats, bullying, computer misuse, damaging school property, disrespect to school personnel, disruptive behavior that prevents others from receiving an education, defiance, gross insubordination, discrimination, threats, distribution of literature that promotes illegal or disruptive behavior, fighting, fireworks possession, gang activity, profanity--possession of lewd material, racial behavior, sexual harassment, sexual--lewd behavior, tobacco products, truancy.

IC 20--33--8--16 Possession of firearms, deadly weapons or destructive devices--will follow law (requires expulsion for at least one calendar year for possession of a firearm or destructive device)

IC 20--33--8--13.5 Discipline rules prohibiting bullying required--will follow law Anytime a student breaks the law, York will seek legal advice and follow the law and all requirements.

Due process will be followed when suspending or expelling students. For suspension, a student will receive informal due process. They will have the opportunity to respond before an impartial fact finder.

A formal hearing will be held for expulsion proceedings. The school will comply with both *IC 20-33-8-19* as well as federal law.

Suspension Procedures *IC-20-33-8-18*

The student will have the opportunity for a meeting that contains:

- Written or oral statement of the charges against the student
- If the student denies the charge, a summary of evidence will be given
- The student will have opportunity to explain the conduct
- A written statement will be given or sent to the parent stating the misconduct and the actions of the School Leader

Expulsion Meeting *IC-33-8-19*

- The expulsion meeting will be conducted by a member of the administrative Staff or legal counsel not involved in the events leading to expulsion
- This person can issue subpoenas and compel the attendance of witnesses
- The student and parent will be given notice of their right to appeal by certified mail or personal delivery
- The notice will contain reasons for the expulsion
- The notice will contain procedures for requesting an expulsion meeting

Special Education & Disciplinary Action: York Academy will follow Special Education law in dealing with disciplinary actions and special education students. Discipline procedures apply when disciplinary action results in a change of placement for longer than 10 school days. The offense must be directly related to the student's disability. If the disability is not a direct result of the student's disability, then the student will be disciplined according to school policy and procedures just like any other student. York will consider any unique circumstances on a case-by-case basis to determine whether a change of placement for discipline purposes is appropriate. If an infraction results in placement for less than 10 school days, the discipline procedures do not apply.

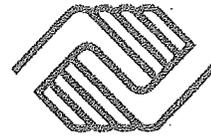
Where safety issues are involved such as drugs, weapons, or serious bodily injury, special education students can be removed for up to 45 school (instructional) days. The student will be placed in an alternative education setting, but will continue to receive educational services to make progress on his or her IEP. York would use technology and home support for this purpose.

The right to “stay put” while a parent challenges the initial decision is a critical element to ensuring a student’s free appropriate public education in the least restrictive environment.

The LEA, the parent, and relevant members of the IEP Team will determine whether the conduct in question was a “manifestation of the student’s disability” through a manifestation determination. The group will analyze the student’s behavior in different settings and over a period of time to determine whether the offense is a direct result of a student’s disability. The parent must show that the student’s actions were the direct result of the student’s disability.

The IEP Team will look at the following: has a functional behavioral assessment been conducted, has a behavioral intervention plan been implemented--if not then both should be completed. If a behavioral plan is in place, then the Team needs to revisit the plan and modify it to address the behavior.

The parent and the LEA must agree to a change of placement. The burden of proof is now on the parent to show that the offense is a result of the student’s disability. If not, the student will be returned to the original placement. During all of this, York would seek legal advice on special education laws and procedures to ensure that all rights are met, both the rights of the special education student and the rights of the other students in the school.



**BOYS & GIRLS CLUBS
OF KENTUCKIANA**

January 30, 2013

RE: York Academy of Discovery

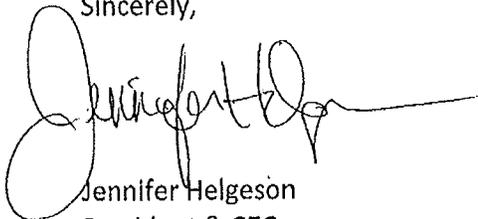
To Whom It May Concern:

Boys & Girls Clubs of Kentuckiana met with organizers from York Academy of Discovery at our Jeffersonville facility to discuss the development of an on-going, collaborative effort to provide assistance to York Academy students with a focus on the middle school age group.

The collaborative efforts discussed included programming within the school as well as membership and participation in after school/summer programs within the Jeffersonville Club.

We are delighted to report that Boys & Girls Clubs welcomes all York Academy of Discovery students to be a part of our Jeffersonville and/or Ed Endres (New Albany) Clubs.

Sincerely,



Jennifer Helgeson
President & CEO

The Boys and Girls Clubs, Inc.

Physical Address
1201 Story Avenue, Suite 250
Louisville, KY 40206

Mailing Address
P. O. Box 4989
Louisville, KY 40204

Tel (602) 585-5437
(602) 584-7061
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www.bgckyana.org

Officers

Wright Steenrod
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Nataasha Cummings
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James Gordon
Joe Hertzman
Tim Hess
Marvin Hill
Todd Logsdon
Todd Mercer
Gayle Overstreet
John Rittichler
Bill Rybak
Landon Samuel
James Sheehy
Clinton Smith
Don Sodrel
Steve Sternberg
Kirk Strack
Steve Thompson
Tom Wood

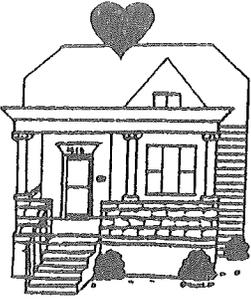
President & CEO
Jennifer Helgeson



BGCK Mission: To inspire and enable all young people, especially those most in need of our services, to realize and develop their full potential as productive, responsible and caring citizens.



A United Way Agency



Brandon's House Counseling Center, Inc.

Indiana Charter Board
Clarksville, IN 47129

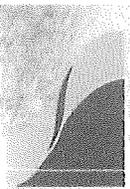
January 23, 2014

Brandon's House Counseling Center, Inc. will enter into a partnership with York Academy when it opens when appropriate funding is secured. Brandon's House is a nonprofit agency that provides free, Master's level counseling to young people and families in the southern Indiana community. A partnership with York Academy is not only logical but also will be beneficial, both to York Academy and to Brandon's House, offering new opportunities for the Brandon's House staff to fulfill our mission of helping youth in middle school. Seventy-three percent of the clients we served in 2013 were teenagers.

Brandon's House opened in 1993 with the primary mission of providing haven and hope to teenagers and families by providing free, Master's level counseling. The center has worked with more than 3500 families since it opened and has given away more than two million dollars worth of professional services. A partnership with York Academy will allow Brandon's House to help more youth and will also help York Academy offer a more holistic approach in educating and helping young people.

Feel free to call me if you have questions. I look forward to this new opportunity.

Susan Parr, LMHC
Director/counselor



Grassroots
Prevention
Coalition of
Clark County

1613 East 8th Street
Jeffersonville, IN 47130
812-288-6451 ext. 2271
www.grassrootsprep.org

Indiana Charter School Board

Indianapolis, Indiana

Dear Indiana Charter Board,

Hello. My name is Jackie Love and I am the Program Director for Grassroots Prevention Coalition of Clark County Indiana. At Grassroots our mission is to lead the efforts in collaborating community sectors to reduce youth substance abuse in Clark County. Since our beginnings in 1999, the coalition has found success by providing educational and community activities that include conferences, town hall meetings and partnerships with our local educators, to raise awareness and concern on the devastating effects to our communities, schools, families, and work place by continued substance abuse. Many of our programs are either during the school day, or after school.

If a middle-school charter is awarded to York Academy of Discovery, we look forward to making our substance abuse programs available to students there. If appropriate, we will seek grants that support our mission and their school.

If there is anything else you need to from us, please feel free to contact me at (812) 288-6451 ext. 2271.

Sincerely,



Jackie Love

Program Director

LEORA BROWN SCHOOL
400 East Summit Street
P. O. Box 441
Corydon, IN 47112

February 8, 2014

To Whom It May Concern:

This letter is in support of an application for a proposed middle school charter school. The Leora Brown School (the 1891 Corydon Colored School) is a rehabilitated historic one-room African American school house that functioned as an elementary/secondary school for over 50 years in Corydon, Harrison County, Indiana. The secondary school was closed for lack of students in 1925, but the elementary school continued until 1950 when the State of Indiana would not allow a teaching unit due to the number of African American students that remained in the community. The school currently serves as an historic site and as a cultural/educational center.

The Leora Brown School was named for Leora Brown, a former student and teacher at the school. Leora Brown taught at the Corydon Colored School longer than any other teacher. I had the privilege of purchasing the school in 1987 and renaming it for my aunt, who was deserving of this honor due to her love of teaching and loyalty to her students. Despite the fact that Leora Brown was a tenured teacher, she was not given another teaching position in the Corydon Schools after the Colored School was closed.

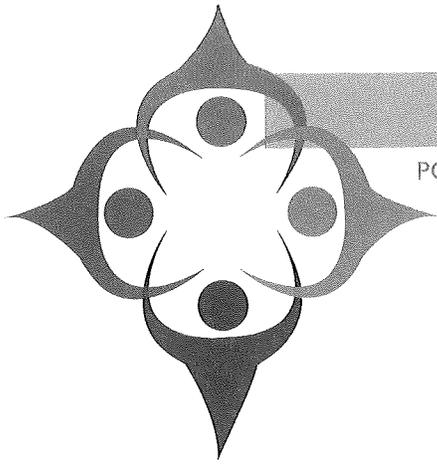
The Brown School will collaborate with the proposed charter school to educate the students about the rich history of African Americans in Indiana. A copy of a brochure is enclosed.

Sincerely,



Maxine F. Brown
Founder and President

Enclosure



Youth Count

PO Box 566 • Floyds Knobs, IN 47119 • 812.923.1160 • www.youthcount.com

February 6, 2014

D. Eric Schansberg
5312 Hidden Lakes
Jeffersonville, IN 47130

Dear Eric:

Many individuals in our southern Indiana communities are interested in choices in education.

As it becomes feasible to communicate information to the public about your proposed Charter School, we look forward to sharing brief information about the new Charter School with the Youth Count distribution base of more than 600 Clark and Floyd County individuals. These individuals are concerned about families and youth and have requested that the weekly Youth Count E-blast communication be sent to them.

Thank you for caring about our communities' kids and for working to ensure that they receive the educational opportunities that provide them an effective education.

Sincerely,

Barbara Bridgwater
Community Youth Champion

JENNIFER D. LEWIS

**2822 Plantation Court, Sellersburg, IN 47172
(812)748-5126
jlewis@htllawyers.com**

January 24, 2014

Ms. Emily Richardson
Interim Executive Director
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Dear Ms. Richardson:

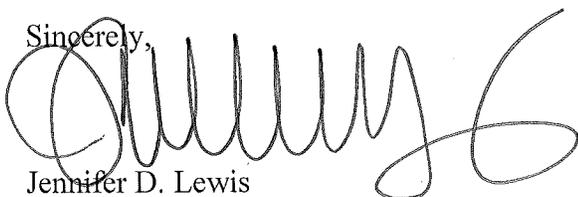
I am writing to offer my support for York Academy of Discovery's application for a middle school charter in southern Indiana. As you may recall, I was a founding member of Next Step School Corporation and served as President of that organization when we were awarded a charter from the Indiana Charter School Board in May, 2012 to open Via Charter School in Scottsburg. Despite our tireless efforts to secure a physical location for Via, we were unable to combat the political establishment in Scottsburg, and over time, came to the realization that our zoning requests and building permits would simply never be approved. In an effort to provide our children with a quality education, my husband and I moved to Floyd County last summer.

I am a firm believer in school choice and in the idea that charters can, and do, offer unique educational experiences to the students they serve. York's emphasis on core curriculum, and its firm commitment to the development of its school culture, will offer families an option that is lacking in our area. I believe York will draw middle school students from the communities of New Albany, Jeffersonville and Clarksville, and will provide parents with a much-needed public school alternative.

I am acquainted with members of York's Board of Directors, and believe they possess great passion and dedication for their goal of achieving a charter award and opening York Academy of Discovery to middle school students in the Fall of 2015. I offer my full support to them in this endeavor.

If I can be of any assistance to you or the Board, please do not hesitate to contact me.

Sincerely,



Jennifer D. Lewis

JDL:swp

Dear Sir or Madam:

I am a resident of Clarksville, Indiana and would like to see a charter school in our community. This community needs an alternative to the schools offered in our area. Charter schools have been highly successful elsewhere in our state, and would be a tremendous asset to this county. I also appreciate the fact that the staff at these schools is dedicated to the children, not to teachers' unions.

I am certainly in support of a charter school in Clark County!

Sincerely,

Teresa J. Ballew
472 Kensington Dr.
Clarksville, IN 47129
812/282-2601

Jerry L. McHugh, CPA

706 Potters Lane, Clarksville, IN 47129

(502) 558-4055

January 31, 2014

Indiana Charter School Board

I am Pro-Choice.

I believe that parents should have a **choice** among public school their children should attend. That choice only exists when charter schools are an option. Otherwise the **choice** only exists for those with the means to pay tuition to private schools.

York Academy would provide an additional education **choice** for Southern Indiana families. I strongly support such **choice**.

Sincerely yours,

Jerry L. McHugh, CPA

Lisa Morris

March 1, 2013

Dear Planning Committee for York Academy of Discovery,

I am the grandmother of two school aged children and two more that will soon enter school. I am sending this letter to express my support for the formation of York Academy. My support exists because York Academy will provide another educational option for Clark County families, one of which will focus on high standards of achievement, personal growth, creative thinking and the importance of community.

When I envision a new charter school in Jeffersonville, I do not see an edifice, but I see a population of productive students learning, gaining knowledge and turning their dreams into reality.

In short, the birth of a new charter school locally will generate new and tremendous opportunities, and provide greater resources for the city, county and surrounding area.

Thank you for your time, consideration and efforts devoted to this important addition to our community.

Sincerely,



Lisa Morris

February 20, 2013

To: York Academy of Discovery

Attention: Mrs. Becky Kischnick

I have three children who currently attend Northaven Elementary school.

I would very much be interested in sending my children to York Academy when it opens. Please keep me advised when your school will open.

Thank you.

Ellen Egly

1305 Dove Drive

Jeffersonville, IN 47130

502-724-9876

To Whom It May Concern in support of York Academy of Discovery,

We recently moved our granddaughter, Lizzy (Elizabeth) who is a 4th grader, from Bridgepointe to Sacred Heart (we are not Catholic). We loved the Bridgepointe teachers and administrators ,office employees to the janitor, some we knew on a personal level. Lizzy ran as a 3rd grader on the Cross Country team GRC division Champions. She was an A/B student, her work was exhibited at the library. I personally was skeptical about moving her , but Lizzy & my wife Norma were not! They visited Sacred Heart, met with the other students, teachers and viewed the facilities. We knew the people there also. The huge difference between Bridgepointe & Sacred Heart was that every student at S/H was calm, rational and did not need constant supervision. The cafeteria was actually pleasant to Lizzy. The size of the classroom at S/H 17 students verses Bridgepointe's 28. The greatest surprise however, was that Lizzy actually loves going to school now, even though she has to wake up at 6:15am, rather than 8a.m. Her activities and homework have skyrocketed, and the home load is more! She has not complained one morning where she didn't want to go to school. We also realized that Bridgepointe had failed to teach some basic 3rd grade math that we are still trying to catch her up too. Bridgepointe school is clearly struggling with the fact that a few students destroy the quality of the learning for the vast majority. If we have any hope of preserving the future of the United States of America, we must find a way to correct or control this problem! It is infuriating that the school taxes that I have contributed to for 42 years have provided only 9 years of education for our son and granddaughter.

Bob Isgrigg

Bob Isgrigg and Associates
518 E. Court Ave.
Jeffersonville, IN 47130
(812) 285-1011 (812) 285-1011

To whom it may concern,

I have grandchildren living in Clark County and would love for them (and all children) to have an alternative to the established education system, which obviously has many shortcomings. While not being the decision-making parent, I could encourage and influence in the direction of a charter school.

Raymond Davis

620 Kewanna Dr. Jeffersonville, Indiana 47130

812-590-2438

ray471@yahoo.com

To Whom It May Concern:

We recently learned that there might be another charter school in the works for Clark/Floyd County. As a parent of a 5th grader and a 1 ½ year old, I would love to have more school choices for my children. We have had our son in private school in the past, but, due to finances, have moved him to public school. His current public school has been adequate, but I would welcome more choices. We have applied for his admission to another charter school for a couple of years, but he has always been wait-listed there. Obviously, there is a high demand for such schools. Education is important to us, and we want to provide our children with the best education we possibly can. Having more choices is always a good thing. It can only improve the quality of *all* the local schools as they compete for students, and the ultimate winners are our children and our community. We do hope you consider approval of a new charter school in our area. Thank you.

Cheryl and Ken Johnson
11545 Forest Hill Circle
Sellersburg, IN 47172
812-748-0544
cheryljohnson@insightbb.com

Attachment 14: Organizational Charts

Board of Directors

- Follows State Academic Policy
- Evaluates School Leader
- Hires
- Sets Education Standards
- Adopts Textbooks
- Education Policy
- Development of Standardized Testing
- Budget Approval

School Leader

- Reports to the Board
- Supervises all Employees
- Responsible for Enforcing State Education Policy
- Attends Board Meetings
- Event Scheduling
- Community Relations
- Student Discipline
- Monitors Academic Performance
- Works with Teachers
- Manages the school on a day-to-day basis

Business Manager

- Budget Proposals
- Prepares Budgets
- Report Development
- Ordering; Inventory
- Fundraising
- Community Relations
- Helps with School Management

Administrative Assistant

- Communication
- Report Development
- Office Management
- Helps with School Management
- Drills
- Handbooks
- Copying; Clerical

Leadership Team/Unit Leaders

- Professional Development
- Peer Coaching
- Data Reports
- Lead Analysis of Data
- Help with School Management
- Problem Solving
- Interventions/RTI
- Committees
- Walkthroughs

Certified Staff/Teachers

- Works with Students
- Prepares Lessons
- Adheres to Curriculum
- Administers Standardized Tests
- Meets with students & parents regarding academic progress
- Reports to School Leader & Unit Leaders

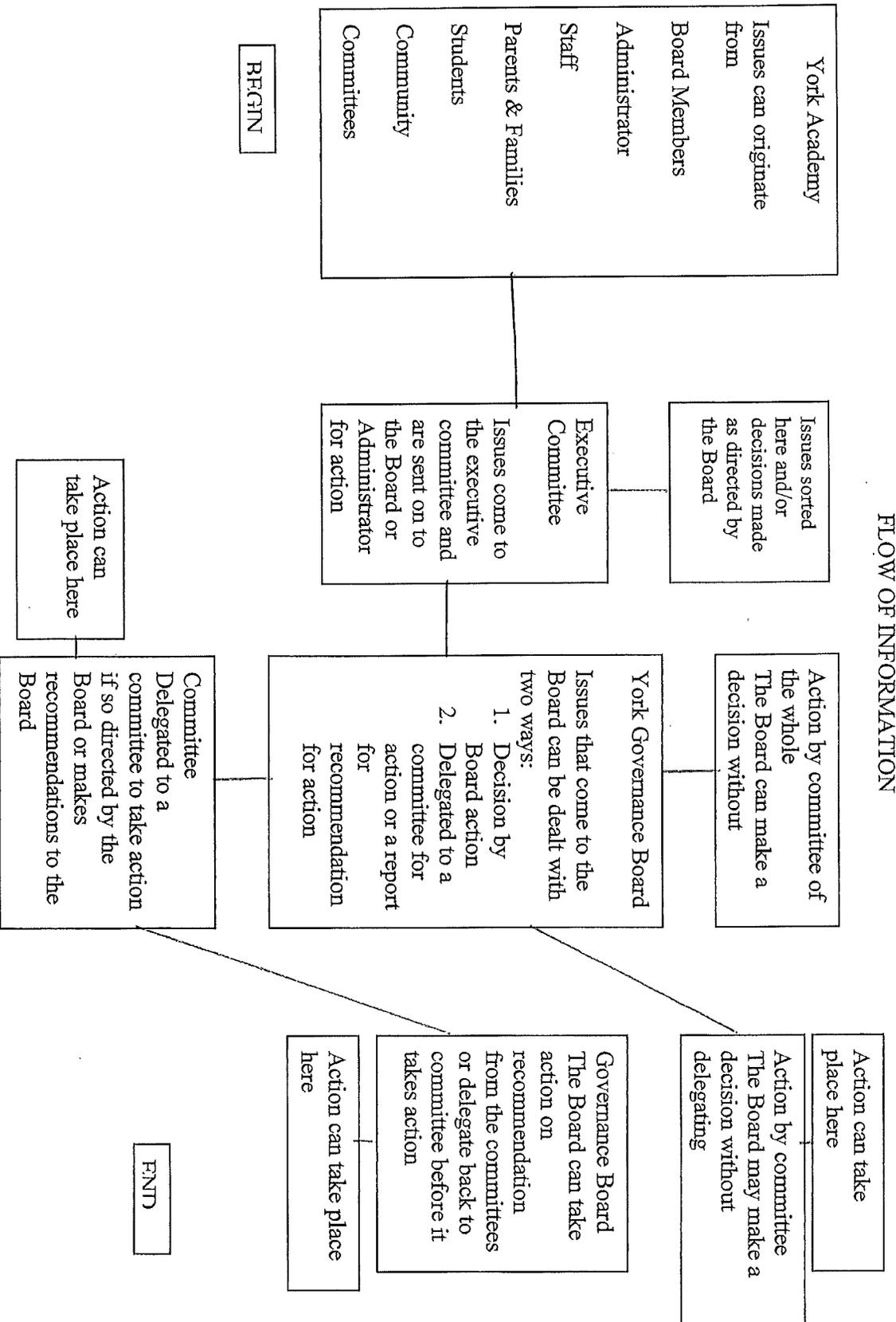
Counselor

- Helps with School Management
- Works with Students
- Works with Teachers to provide help to students
- Anger Management
- Social Skills
- Intervention/RTI

Other Staff

- Security Guard: monitors external threats and internal problems
- Health Assistant/Nurse: maintains health records; oversees day-to-day health of students; medications; helps with school Management
- Custodian: maintains the building and grounds; helps with School Management; drills
- Cafeteria Help: maintains healthy food area; food prep; menu
- Library: maintains Library; works with teachers and students; orders books

FLOW OF INFORMATION



BEGIN

END

Attachment 15: Start-up Plan

The Board will begin the process of preparing the school immediately upon approval. The School Leader will begin working part time as soon as the charter is approved and will work full-time beginning September 2014. Compensation will be funded with the Federal Public Charter Schools Grant Program. Compensation will not begin until September. The Business Administrator will be hired in November and will begin work in January 2015. This Business Administrator will be selected by the School Leader and the Board. The Administrative Assistant will be hired in November and will begin full-time beginning January 2015. This position will also be selected by the School Leader. Alice Butler, Board member, will help with the business aspect until the Business Manager is hired. The Board also will be very involved getting the school ready, formulating policies, seeking funds, seeking help of community members, etc. The Board has made a commitment to this process.

Immediate Tasks Upon Being Granted Charter

Board Member Background Checks (Board, School Leader, Sarah—Charter Board)
Charter Agreement (Board, School Leader, Claire—Charter Board)
Indiana's Public Access Laws Reading (Board, School Leader, Public Access Handbook)
Check into Board Training Board (Indiana Charter Schools Association)
Register for Learning Connection (DOE, School Leader)
Sign up for SAMS/PAMS email (DOE, School Leader)
Call STN for School ID number (School Leader & DOE Charter School Specialist)
Set up Student Test Number (School Leader & DOE Charter School Specialist)
Planning & Implementation Grant (Board & DOE Charter School Specialist)
Facilities Assistance Grant (Board & DOE Charter School Specialist)
Vendor Information Form (Board & DOE Charter School Specialist)
Info on Per-Pupil funding Basic Grant (Board & DOE Director of School Finance)
Start-up Grant (Board & DOE Director of School Finance)
Full-Day Kindergarten Grant (Board & DOE Director of School Finance)
Common School Fund (Board & DOE Director of School Finance)
Call Department of Health Board & IN Department of Health
Call Office of School Nutrition Board & DOE School Nutrition Programs Coordinator
Call about State Board of Accounts
Training & Manual (Board & SBOA Supervisors)
Set up Bank Financing (Board)
Review ICSB Start-up Manual (School Leader & Board)
Review ICSB Funding, Finance, and Accounting Information (Board)

Review ICSB Facilities Resources (Board)

Review ICSB State Resources (Board)

Review ICSB General Charter School Resources (School Leader & Board)

June 2014

Health Services Plan (Board & DOE School Health Services Director)

Contact DOE Safety Department (School Leader & DOE School Safety Support Specialist)

Contact DOE School Transportation (Board & DOE Director of School Transportation)

Review Article 7 (Board, School Leader, & DOE Director of Special Education)

Contact DOE ELL Department (Board, School Leader, & DOE ELL Specialist)

Fundraising begins (Board & School Leader)

Secure Building Site (Board & School Leader)

Building Inspection (Board & School Leader)

Apply for start-up grants (Board & School Leader)

Apply for other grants (Board & School Leader)

Secure Other Board Members (Board & School Leader)

Board Meetings Begin (Board & School Leader)

Policies & Procedures begin (Board & School Leader)

Acquire zoning if necessary (Board)

July 2014

Refine Curriculum Development (School Leader)

Employee Handbook (School Leader)

Student Handbook (School Leader)

Benefits Selection (Board & School Leader)

Obtain Partnerships (Board & School Leader)

Review IDEA, NCLB, and ADA (Board & School Leader)

Contact the fire department (School Leader)

Establish After-care (School Leader)

Begin Renovation plans (School Leader & Board)

Begin PR (School Leader & Board)

August 2014

Website developed fully (School Leader)

Begin Advertisements (Business Manager)

Educate Board Members (Board & School Leader)

Renovations Begin (Board & School Leader)

Firm up Transportation (Board)

Food Service Established (Board)

Mass Mailings (Board & School Leader)

Assessment Pieces in Place (School Leader)

Marketing Plan (Board)

Decide which Crisis Team member will participate in the IN School Safety Specialist Academy

September 2014

Visit other schools (Board & School Leader)

Finalize Calendar (School Leader & Board)

Develop Extra Curricular Plan (School Leader)

Instructional Supplies determined (School Leader & Board)

Begin student Recruitment (School Leader & Board)

Begin Parent Meetings (Board & School Leader)

Contract & Install Internet (Board)

October 2014

Recruit Volunteers (Board & School Leader)

Daily Schedule finalized (School Leader)

Plan Year Long PD (School Leader)

Finalize Testing Plan (School Leader)

Leader Evaluation Established (Board & School Leader)

November 2014

Crisis--Safety Plan Developed (School Leader & Business Manager)

Staff Evaluations Established (School Leader & Business Manager)

Refine Auditing Procedures (Board)

Refine Technology Plan (School Leader)

Parent Meetings (School Leader & Board)
Hire Business Manager (School Leader & a Board Member)
Hire Administrative Assistant (School Leader & a Board Member)

December 2014

Refine Special education plan (School Leader)
Distribute Enrollment Forms (School Leader & Board)
Parent Meetings (School Leader & Board)
Meet with local police & fire for school safety (School Leader & Board)

January 2015

Student Enrollment (School Leader & Business Manager)
Parent Meetings (School Leader & Business Manager, & Board)
Create Maintenance Plan (School Leader, Business Manager & Board)
Assess & Modify Board policies (Board)
Adopt Board Policies (Board)
Complete Transportation Plan (Business Manager)
Begin Staff Recruitment (School Leader & Business Manager)

February 2015

Initial Student Enrollment Ends (School Leader & Business Manager)
Lottery preparations if necessary (School Leader & Business Manager)
Lottery if necessary (School Leader & Business Manager)
Order Hardware & Software & Licensing (Business Manager)

March 2015

Begin Hiring Staff Team
Begin Ordering Supplies (School Leader & Business Manager)
Finalize School Policies (Board)

April 2015

Complete Hiring; Complete Criminal History/ Background Checks (Business Manager)
Traffic plan established; drop-off/pick-up plan developed (School Leader & Business Manager)

June 2015

Collect detailed student info for planning (School Leader & Business Manager)

July 2015

Hold Open House (School Leader, Board, Business Manager, Staff)

Finalize student enrollment & Submit to DOE (Business Manager)

Train Staff (School Leader)

Staff reports to work (School Leader & Business Manager)

Create employee badges (Business Manager)

Create Visitor badges (Business Manager)

School Inventory (Business Manager)

Establish Leadership Team (All Staff)

First Aid Training (All Staff)

August 2015

First Student Day (All Staff)

Community & Family Newsletter (School Leader)

September 2015

Establish Parent Advisory Council (Staff)

Meet with local police, fire Crisis Team

Develop Technology Plan Technology Coordinator/Staff & DOE e-learning

Begin Technology Curriculum Dev. (Technology Coordinator/Staff)

Ongoing through all months:

Building—acquire, inspect, plan, renovate, check, clean, inspect policies

Supplies

Fundraising; Advertising & Marketing



ANCHOR INSURANCE AGENCY

January 24, 2014

New Charter School

My estimate for the new charter school is as follows:

- a. Building/Contents/Business Income/Sexual Discrimination will be roughly \$14-\$15,000 annually
- b. General Liability - \$1,000 to \$2,000 annually
- c. Workers Comp - \$2500 to \$3500 annually
- d. Umbrella - \$1000
- e. Rough Estimate overall -- \$20-25k

The Rating is based off the enrollment for the school; this projection is based off of 360 students.

Thanks,

A handwritten signature in black ink, appearing to read 'JO'Brien', is written over the typed name.

Justin O'Brien
Agent
Anchor Insurance Agency

School Name:						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 2,088,000	\$ 2,958,000	\$ 3,654,000	\$ 3,654,000	\$ 3,654,000
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 13,500	\$ 19,125	\$ 23,625	\$ 23,625	\$ 23,625
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ 60,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 178,576	\$ 300,000	\$ 300,000			
Facilities Assistance Program Grant		\$ -	\$ -			
Public Law 101-476 (IDEA)		\$ -	\$ -	\$ -	\$ -	\$ -
Title I		\$ 50,000	\$ 50,000	\$ 60,000	\$ 60,000	\$ 60,000
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 31,500	\$ 44,625	\$ 55,125	\$ 55,125	\$ 55,125
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 178,576	\$ 2,543,000	\$ 3,491,750	\$ 3,912,750	\$ 3,912,750	\$ 3,912,750
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 73,776	\$ 1,861,875	\$ 2,401,875	\$ 2,701,875	\$ 2,701,875	\$ 2,701,875
Substitute Teachers		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ 10,000	\$ 2,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 83,776	\$ 1,864,375	\$ 2,406,875	\$ 2,706,875	\$ 2,706,875	\$ 2,706,875
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 50,000	\$ 25,000	\$ 30,000	\$ 30,000	\$ 30,000
Library, periodicals, etc	\$ -	\$ 10,000	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000
Technology	\$ -	\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Assessment materials	\$ -	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Computers	\$ 12,000	\$ 20,000	\$ 30,000	\$ 20,000	\$ 20,000	\$ 50,000
Software	\$ 3,000	\$ 500	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000
Other classroom supplies	\$ 10,000	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Field trips, other unclassified items	\$ -	\$ 2,500	\$ 2,500	\$ 3,000	\$ 3,000	\$ 3,000
Co-curricular & Athletics	\$ -	\$ 2,000	\$ 2,000	\$ 3,000	\$ 3,000	\$ 3,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ 25,000	\$ 119,000	\$ 104,500	\$ 107,000	\$ 107,000	\$ 137,000
Support Supplies and Resources						
Administrative Computers	\$ 4,000	\$ 6,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Administrative Software	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Administration Dues, fees, misc expenses	\$ 500	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Office supplies	\$ 3,250	\$ 5,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 8,750	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Professional Purchased or Contracted Services							
Legal Services	\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Audit Services (compliant with SBOA requirements)	\$ -	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Payroll Services	\$ 750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounting Services	\$ -	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Printing/Newsletter/Annual Report Services	\$ 7,500	\$ 3,500	\$ 4,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Internet Services	\$ 1,500	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Telephone/Telecommunication Services	\$ 1,500	\$ 1,200	\$ 1,200	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Travel	\$ -	\$ 1,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Postage	\$ 5,800	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Special Education Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Student Information Services	\$ -	\$ 5,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Food service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nursing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 25,050	\$ 78,100	\$ 90,100	\$ 92,400	\$ 92,400	\$ 92,400	\$ 92,400
Facilities							
Rent, mortgage, or other facility cost	\$ 36,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
Furniture & Equipment	\$ -	\$ 70,000	\$ 60,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Gas/electric	\$ -	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Water/Sewer	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Grounds Keeping	\$ -	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Maintenance Services	\$ -	\$ 8,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Custodial	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Waste disposal	\$ -	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 36,000	\$ 402,600	\$ 395,600	\$ 365,600	\$ 365,600	\$ 365,600	\$ 365,600
Other							
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 62,640	\$ 88,740	\$ 109,620	\$ 109,620	\$ 109,620	\$ 109,620
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Common School Fund Loan Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 62,640	\$ 88,740	\$ 109,620	\$ 109,620	\$ 109,620	\$ 109,620
Total Expenditures	\$ 178,576	\$ 2,542,715	\$ 3,104,815	\$ 3,400,495	\$ 3,400,495	\$ 3,400,495	\$ 3,430,495
Carryover/Deficit	\$ -	\$ 285	\$ 386,935	\$ 512,255	\$ 512,255	\$ 482,255	\$ 482,255
Cumulative Carryover/(Deficit)	\$ -	\$ 285	\$ 387,220	\$ 899,475	\$ 1,411,730	\$ 1,893,985	\$ 1,893,985

- Pre-Opening Period

Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL FIRST HALF 2015
18,213.00	18,213.00	18,213.00	18,461.00	18,173.00	52,173.00	143,446.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
18,213.00	18,213.00	18,213.00	18,461.00	18,173.00	52,173.00	143,446.00
8,463.00	8,463.00	8,463.00	8,461.00	8,423.00	8,423.00	50,696.00
-	-	-	-	-	10,000.00	10,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
8,463.00	8,463.00	8,463.00	8,461.00	8,423.00	18,423.00	60,696.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	12,000.00	12,000.00
-	-	-	-	-	3,000.00	3,000.00
-	-	-	-	-	10,000.00	10,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL FIRST HALF 2015
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	25,000.00	25,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
250.00	250.00	250.00	250.00	250.00	250.00	1,500.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
250.00	250.00	250.00	250.00	250.00	250.00	1,500.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
200.00	200.00	200.00	200.00	200.00	200.00	1,200.00
-	-	-	-	-	-	-
500.00	-	-	250.00	-	-	750.00
-	-	-	-	-	-	-
1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	6,000.00
-	-	-	-	-	-	-
150.00	150.00	150.00	150.00	150.00	150.00	900.00
150.00	150.00	150.00	150.00	150.00	150.00	900.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
500.00	1,000.00	1,000.00	1,000.00	1,000.00	500.00	5,000.00
-	-	-	-	-	-	-

Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL FIRST HALF 2015
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	500.00	5,500.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
3,500.00	3,500.00	3,500.00	3,750.00	3,500.00	2,500.00	20,250.00
6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	36,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	36,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
\$ 18,213	\$ 18,213	\$ 18,213	\$ 18,461	\$ 18,173	\$ 52,173	\$ 143,446
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	TOTAL FIRST HALF 2015
-	-	-	-	-	-	-
-	-	-	-	-	-	-

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,088,000	\$5800 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 13,500	FRL students @ \$125 per student
Summer School		
Other State Revenue (please describe)	\$ 60,000	Special Education
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 300,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)		
Title I	\$ 50,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)	\$ 31,500	Textbook fees; Non FRL @\$125 per student
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,543,000	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,861,875	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 2,500	In-house PD coach; supplies only
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,864,375	
Instructional Supplies and Resources		
Textbooks	\$ 50,000	
Library, periodicals, etc	\$ 10,000	
Technology	\$ 20,000	
Assessment materials	\$ 4,000	

Computers	\$	20,000	
Software	\$	500	
Other classroom supplies	\$	10,000	
Field trips, other unclassified items	\$	2,500	
Co-curricular & Athletics	\$	2,000	
Other (please describe)			
Total Instructional Supplies and Resources	\$	119,000	
Support Supplies and Resources			
Administrative Computers	\$	6,000	
Administrative Software	\$	2,000	
Administration Dues, fees, misc expenses	\$	2,000	
Office supplies	\$	5,000	
Other (please describe)			
Total Support Supplies and Resources	\$	15,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)	\$	500	Miscellaneous supplies
Other (please describe)			
Total Board Expenses	\$	1,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	
Audit Services (compliant with SBOA requirements)	\$	-	
Payroll Services			
Accounting Services	\$	24,000	
Printing/Newsletter/Annual Report Services	\$	3,500	
Consultants			
Internet Services	\$	6,000	
Telephone/Telecommunication Services	\$	1,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	
Travel	\$	1,000	
Postage	\$	2,400	
Special Education Services	\$	10,000	
Student Information Services	\$	5,000	
Food service			
Transportation			
Nursing Services			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	78,100	
Facilities			

Rent, mortgage, or other facility cost	\$	250,000	
Furniture & Equipment	\$	70,000	
Gas/electric	\$	60,000	
Water/ Sewer	\$	10,000	
Grounds Keeping	\$	1,000	
Maintenance Services	\$	8,000	
Custodial			
Waste disposal	\$	3,600	
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Total Facilities	\$	402,600	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	62,640	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	62,640	
Total Expenditures	\$	2,542,715	
Carryover/Deficit	\$	285	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,958,000	\$5800 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 19,125	FRL students @ \$125
Summer School		
Other State Revenue (please describe)	\$ 120,000	Special Education
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 300,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)		
Title I	\$ 50,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)	\$ 44,625	Textbook fees; Non FRL @ \$125
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,491,750	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,401,875	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 5,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,406,875	
Instructional Supplies and Resources		
Textbooks	\$ 25,000	
Library, periodicals, etc	\$ 5,000	
Technology	\$ 15,000	
Assessment materials	\$ 4,000	

Computers	\$	30,000	
Software	\$	1,000	
Other classroom supplies	\$	20,000	
Field trips, other unclassified items	\$	2,500	
Co-curricular & Athletics	\$	2,000	
Other (please describe)			
Total Instructional Supplies and Resources	\$	104,500	
Support Supplies and Resources			
Administrative Computers	\$	2,000	
Administrative Software	\$	2,000	
Administration Dues, fees, misc expenses	\$	2,000	
Office supplies	\$	12,000	
Other (please describe)			
Total Support Supplies and Resources	\$	18,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)	\$	500	Miscellaneous
Other (please describe)			
Total Board Expenses	\$	1,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	
Audit Services (compliant with SBOA requirements)	\$	10,000	
Payroll Services			
Accounting Services	\$	24,000	
Printing/Newsletter/Annual Report Services	\$	4,000	
Consultants			
Internet Services	\$	6,000	
Telephone/Telecommunication Services	\$	1,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	
Travel	\$	1,500	
Postage	\$	2,400	
Special Education Services	\$	10,000	
Student Information Services	\$	6,000	
Food service			
Transportation			
Nursing Services			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	90,100	
Facilities			

Rent, mortgage, or other facility cost	\$	250,000	
Furniture & Equipment	\$	60,000	
Gas/electric	\$	60,000	
Water/ Sewer	\$	10,000	
Grounds Keeping	\$	2,000	
Maintenance Services	\$	10,000	
Custodial			
Waste disposal	\$	3,600	
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Total Facilities	\$	395,600	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	88,740	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	88,740	
Total Expenditures	\$	3,104,815	
Carryover/Deficit	\$	386,935	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,654,000	\$5800 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 23,625	FRL students @ \$125
Summer School		
Other State Revenue (please describe)	\$ 120,000	Special Education
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)		
Title I	\$ 60,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)	\$ 55,125	Textbook Fees: Non FRL @ \$125 per student
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,912,750	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,701,875	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 5,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,706,875	
Instructional Supplies and Resources		
Textbooks	\$ 30,000	
Library, periodicals, etc	\$ 10,000	
Technology	\$ 15,000	
Assessment materials	\$ 4,000	
Computers	\$ 20,000	
Software	\$ 2,000	
Other classroom supplies	\$ 20,000	
Field trips, other unclassified items	\$ 3,000	

Co-curricular & Athletics	\$	3,000	
Other (please describe)			
Total Instructional Supplies and Resources	\$	107,000	
Support Supplies and Resources			
Administrative Computers	\$	2,000	
Administrative Software	\$	2,000	
Administration Dues, fees, misc expenses	\$	2,000	
Office supplies	\$	12,000	
Other (please describe)			
Total Support Supplies and Resources	\$	18,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)	\$	500	Miscellaneous
Other (please describe)			
Total Board Expenses	\$	1,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	
Audit Services (compliant with SBOA requirements)	\$	10,000	
Payroll Services			
Accounting Services	\$	24,000	
Printing/Newsletter/Annual Report Services	\$	6,000	
Consultants			
Internet Services	\$	6,000	
Telephone/Telecommunication Services	\$	1,500	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	
Travel	\$	1,500	
Postage	\$	2,400	
Special Education Services	\$	10,000	
Student Information Services	\$	6,000	
Food service			
Transportation			
Nursing Services			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	92,400	
Facilities			
Rent, mortgage, or other facility cost	\$	250,000	
Furniture & Equipment	\$	30,000	
Gas/electric	\$	60,000	
Water/ Sewer	\$	10,000	

Grounds Keeping	\$	2,000	
Maintenance Services	\$	10,000	
Custodial			
Waste disposal	\$	3,600	
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Total Facilities	\$	365,600	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	109,620	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	109,620	
Total Expenditures	\$	3,400,495	
Carryover/Deficit	\$	512,255	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,654,000	\$5800 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 23,625	FRL students @ \$125
Summer School		
Other State Revenue (please describe)	\$ 120,000	Special Education
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)		
Title I	\$ 60,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)	\$ 55,125	Textbook Fees:NonFRL @ \$125 per student
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,912,750	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,701,875	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 5,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,706,875	
Instructional Supplies and Resources		
Textbooks	\$ 30,000	
Library, periodicals, etc	\$ 10,000	
Technology	\$ 15,000	
Assessment materials	\$ 4,000	
Computers	\$ 20,000	
Software	\$ 2,000	
Other classroom supplies	\$ 20,000	
Field trips, other unclassified items	\$ 3,000	

Co-curricular & Athletics	\$	3,000	
Other (please describe)			
Total Instructional Supplies and Resources	\$	107,000	
Support Supplies and Resources			
Administrative Computers	\$	2,000	
Administrative Software	\$	2,000	
Administration Dues, fees, misc expenses	\$	2,000	
Office supplies	\$	12,000	
Other (please describe)			
Total Support Supplies and Resources	\$	18,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)	\$	500	Miscellaneous
Other (please describe)			
Total Board Expenses	\$	1,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	
Audit Services (compliant with SBOA requirements)	\$	10,000	
Payroll Services			
Accounting Services	\$	24,000	
Printing/Newsletter/Annual Report Services	\$	6,000	
Consultants			
Internet Services	\$	6,000	
Telephone/Telecommunication Services	\$	1,500	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	
Travel	\$	1,500	
Postage	\$	2,400	
Special Education Services	\$	10,000	
Student Information Services	\$	6,000	
Food service			
Transportation			
Nursing Services			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	92,400	
Facilities			
Rent, mortgage, or other facility cost	\$	250,000	
Furniture & Equipment	\$	30,000	
Gas/electric	\$	60,000	
Water/ Sewer	\$	10,000	

Grounds Keeping	\$	2,000	
Maintenance Services	\$	10,000	
Custodial			
Waste disposal	\$	3,600	
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Total Facilities	\$	365,600	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	109,620	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	109,620	
Total Expenditures	\$	3,400,495	
Carryover/Deficit	\$	512,255	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,654,000	\$5800 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 23,625	FRL students @ \$125
Summer School		
Other State Revenue (please describe)	\$ 120,000	Special Education
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)		
Title I	\$ 60,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)	\$ 55,125	Textbook Fees:Non FRL @ \$125 per student
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,912,750	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,701,875	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 5,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,706,875	
Instructional Supplies and Resources		
Textbooks	\$ 30,000	
Library, periodicals, etc	\$ 10,000	
Technology	\$ 15,000	
Assessment materials	\$ 4,000	
Computers	\$ 50,000	
Software	\$ 2,000	
Other classroom supplies	\$ 20,000	
Field trips, other unclassified items	\$ 3,000	

Co-curricular & Athletics	\$	3,000	
Other (please describe)			
Total Instructional Supplies and Resources	\$	137,000	
Support Supplies and Resources			
Administrative Computers	\$	2,000	
Administrative Software	\$	2,000	
Administration Dues, fees, misc expenses	\$	2,000	
Office supplies	\$	12,000	
Other (please describe)			
Total Support Supplies and Resources	\$	18,000	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)	\$	500	Miscellaneous
Other (please describe)			
Total Board Expenses	\$	1,000	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	
Audit Services (compliant with SBOA requirements)	\$	10,000	
Payroll Services			
Accounting Services	\$	24,000	
Printing/Newsletter/Annual Report Services	\$	6,000	
Consultants			
Internet Services	\$	6,000	
Telephone/Telecommunication Services	\$	1,500	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	
Travel	\$	1,500	
Postage	\$	2,400	
Special Education Services	\$	10,000	
Student Information Services	\$	6,000	
Food service			
Transportation			
Nursing Services			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	92,400	
Facilities			
Rent, mortgage, or other facility cost	\$	250,000	
Furniture & Equipment	\$	30,000	
Gas/electric	\$	60,000	
Water/ Sewer	\$	10,000	

Grounds Keeping	\$	2,000	
Maintenance Services	\$	10,000	
Custodial			
Waste disposal	\$	3,600	
Debt Service for Facilities (Interest Only)			
Other (please describe)			
Total Facilities	\$	365,600	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	109,620	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	109,620	
Total Expenditures	\$	3,430,495	
Carryover/Deficit	\$	482,255	

Cumulative Carryover/(Deficit)

Attachment 18: Budget Narrative

- 1.) York Academy's budget was created based on a conservative estimate of both revenues and expenses. We underestimated the revenue and overestimated expenses to allow room for adjustments as they become necessary.
- 2.) Our per pupil revenue is based on \$5,800 per student—the rough average of the current ADM funding among the two primary school districts which York will serve – Greater Clark County Schools and Clarksville Community Schools. It is possible that we may attract some students from the New Albany-Floyd County School Corporation and West Clark Community Schools as well. However, we believe that the majority of students will come from GCCS and Clarksville.
- 3.) We used ADM of \$5,800 for each year presented, with no increase for inflation. Likewise, we did not budget for inflation in any of our numbers throughout the budget. Any inflationary cost increases that may occur will hopefully be offset by a yearly increase in the ADM funding. To make our budget realistic and more easily understandable, inflation was ignored on both sides.
- 4.) The federal funding for start-up expenses is more difficult to estimate and also not guaranteed. However, we plan to work diligently to make sure our grant proposal meets all necessary requirements for this funding. After a lengthy discussion with Mr. Jeff Barber of the Department of Education on what is required and how the funding is disbursed, we concluded that we would most likely qualify for approximately \$180,000 in year 0 and \$300,000 in years 1 and 2.
- 5.) We have assumed Title 1 funding of \$50,000 in year 1 and 2—and \$60,000 in years 3 through 5. This is a very conservative estimate based on discussions with Mr. Barber.
- 6.) The special education State funds were estimated at \$10,000 per month in each year, except Year 1 when it was \$60,000 since the funds would not begin until the second semester.
- 7.) Textbook rental fees were estimated at \$125 per student with 30% of those funds coming from state reimbursement funds for Free and Reduced Lunch students (FRL). The other 70% would be paid by non-FRL students.
- 8.) No estimates were made in the budget for fundraising. However, York plans to generate both community and corporate support to raise additional funds for the school.

- 9.) York plans to offer a liberal compensation plan to professional staff in order to attract high quality teachers. We also plan to recruit many retired teachers who wish to work on a part-time basis. We estimated a base salary for professional staff of \$60,000 with an extra 25% (\$15,000) to cover FICA, PERF and other benefits chosen by the individual.
- 10.) York will not provide transportation in the first year. However, if our budget allows, consideration will be given to limited transportation in future years.
- 11.) Insurance costs have been estimated at \$20,000 per year based on estimates obtained from two insurance agencies with experience in providing insurance to Charter schools. (See: attached estimates.)
- 12.) A specific location has not yet been determined which makes it difficult to budget accurately for facility costs. However, the budget allows approximately \$320,000 per year for facility costs which includes rent/mortgage, utilities and maintenance. If this should not be sufficient to cover the required cost of the building, the budget will be adjusted to cover the necessary expense. If cuts have to be made in other areas in order to pay for a facility, the Board will make the decisions to raise additional revenue or reduce expenses in a way that will least affect the students.
- 13.) In the event that our financial needs exceed our revenues, the Board will make budget cuts in areas that are non-essential first. We will also look to make staffing cuts in the first 10 days of school, based on our student enrollment. If we do not meet our enrollment projections, teachers will be cut until student numbers are up to support additional staff. Teachers will know upon accepting employment that they may be cut within the first 10 days depending on student enrollment. Since we plan to recruit many part-time retired teachers, this should make any necessary cuts easier.

Attachment 19: Existing Non-Profit Entity Financials (not applicable)