Dugger Union Community Schools Corporation

Charter Application

March 16, 2015

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 Grace College regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the Grace College 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:	Dugger Union CSC
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.	7356 E CR 50 S Dugger, IN 47848-8101
School district(s) of proposed location:	Northeast School Corporation of Sullivan County
Legal name of group applying for charter:	Dugger Union CSC
Names, roles, and current employment for all persons on applicant team, including each board member:	Kyle Foli, Board President, Safety and Training Team Leader, Hoosier Energy Debbie Ellis, Board Secretary, Contract Specialist, Crane NWSC Greg Ellis, Board member, Project Engineer, INDOT Carri Howard, Board member, Penny Reynolds, Board member
Designated applicant representative:	Debbie Ellis
Address:	8262 E Center Road Sullivan, IN 47882
Office and cell phone numbers:	812-854-3664 (office), 812-798-2096 (cell)
Email address:	Debbie.ellis@duggerunionschools.org

Planned opening year for the school:
(Fall 2016 or later) 2015-2016

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) Career and College Prep

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

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K-12	230
Year 2	K-12	260
Year 3	K-12	290
Year 4	K-12	320
Year 5	K-12	350
At Capacity	K-12	530

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): None

Submission date(s):

CHARTER SCHOOL APPLICATION

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3	School Admin. Resumes	None	MS Word or PDF
4	Governance Documents	None	MS Word or PDF
5	Statement of Assurances	Required Form	PDF
6	Board Member Information	Required Form	PDF
7	Code of Ethics & Conflict of Interest Policies	None	MS Word or PDF
8	Course Scope & Sequence	3 pages	MS Word or PDF
9	Academic & Exit Standards	1 pages	MS Word or PDF
10	School Calendar & Schedule	1 pages	MS Word or PDF
11	Enrollment Policy	1 pages	MS Word or PDF
12	Student Discipline Policy	1 pages	MS Word or PDF
13	Evidence of Support	None	MS Word or PDF
14	Organizational Charts	5 pages	MS Word or PDF
15	Start-Up Plan	1 pages	MS Word or Excel, or PDF
16	Insurance Coverage	None	MS World or PDF
17	Budget & Staffing Workbook	Required Template	MS Excel (no PDF submissions)
18	Budget Narrative	5 pages	MS World or PDF
19	Does Not Apply		
20	Application Narrative		One combined PDF file (for posting to Grace College website)

ATTACHMENT 20: PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

Mission

The mission of Dugger Union Community Schools Corporation (DUCSC) is to equip every student with the knowledge, confidence, and character to succeed in school and beyond. Students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge to excel academically as they mature, allowing them to graduate as confident young adults, who are college and career ready.

Vision

The educational landscape today has changed dramatically from that of a generation ago. It is vital to draw a link between what students are learning and studying in school and what they will need for college and careers. Beginning with the elementary program and continuing through middle school, all students of DUCSC will be provided with a strong foundation that ensures success as they enter the college prep and career-focused high school program. Students will be able to earn Core 40 with Technical Honors diploma and the Academic Honors diploma. Through partnerships with universities, tech schools, and businesses, students at DUCSC will receive an educational experience that is relevant and engaging and that prepares them for whatever careers they may pursue upon graduation from DUCSC.

Educational Need & Target Population

Dugger, Indiana, is a small town located in rural Sullivan County. According to the 2012 United States Census, Sullivan County ranked 74 in per capita income in Indiana. An educated workforce can improve the economic standards of a community. Students in Dugger have the capacity to contribute to the economy and to the overall quality of life in their community. DUCSC's goal is to meet the community needs by improving and elevating student performance from elementary through high school graduation. There is a tremendous need for post-secondary educational experiences for DUCSC students, and in addition to classroom instruction, these students will be able to take advantage of the partnerships established with universities, tech schools, and businesses.

The traditional elementary, middle, and high school program of studies in Dugger has failed in the past to meet the needs of the students. This has been evidenced by low ISTEP and End of Course Assessment results. By providing a curriculum that is focused and content-driven, that provides flexibility in scheduling, and that raises the academic expectations and standards, the students at DUCSC will be better served. There will be an emphasis on improving critical thinking, oral and written communication, as well as math and technology skills of all students. DUCSC will serve a broad spectrum of students with an emphasis on meeting the needs of low-achieving students. In addition, DUCSC will be serving student population where potentially 60% of the students will receive free and reduced lunch. Thus, meeting the needs of these students will demand an innovative curriculum in which instruction can be individualized.

Community Engagement

The residents of Dugger and the surrounding area are fiercely dedicated to their children, the

school, and their way of life. In November 2013, the community learned that the Northeast School Corporation intended to close Dugger Elementary and Union High Schools at the end of the 2014 school year. Thus, the community came together to try to offer an alternative program that they believed would be in the best interests of their children. Hundreds of residents attended public meetings, and volunteers canvased Sullivan, Greene, Clay, and Vigo Counties to solicit support and donations that would go toward the establishment of a charter school. The community pledged its support and also showed a commitment to raising the financial backing needed to develop a charter school. There is little doubt that the community is fully engaged and wants to chart a new academic path for its children.

In the spring of 2014, the DUCSC board submitted a charter application to the Indiana Charter School Board. After learning that their application had been denied, the board was given the opportunity to become a campus site for the Indiana Cyber Charter School, and in August 2014, DUCSC opened as a campus site for Indiana Cyber Charter School, a statewide, online learning program for k-12 students. The response to the online school was overwhelming and was proof of the spirit, passion, and dedication of the Dugger community to providing a strong educational alternative for their children. Ultimately, however, the goal of the DUCSC board and the community is to open DUCSC as an independent charter school.

The board that is leading the way in organizing DUCSC is determined to maintain and even enhance the engagement of everyone connected with the school, including the alumni of Union High School (UHS). To promote school spirit, board members have decided that the charter school will have the same school colors, mascot, and fight song and will prominently display the artifacts of the school's past accomplishments in the form of trophies, plaques, and other historic memorabilia. Traditions like the football and basketball homecoming celebrations will be continued with alumni being recognized and honored. The goal of these efforts is to give a context for the current students to emulate and to provide a strong foundation for the charter school. The school will be new, but the roots of education and tradition of support in Dugger are deep and enduring.

In addition to the community support, the charter school will also have the strong engagement of business. It would be easy to underestimate the number of partnerships and agreements the board is developing and intends to have in place by August 2015. However, the sheer drive and determination of the leadership and planning group, as well as the motivation and support of all interlocutors representing the various groups and entities involved is staggering. With only a few exceptions, the vast majority of the groups with which the board is working have approached the board with an interest in forming agreements. Various groups that have been contacted by DUCSC representatives to inquire about the possibility of forming partnerships have responded positively. Included in these businesses and groups are Medaco, Inc., Dugger Improvement, Inc., and The Indiana Rail Road Company. Each has indicated that the school is a vital part of the greater community and essential for their (businesses') continued success. The letters from Dr. Douglas Ranard and Clifton D. Stringer are representative of this sentiment.

The key piece that will ensure the success of the vocational, dual-credit, partnership, and CTE programs for DUCSC will be hiring a highly skilled educator to lead and facilitate the program and creating a board to oversee all aspects of the efforts, including the ICE program (Interdisciplinary Cooperative Education). All partnerships and agreements are in various stages of completion. The agreements with the carpenters, American Latex, Crane Naval Surface Warfare Center, and the Indiana Rail Road Company are nearing completion. The establishment

of our Emergency Medical Technician (EMT) program is moving along quickly, as we work to come to terms with Indiana State University and Ivy Tech on the dual-credit process each requires. These arrangements are another indication of the strong community engagement provided to DUCSC.

Education Plan/School Design

It is the belief on the part of the board and the community that DUCSC was not a priority under the traditional setting of the Northeast School Corporation. The DUCSC board is intent on providing a curriculum and educational setting that is second to none. The k-12 curriculum is designed to meet the individual learning styles of the students. The teachers will meet in vertical and horizontal teams to ensure that as students move from one grade to the next, they will be well prepared to meet the challenges of the curriculum in the high school program. The lessons, strategies, and assessments will be aligned with the newly adopted Indiana Academic Standards. The emphasis will be on providing essential support to students through classroom instruction, tutoring, instructional labs, and online programs designed to reinforce classroom instruction. Indiana's Core 40 curriculum provides the academic foundation all high school students need to succeed in college and the workforce. DUCSC high school education plan will focus on the Core 40 with Technical Honors curriculum and the Academic Honors curriculum. Students who choose to attend DUCSC will be able to earn state- approved, industry-recognized certification/credentials through the partnerships developed with tech schools and area businesses, and they will be able to earn college credit through the dual-credit program with nearby universities. The academic program is designed to offer a challenging curriculum in which students will meet or exceed Indiana standards. The guiding principles of the education plan are:

- Student performance at DUCSC will be higher and more consistent across the student population compared with past performance at Dugger Elementary and Union High Schools.
- In grades k-6, the Core Knowledge Sequence will be the foundation of the curriculum in Social Studies, science, physical education, music, and art.
- DUSCS will, in partnership with Purdue University, implement the STEM curriculum beginning in grades k-8 in year one, with plans to implement STEM in grades 9-12 in year two.
- DUCSC will incorporate the use of mastery-based learning (the students are helped to master each learning unit before proceeding to a more advanced learning task).
- Students who choose to g to college will be offered a rigorous course of study at DUCSC to ensure that they are well prepared. They will be able to earn college credit through the dual-credit program, thus helping to offset the cost of a college education.
- The board understands that not every student will choose to attend a four-year college. DUCSC will offer students the opportunity to pursue the Indiana College and Career Pathways providing an aligned sequence of secondary and postsecondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana.
- DUCSC is committed to providing post-secondary opportunities for all students.

Vision for Growth

As a campus site for Indiana Cyber Charter School, DUCSC opened with 300 students in August 2014. There is every reason to believe that DUCSC will be able to retain all students when they open in August 2015 as a charter school. There is also reason to be optimistic about the growth

DUCSC can expect over the next five years. Once fully established and graduating students, it is anticipated the DUCSC model of mastery-based learning, CTE programs, and dual- credit offerings may push the enrollment to the upper end of capacity. Conservative projections put enrollment in the fifth year at 381 students. The greatest challenge will be to maintain the quality of our service while accommodating the potential growth.

Governance and Leadership

The leadership team established by the community of Cass and Jefferson Townships in Sullivan County was primarily drawn from the leaders of a group called "Save UHS." This group formed in the wake of the announcement in November 2013 that the board of Northeast School Corporation (NESC) intended to close Dugger Elementary and Union High School. As a result, several talented and determined individuals stepped up to determine the next course of action on the part of the Dugger community. Greg Ellis, a Rose-Hulman trained engineer in the service of the Indiana Department of Transportation, brought his keen analytical mind and tenacious nature to the group. Kyle Foli, a safety specialist with Hoosier Energy, gave the group his can-do attitude and significant skills with research and creative problem solving. Debbie Ellis, a highly educated and quietly thoughtful manager at Naval Surface Warfare Center Crane used her knowledge of and connections with the entire community to gather support. Penny Reynolds, a retired educator, served as the Title I Coordinator for Dugger Elementary and Union High Schools and also has experience in grant writing, and skills in parent engagement.

After a charter application was denied by the Indiana Charter School Board, the Dugger board members were given the opportunity to become a campus site for Indiana Cyber Charter School. DUCSC entered into an agreement with Indiana Cyber to offer a blended model of online and classroom instruction. The school opened in August 2014. The Dugger board now acts as an advisory council and consists of those individuals cited in the previous paragraph. The advisory council provides the leadership necessary to open a successful charter school. The advisory council will hire teachers and a school leader prior to the school's opening in August 2015. Having served as a campus site for Indiana Cyber, the advisory council is now better prepared to serve and guide DUCSC should the charter application be approved.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

The leadership team is made up of broadly skilled and highly accomplished individuals who have come together with the single aim of creating an outstanding school for their children and those of their neighbors. Each board member brings an expertise that is essential in the development and opening of a school. As their resumes indicate **(Attachment 1)** they bring experience in finance, business, performance management, and facilities management. In addition, they have all worked diligently with parents and the community in building support for the transition of DUCSC to becoming a charter school. The school they have planned is one where there are no excuses and no compromises in the high expectations and accountability for the outcomes of the students. The board members believe that every child can learn, and all children deserve a quality educational experience that will ensure that children will reach their fullest potentials.

Founding Group's Qualifications

The following individuals (see **Attachment 1** for full resumes) have played a major role in the development of the Dugger Union Community Schools Corporation and will continue to serve on the Board of Trustees of DUCSC:

- Kyle Foli has a BS in Safety Management from Indiana State University and an MS in Public Service Management from the University of Evansville. He is a safety, health, and environmental specialist who is responsible for planning, coordinating, and implementing various projects to support corporate environmental, health, and safety policies, goals and strategic initiatives.
- Debbie Ellis has a background and educational training in finance and accounting with over thirty years of experience. She has a bachelor's degree in accounting from St. Mary of the Woods and an MBA from the University of Phoenix. While she has had numerous responsibilities, she has provided training to employees to ensure appropriate law and federal guideline regulations are followed in the financial processes at Crane. Mrs. Ellis also recently completed a course on Indiana School Law with Ball State University.
- Greg Ellis has a BS in Civil Engineering from Rose-Hulman and is a licensed financial manager. He is also OSHA certified. He currently works with the Indiana Department of Transpotation and has served in various positions (project engineer, area engineer, highway management director, and district deputy commissioner) that have involved performance based on delivering projects on time and on budget. He has experience in management and has a strong understanding of working with individuals in helping them achieve annual performance objectives.
- Carri Howard has her BS and MS in Elementary Education from Indiana State University. She taught elementary education until her retirement in 2014. Mrs. Howard has broad experience in curriculum development, learning assessments, and differentiated instruction. She understands the role of the parent in a child's educational experience and worked with parent involvement, urging parents to take active roles in their children's education.
- Penny Reynolds has her BS and MS in Education from Indiana State University. She is a retired educator who served as the Title I Director and Testing Coordinator for Dugger Union Community Schools. In addition, she has experience in grant writing and working effectively with parents, engaging them in the education of their children and also gaining their support for the school. As the Testing Coordinator, Mrs. Reynolds has an understanding of the testing process and insights into the importance of the state assessments for all students and for data driven decision making.

Organizations, Agencies, Consultants Working with the School

Signature Consulting LLC is working with the board in the development and editing of the charter application. In addition, the consultants may provide professional development workshops for teachers, board development and training, and any other needed services. Alexandra Curlin, an attorney with Curlin & Clay Law, is experienced in working with charter schools and has provided legal services for Indiana charter schools. She will provide the necessary legal advice and guidance for DUCSC should the application be accepted. Purdue University has agreed to work with DUCSC in the establishment and implementation of the **STEM program** A letter indicating Purdue's commitment to work with the teachers is contained in **Attachment 13**

Motivations for Proposing This School

The leadership team, established by the community of Cass and Jefferson Townships in

Sullivan County, was primarily drawn from the leaders of a group called "Save UHS." This group was formed in response to the announcement on November 4, 2013, by the Northeast School Corporation that a vote to close Dugger Elementary and Union High Schools was imminent. There was no prior indication that such an action was about to take place. As a result, several talented and determined individuals stepped up to meet the challenge directly. The Board of Trustees was selected by the Dugger community to create the school herein described. The motivation for the group was simply to be responsible for and be held accountable for the education of their sons and daughters. Dugger Elementary and Union High Schools were poorly performing schools. However, the community felt that these schools were not a priority within the Northeast School Corporation and lacked support and guidance from the district. The community is passionate and firmly believes the charter school they have designed will provide a quality and challenging education for their children. All stakeholders are committed to putting academics first. The board and school leadership team are confident that the school will be turned around, with all standardized assessments improving.

School Leader and Leadership Team

The board intends to hire the Executive Director (ED) by the end of May 2015. The ED will play a vital role in the development and success of the school and will be responsible for the day-to-day operations of the school. It is the responsibility of the ED to ensure that the mission and vision of the school are fulfilled. The ED will keep the board informed of the school's direction, goals, assessments, staffing, issues, and progress. The board will establish annual performance objectives and will be responsible for evaluating the Executive Director. The ED has not yet been selected. However, the ED will be appointed upon approval of the charter application. The board intends to hire an individual who has an educational background with experience in teaching and administration. The ED will have an administrator's license or training. As the school leader, it is important for the ED to have a thorough knowledge of curriculum and have the expertise to use data in guiding instruction and producing results. The ED must have the ability to work well with the teachers and staff as he or she builds a team spirit where everyone is engaged and committed to the success of the students and the school. This person will need to be able to deal effectively with all stakeholders—students, teachers, parents, the community.

Full job description and qualifications for the school leader are listed in **Attachment 2**.

The board will conduct a search to hire an Executive Director who will provide strong, effective leadership. The ED will be given a contract that will detail the salary and benefits. The board has not yet determined the salary/benefits package but plans to make it a competitive compensation package. Because this charter calls for the opening of the school in August 2015, the board will establish a timeline outlining specific responsibilities of the ED and his/her staff. The ED will determine who will be in charge of implementing the specific tasks. This will be a thorough and methodical process to ensure a smooth and successful opening of the school. The board and the Executive Director will oversee the implementation process.

Responsibilities and Qualifications of Administrative Team (beyond the school leader)

Upon the approval of the charter application, the board will work quickly to identify and recruit highly skilled professionals to join the team. The timeline is to have the administrative staff in place by June 2015. In addition to the Executive Director, the team will include an assistant principal, counselor, and Title I Coordinator. Qualifications for the administrative team are provided in Attachment 3. Others may be added at the recommendation of the ED with board

approval. The primary responsibilities of the assistant principal will include administrative functions, student discipline, staffing issues, and communication. The following describes the roles and expectations of the assistant principal and guidance counselor.

Assistant Principal: The main administrative functions of the assistant principal will include

- Overseeing curriculum delivery and data analysis of all school assessments
- Providing data information to staff to be used to assist teachers in developing intervention/remediation plan for low-achieving students
- Building the master schedule, determining how many classes are designated for each subject and grade level, and deciding what period each class will run
- Assigning room locations for each class
- Setting exam schedules

Disciplinary responsibilities include

- Developing and enforcing the disciplinary code (rules and regulations); the assistant principal will prepare and distribute the student behavior handbook to keep students and parents informed of behavioral expectations and possible sanctions
- Long-range planning of preventative measures such as anti-bullying programs
- Ensuring that due process procedures are in place and enforced for behaviors that result in suspensions or expulsions
- Consulting with support personnel such as psychologists, social workers and youth workers should the situation warrant intervention outside of school personnel

Responsibilities regarding staff

- Assigning teaching duties to the staff and the duty roster when teachers are expected to supervise hallways or the cafeteria
- Assisting in determining staff vacancies and hiring new teachers
- Preparing mentoring programs designed to assist and guide new hires
- Working with Executive Director in arranging professional development opportunities for the teaching staff
- Monitoring teacher absences, providing substitutes, and providing internal coverage of classes when necessary

Communication

- Assisting the Executive Director in the evaluation of teacher performance and working with the Executive Director to help marginal teachers to improve
- Providing current data on all assessment results
- Preparing a master calendar of events designed to keep staff informed of all activities and working to resolve any scheduling conflicts
- Calling parents and scheduling meetings when students have problems or have misbehaved
- "Trouble-shooting" when working with parents who have complaints, attempting to communicate in a way that will prevent situations from escalating or becoming volatile
- Preparing and updating the staff handbook, which outlines school policies and procedures

Counselor: The school counselor's role is to be an advocate in the overall social and academic development of the student. The counselor serves as an advocate for the student, and thus, it is vital that the counselor be able to establish rapport with both students and parents. In addition to providing individual and group counseling, the counselor will monitor students' academic progress, work with parents and students to address emotional or mental problems, share contact information with parents who may request or need assistance from social and/or mental health organizations, coordinate parent/teacher meetings, participate in IEP and 504 meetings, consult in the development of student schedules, and coordinate all state mandated assessments.

Governance

Legal Status and Governing Documents
The following governance documents are located in **Attachment 4**:
501(c)(3) Letter of Determination from the Internal Revenue Service; Copy of the Articles of Incorporation; and Copy of Board Bylaws.

Attachment 5 contains the completed and signed Statement of Assurances form.

Governance Board: Structure and Composition
Signed Board Member Information Sheets for each current board member are located in **Attachment 6** (Resumes are located in Attachment 1)

The school will be operated/managed by the Board of Trustees. As indicated previously, the board members have a broad expertise in the operation and management of DUCSC. In addition to the board members cited previously, the board hopes to appoint an attorney to serve on the board. It is the goal of the board to have a balanced board whose membership will include business, operational management, accounting, and legal expertise. In accordance with the By-Laws, there will be no fewer than five members and no more than nine. The board will work closely with the Executive Director and his/or her team to ensure that the mission and goals of the school are carried out. The current board members were appointed by the community pursuant to the By-Laws of the corporation. The charter school board will consist of Debbie Ellis, Greg Ellis, Kyle Foli, and Carrie Howard, and Penny Reynolds. Going forward, board members will be elected by the membership of the corporation, made up entirely of the parents of students enrolled in the school. The first election by the membership will be on or about September 1, 2015. The Board of Trustees shall consist of no fewer than five members and no more than nine. Trustees shall be chosen for a term of three years. However, no person may serve as a trustee for more than 3 consecutive three (3) year terms.

Pre-Existing Nonprofit Organization
This section does not apply to DUCSC.

Governing Entity's Responsibilities
The Board of Trustees is committed to providing proper oversight of the school in all areas of management. The most important responsibility of the Board of Trustees will be to ensure that the mission of the school and all procedures/policies are in compliance with state and federal laws. This board is committed to the success of DUCSC and is passionate about offering a quality education for those students who choose to attend the school. The board will be responsible for the following:

- Keep itself abreast of the overall performance of the school and the performance of students on all state assessments
- Work with leadership team to establish a long-range strategic plan
- Ensure that high expectations are established and will support these expectations
- Establish policies and oversee the operational needs of the organization
- Conduct all board business in an open, fair and ethical manner
- Approve the budget and ensure the budget is managed in a responsible manner
- Ensure proper accounting and reporting procedures are followed

- Approve the hiring or dismissal of staff
- Approve appointment of school leadership team
- Approve fiscal plans, plans for expansion, fundraising plans

During the monthly board meetings, the ED will be expected to give a detailed report to the board in the areas of academic performance, finance, facilities, as well as highlighting the achievements and success of students and staff.

Board Process & Procedures
The current board meets weekly and has held community forums to provide an update on the progress of the charter application. If the charter is approved and the school opens in August 2015, the board will have met two/three times per month in addition to the community meetings that will have been held. After the charter is approved, the board will hold monthly meetings with the focus of these meetings being on budget and finance, establishing policies, ensuring the school is operating in compliance with all state and federal laws, and monitoring the academic performance of the students. The Board of Trustees will approve appointments by the ED of committees that will have specific duties and responsibilities. These committees will include the Finance Committee, Academic Committee, Development Committee (to direct fundraising activities), Operations Committee, and an Athletic Committee. These committees will report directly to the ED on all matters related to their responsibilities. They will be asked to also provide reports to the Board of Trustees in their regular meetings. Other committees may be appointed on an as-needed basis. Governing board meetings will comply with the Open Meeting Law, and will be open to the public. The board will elect officers, set an agenda, record minutes of all board meetings, and conduct monthly meetings in accordance with the Open Door Law. The agenda and minutes will be posted and easily accessible by the public. The ED will notify the media of the date, time, and location of board meetings prior to the meeting being held. The community will be welcome to comment during the Call to the Public, available at every meeting.

Ethics and Conflicts of Interest (Attachment 7)
The Board of Trustees, Executive Director, and all staff members will conduct themselves in a manner that is above and beyond reproach. The duties and responsibilities will be carried out in such a way as to avoid any perceived, actual, or potential conflicts of interest. All board members, employees, and staff will fill out and sign the Conflict of Interest questionnaire. The policy is outlined in full in **Attachment 7**.

Advisory Bodies
The advisory bodies of DUCSC will consist of the Academic Performance Committee, Finance Committee, Leadership Team, Development Committee, and Athletic Committee.

The Academic Committee will consist of an elementary, middle school, and high school teacher, assistant principal and the school counselor. This committee will keep teachers informed regarding academic progress or lack of progress. The committee will be responsible for tracking and analyzing student data on all standardized assessments and will work with teachers to make adjustments to the curriculum or teaching strategies based on the data. The Academic Committee will give a monthly report to the Board of Trustees.

The Finance Committee will be made up of the school treasurer, two board members, and the Executive Director. This committee will be appointed by the Board of Trustees and will be responsible for monitoring all expenditures and ensuring that state accounting procedures are

strictly followed. The Finance Committee will keep the board informed on all financial matters and make sure that the school is operating within the approved budget. All financial procedures will be public, and the committee will provide reports at each meeting of the Board of Trustees.

The Leadership Team will be appointed by the Executive Director. The Team will consist of the Executive Director, three teachers (elementary, middle, and high school), the assistance principal, and the counselor. The Leadership Team will serve as an advisory body to the Executive Director, and it will be responsible for the development of the curriculum and ensuring that all teachers are teaching to the Indiana Academic Standards. The Team will work closely with the Academic Performance Committee in making any changes in the design of the curriculum. This Team will also work closely with Purdue University in the implementation of the STEM curriculum.

The Development Committee will consist of the board treasurer/secretary, a parent representative, community member and the Executive Director. Additional members to this committee may be appointed at the discretion of the Board of Trustees. The Development Committee will develop the board's strategy in all fundraising efforts. A calendar of all fundraising events will be established to enable this committee to proceed in an organized manner and avoid conflicts in the timing of the events. Committee members will seek donations from individuals, corporations, and community members. They will provide a report at each board meeting.

The Athletic Committee will consist of a board member, parent representative(s), and the school's physical education teacher. The Executive Director will appoint all members to this committee with board approval. This committee will provide guidance and direction for the school's sports program. The chair of the Athletic Committee will work with the school administration to assure that student athletes are academically eligible for a given sport. They may also mediate any disputes between students and coaches or between parents and coaches. The committee will give monthly report to the board.

Grievance Process

The grievance process begins at the lowest level and proceeds up the chain of command to the Executive Director and, ultimately, the Board of Trustees. The resolution of any issue, concern, or complaint would begin at the informal level. At this level, concerns would first be expressed to the teacher or school counselor. Every effort will be made to work with the parent(s) to resolve issues or complaints. However, if resolution at the informal level is unsuccessful, the next step would be to take the issue to the formal level—meeting with the Executive Director or with the Board of Directors during a scheduled meeting. If relating to a policy, procedure or administrative decision, inquiries would be directed to the ED. Effective and open communication is critical in the grievance process, and parents and/or students will be assured that their concerns will be handled in a timely, respectful, and confidential manner. There are some issues that may be of a serious or criminal nature. Thus, parents would go directly to the Executive Director. It is the goal of the goal of the Board of Trustees and the Executive Director to always act in the best interests of the child. Once an issue is taken to the formal level, parents will be required to fill out a grievance form and provide any pertinent information or documents to the school. As a non-profit organization, DUCSC will make all required documents available for review free of charge upon request. Requests for copies will incur appropriate fees to offset printing and labor costs.

SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design

DUCSC strongly believes learning should be differentiated in order to meet the learning styles of all students. The learning environment will involve using the traditional classroom setting where instruction will be combined with courses offering lab experiences and technology based instruction. Students will also have the opportunity to participate in vocational programs that will provide practical, hands-on, opportunities through internships or site-based instruction.

The curriculum will be integrated across all grades. Beginning in the lower grades, the **Core Knowledge Sequence** will be the foundation of the curriculum in Social Studies, science, physical education, music, and art. Core Knowledge Sequence is a research based, detailed outline of specific content to be taught. The sequence offers a coherent plan that builds year by year and helps prevent repletion and gaps in instruction. The content and skills guidelines outlined in the Core Knowledge Sequence are aligned with the Indiana Academic Standards. It is the goal of DUCSC to provide every child with an exceptional, quality educational experience. DUCSC will partner with Purdue University in the implementation of the **STEM curriculum** The STEM educational program will be implemented in grades k-8 by August 2015. The school will continue to work with Purdue in the implementation of STEM for grades 9-12 by year two. Through STEM education, students will develop the ability to engage in inquiry, logical reasoning, collaboration, and investigation. The goal of STEM education is to prepare students for post-secondary study and the 21st century workforce. letter from Dr. Carla Johnson, Associate Dean and Professor in the College of Education at Purdue University can be found in **Attachment 13**.

The school is in a unique position to offer diverse opportunities for higher education, vocational programs, and career options due to the proximity of three major universities, (Indiana University, Indiana State University, and the University of Evansville), The Indiana Railroad Company, the owner and operator of the largest transportation company in Indiana, Peabody Energy's Bear Run Mine, the largest active coal mine east of the Mississippi River, Crane Naval Surface Warfare Center, the third largest Naval installation in the world, and other governmental, educational, and business enterprises that the students of DUCSC will be able to access and thus, add meaning, context, and experience to their educational path. DUCSC board members are in the process of negotiating support agreements with these groups and others to provide incredible opportunities for students beginning as early as middle school.
The agreements will be in place by August 2015. The programs offered through these agreements will be based on student enrollment. The following partner organizations have indicated their willingness to provide support for the school and to provide opportunities for students. Additional partnering agencies and organizations will be sought and welcomed by the school on an on-going basis.

- Purdue University – STEM Curriculum
- Indiana Rail Road Company - Vocational Education
- Peabody Energy - Vocational Education
- Indiana-Kentucky-Ohio Regional Council of Carpenters Joint Apprenticeship and Training Fund (IKORCCJATF)-Vocational Education
- Ivy Tech Community College-Dual Credit Authorizer, Higher Education

- Indiana State University-Dual Credit Authorizer, Educational Interns, Professional Development
- Crane Naval Surface Warfare Center-STEM Partner, (agreement goes into effect upon approval of the charter application
- North American Latex Corporation - Vocational Education
- Medatech, Inc.
- Mechatronics Learn Lab Manufacturing

The purpose of these agreements is to give each student a portfolio of pathways that lead to college or career preparation. It is the goal of DUCSC to provide all graduates the opportunity to earn a significant number of college credits through dual credit programs or to have marketable certifications in career and technical trades. An example of the expected outcome is the building trades program being developed with the IKORCCJATF. Students may graduate from a four-year course of study in building trades fully qualified to be an apprentice carpenter. In addition, these students would earn up to eight college credits before graduation from high school. The board will strive for 100% placement of all students in their chosen path of study or work.

DUCSC's high school curriculum also addresses Indiana's Academic Standards adopted by the Board of Education in April 2014. The school's academic program, aligned with the new standards, is designed to offer a challenging curriculum where students will meet or exceed Indiana's Academic Standards. Students may graduate with a Core 40 Diploma, Core 40 with Technical Honors, or the Academic Honors Diploma. As stated previously, instruction will take place in a traditional classroom setting where instruction will be combined with courses offering lab experiences and technology based instruction, and students may participate in vocational programs that will provide practical, hands-on opportunities through internships or site-based instruction. The board intends to keep class size at a teacher-student ratio of 1:25. Every effort will be made to keep class size limited to a realistic number that addresses the developmental needs of the students. Technology will be used to enhance and enrich the curriculum. Students will have broad access to technology through the use of computers, digital projectors, document cameras, etc. Additionally, a computer based instructional package consistent with the STEM curriculum will be adopted for middle and high school students to supplement their academic progress and heuristic interests. The goal is to stay current and keep abreast of changes in the area of technology and continually update the curriculum to reflect the changes.

All teachers will hold certifications in the areas they teach. Teachers may serve under an emergency license, but must work toward earning the necessary credentials within the state mandated timeline. It is important to emphasize that all teacher certification will be in compliance with Indiana statute.

In the summer of 2000 administrators in Oklahoma City completed a series of carefully controlled, independent studies on the effects of Core Knowledge in public schools in their district. The results showed that Core Knowledge students posted "especially strong scores in reading vocabulary during both of the years examined. Vocabulary is the single best predictor of academic achievement, and an area in which the gap between ethnic and racial groups has proved to be especially difficult to overcome." The Oklahoma results also indicated that schools "can actually improve students' performance on state tests by combining the Core Knowledge curriculum with their state standards." Research conducted by the National High School Center, a central source of information and expertise on high school improvement issues (funded by the U.S. Department of Education) points out that "students' high school experiences often do not prepare them

adequately for postsecondary education and the world of work. Special attention should be paid to increasing the rigor, relevance, and engagement of the high school curriculum, including for students who have traditionally faced barriers to successful postsecondary transitions." The findings recommend that high schools should "integrate strong academic content into career-focused classes." DUCSC's offering of dual credit courses with a career and vocational focus will prepare students for any postsecondary pursuits.

Instructional Strategies

Teachers may use various teaching strategies designed to meet the individual needs of the students, and it is the flexibility that is the real strength of the program. The curriculum will emphasize the development of critical thinking skills, problem solving and analysis skills. The primary instructional strategies that will be used at by the teachers will be mastery- based learning (which offers hands on application) that is project based and assessed through practical application of rigorous standards.

DUCSC will offer a k-12 content-rich curriculum designed to address the appropriate maturational and intellectual levels of the students. Teachers will used researched-based instructional strategies and intervention resources to ensure that students meet or exceed the academic standards. Not all students progress at the same rate. Thus, flexibility in the curriculum will be critical in order to work with those students who struggle and are not progressing at the appropriate rate. The instructional team is aware that a child should not be pushed beyond his/her ability to the point of frustration. But at the same time, children need to be challenged to achieve the greatest growth possible. It takes careful formative assessment and discernment by their teachers to properly diagnose each student's needs and strengths necessary to challenge each at just the right time and in just the right way to make learning a wonderful adventure and a meaningful endeavor.

Attachment 8 lists the core curriculum scope and sequence by subject and grade level. Course descriptions and alignment of the curriculum with the Indiana Academic Standards are provided.

Pupil Performance Standards

Attachment 9 specifies the Exit Standards.

Policies and Standards for Promoting Students

DUCSC will hold students accountable for meeting the highest academic standards set by the state of Indiana. Elementary students must demonstrate mastery of the Indiana Academic Standards and also meet the standards of the Core Knowledge Sequence. High school students must meet the standards of Indiana's Core 40, Core 40 with Technical Honors, or the Academic Honors. Students must demonstrate proficiency in all required areas in order to be promoted to the next grade level. In grades k-8, data will be used to assess the student's progress. The data analysis will include student grades, ISTEP scores, iRead 3 results, and any other relevant performance information. Students may be retained for one year in the same grade. Every effort will be made to ensure that a student is successful. Remediation programs, learning labs, and tutoring will be provided for those students who show a deficiency in attaining the standards. In grades 9-12, students must meet all Indiana graduation requirements. They must pass the End of Course Assessments and successfully complete the requirements of the Indiana Core 40 diploma. Failure to do so will result in the denial of a diploma. Again, every effort will be made to work with the students to ensure graduation. Remediation programs, learning labs, tutoring will be provided for high school students.

The counselor will work closely with teachers and parents in monitoring a student's progress. The school will immediately notify parents of those students who struggle and have difficulty in meeting the standards. Intervention will take place at the earliest signs of difficulty. The teachers and counselor will work with the student and parent in developing an Individual Learning Plan. This plan will be used to monitor the student's growth and performance as they progress through the year. Academic requirements, testing information and dates, and high school graduation requirements will be provided to all parents in writing and will also be posted on the school's website at the beginning of the school year. As students enter high school, a four-year planning guide will be provided to the parent to enable them to keep track of their child's grades and progress in meeting the graduation requirements.

High School Graduation Requirements

Students at DUCSC may earn the Core 40, Core 40 with Technical Honors, or the Academic Honors diploma. To earn the Core 40 diploma, students will be awarded one credit for each semester course completed with a grade of D or higher. For the Core 40 with Technical Honors, students must complete all requirements for Core 40 plus earn 6 credits in the college and career preparation courses, earn a grade of "C" or better in courses that will count toward the diploma, have a grade point average of a "B" or better. For the Core 40 with Academic Honors diploma, student must complete all requirements for Core 40, earn 2 additional Core 40 math credits, earn 6-8 Core 40 world language credits, earn 2 Core 40 fines arts credits, earn a grade of a "C" or better in courses that will count toward the diploma, and have a grade point average of a "B" or better. Grade point averages will be calculated on a 4.0 scale. The high school transcript serves as the official record of a student's academic performance and includes all courses and credits earned by the student. In accordance with Indiana Code 20-33-2-13, DUCSC will include the following information on the high school transcript:

- Attendance records
- The most recent ISTEP+ test result
- Any secondary or postsecondary certificates of achievement earned by the student
- Immunization information
- Dual credit courses from the Core Transfer Library taken by the student

Elective Courses will be determined by student enrollment and will comply with the requirements of the Core 40, Core 40 with Technical Honors, and the Academic Honors diplomas. Elective course offerings will consist of the following:

- Business: Business Math
- English: Greek Mythology, Poetry, Roman Mythology
- Family & Consumer Science: Child Development, Family Living, Financial Literacy, Integrated Family Living
- Fine Arts: Art History, Intro to Theatre, Music Appreciation, Renaissance Art
- Physical Education: PE II Extreme Sports
- Math: AP Calculus AB, Calculus, Intervention Math, OGT Preparation Math, Transition to College Math
- Science: Aviation, Chemistry with Lab, Forensic Science, Integrated Science, Marine Biology, OGT Science, Physics
- Social Studies: Financial Literacy, Geography, OGT Social Studies, Psychology, Sociology, Student Leadership, Games Through the Ages
- Technology: Computer Applications, Intro to the Internet, Microsoft Excel 2007, MS

PowerPoint 2007, Microsoft Word 2007
- Test Preparation: ACT Prep
- World Languages: French (I-IV), Latin I, Spanish (I-IV)

Indiana has established world-class standards designed to offer students a challenging and rigorous course of study. Indiana' Core 40 diploma is the "academic foundation all students need to succeed in college, apprenticeship programs, military training and the workforce" (IDOE website). The goal at DUCSC is to encourage and support students to go above and beyond the Core 40 requirements. The curriculum will provide pathways that offer varied post-secondary options including an emphasis on technical careers. The College and Career Readiness Curriculum and Career and Technical Education (CTE) will provide students with a strong foundation and the necessary preparation in their post-secondary pursuits. The Indiana College and Career Pathways provide an aligned sequence of secondary and postsecondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana. The partnerships with local business and industry and the dual credit program will provide invaluable opportunities for students in preparing them for the rigors of college or a career.

DUCSC will use a "team" approach in determining the most effective ways in which to help students. The school counselor will play a pivotal role in monitoring those students that are academically at-risk. The counselor will work closely with teachers as they identify those students who may need special assistance and support. The counselor will work with the student, teachers, and parents to establish an intervention plan that will address the areas in which the student may need support. The plan will clearly indicate areas of concern and how to address these concerns. The goals of the plan will be specific, and the student' teachers will be aware of the goals. The key to this process is that all stakeholders work together and communicate on a regular basis to keep one another abreast of any concerns or changes in the student's behavior. Tutoring programs will be established to work with students in small groups or on an individual basis. Students will also be able to work in the learning labs with online remediation programs. The counselor and teachers will meet with parents to get their input and keep them informed regarding the progress of their child. It will be critical to schedule regular meetings with the student to determine the effectiveness of the intervention.

School Calendar and Schedule

Attachment 10 shows the school' proposed calendar for the first year of operation, the weekly schedule of classes, overview of academic and non-academic programs, and the number of instructional days in the academic year.

School Culture

The principal is the school leader, and thus, creates the culture and climate that exists in a school. As stated earlier in this application, the culture of DUCSC is designed to ensure high expectations and high academic performance, and it is the culture that can determine if a school will fulfill these expectations. Treating teachers and staff with respect, providing support, and empowering teachers will help establish a culture where everyone works together toward common goals. It is important

to establish consensus among staff when making decisions in various areas of a school such as curriculum, instruction and discipline, and it is through collaboration that the important decisions are made. Teachers at DUCSC will have input in the decision-making process. This will help create a healthy school climate. In a positive culture teachers are more effective. A positive culture will strengthen the learning environment. The end result is a climate that is conducive to student learning and achievement.

Implementation of School Culture

Creating a positive, healthy school culture is an on-going process. The school leadership will work with the staff to establish an environment where parents are welcomed and made to feel a part of the school community. The culture of high expectations will be supported through the spirit of collaboration. The teachers will demonstrate for students, daily, their commitment to high expectations and providing a strong learning environment where all students will feel included and supported. Beginning on the first day of school the principal will meet with students and discuss the mission of the school, academic goals and expectations, and school rules and procedures. The mission and expectations will be visible throughout the building and will be reinforced by all teachers and staff.

Typical Day: 2nd Grade Student Perspective

8:00-8:30	Pledge of Allegiance, Lunch Count, Attendance, Restroom Break	
8:30-10:00	Reading Block	
	8:20-9:20	Whole Group Instruction (teacher leads group in reading from the text and do activities that accompany the text)
	9:20-10:00	Stations (Small Groups-students may read, do word studies, writing, independent reading)
10:00-11:00	Grammar/Writing	
11:00-11:30	Lunch	
11:30-12:05	Recess	
12:05-12:50	Math (may do Whole Group or assign problems and teach gives individualized assistance)	
12:50-1:50	Specials (PE, Art, Music)	
1:50-2:15	Finish Math	
2:15-2:30	Snack/Pack bags to g home	
2:30-2:45	2nd Recess	
2:45-3:30	Dismissal	

Typical Day: Elementary Teacher Perspective

7:30	Monday mornings elementary teachers will meet to discuss weekly activities, any concerns teachers may have with students, and to encourage each other for the upcoming week. Tuesday-Friday mornings teachers will complete any morning activities that need done for that day's lessons.
8:00-8:30	Teachers will do lunch and attendance count, and Pledge of Allegiance. Teachers will collect any notes from parents and homework. Teacher will take the students to the bathroom.
8:30-10:00	Teachers will instruct students on reading using the Wonders Teacher's Manual. Teacher will read that day's selection with the students. Teacher will work with students on phonics, spelling, vocabulary, writing, and reading.

Teachers will work with small group of students for 20 minutes per group. Teacher will focus the lessons on the students' individual reading needs. Teacher will monitor classroom behavior of the other students working independently in reading stations.

10:00-10:30 Teacher will instruct students on Grammar using the Wonders Teacher Manual. Teacher will use writing, and hands on activities.

10:30-11:00 Teacher will instruct students on Math using the Envision Math Lessons. Teacher will use the projector to show the online Envision Teaching Lesson. Teacher will use manipulatives to help in math instruction.

11:00-11:30 Teacher will monitor students during lunch.

11:30-12:05 Students will have recess with aide. Teachers will have lunch.

12:05-12:50 Teacher will finish Envision math lesson. Teacher will explain and observe math stations.

12:50-1:50 (K-2 Plan Period)
1:50-2:50 (3-6 Plan Period): Teachers will use this time to meet with parents for conferences. Teachers will meet with other teachers to discuss any concerns, or plans. Teachers will make plans for upcoming lessons, copy materials needed, or grade students' work. Once a week teachers will meet with special education teacher to discuss students' needs.

1:50-2:15 (K-2 Science and Social Studies)

12:50-1:50 (3-6 Science and Social Studies)
Teachers will teach science 2 days per week, social studies 3 days per week. Teachers will instruct and do activities for science and Social Studies. Students will participate in science experiments. Students will participate in research writing for science and social studies.

2:15-2:30 (K-2)
1:45-1:50 (3-6)
Teachers will hand out papers and help students pack bags. Remind students of homework that is due or any upcoming events at the school. Teachers will read a book to the students.

2:30-2:45 (K-2) Teachers will supervise students during recess.

2:50 Teachers will dismiss students.

3:00 Teachers will participate in monthly staff meetings. Teachers will meet with parents

for conferences if needed. Teachers will clean room and prepare for the next day's lessons.

Supplemental Programming

Summer School

DUCSC will offer summer school coursework to those students who are at risk of not meeting the graduation requirements. Students will be selected based on classroom performance, grades, and teacher recommendation. Classes will operate from 8:05-3:05 for a period of two weeks. Costs for the program will be funded by the general fund, and the Executive Director will seek grants to help underwrite the costs for supplemental materials. Remediation for elementary and middle school students will also be provided. However, the time and number of days will be determined by the Executive Director and the Leadership Team. Summer school course offerings will be based on student enrollment numbers.

Extra-Co-Curricular

The extra curricular activities will be funded by the school. Efforts will be made to raise monies for these activities through fundraisers, grants, and corporate sponsorships. A nominal student activity fee will be charged with waivers for those students who qualify for free and reduced lunch. The activities offered will be determined by student interest and participation. Clubs will meet weekly and the athletic activities will have a regular practice schedule and a weekly schedule of games with competing schools. The following extra curricular activities will be offered to all students:

National Beta Club
Academic Super Bowl
Student Government
Chess Club
Dance Team
Fellowship of Christian Students (FCS)
LEO Club
Cheerleading
Pep Club
Yearbook Club
Football
Volleyball
Bowling
High School Basketball (Girls and Boys)
Junior High Basketball (Girls and Boys)
Archery (sponsored by a local organization)
High School Baseball
High School Softball

Emotional/Mental Support for Students

The staff at DUCSC is committed to providing whatever support that may be needed by students and parents. Good communication between the school and parents is vital in providing the necessary support students may require to help them with their mental, emotional, and social development. The school counselor will work closely with teachers and parents in establishing an open line of communication and facilitating any community resources to those that need assistance. The school's goal will be to monitor any mental, emotional, or physical barriers that may interfere

with students' academic performance. The counselor, along with classroom teachers, will provide individualized learning plans to help those students who struggle to stay on track. Because DUCSC is a small school, it will be easier for the staff to identify and provide help for any student who is at risk of dropping out or engaging in behavior that is detrimental to their own welfare. In addition to providing access to community resources and establishing individualized plans, the counselor will have small group meetings with students (referred by teachers) on a weekly basis. This will allow the counselor to communicate with the students and, more importantly, observe any physical or emotional changes that may have taken place. All staff members will be made aware of community resources that are available. Information pamphlets and brochures will be made available to students and parents highlighting specific issues and contact information for agencies offering services. Sometimes, there are issues that go beyond the expertise of a school counselor, and DUCSC will then refer students to an outside professional agency.

The school will also invite guest speakers from various areas of the community, such as law enforcement, mental health clinics, and social services, to make presentations to the students in an all-school assembly or in selected, smaller groups. The purpose is to provide timely and accurate information on current topics (such as substance abuse, bullying, domestic violence)or events. Also, the school will host a Career Day and bring in speakers to discuss career choices and academic requirements and expectations of specific careers.

Special Populations and At-Risk Students

Serving Special Populations

DUCSC believes in challenging every student to reach his or her fullest potential and is dedicated to offering a program that recognizes multilevel talents and individual abilities and learning styles. The school is committed to delivering strategies in collaboration with special services, general educators, and families to meet the individual needs of students with disabilities or who may be at-risk. DUCSC resolves to provide an inclusive environment that is conducive to learning. Thus, teachers, students, and parents will be involved in planning for the optimal growth and development of the whole person. The school's goal is that students who graduate from DUCSC be independent productive citizens who have an understanding of their own strengths and weaknesses and an ability to advocate for themselves. Students with special needs will be identified as early as possible, and thus, intervention will be immediate. A comprehensive assessment of the student will be done to determine the areas where the student requires support. The counselor may develop individualized learning plans to address the specific learning needs of students. These plans would be put in place for students who have poor study skills, do poorly on exams, or have other difficulties that interfere with their classroom performance. An Individual Education Plan (IEP) will be put in place for students who need added intervention. The counselor and the special education teacher will work together to monitor the progress of the IEP and may make adjustments in the plan to better serve the student. There will be a teacher's assistant for the elementary and high school teachers. The assistant will be able to provide extra support depending upon the needs of the student. The teacher's assistant can provide individual student support in areas such as reading, comprehension, or math. It is anticipated that DUCSC will serve students with IEPs, Section 504 plans, English Language Learners, and those who are at risk of dropping out of school. The school will follow all applicable state and federal laws in addressing the needs of these students.

Identifying Students with Special Needs

DUCSC will do a comprehensive assessment, a step-by-step process, for identifying students with special needs. Initially, this process may begin with the classroom teacher. Students who have difficulty in class may receive tutoring or support from the teacher assistant. Modifications may be made, such as, in seating arrangements or in homework assignments. If efforts to help the student are not effective, the teacher will notify the counselor and the special education teacher. At that time, a Response to Intervention (RTI) would be implemented. If the RTI is ineffective, an evaluation is then conducted. Once an evaluation has been completed and it is determined that a student will have an IEP, the plan and accommodations will be implemented as soon as possible. I should be noted that parents will be involved in developing the IEP and any accommodations recommended for the student. General education teachers will be provided with student profiles at the beginning of the year for the students they will work with who are currently receiving special education services. These profiles provide a description of the student's strengths and weaknesses, as well as specific accommodations and modifications that will be provided.

The regular education teacher and the special education teacher will meet regularly to discuss appropriate strategies and to ensure that the student's needs are being met in the regular education classroom. These consultation meetings will focus on upcoming assignments, projects and assessments. The classroom teacher and the learning specialist will work together to determine appropriate accommodations and/or modifications that will challenge the student at his/her ability level. Focused, proactive consultation is the key to helping students be successful. Throughout the school year the regular classroom teacher may refer a student to the counselor and the special education teacher who can then begin the process for identifying and determining the types of services or accommodations needed to help the student

Evidenced-Based Programs, Practices, and Strategies

Students with disabilities will have an Individualized Education Program (IEP) that outlines the most effective strategies and services for meeting their needs and provides legal support to ensure that the student receives such assistance. The Individuals with Disabilities Education Act (IDEA) and Article 7 require appropriate services administered in the ''least restrictive environment.'' Thus, students with an IEP will be included in the general education program to the fullest extent possible and appropriate strategies will be implemented within the regular classroom. Therefore, general educators are vital participants in the development, review, implementation and revision of the IEP for each student with a disability. General educators, in collaboration with special education teachers, are also responsible for making the appropriate accommodations and modifications in the general education classroom. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). Therefore, teachers will modify their instruction and the curriculum in order to accommodate the student.

Monitoring Progress and Success of Special Education Students

Support services for students with disabilities include speech/language therapy, curricular support, occupational therapy and counseling. Additionally, some students may have Section 504 Accommodation Plans, which detail specific classroom accommodations that must be provided in the general education classroom. Again, DUCSC will comply with all federal and state statutes addressing special needs students.

Students will be tracked and monitored closely in their academic progress. The goal is to give every student the needed skills (through their IEPs and/or accommodations) to assure graduation. Effort rather than innate ability can determine success for each student. Students with special needs at DUCSC will be held to high academic and behavioral standards and be provided a range of support services to enable them to be successful.

Graduation for Students with Special Needs

student who is receiving special education services may graduate according to the provisions of his or her IEP provided that the student has completed four years of high school and fulfilled the requirements of the IEP. Upon the appointment of the Executive Director and the hiring of a special education teacher, the Board of Trustees will develop a policy addressing the specific guidelines.

Staffing

certified special education teacher will be hired, and the school will contract for additional services based on student needs.

Meeting the Needs of English Language Learner ("ELL")

All Indiana students are given a Home Language Survey to complete during enrollment in any Indiana public school. The Survey is then a part of the student's cumulative file. Upon enrollment at DUCS, the Home Language Survey will be given to those students who do not have the survey in their file. Students who indicate that their home language is not English, and/or whose teachers have concerns about their English language skills, will be given a standardized test, the LAS Links, to assess whether or not they qualify for English Language Learner status and services.

Teachers will employ numerous strategies designed to meet the specific needs of the students. Some of the practices or strategies may include:

- Provide students with bilingual dictionaries
- Provide students with movie or picture book versions of texts when possible
- Define words for students on assignments and internal assessments whenever they ask (except those being taught to the whole class in a vocabulary lesson)
- Use visual and pictorial cues for students
- Use gestures
- Repeat directions
- Adapt reading if text is not accessible

English Language Learners will also be provided with additional academic support during the time that will be available for tutoring. All teachers will be provided professional development, such as TESOL, in implementing teaching strategies that will best serve all ELL students.

The counselor and classroom teachers will monitor the academic progress of all ELL students. Homework assignments, projects, and grades will be reviewed to determine any problem areas. The LAS Links proficiency test will be administered at the beginning of the school year and again in the spring. If a student reaches level 5 on the test, they may be exited from the services. However, they student may continue to receive services upon the recommendation of the classroom teachers, counselors, and/or parents.

All teachers will receive ongoing training in ELL teaching strategies. Should the number of ELL students demonstrate the need, a full time certified ELL teacher will be hired.

Meeting the Needs of Low Performing Students

The counselor and classroom teachers will work with students who are performing below grade level to create an Individual Learning Plan which will outline academic areas that need to be addressed and the strategies that will be implemented to help the student succeed. Students will be identified based on grades, ISTEP/ECA assessments, classroom performance, and teacher assessments. Teachers will send progress reports to the counselor to make the counselor aware of any student who is having difficulty and needs support. The key is to monitor the progress or lack of progress on a regular basis so that the student doesn't "fall through the cracks." Students will receive tutoring (before or after school), teachers may provide online remediation programs, and students can be assigned to the learning lab which allows students additional time in their daily schedule to receive help. The counselor will also schedule individualized weekly meetings with students to assess their level of progress as outlined in the Individual Learning Plan. Through these meetings it can be determined if the assistance is helping or if the counselor would need to make modifications in the learning plan to better assist the student. Teachers will be kept abreast of any changes to the individual learning plan.

Meeting the Needs of Intellectually Gifted Students

DUCSC curriculum is written to comply with the Indiana Academic Standards, and students will be encouraged to pursue the more challenging coursework offered through the Core 40 with Technical Honors or the Academic Honors curriculum. The counselor and classroom teachers will work together to identify students who demonstrate a higher level of performance and accomplishment. The school will use ISTEP/ECA results, grades, and classroom performance in identifying gifted students. Teachers will use strategies based on Bloom's Taxonomy. Bloom's Taxonomy is a model of critical thinking that progresses from the most basic level to the most complex. It divides educational objectives into three "domains": cognitive, affective, and psychomotor. Instruction will focus on all three domains. The teachers will use an accelerated curriculum to move the students through material at a faster pace. Students will have access to rigorous online instructional programs that will keep them engaged and also will help the student develop higher level skills such as analysis and synthesis of information. Students will also be provided with small group instruction whereby they can work with their peers and be given individual inquiry based assignments.

Professional development will be provided throughout the school year to teachers who teach gifted students. They will receive training on Bloom's Taxonomy and utilizing strategies to engage and challenge gifted students. The counselor will work with the classroom teachers to monitor the progress of the gifted students. The counselor will tract their classroom behavior, grades, and overall academic performance. Teachers will provide progress reports to the counselor on a regular basis to determine if the students' needs are being met and if the pacing of the curriculum is appropriate.

Student Recruitment and Enrollment

In accordance with IC 20-24-5, DUCSC will be open to any student who resides in Indiana and will not establish admissions policies or limit student admissions. DUCSC will provide an equal opportunity for all students to learn and have access to the school regardless of race, color, creed, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the Corporation, or social or economic background. The school will advertise its open enrollment

period through the school's website and through the local media. Open Houses will be held prior to the start of school to provide information about the school for interested parents and students. The enrollment process will be explained and parents will be given folders/packets which will contain course offerings, school calendar, mission of the school, expectations, etc.

Attachment 11 provides the DUCSC's Enrollment Policy and includes dates for the application period, enrollment deadlines and procedures, an explanation of how the school will receive and process Intent to Enroll forms. Also included is the school's tentative lottery dates and procedures and policies/procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Student Discipline

DUCSC holds high expectations for student behavior and places a high priority on maintaining an atmosphere of respect that is conducive to learning and that is safe for everyone. No student will be allowed to disrupt or interfere with the educational rights of others. Students who present an immediate threat to the health and safety of other students, themselves, or the staff will be suspended, pending due process procedures. The school's focus is on making available challenging and engaging academic pursuits for all students. Students focusing on these pursuits will have little time or interest in being disruptive. In the event students make poor choices in their behavior or self-control, every effort will be made to work with the student and the parent to correct the negative behavior. DUCSC is committed to maintaining a school culture built on integrity and respect. All students will understand the school Discipline Code Policy and the role they play in upholding the rules. Students who engage in repeated violations of the Discipline Code, including the integrity and authenticity of student work and assessments will meet with the administration. The administration may work with the student and parents to draw up a behavioral plan to correct the specific conduct violations. A timeline and clear expectations will be outlined in the behavioral plan. If attempts to work with the student fail, and the student continues to disrupt the educational environment, the student will be suspended and could ultimately be expelled. All students will be treated fairly, and DUCSC will follow state statute when implementing the discipline policy including the expulsion process.

The school's discipline policy is provided in **Attachment 12.**

PARENTS & COMMUNITY

Schools in the immediate vicinity are listed in the following table.

Traditional Schools	Enrollment 2014-2015	2012-2013 A-F Model
Linton Stockton High School	9th 10th 11th 12th 116 100 87 74	B
Linton Stockton Jr. High	6th 7th 8th 131 105 104	D
Linton Stockton Elementary	K 1 2 3 4 5 124 115 102 125 109 119	C
Sullivan High School	9th 10th 11th 12th 166 139 146 141	A
Sullivan Middle School	6th 7th 8th 97 112 127	A
Sullivan Elementary School	K 1 2 3 4 5 21 91 108 88 103 100	A
Private School	Enrollment	
United Christian Academy	PK-2 2 students	

DUCSC will offer a curriculum that is challenging, relevant, and will prepare students to be successful in their post-secondary pursuits. The learning environment will involve using the traditional classroom setting where instruction will be combined with courses offering lab experiences and technology based instruction. Students will also have the opportunity to participate in vocational programs that will provide practical, hands-on opportunities through internships or site-based instruction. The curriculum will be integrated across all grades. Beginning in the lower grades, the Core Knowledge Sequence will be the foundation of the curriculum in Social Studies, science, physical education, music, and art. As previously stated, the school is in a unique position to offer diverse opportunities for higher education, vocational programs, and career options due to the proximity of three major universities, (Indiana University, Indiana State University, and the University of Evansville).

DUCSC will partner with Purdue University in the implementation of the **STEM curriculum** The STEM educational program will be implemented in grades k-8 by August 2015. The school will continue to work with Purdue in the implementation of STEM for grades 9-12 by year two. The school will also have access to businesses such as The Indiana Railroad Company (the owner and operator of the largest transportation company in Indiana), Peabody Energy's Bear Run Mine (the largest active coal mine east of the Mississippi River), Crane Naval Surface Warfare Center (the third largest Naval installation in the world) and other governmental and

business enterprises that the students of DUCSC will be able to access and thus, add meaning, context, and experience to their educational path. DUCSC has negotiated support agreements with these groups and others to provide incredible opportunities for students beginning as early as middle school.

The purpose of these agreements is to give each student a portfolio of pathways that lead to college or career preparation. It is the goal of DUCSC to provide all graduates the opportunity to earn a significant number of college credits through dual credit programs, or to have marketable certifications in career and technical trades. Students may graduate from a four-year course of study in building trades fully qualified to be an apprentice carpenter. In addition, these students would earn up to eight college credits before graduation from high school.

As a campus site for the Indiana Cyber Charter School, DUCSC has an enrollment of 210 students (k-12). If the charter application should be approved by Grace College, there is every reason to believe that the enrollment of the school will increase for the 2015-2016 school year. The DUCSC board will continue to have community meetings leading up to the submission of the application in the spring. Upon approval of the charter, the school will conduct Open Houses and have meetings to discuss the new curriculum with current students and parents as well as potential students and parents. Parents have indicated a strong interest in their children attending a charter school. Community meetings in the past have always been well attended by Dugger families, and the board is confident that the enrollment will increase for the charter school.

Engaging Parents

Dugger is a small community, and the school provides the basis for community events and socialization. The parents have always demonstrated a strong commitment for DUCSC, and upon approval of the charter application, the Board and the Executive Director will actively engage parents, getting them involved in helping with the opening of the school. Committees will be formed and parents will be asked to volunteer to assist teachers in the classroom, take part in the tutoring program, help to address technology needs, help with the athletic program, establish fundraisers for the school, and assist in the maintenance of the building facilities. Parent involvement is critical to the development of an effective academic program. Parents will be kept informed of events happening in the school via the school's website. Throughout the summer, committee meetings will be held as well as two community forums.

Parents will be able to access their child's grades through the online gradebook program. This will allow them to view their child's grades, attendance, and any teacher comments. Through parent/teacher meetings and Open Houses, the parents and teachers will be able to collaborate and work together to help students be successful. The daily bulletin will be posted and all activities will be listed on a master calendar. Also, a request for volunteers will be posted on the website. DUCSC will be a school where parents feel welcome and be an integral part of the school.

Community Resources & Partnerships

The Executive Director will work with local civic and community leaders to establish partnerships, build a trusting relationship, and to highlight the needs of the school and ways in which the community can provide assistance. Some of the examples of partnerships with organizations the school will establish are: the Lions Club, American Legion, Fellowship of Christian Athletes, National Beta Club, 4-H Club, Boy Scouts of America and Girl Scouts of America. There are also mental health clinics in nearby Sullivan that DUCSC can enlist as a valuable resource for parents and students. DUCSC continues to work on writing agreements establishing partnerships with the surrounding universities and IVY Tech that will be critical to enhancing the educational experience

of DUSC students. The school has also received a commitment from Purdue University to establish STEM curriculum in grades K-8 in the first year with plans to implement STEM in grades 9-12 in the 2nd year of the charter agreement. Medatech, Inc. has agree to offer training in their Emergency Medical Training (EMT) program.

Attachment 13 contains letters of support from parents, the community, and community partners. Also included is documentation of public forums.

PERFORMANCE MANAGEMENT

Measurable Goals Timeline

"The mission of Dugger Union Community School Corporation (DUCSC) is to equip every student with the knowledge, confidence, and character to succeed in school and beyond. Students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge to excel academically as they mature, and graduate as confident young adults, who are college and career ready." The board will remain steadfast in its commitment to hold students accountable in meeting the high expectations established in this charter. The high expectations will drive the achievement, and it is the goal of DUCSC for 100% of its students to attain proficiency on state reading and math assessments, to attain a 100% graduation rate, and for students to be prepared to enter college or post-secondary career/work readiness program by the end of the 5-year charter term. To expect less of our students would contradict the overall goals and educational design of DUCSC's academic program.

I is anticipated that DUCSC free and reduced lunch population could be approximately 50% or more. Thus, students will be confronted with a number of academic and non-academic challenges. DUCSC will use a number of indicators as determined by Grace College to measure academic progress. In addition to these measurements, the following goals, measurements, and timeline are designed to ensure that students have the necessary support to graduate from DUCSC and move into a post-secondary program. Students will be tracked from the earliest grades in order to identify those who struggle academically. The goal is to intervene early so that corrective measures can be taken.

The basis of student success begins with behavioral indicators that must be met if a student is to complete all course requirements and remain on track for graduation. The ongoing monitoring of the following behavioral indicators include:

- Attendance
- Classroom performance
- Grades
- Credits earned
- Standardized assessments

These indicators will then be examined at the end of the school year to determine if the student has passed all course work, earned the necessary credits for graduation, passed ECA, and has fulfilled post-secondary goals. If these indicators are addressed successfully, it minimizes the number of students who are at-risk of dropping out of school. As stated earlier, Dugger students face a number of challenges. Following are the goals and timeline for improving academic performance:

- At risk students: identify those who are behind or struggling academically
  Make adjustments in Individual Learning Plan

Monitoring academic progress will be ongoing throughout school year
Measure the total number of diplomas earned

- Drop out rate: identify those who have dropped out of school
  Develop remediation program and monitor progress
  Measure number of students who return to school and earn a diploma

- Post-secondary studies: identify students who enroll in college and/or career readiness program
  Measure number of students who graduate from college or career readiness program

It is vital to draw a link between what students are learning and studying in school and what they will need for college and careers. It is the goal of DUCSC that all students will be well prepared and successful.

In addition to mandatory state assessment and testing requirements, **the primary interim assessments** the school will use to assess student learning needs and progress throughout the year will include Acuity, DIBELS, and ISTEP Weekly Assessments.

Data System & Training to Analyze the Data

DUCSC will contract with Harmony SIS to provide student information processing, storage, and submission of reports. The data gathered will be tracked weekly and analyzed by the instructional team. Professional development will be targeted at specific areas of concern with literacy or numeracy and will be developed as needed based on data driven decision-making. Teachers will be responsible for entering all student data (attendance, grades, final grades, credits earned, and behavioral information). It is critical that teachers enter data in a timely manner to ensure that intervention steps can be implemented immediately. The assistant principal will be responsible for analyzing the data and working with the counselor to identify students who are failing, have attendance problems, have behavioral issues, etc. The assistant principal will also track all standardized assessment results. All of the data will then be compiled, and the information will be used to refine the curriculum and improve instructional strategies. Professional development, targeted at specific areas of concern with literacy or numeracy will be developed as needed based on the data collected.

All teachers will receive training on how to effectively use data to improve teaching strategies. Teachers will be trained to know how to analyze the data and use it in a way that produces positive results. The professional development will be an ongoing process, and teachers will collaborate as they make adjustments in the curriculum to ensure that students are well prepared as they move from one grade to the next.

Possible Corrective Actions

The school will implement several key strategies in the event that it should fall short of its academic expectations and the goals set by Grace College and the Indiana Department of Education. Tracking the performance data will be an ongoing process. The assistant principal, teachers, and counselor will monitor student progress daily and will keep one another informed of those students who are falling behind or are not meeting expectations. Strategies will include, but not be limited to,

- Vertical and horizontal teaming, which allows teachers to meet in groups to discuss student performance and develop strategies designed to meet the individual needs of students based on the data collected.
- The administration will observe the classroom performance of individual teachers and

provide additional professional development to help teachers identify their strengths and weaknesses and give them support in developing more effective instructional strategies. If the performance is below the standards of the school, it may be necessary to replace the classroom teachers.

- The administration will examine the overall performance of the school. If the data shows consistently poor performance, the administration would then need to address the culture and school expectations to determine the causes of the low performance. It might be necessary to make major adjustments to the teaching staff as well as the curriculum.
- The Executive Director will appoint a School Improvement Committee that would consist of teachers, board members, parents, the counselor, and the administration. This committee would then develop a Strategic Plan outlining ways to improve academic performance.

If test scores fall below 80%, the administration would be responsible for developing and implementing corrective actions.

SECTION III: IMPLEMENTATION PLAN

Human Capital

School Staffing Structure

Attachment 14 provides an organizational chart for DUCSC at Year 1 and at Full Capacity. The chart identifies administrative, operational, instructional and non-instructional personnel.

School Leadership & Staff Hiring, Management and Evaluation

The board has conducted interviews with prospective candidates for the Executive Director and assistant principal positions. Upon the approval of the charter in May, the Executive Director will be hired and will then work with the board to finalize the appointment of the assistant principal and counselor. The ED and the assistant principal will work with the board in identifying, interviewing, and hiring the teaching staff and other personnel. The goal will be to have all personnel hired and in place by the end of July. As a campus site for Indiana Charter Cyber School, a teaching staff is already in place. For the newly sponsored charter school, the Executive Director will interview all current teachers and hire those who best meet the criteria for teaching in a charter school. These criteria include, but are not limited to:

- be a team player
- respectful of authority
- show verifiable knowledge of content area
- i applicable, verifiable student test performance
- be self-directed
- possess good communication skills
- have the ability to relate to students
- have high expectations
- posses a strong work ethic
- possess integrity

In addition to interviewing current staff, the ED will contact the surrounding universities' career centers in order to identify and interview prospective teacher candidates, attend college/university job fairs, reach out to Teach for America, and access the IDOE School Personnel Job Bank. As part of the interview process, candidates will be expected to provide a portfolio containing his or her

educational philosophy, resume, letters of recommendation, and evidence of exceptional work either as a classroom student (college) or as a classroom teacher (if the candidate has had teaching experience). The candidate will be asked to provide all pertinent information relating to classroom performance and expectations in an attempt to hire the best and most qualified teacher for the students of DUCSC.

The Executive Director will establish a leadership team comprised of experienced, highly qualified teachers who will work with the staff in providing academic support, guidance, and professional development to ensure that students are being taught by well-prepared teachers who have strong content knowledge. The assistant principal will track and analyze academic data and work with the leadership team to develop strategies designed to improve instruction. The counselor will also work with the leadership team, teachers, and administration to monitor the behavior, attendance, and grades of students. Teachers will be kept abreast of student performance and any issues that might interfere with the student's ability to be successful in the classroom.

In accordance with Indiana Law and Regulations, all administrators and teachers will be evaluated annually (IC 20-28-11.5-4a and 4b). Evaluations will include observation of teacher practice, review of supporting evidence, and student achievement and growth data. The Executive Director and the assistant principal will receive training and support in evaluation skills to conduct the annual evaluation of all certificated employees. The Board of Directors will conduct the annual evaluation of the Executive Director.

The Executive Director's evaluation will be comprised of two major components:

1. **Professional Practice** – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. The Executive Director will also be evaluated in the domains of Teacher Effectiveness and Leadership Actions.

2. **Student Learning** – A principal's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model as well as progress towards specific Administrative Student Learning Objectives (SLOs) using state, national, international, or school-wide assessments.

At the beginning of the year, the Executive Director and evaluator meet for a beginning-of-year conference. This is an opportunity to discuss the ED's prior year performance, review the Administrative Goals developed by the board and the Executive Director, and map out a plan for the year.

In the spring, the evaluator and Executive Director meet for an end-of-year conference. This is an opportunity to review the ED's performance on all of the competencies of the Executive Director and Administrator Effectiveness Rubric and, if available, data supporting the accomplishment of Administrative Goals. It is important to note that, depending on when all the data necessary for assigning summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a summative conference. This is when the evaluator shares his/her summative rating of the ED, reviewing the ED's areas of strengths and development for the year.

Teacher effectiveness will be measured by evidence gathered by classroom visits or observance of other professional activities and will be conducted for all certificated teachers. Teachers will be observed at least three times a year. Teacher observations are the recording of observable teacher

behaviors and interactions with students and/or adults for the purpose of rating the extent to which the teacher's planning, instruction, leadership and professionalism have a positive impact on student learning.
The number of observations per year will be determined by the following criteria:

- years of teaching,
- effectiveness rating determined by the teacher evaluation from the prior year,
- at the discretion of the evaluator.

In accordance with IC 20-28-11.5-4a and 4b, the rubric is based on the following scale: Highly Effective, Effective, Improvement Necessary, Ineffective. Ratings on the rubric will be based on the evaluator's observation(s) and may include supporting evidence provided to the evaluator. A copy of the observation rubric with the evaluator's comments and preliminary scores will be shared electronically or in hard copy with the teacher within a reasonable timeframe following the conference. Teachers may provide teaching materials or relevant information prior to or immediately following the evaluator's observation.

In addition to teacher effectiveness measures, the teacher's summative rating will be based on Student Achievement Data. The data will be derived from state-recognized assessments, Advanced Placement (AP) exams, and individual course assessments developed by teachers from each discipline with oversight from the Leadership Team.

Addressing Unsatisfactory Leadership/Teacher Performance, Teacher Turnover
The Board of Trustees is responsible for the evaluation of the Executive Director. At the end of the school year, the board will determine final administrator effectiveness rubric rating and discuss this rating with the ED during the end-of-year conference. No observation rubric, however detailed, can capture all of the nuances in how an ED leads, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Executive Director/Administrator Effectiveness Rubric will provide a comprehensive framework for observing an administrator' practice that helps the board/evaluators synthesize what they see in the school, while simultaneously encouraging the board to consider all information collected holistically. If the board determines that the ED has failed to accomplish the goals established at the beginning of the school year, a Performance Development Plan will be designed with specific expectations and a timeline for meeting the expectations. Ultimately, if the ED shows a lack of improvement, the board will terminate his or her contract.

Through the teacher evaluation process, the administration will be able to identify any deficiencies or problems with a teacher's classroom performance. Any teacher who fails to meet the expected standards will work with the Executive Director in designing a Performance Development Plan. The plan may include the following:

- Plan will review specific performance expectation(s) not being met using the Teacher Evaluation Rubric and/or student performance data.
- Determine a system and a timeline for monitoring the teacher's Performance Development Plan.
- Determine resources and additional professional development needed.
- Determine the use of license renewal credits to be used for professional development to complete the Performance Development Plan.
- Demonstrate how professional development activities relate to recommendations for improvement.

- Determine the date by which the plan must be completed. (The administrator may grant additional time not to exceed the 90 day school limit.)

School leaders are often faced with teacher burnout, low morale, and staff turnover. In order to retain the best teachers and staff, it is vital to develop a positive school climate. In 2007, the National School Climate Council spelled out specific criteria for what defines a positive school climate, including:

- Norms, values, and expectations that support social, emotional, and physical safety.
- People are engaged and respected.
- Students, families, and educators work together to develop and live a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

Thus, in establishing these components, teacher turnover will be minimized.

Compensation System

The salary range will be $28,000 for a beginning teacher and $55,000 for a master teacher. Salary increases will be determined in accordance with IC 20-28-9-1.5. Teachers who are identified as highly effective as a result of the formal teacher evaluation tool will be eligible for a performance-based bonus. Full-time teachers will be offered a competitive compensation package that will include health insurance, participation in TRF, dental, vision, and life insurance.

DUCUS compensation system (in compliance with I.C. 20-28-9-1) will be based on a combination of the following factors:

1. The number of years of a teacher's experience
2. The attainment of additional content area credits or degrees
   [The combination of these two factors (i.e. #1 and #2) may account for no more than 33% of the calculation to determine a teacher's increase or increment]
3. Teacher evaluation results conducted under IC 20-28-11.5
4. The assignment of instructional leadership roles, including conducting evaluations
5. The academic needs of the students in the school corporation

Teachers who are rated "improvement necessary" and "ineffective" are not eligible for an increase.

Professional Development

Professional development is an on-going process and is critical in the development and retaining of good teachers and administrators. The Executive Director will be given opportunities to participate in national conferences, join national organizations such as the National Alliance for Public Charter Schools and participate in professional development workshops offered by the IDOE. Networking with other school leaders allows the Executive Director to keep abreast of what is working or not working in other charter schools. By visiting and communicating with successful charter schools, the Executive Director will have opportunities to develop leadership skills and broaden his or her understanding of curriculum that is effective in improving student performance. Increasing student academic performance is the focus of the DUCSC board and school leaders, and the board recognizes that teacher performance is the key element in raising or improving student performance. Teachers will be offered professional development opportunities throughout the school year, and DUCSC's professional development program is designed to comply with IDOE guidelines and state statute. Professional growth is a continuous individual responsibility designed

to provide a clear focus on specific identified goals. Plans are unique to the individual educators and may be supported through professional growth activities and curriculum development at the school level and through professional leave opportunities to participate in worthwhile activities (discipline specific conferences, Advanced Placement workshops, etc.) in other locations.

The professional growth program encourages diverse techniques, including inquiry, reflection, action research, networking, study groups, coaching, and evaluation. The program and activities under the program will be evaluated. Job-embedded activities such as shared team planning time and in-house collaboratively planned workshops and seminars allow teachers to improve expertise in subject knowledge, teaching strategies, uses of technology, and other essential elements in teaching high standards.

The professional growth plan

- is school-based and collaboratively designed and encourages participants to work collaboratively;
- has a primary focus on state and local academic standards, including a focus on Core 40, Core 4 with Technical Honors, and Academic Honors;
- enables teachers to improve expertise in subject knowledge and teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- furthers the alignment of standards, curriculum, and assessments; and
- includes measurement activities to ensure the transfer of new knowledge and skills to classroom instruction.

The professional growth plan allows teachers to present their efforts and learning in a collegial and trusting environment that recognizes and dignifies what teachers are doing.

Professional Development Prior to School Opening

Once the Executive Director is hired in May, he or she will put in place the specifics of the professional development program prior to the start of school in August. Professional development workshops will take place at the end of July. The goal is to have the hiring completed and the staff in place by the end of July. The initial workshop will pair members of the leadership team with new teachers to begin the mentoring process. All teachers will be trained in the mission and philosophy of the school. Each person will be given a copy of the Indiana Charter Law, and time will be devoted to the discussion and explanation of the specifics of the law. The purpose of the initial workshop is to begin to lay the foundation to develop a culture for staff that is positive and supportive. The focus will be on creating a school culture and climate that is conducive to a positive learning environment and creating an instructional environment that will result in high academic performance by students. Teachers will also receive training in using a team approach in working with one another and in implementing curriculum that is integrated across all grades and subjects. Vertical and horizontal teaming will be a vital part of the team approach, and teachers will be encouraged to meet and communicate with one another on a regular basis. Purdue University will provide two days of professional development on the implementation of the STEM curriculum.

Professional Development Throughout School Year

Professional development days will be scheduled at the beginning of school, mid-year, and end of year. Throughout the school year, teachers will be given opportunities to attend workshops and conferences. In addition, trainers and consultants will be brought in to the school to provide professional development in areas such as curriculum, discipline, and technology. It is conceivable that teachers may receive a minimum of fifteen days of professional development. In addition, teachers will meet weekly for at least one hour to discuss teaching strategies, best practices, and

intervention methods. The teaching schedule will be developed to allow for common plan periods where teachers may work in teams and have training to address specific areas of concern. All teachers will participate in professional development that is designed to address the evaluation rubric and teaching strategies that promote high academic growth and performance. In addition, they will receive training in the most effective ways to use data to enhance instruction. The professional development plan may be modified based on interim assessment results.

Evaluation of Professional Development Program
The leadership team will elicit feedback from teachers to ascertain the effectiveness of the professional development program by administering surveys, meeting individually with teachers and also meeting in teams. Open communication is critical and will be encouraged in assessing the effectiveness of the professional development plan.

START UP & OPERATIONS

The Start-Up Plan outlining tasks and those responsible for completing each task is provided in **Attachment 15**.

The Start-Up Budget and Staffing worksheets are provided in **Attachment 17**.

Transportation
DUCSC will not provide bus transportation. Parents will provide transportation or make arrangements for their child. The school will charter buses or contract with the nearby school corporation to provide transportation for field trips or athletic events. To comply with McKinney-Vento Homeless Assistance Act and the Individuals with Disabilities Education Act and 511, DUCSC will provide public bus passes at no cost to the students or make arrangements to provide transportation on an individual basis.

Safety and Security Plan
Following are the basic procedures the school uses to ensure the safety and protection of all students and staff. A School Safety Leader will be appointed by the administration and will participate in the School Safety Specialist Training Academy offered through the Indiana Department of Education. The leader and the Executive Director will appoint a School Safety Team comprised of teachers and staff to assist in the implementation of the School Safety Plan. A detailed School Safety Plan will be provided to all staff members, and the staff will receive any revisions and updates to the plan on the first day of teacher meetings. The school has digital security cameras located in strategic places throughout the building and premises. All doors are locked and anyone who enters the school must enter through the front door (main entrance) by pressing a security buzzer, whereupon, the visitor will need to identify themselves before being allowed entrance. Visitors must sign in at the office and receive a visitors pass. The school will only give information regarding students to authorized persons. Staff members have radios in each classroom to enable them to communicate during an emergency situation. Also, there are flashlights in the offices and classrooms, and the school has an emergency weather radio.

Fire, Tornado and Lockdown Procedures Drill
DUCSC complies with all fire safety laws and will conduct fire drills in accordance with state law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt and orderly evacuation of the building. Tornado drills will be conducted during tornado season using the procedures prescribed by the state. The alarm system

for tornadoes is different from the alarm system for fires and consists of short bursts of the bell system. The school will conduct lockdown drills in compliance with state law.

Emergency Disaster Preparedness Plan

Fires and Explosions

A. Pull fire alarm system.
B. Evacuation of building - as fire drill instruction
C. Evacuation routes are posted throughout the building.
D. All teachers are to check their room to see that all students are out of the room. Teachers will be designated to check boys'/girls' restrooms.
E. Each teacher is responsible for closing doors and windows to his or her room.
F. Custodian is to shut off all utilities.
G. All teachers should watch his or her group very closely as they exit the building.

Fire Drill Instructions

A. In case of fires or at the sounding of the fire alarm students will evacuate classrooms according to the established evacuation routes. Fire drills will be conducted monthly and all students and staff will participate in the drills. Teachers and staff will be provided updated evacuation routes at the beginning of the school year. In addition, copies of the evacuation routes for specific classrooms, offices, gyms, and hallways will be posted throughout the building.
B. Students who arrive at the doors first should hold them open for the remaining students coming out of the building.
C. Teachers are to see that doors and windows are closed as they leave their rooms.
D. The last person out should be at least fifty feet from the building.
E. No student or teacher will be allowed to remain in the building during the fire drill.
F. All lines should move quickly but in a quiet and orderly manner.
G. Books and other belongings should be left in the classroom.
H. All students will return quietly to their rooms when the signal is given.

Tornado

The alarm system for tornadoes is different from the alarm for fires and consists of

A. "Tornado Watch" means that the possibility exists. Normal activity should continue.
    1. School personnel will monitor radio and television stations.
    2. If this situation occurs at or near the end of the school day, the principal shall confer with central office and bus drivers as to sending students home or keeping them at school.
B. "Tornado Warning" means that a tornado is approaching.
    1. School personnel will monitor radio and television stations.

Action and Procedures for Tornadoes and Building Evacuation

A. In case of extremely high winds or a report of a tornado in the area. All students and staff are to move to the designated safe areas at the sound of the tornado siren – a series of short sounds of the siren.

Designated Safe Areas

All students will exit their classrooms quietly and be moved to the basement and lower level of the 192 building. Teachers will be designated to lead the students to this area.

B. In case of national emergency, upon notification by the Executive Director,

the following action will be taken:

1. Arrangements will be made to dismiss students immediately.
2. All students will be held in a designated area until they are picked up by their parents.
3. Student lookouts will be posted at the parking lot exit by those in charge of each group to notify groups when each bus arrives.

Earthquakes

A. If an earthquake should occur, students should stay inside the building.
B. You should take cover under desks and tables. Stay away from windows and light fixtures. As soon as the quake is over, everyone should leave the building. Do not return until building has been inspected and determined safe.
C. If outside when the quake occurs, move away from the building, utility poles, electric wires, etc.

Nuclear Disasters

A. When an alarm is heard, proceed to shelter or assigned areas as in tornado drill except keep all doors and windows closed.
B. Remain until authorized to leave.

Lockdown Instructions

A. Students are to move to the closest room when a lockdown is announced.
B. Students are to remain in that classroom until released by the office. Students will not be released by the sound of a bell.
C. In the event of a drug dog search, students will be requested to put all backpacks outside the classroom.

Prevention of Intruder Incidents

A. Lockdown drills are held twice a year.
B. Electronic entry and camera are utilized at the front door.
C. All other doors to the building are locked during the school day.
D. All visitors enter the building at Entrance 1 and register as visitor.
E. At least one adult monitors the front entry during arrival and dismissal times.
F. Staff must immediately report any unknown persons to the administration.

Bomb Threat/Evacuation

A. Persons receiving the bomb threat will immediately notify the Executive Director.
B. The Executive Directo or his assistant will make a decision on the validity of the bomb threat.
C. It the bomb threat is validated, these evacuation procedures should be followed:

- The Executive Director will make the following announcement: "DUCSC staff: A threat has been made inside our campus. AT THIS TIME, ALL POLICE RADIOS, CELL PHONES, PAGERS, AND ANY OTHER DEVICES USING RADIO WAVES MUST BE TURNED OFF.
- The fire alarm will be sounded and the building will be evacuated immediately. ALL TEACHERS, STUDENTS, STAFF AND VISITORS MUST EVACUATE. NO EXCEPTIONS!**All personnel should remain calm and in no way alarm students.**
- Teachers and students should exit through the nearest exit of the building. Please wait for further instructions.
- Teachers and students should remain with their class. Teachers must take the class attendance book and count all students.
- Listen and follow directions from Administration to reenter. There will be a liaison person

to provide this communication.

School Shooting or Stabbing Teacher/Staff

A. REMAIN CALM and notify the Executive Director ASAP with the following details:
   1. Give the location of wounded student or staff.
   2. Identify the student(s) or staff member(s).
   3. Determine the type of injury.
B. Administer first aid until medical help arrives.
C. The Executive Director/designee will stay at the emergency scene to relay instruction by radio or phone to the office.
D. Keep all personnel and students who are not involved in the emergency away from the area.
E. DO NOT move the victim unless he or she is in a potentially dangerous area. Reassure the victim; keep him or her quiet and lying down.
F. The secretary/nurse will find the student's emergency information to give to the medics, and will also notify the parents of the situation.
G. Once the ambulance has been called, Sullivan County Sherriff or a designee will go to the designated entrance and escort the emergency personnel to the scene.
H. School SafetyTeam members will report to the scene to help calm the students.
I. The Executive Director will communicate to parents of students, if necessary.

Suicides/Attempted Suicides

A. Notify the Executive Director and counselor (who may notify a social worker).
B. The counselor and, if needed, the social worker will go to the scene.
C. Sullivan County Sherriff will be called as needed.

Other Crises or Emergencies

Abduction

A. Staff and Administration are prepared to call 911 and the Sullivan County Sherriff if they witness or suspect an abduction.
B. Notify Administration in the event of an abduction.
C. A lockdown will be announced over the intercom system. Await further instructions from Administration.
D. Administration is prepared to share information about the incident with parents through with advice from School and Community Relations.

Chemical/Environmental Hazard

A. Internal:
   - The custodian is prepared to secure and/or isolate the hazardous area.
   - The Campus Administrator is prepared to notify the Sullivan County Sherriff.

B. External:
   - A reverse evacuation process is practiced throughout the year.
   - Administration is prepared to radio the Sullivan County Sheriff
   - Reunification forms and processes are reviewed and practiced and explained to staff.

Technology Specifications and Requirements (for Blended Learning and Virtual Operators

only).

This section does not apply.

Insurance Coverage
Attachment 16 provides an estimate for insurance coverage for DUCSC. Ms. Kathy Baker has also provided a binder for insurance coverage with Acord.

FACILITY PLAN

Facility: Inspection, Location, Capacity **Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.**

Upon approval of the charter, board members Kyle Foli and Greg Ellis will work with the Executive Director to ensure that the building is safe and in compliance with all state and local health and safety requirements. Kyle Foli is a safety, health, and environmental specialist who is responsible for planning, coordinating, and implementing various projects to support corporate environmental, health, and safety policies, goals and strategic initiatives. He is a Safety & Training Team Leader with Hoosier Energy and understands the process for assessing a facility to ensure it is up to code. Greg Ellis is a civil engineer and works with the Indiana Department of Transportation. He is OSHA certified and will work with Mr. Foli and the Executive Director making sure the building is in compliance with all state and local codes. It should be noted that prior to opening as a campus site for Indiana Charter Cyber School last summer, Mr. Foli and Mr. Ellis worked to get the building inspected and arranged for any needed repairs in order to bring it up to code.

As a campus site for the Indiana Charter Cyber School (ICCS), DUCSC is currently using the Dugger Union Elementary, Junior/Senior High building located at 7356 E CR 50 S in Dugger, Indiana. In the event that Grace College approves the DUCSC charter application, the building will become the property of DUCSC (through a Memorandum of Understanding with the ICCS) at the close of the school year in May. The MOU was agreed to in June 2014, and **item #5** of the MOU specifically addresses the transfer of the building to DUCSC. See below.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made between Dugger Union Community School Corporation ("DUCSC") and Indiana Cyber Charter School ("ICCS"). DUCSC is a non-profit organization that was created for the purpose of offering a local educational option to students living in Dugger, Indiana and its surrounding areas. ICCS is a currently existing charter school. The Parties have agreed to work together to allow DUCSC the time it needs to acquire a charter by opening an ICCS Learning Center in Dugger, Indiana. This MOU is the written memorialization of the agreement between the parties.

1. DUCSC wants to open a school at the Union HS/Dugger ES site for students in Dugger and its surrounding communities.

2. DUCSC sought a charter from ICSB and was rejected. In an effort to open a school in Dugger in 2014-2015 to give the community a local school option, DUCSC is partnering with Indiana Cyber Charter School (ICCS) to offer an ICCS Learning Center in Dugger.

3. ICCS is a charter school that has a charter to operate a school in Indiana for up to 2000 students. The charter allows ICCS to have multiple Learning Centers for support of its students.

4. ICCS agrees to provide live instruction, blended learning, and online learning to students who are admitted and utilize the services available at the Dugger, Indiana Learning Center.

5. ICCS has no desire to own a physical facility in Dugger, Indiana. ICCS will make every effort to establish a lease agreement or acquire the facility at no cost. It is understood that DUCSC will be wholly responsible for the maintenance and upkeep of the facility during the first year of operation. It is further understood that ICCS will legally transfer the physical facility to DUCSC as quickly as possible following their approval as a Charter School.

6. ICCS agrees to pay DUCSC an amount to be determined up to $3,000.00 per month for the maintenance and upkeep of the Dugger facility. This should include but is not limited to, daily cleaning, trash removal, snow plowing, mowing, electricity, and heat.

7. ICCS understands and agrees that DUCSC will conduct fund raising activities on the grounds of the Learning Center and the community at large to be utilized for building maintenance and sports activites. ICCS further agrees that InCyber students who attend classes at the Dugger Learning Center may be asked to participate in these fund raising activities.

8. ICCS and its board are wholly responsible and have final authority for hiring faculty and staff at the Dugger, Indiana Learning Center.

9. DUCSC intends to receive a charter to open a school for the 2015 school year. This agreement is intended to be a way to provide DUCSC the time it needs to acquire the charter. At such time students who desire to transfer to the new school will be transferred immediately.

10. ICCS will allow DUCSC to establish a community sports program at the Learning Center. DUCSC will take on the full cost of the program. DUCSC will be wholly responsible for maintaining any necessary insurance for the program.

11. Each Party is responsible for their own legal fees.

12. ICCS will not provide transportation to any student for any reason. In addition, ICCS will not be liable for any student being transferred to the Learning Center. DUCSC may provide transportation to students should they desire.

Each Party has read this agreement and agrees to its terms. There are no other agreements between the Parties at this time not memorialized in this MOU. This MOU may be modified in writing with both Parties' consent.

This MOU represents the Parties' intent at this point in time. Both Parties agree to adhere to its terms and agree that this MOU forms the basis of their relationship and any future arrangement between them.

For DUCSC:

Kyle Bli 6/22/14
Kyle Bli Date

For ICCS:

Don Williams Date

DUCSC is located in the Northeast School Corporation district. As indicated above, the address is 735 E CR 50 S in Dugger, Indiana. The original high school building (three-story brick and masonry) and gymnasium (two-story brick and masonry) were constructed in 1921. The elementary school building was added in 1962. Additions (made in 1967, 1971, and 1984) allowed the entire school facility to serve as a combined k-12 school.

The school was inspected in July 2014 and was found to be in compliance with all local and state health and safety requirements. The school will undergo another inspection prior to the August 201 opening to ensure it is up to code. The school is also compliant with all ADA standards and is accessible to those students with special needs.

The elementary school has 15 classrooms (11 general purpose and four special purpose). The classrooms are approximately 900 sq. ft. with some rooms being larger. There is a multi-purpose area (approximately 1800 sq. ft.), cafeteria (used by all k-12 students), a general storage area and a maintenance area.

Elementary Classrooms/Capacity

Room Number	Grade	Capacity
100	Kdg	25
103	Kdg	25
102	1	25
101	2	25
104	3	25
107	3	25
110	4	25
113	5	25
111	6	25
108	Unassigned	25
114	Unassigned	25
Total		275
106	Resource	
112	Computer Lab	
115	Literature	
116	Encore	

The junior/senior high school building has a total of 25 general and special purpose classrooms. There is adequate space for teacher planning periods, program flexibility, and educational expansion and student population growth. The ground floor is equipped with classrooms and lavatories that are ADA accessible.

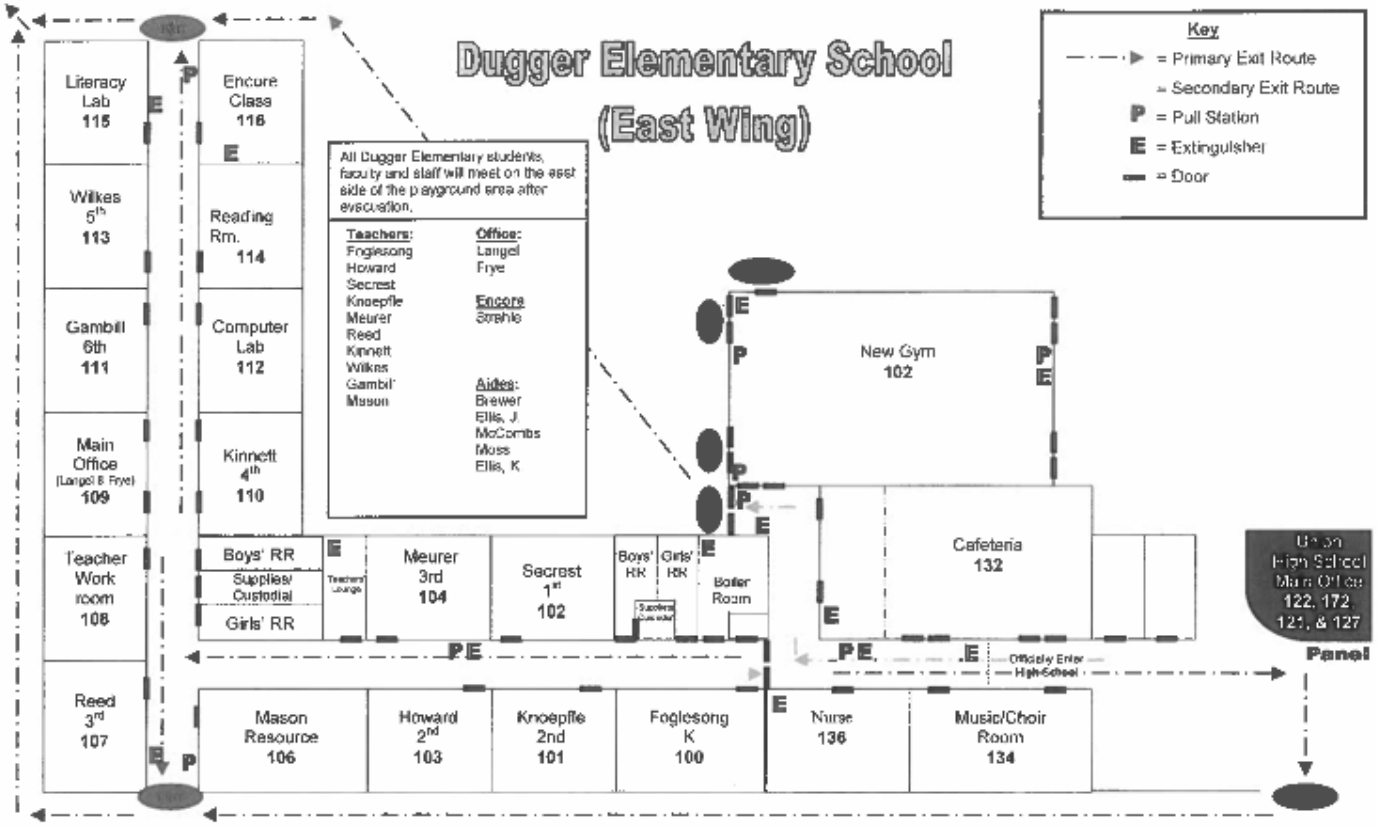
High School Classrooms and Capacity

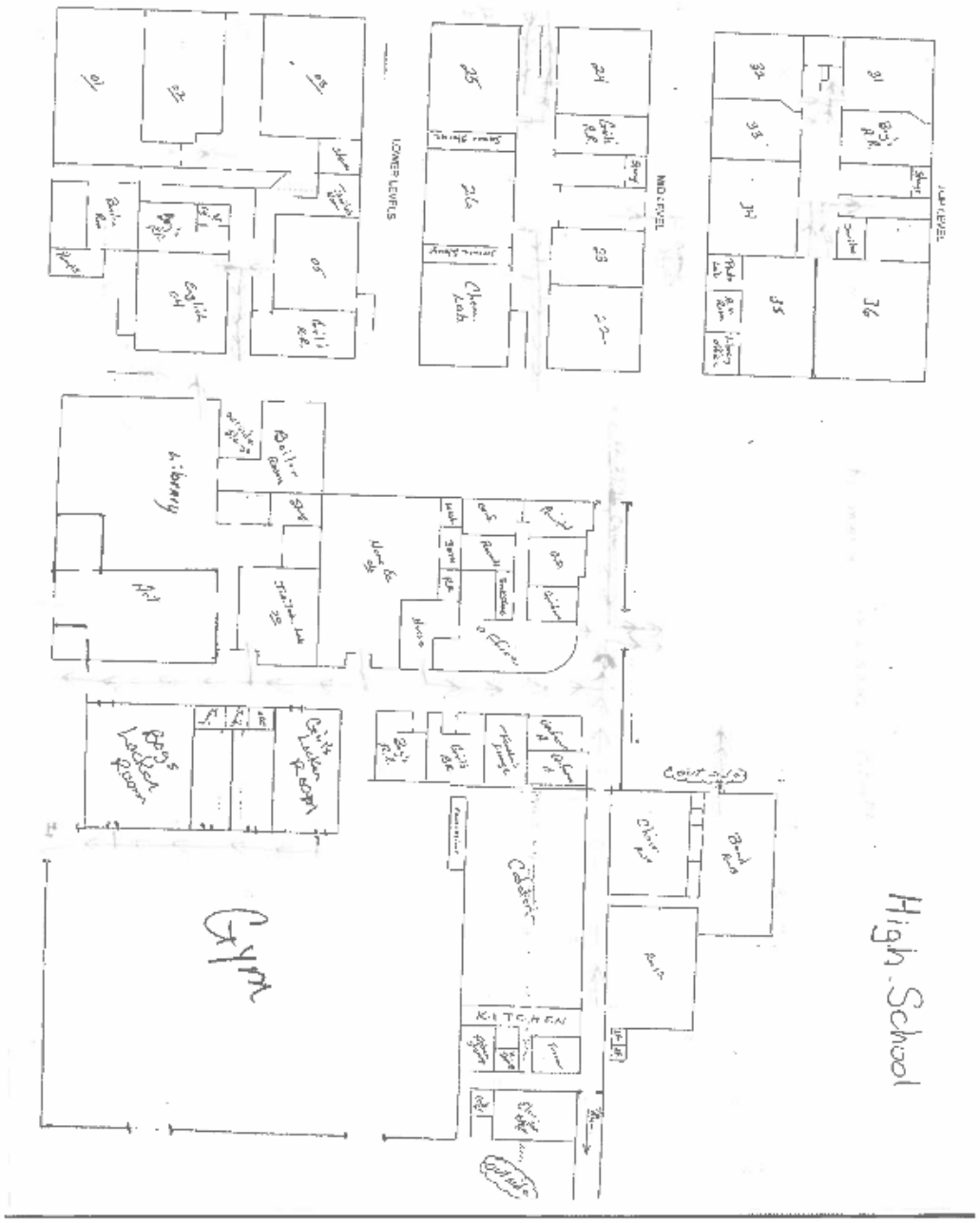
Room Number	Grade	Capacity
1	Social Sci.	25
3	Soc. Sci.	25
4	Math	25
5	Health	25
6	& C Science	25

14	Music	25
22	World Language	25
24	Math	25
25	Science	25
26	Science	25
Chemistry Lab		25
35	Language Arts	25
36	Language Arts	25
9	Art	25
BMIT Lab		25
New Gym		30
Old Gym		30
33	Resource	15
34	Resource	15
2	Resource	15
23	Study Hall	25
Library		25
12	Nurse	
31	Unassigned	
32	Unassigned	
Total Capacity		530

Additional facilities located in the school and the surrounding grounds are media room, teachers' prep room, detached weight room building, wetland project area, elementary playground, softball field (with equipment storage facility), and football field (with scoreboard, press box, stadium seating, restroom facilities and concession stand). DUCSC does not anticipate any major construction or renovations at this time.

The following pages show the layout for the elementary school and the high school.


Dugger Elementary School
(East Wing)
Key
= Primary Exit Route
= Secondary Exit Route
P = Pull Station
E = Extinguisher
= Door
All Dugger Elementary students, faculty and staff will meet on the east side of the playground area after evacuation.
Teachers:
Foglesong
Howard
Secrest
Knoepfle
Meurer
Reed
Kinnett
Wilkins
Gambill
Mason
Office:
Langel
Frye
Encore
Strahle
Aides:
Brewer
Ellis, J
McCombs
Moss
Ellis, K
Literacy Lab 115
Encore Class 116
Wilkes 5th 113
Reading Rm. 114
Gambill 6th 111
Computer Lab 112
Main Office (Langel & Frye) 109
Kinnett 4th 110
Teacher Work room 108
Boys' RR
Supplies/ Custodial
Girls' RR
Teachers' Lounge
Meurer 3rd 104
Secrest 1st 102
Boys' RR
Girls' RR
Boiler Room
New Gym 102
Cafeteria 132
Officially Enter High School
Panel
Reed 3rd 107
Mason Resource 106
Howard 2nd 103
Knoepfle 2nd 101
Foglesong K 100
Nurse 136
Music/Choir Room 134


High School
Gym
Library
Cafeteria
LOWER LEVELS
MIDDLE LEVEL

BUDGET & FINANCE

Systems and Processes to be Used for Accounting, Purchasing, Payroll, and the Annual Audit
Administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

Financial Oversight
The day-to-day financial and business operations of the school will be managed by the Executive Director. As indicated previously, the Board of Trustees will appoint a Finance Committee made up of the school treasurer, two board members, and the Executive Director. This committee will be responsible for monitoring all expenditures and ensuring that state accounting procedures are strictly followed. The Finance Committee will keep the board informed on all fiduciary matters and make sure that the school is operating within the approved budget. All financial procedures will be public, and the committee will provide reports at each meeting of the Board of Trustees. To enable the board to be effective in setting policy and working with the school leadership team, the ED will keep the board informed in matters of finance and operations. A thorough financial report including budget/expenditures (including a list of all accounts) will be provided to the board at each meeting. The secretary will keep accurate minutes of all board proceedings. All financial information will be available to the public in accordance with state statute. The school will contract with an outside vendor to ensure that all state laws and procedures are followed and that the school will be in compliance with all requirements of the State Board of Accounts.

> **Attachment 17** provides a detailed 5-Year Pro-Forma Budget using the Budget and Staffing Workbook template for the school by completing Grace College's Budget and Staffing Workbook Template.
>
> **Attachment 18,** contains a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative specifically addresses the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Also addressed in the Attachment is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.

The DUCSC board conducted a fundraising plan during the 2014-2015 school year and raised approximately $200,000. They will continue to seek donations from individuals, local businesses, and corporations. In addition, the school will seek grants that meet the requirements of the specific programs offered by the school. The Executive Director will work with a Fundraising Committee to set goals and develop a strategy for obtaining the goals. As indicated earlier in this application, there is strong parent support, and the parents will continue to conduct fundraisers for the school throughout the summer and next year. These various groups realize that the fundraising efforts will be an ongoing process, and they are committed to helping the school in any way they can.

The Executive Director will immediately write a proposal for the Public Charter School Start Up Grant. This grant has two phases: money to be used prior to the start date and money to be used once a school has opened. DUCSC has been in contact with Mr. Jeff Barber, Assistant Director of Grants Management at the Indiana Department of Education. Mr. Barber has indicated that he will answer questions and provide any needed support as DUCSC pursues this grant. The retirement plan contribution for teachers is calculated at 8.85% of the teacher's base salary. Social Security is calculated at 7.6% of the base salary according to federal law.

Attachments 1-19

Dugger Union Community Schools Corporation
March 16, 2015

REQUIRED PROPOSAL ATTACHMENTS			
NUMBER	**ATTACHMENT NAME**	**PAGE LIMIT**	**REQUIRED FORMAT**
1	Founding Group Resumes	None	MS Word or PDF
2	Head of School Resume	None	MS Word or PDF
3	School Admin. Resumes	None	MS Word or PDF
4	Governance Documents	None	MS Word or PDF
5	Statement of Assurances	Required Form	PDF
6	Board Member Information	Required Form	PDF
7	Code of Ethics & Conflict of Interest Policies	None	MS Word or PDF
8	Course Scope & Sequence	3 pages	MS Word or PDF
9	Academic & Exit Standards	1 pages	MS Word or PDF
10	School Calendar & Schedule	1 pages	MS Word or PDF
11	Enrollment Policy	1 pages	MS Word or PDF
12	Student Discipline Policy	1 pages	MS Word or PDF
13	Evidence of Support	None	MS Word or PDF
14	Organizational Charts	5 pages	MS Word or PDF
15	Start-Up Plan	1 pages	MS Word or Excel, or PDF
16	Insurance Coverage	None	MS World or PDF
17	Budget & Staffing Workbook	Required Template	MS Excel (no PDF submissions)
18	Budget Narrative	5 pages	MS World or PDF
19	Does Not Apply		
20	Application Narrative		One combined PDF file (for posting to Grace website)

Attachment 1

Founding Group Resumes

Dugger Union Community Schools Corporation
March 16, 2015

Founding Group Resumes

The Founding Group consists of the following individuals: Debbie Ellis, Greg Ellis, Kyle Foli, Carri Howard, and Penny Reynolds. These five individuals are the Founding Group and will also serve on the DUCSC Board of Trustees upon approval of the charter application.

Deborah J Ellis
826 E Center Road
Sullivan, IN 47882

Contact Phone: (812) 798-2096
Work Phone: (812) 854-3664

Email Address: debbie.ellis@duggerunionschools.org

SKILLS AND ABILITIES

Experience and educational background in excess of 30 years in finance and accounting, leadership skills, continuous improvement of processes, and collaboration among a variety of entities

EXPERIENCE (1984 to Present)

- Responsible for ensuring Governmental contracts are certified and paid on schedule and with minimal rejects. Held various leadership positions at Crane, including Naval Surface Warfare Center Crane Budget Officer, Contract Accounting Services Manager, and performed various Deputy Comptroller functions.
- Work directly with Program and Integrated Product Team (IPT) Managers, providing comprehensive understanding of programmatic implications of DoD 5000-series instructions and DoD Planning, Programming, and Budgeting System (PPBS) procedures.
- Provide training to comptroller employees, financial personnel, and Technical Program Managers across the base to ensure appropriation law and Federal guideline regulations are followed in financial processes at Crane.
- Developed a program/project management information reporting system sufficient for reference source in briefing Program/Project Managers and other top-level officials about the current status of the development or execution phases of programs/projects.
- Led efforts to educate the task management team in developing analytical tools including Earned Value Management (EVM), Enterprise Project Management (EPM), Workload Assignment Website (WAW) which is a workload planning model, and other program management tools.
- Identified processes where Continuous Improvement (CI) analytical tools are used to improve quality, schedule and productivity of processes. Completed Green Belt training in accordance with LEAN principles which supported that effort.
- Supported the preparation of the annual Business Plan for our division, including analysis of human resource requirements, facilities and potential investment projects that would enhance the productivity of our products.
- Responsible for the development of our Division Quality Plan, providing leadership and oversight guidance to assure processes met in accordance with ISO guidelines.

- People are our most important development assets in order to assure the needs of the Warfighter are met. Completed a CI event with the technical department to develop team building skills and identify the Supplier-Inputs-Process-Outputs-Customers (SIPOC) templates for our various program support cells. The goal was to standardize and document processes and post those processes in a central location to be made available to all division personnel, developing baseline measurements and metrics to measure the progress of our processes.

EDUCATION

University of Phoenix, Phoenix, AZ; Masters in Business Administration Oct 2008; 3.8 out of 4 Point GPA; 39 Semester Hours
Certified Defense Financial Manager (CDFM) Certification Oct 2007
Indiana University, Indianapolis, IN; Public Management Certificate (PMC) program May 2001; 3.85 out of 4 Point GPA; 15 Semester Hours
Saint Mary of the Woods College, St Mary of the Woods, IN; Bachelors in Accounting Oct 1995; 3.75 out of 4 Point GPA; 126 Semester Hours
Union High School-Valedictorian, Dugger, IN; 1973 High School Diploma

Gregory S. Ellis, PE
100 S Johnson Str, Dugger, IN 47848
Greg.ellis@duggerunionschools.org telephone 314-619-1527

SKILLS & ABILITIES Professionally licensed Civil Engineer (PE 10200064) in the State of Indiana, 4 HAZWOPR certified, Certified Financial Manager in the State of Indiana, 40 OSHA certified, Former Board of Director member of the Dugger Youth League, Greene County Youth Soccer Association and current member of Hickory Cemetery Board of Trustees. Lifelong member of the Hickory United Methodist Church in Dugger, Indiana.

EXPERIENCE Indiana Department of Transportation (INDOT) 1994-2005; 2006 – Present

During my tenure with INDOT I have repeatedly been promoted up to various positions including project engineer, area engineer, roadway services engineer, highway management director and district deputy commissioner. Each of these promotions has involved performance based on delivering transportation projects on time and at budget. I have 18 years of experience designing, constructing and managing roadway projects, programs and operations ranging in budget from $2M in 1996 to $225M of work currently. I have been certified in various areas of technical construction (bridge structures, pavements, etc), various areas of State level financial management, environmental law and regulation (FEPA, IDEM, IDNR, ACOE, etc); employee management and development and various other areas of management at the executive level. Zero based budgeting experience; process control experience; supervisory experience; and various other areas. I have been routinely recognized as a high performing professional engineer; financial manager; supervisor; mentor and team leader in areas of task completion, quality of production and brining projects in ON TIME and ON BUDGET. My annual performance appraisals are available upon request.

Naval Surface Warfare Center Crane - 2005-2006 Project Engineer – GS-13

Responsible for management and oversight of seven construction projects (water and sewer upgrades; Fiber Optic Infrastructure Installation; Security infrastructure; new bridge construction; new military shooting range construction for four branch Research and Development use; Environment cleanup including asbestos, lead based paint and tnt; roadway resurfacing; etc)

Private Consulting Work - Periodically from 1996 to Present

Over the years I have performed private consultant engineering work which have involved planning and organizing facility enhancements at the Greene County Youth Soccer Complex; design and construction oversight of commercial septic and water infrastructure projects

EDUCATION:
Rose-Hulman Institute of Technology; Terre Haute, Indiana
1996 BS Civil Engineering
Union High School, Dugger, Indiana
1992 UHS Salutatorian, Academic Honors Diploma, Baseball, Football, Quiz Bowl, Beta Club President

Kyle D. Foli
1505 West 500 North
Jasonville, IN. 47438
Home (812)-648-2338

Objective: Safety, Health and Environmental management position that values leadership, communication and innovative skills.

Experience:

Safety & Training Team Leader, Generation (Promoted May 2014)
Hoosier Energy REC, Inc.
Bloomington, IN May 2014 to Present

- Provide direction to the safety and training staff of the assigned generation facilities resulting in the maximum effectiveness of activities.
- Assist the Manager of Safety, Training Security and Facilities in providing training to the operators, skilled trade groups, and supervisors of Hoosier Energy operated generation facilities to ensure safety and continual improvement of Hoosier Energy's employee's skill sets.
- Develop and implement the safety and health management programs of the assigned generating stations in conjunction with plant management staff, employees and other Management Services staff.
- Accountable to assure that a safe and healthy work environment is maintained within the assigned generating plants through education of all employees and inspection of plant facilities.
- Oversee the physical security activities of assigned stations.

EHS Generation Specialist- Corporate (Promoted December 2006).
Hoosier Energy REC, Inc.
Bloomington, IN December 2006 to May 2014

- Responsible for planning, coordinating and implementing various projects to support corporate environmental, health and safety policies, programs, goals and strategic initiatives.
- Provide technical support to corporate and plant personnel to ensure cost effective, reliable operations in compliance with applicable EHS regulations.
- Provide direction of activities performed by plant personnel, consultants, and contractors, including responsibility for preparation of specifications for services.
- Participated in the development and implementation of the Corporate Safety and Health Management Plan.
- Accountable to ensure that a safe and healthy working environment is maintained within the plants through education of all employees and inspection of plant facilities.
- Coordinate and facilitate all plant training, ER Team training and support for the physical security activities of the plant.

Safety and Loss Control Coordinator (Promoted from plant level to Corporate level Jan. 1, 2006)

Hoosier Energy REC, Inc.
Bloomington, IN March 2005 to December 2006

- Administer safety and health programs and procedures for compliance with applicable IOSHA/OSHA standards; conduct industrial hygiene related surveys and training to support the Corporate Safety and Health Management Plan.
- Acted as Hoosier Energy's liaison for insurance company representatives and outside contractors regarding plant safety and plant fire systems. Conducted inspections on fire systems and plant housekeeping. Worked to eliminate losses due to injury, safety or fires. Ensured all losses and fires are investigated, reported and reviewed to determine causes and identify methods to prevent recurrences.
- Identified hazardous conditions and unsafe work practices; evaluate equipment, materials and testing requirements; conducted audits and walkthroughs of Merom and Ratts generation stations.

Safety, Health & Environmental Engineer

PolyOne Corporation
Terre Haute, IN & Louisville, KY September 1999 to March 2005

- Ensure that all safety, health and environmental policies are followed and met at two manufacturing operations with over 250 employees.
- Work closely with Indiana and Kentucky State governments on environmental Title V and Minor Source Air permitting compliance.
- Prepare and complete all environmental reports that include but are not limited to NPDES wastewater, SARA 311, 312, & 313 reports, SPCC.
- Coordinate and direct five Safety Administrators along with four company safety councils and emergency response teams to address plant issues and provide emergency response coverage for the facility.
- Reduced overall landfill waste by 98 % in three years by implementing recycling efforts. In turn the Terre Haute facility received the "Award of Excellence", for environmental in 1999, 2000, 2001, 2002 & 2004.
- Maintain and comply with the Chemical Manufactures Association's Responsible Care Program and converting to the ISO 14001 certification.
- Corporate Safety, Health & Environmental auditor.

Assistant Manager of Safety

AISIN USA MFG., INC.
Seymour, IN June 1997 to September 1999

- Ensure that all safety/ environmental policies and controls are followed and met at a multifunction operation with over 1,500 employees.
- Directly supervise and evaluate two-safety specialist and a registered nurse.
- Prepared yearly section plan (including expense and manpower) and managed follow up activities.
- Provide supervision and training for thirty Emergency Response Team (ERT) members as elected ERT Chief.

- Conduct monthly ERT meetings, evaluate medical runs and conduct training sessions.

Safety Specialist

AISIN USA MFG., INC.
Seymour, IN September, 1996 to June, 1997

- Performed weekly line inspections to ensure that all equipment was in safe operating condition.
- Investigated incident reports and implemented countermeasures.
- Created policy and procedures for Hot Work and Lockout/ Tagout programs.
- Assistant Chief of Emergency Response Team and certified entrant, attendant, supervisor and rescue in Confined Space Entry.

Safety Coordinator

Sunbeam Outdoor Products, Inc.
Linton, IN July, 1995 to August, 1996 Plant Closed

- Full responsibility for all areas of safety and environmental management at a multifunction operation with over 450 employees.
- Led proactive approach to Safety Management and workers' compensation cost containment, reducing the number of lost time and recordable accidents. Put over $325,000.000 back into reserves in eleven months by introducing early return to work program.
- Organized joint hourly/ management committees using a team approach to achieve problem resolution. Implemented appropriate changes and provided necessary training to ensure future compliance.
- Developed an ergonomic program to address a rising frequency in cumulative trauma disorders. Produces teams of hourly/ management personnel working together to reduce potential employee exposures.

Human Resource Administrator/Safety Engineer

Copeland Corporation
Rushville, IN 1994 to 1995

- Coached, directed and trained plant personnel in OSHA, IOSHA, EEOC and environmental affairs at a multifunction operation with over 450 employees.
- Led proactive approach to safety management and workers' compensation cost containment, reducing the number of lost time and recordable accidents.
- Successfully recruited salaried and hourly personnel to staff facility for seasonal increase. Attained production goals on schedule without sacrificing safety or quality standards.

Education:

Indiana State University, Terre Haute, IN.
Bachelor of Science, Safety Management, 1992. (GPA 3.0/4.0)

University of Evansville, Evansville, IN.
Master of Science, Public Service Administration, 2012 (GPA 3.975/4.0)

Carri Howard

8453 E. State Rd 54, P.O.Box 73, Dugger IN 47848
Home: 812-648-2393 Cell: 812-798-6138
cbhoward@yahoo.com

Summary

Retired teacher offering a strong educational background and more than thirty-four years of teaching and facilitating experience. Excellent interpersonal and organization skills.

Highlights

- Indiana Lifetime Teaching License
- Curriculum development
- Standardized testing techniques
- Learning assessments
- Differentiated instruction specialist
- Organizational development knowledge
- Flexible and adaptive

Experience

Northeast School Corporation — August 1980 to May 2014

Teacher

Hymera, IN

Established clear objectives for all lessons, units and projects.Encouraged students to persevere with challenging tasks.Set and communicated ground rules for the classroom based on respect and personal responsibility.Identified early signs of emotional, developmental and health problems in students and followed up with parents.Tutored children individually and in small groups to help them with difficult subjects.Taught after-school and summer remedial programs.Scheduled and held parent-teacher conferences to keep parents up-to-date on children's academic performance.Established positive relationships with students, parents, fellow teachers and school administrators.Delegated tasks to teacher assistants and volunteers.Employed a broad range of instructional techniques to retain student interest and maximize learning.Implemented remedial programs for students requiring extra assistance.Improved students' reading levels through guided reading groups and whole group instruction.Created lesson plans in accordance with state curriculum and school-wide curriculum standards.Accepted coaching from fellow teachers and administrators. Worked outside normal hours to be available to answer parent and student questions.Enhanced reading skills through the use of children's literature, reader's theater and story time.Differentiated instruction according to student ability and skill level.Taught students to exercise problem solving methodology and techniques during tests.Taught students in various stages of cognitive, linguistic, social and emotional development.Strengthened parent-teacher and parent-child communication by holding regular parent-teacher conferences.Encouraged students to explore issues in their lives and in the world around them.Employed a wide variety of fiction and non-fiction textual materials to encourage students to read independently.Encouraged parents to take an active role in their child's education.

Education

Indiana State University — 1980
Bachelor of Science: **Elementary Education**
Terre Haute, IN, United States

Indiana State University — 1983
Master of Science: **Elementary Education**
Terre Haute, IN, United States

PENNY REYNOLDS

E-mail: lereynolds54@yahoo.com - Phone: 812-648-2889
8075 clark street, Dugger, IN 47848

EXPERIENCE

August 1977 - May 2010 | Penny Reynolds | Dugger, IN

Teacher

- Title 1 and testing coordinator
- Social Studies teacher

EDUCATION

May 1980 - August 1982 | Indiana State University | Terre Haute, IN

MS

- Education

August 1975 - May 1979 | Indiana State University | Terre Haute, IN

BS

- Social Studies U.S.History, Government, Economics

May 1961 - August 1963 | Vincennes University | Vincennes, IN

Associate Nursing

- Registered Nurse

SKILLS

- Testing Coordinator
- Parental Involvement
- Program Evaluation
- Title 1 Director
- Professional Development
- Grant Writing

Attachment 2

School Leader

Dugger Union Community Schools Corporation
March 16, 2015

SCHOOL LEADER RESUME

The Executive Director has not been selected at this time. However, the board intends to have the school leader appointed by the end of May. The board has posted the position and begun to conduct interviews. There is a potential candidates for the Executive Director position, however, this individual is currently employed and is not in a position to actively pursue this position until the end of the school year.

The board intends to hire an individual who has an educational background with experience in teaching and administration. The ED will have an administrator's license or training. As the school leader, it is important for the ED to have a thorough knowledge of curriculum and have the expertise to use data in guiding instruction and producing results. He or she will set high expectations for the teachers and students and work to ensure that these expectations are met. The ED will have the ability to work well with the teachers and staff as he or she builds a team spirit where everyone is engaged and committed to the success of the students and the school. This person will need to be able to deal effectively with all stakeholders—students, teachers, parents, the community—and work to promote student learning and progress.

Attachment 3

Administrative Qualifications

Dugger Union Community Schools Corporation
March 16, 2015

Qualifications for Administrative Team

The administration of DUCSC will consist of the Executive Director, assistant principal, and counselor. The board's goal is to appoint an assistant principal by the end of May. The board has posted the position and has conducted interviews. The board hopes to hire one of the candidates interviewed, but like the situation with the Executive Director, this individual is currently employed and not in a position to actively pursue this position until the end of the school year. The main qualifications for this position will include:

- Oversee curriculum delivery and data analysis of all school assessments.
- Will provide data information to staff to be used to assist teachers in developing intervention/remediation plan for low achieving students.
- Develop and enforce the disciplinary code
- Assist the Executive Director in the evaluation of teacher performance and work with the Executive Director to help marginal teachers to improve.
- Provide current data on all assessment results to staff.
- Will call parents and schedule meetings with parents when students have problems or have misbehaved.
- They may "trouble-shoot" when they receive phone calls from parents who have complaints about how teachers have handled issues with their child.
- Will conduct staff meetings and lead student assemblies, explaining school rules and expectations to students and staff.

The counselor will be hired by mid-June. The board has received a number of inquiries regarding the counseling position, but there is no specific candidate to date. The main qualifications for a successful school counselor are:

- Hold school counseling certification.
- Developed good listening skills
- Have excellent written and oral communication skills.
- Be detailed-oriented, organized, and understand and work with data.
- Must maintain high ethical and professional standards at all times.
- Must have an understanding of legal responsibilities and fulfilling state mandates.
- Be compassionate and possess excellent people skills.
- Must be able to maintain healthy boundaries with students.
- Provide support for students in their academic development.
- Must be able to work well with teachers in developing student learning plans and addressing any behavioral issues.

Attachment 4

Governance Documents

501(c) (3), Letter of Determination, Articles of Incorporation, By-Laws

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Dugger Union Community Schools Corporation
March 16, 2015

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

DEPARTMENT OF THE TREASURY

Date: JUL 07 2014

DUGGER UNION COMMUNITY SCHOOLS
CORPORATION
C/O R RANDALL BAKER
PO BOX 436
LINTON, IN 47441-0436

Employer Identification Number:
46-4351497
DLN:
17053024316034
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
December 26,2013
Contribution Deductibility:
Yes
Addendum Applies:
No

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.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

DUGGER UNION COMMUNITY SCHOOLS

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

Sincerely,

Tamera Ripperda

Director, Exempt Organizations

Letter 947

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

DUGGER UNION COMMUNITY SCHOOLS CORPORATION

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, December 20, 2013.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 26, 2013

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2013122600280 / 2013122600280

RECEIVED 12/20/2013 10:33 AM

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
12/26/2013 10:52 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

DUGGER UNION COMMUNITY SCHOOLS CORPORATION

ARTICLE II - REGISTERED OFFICE AND AGENT

KYLE D. FOLI
BOARD CHAIRMAN, DUCS, INC 15050 W 500 N, JASONVILLE, IN 47438

ARTICLE III – INCORPORATORS

GREGORY S ELLIS
1006 S JOHNSON ST, DUGGER, IN 47848
Signature: GREGORY S ELLIS

THOMAS PEELER
537 NELSON DRIVE, BROWNSBURG, IN 46112
Signature: THOMAS PEELER

ARTICLE IV – GENERAL INFORMATION

Effective Date: 12/20/2013
Type of Corporation: Public Benefit Corporation
Does the corporation have members?: No

The purposes/nature of business

THE OPERATION OF A CHARTER PUBLIC SCHOOL SERVING THE COMMUNITY OF DUGGER INDIANA. K-12 PUBLIC EDUCATION

Distribution of assets on dissolution or final liquidation

ALL ASSETS OF THE CORPORATION WOULD REVERT TO THE OWNERSHIP AND AUTHORITY OF THE CASS TOWNSHIP TRUSTEE IN THE EVENT OF DISSOLUTION OF THE CORPORATION.

OF
Dugger Union Community Schools Corporation
Adopted January 19, 2014

ARTICLE 1
Identification

Section 1.01. Name. The name of the Corporation is Dugger Union Community Schools Corporation (the Corporation)

Section 1.02. Purpose and Mission Statement. The Corporation shall develop and operate one or more schools to prepare young people for productive lives. The mission of Dugger Union Community Schools is to uncover, recover, or discover the unique skills and talents that each child brings to school every day. Our school works collaboratively with families, community members, and all parts of the greater community to solve real problems. Students graduate from Dugger Union Community Schools with the will, skill, capacity, and knowledge to take responsibility for contributing to the greater good of their community and as stewards of the environment.

Sections 1.03. Non-Discrimination. The Corporation shall admit students of any race, color, gender, national and ethnic origin, religion or ancestry an without regard to disability to all the rights, privileges, programs and activities generally accorded or made available at its schools. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion or ancestry in the administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

Section 1.04. Non-Sectarian. The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

ARTICLE 2
Membership

Section 2.01. Qualification of Member. Each parent of a child or children then enrolled at Dugger Union Community Schools shall be a member of the Corporation.

ARTICLE 3
Board of Trustees

Section 3.01. Functions. The business, property and affairs or the Corporation shall be managed and controlled by a Board of Trustees as from time to time constituted.

Section 3.02. Number and Qualification. There shall be five (5) voting trustees of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Trustees, subject to the limitation that the Board shall never be reduced to less than five (5) nor increased to more than nine (9) Trusteed. Except as otherwise provided in the By-Laws, all members of the Board of Trustees shall have and be subject to the same and equal qualification, rights, privileges, duties, limitation and restrictions. A majority of the members of the Board of Trustees must be residents of Cass or Jefferson Townships, Sullivan County, Indiana.

Section 3.03. Initial Trustees. All members of the initial Board of Trustees (the “Initial Trustees”) shall be appointed by the ad hoc community for a term no longer than December 31, 2014. On or before that date, the membership of the corporation will elect five board members to serve for a term of three years each.

Section 3.04. Term. At each annual meeting of the Trustees held on or about June 29 of each year, trustees shall be chosen for a term of three (3) years. Incumbent Trustees shall be eligible for reappointment; provided, however, no person may serve as a Trustee for more than 3 consecutive three (3) year terms.

Section 3.05. Vacancies. In the event that a vacancy occurs among the Board of Trustees caused by death, resignation, removal or other cause, the Board of Trustees shall elect a person to fill such vacancy. A Trustee elected to fill a vacancy shall hold office until the expiration of the term of the Trustee causing the vacancy and until a successor shall be elected and qualified.

Section 3.06. Resignation. Any Trustee may resign at any time by giving written notice of such resignation to the Board of Trustees, President or Secretary of the Corporation. A resignation is effective upon the delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

Section 3.07. Removal. Any Trustee may be removed, with or without cause, in accordance with the provisions of the Indiana nonprofit Corporation Act of 1991, as amended (the Act.).

Section 3.08. Meetings. The Board of Trustees shall meet at least quarterly. All meetings shall occur either at the registered office of the Corporation in the State of Indiana, or at such other place within the State of Indiana as may be designated by the Board of Trustees and specified in the respective notices or waivers of notice thereof. The annual meeting shall be for the purpose of organization, election of officers and consideration of any other business that may properly be brought before the meeting and shall be help within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Trustees and specified in the respective notices of waivers of notice thereof. If the annual meeting is not help as above provided, the election of officers may be held at any subsequent meeting of the Board of Trustees specifically call in the manner set forth herein. The Board of Trustees may provide by resolution the time and place within the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the Board of Trustees may be called by the President and shall be called to order thereof upon the written request of at least two Trustees, which request shall set forth the business to be conducted at such meeting.

Section 3.09. Notice of Meetings. Notice of all meetings of the Board of Trustees, except as herein otherwise provided, shall be given by mailing same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2) days before the meeting to the usual business or residence address of the Trustee as shown upon the records of the Corporation. Notice of any meeting of the Board of Trustees may be waived in a document filed with the secretary by any Trustee of the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at any meeting of the Board of Trustees shall constitute a waiver of notice of that meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called of convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or and the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting.

Section 3.10. Quorum. A quorum of the Board of Trustees at any annual, regular or special meeting of the Board of Trustees shall be a majority of the duly qualified members of the Board of Trustees then occupying office, but in no case shall there be less than two (2) Trustees present. The act of a majority of the Trustees present at a meeting who constitute a quorum shall be the act of the Board

of Trustees. [The Board of Trustees will always attempt to arrive at a consensus before resorting to a majority vote.]

Section 3.11. Committees. The Board of Trustees, by resolution adopted by majority of the board, may designate one or more committees, each of which shall consist of two or more Trustees, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Trustees in the management of the Corporation. Other committees not having and exercising the authority of the Board of Trustees in the management of the Corporation may be designated by a resolution adopted by the majority of the Trustees present at a meeting at which a quorum is present. The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Trustees, or any individual Trustee, or any responsibility imposed by law.

Section 3.12. Actions Without a Meeting. Any action required or permitted to be taken at any meeting of the board of Trustees or of any committee thereof may be taken without a meeting of the Board of Trustees by unanimous written consent of all the Trustees then serving on the Board of Trustees.

Section 3.13. Meeting by Telephone, etc. Any of all of the members of the Board of any committee designated by the Board may participate in a meeting by or through the use of any means of communication by which all persons participating may simultaneously communicate with each other during the meeting. Meetings at which one or more individuals participate by phone shall be treated in all respects as a meeting at which such individuals are physically present.

ARTICLE 4
Officers

Section 4.01. Officers and Agents. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such other officers as the Board of Trustees may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Trustees may, by resolution, create, appoint and define the duties and fix the compensation, if an, of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Section 4.02. Election, Term of office and Qualification. All officers shall be chosen annually by the Board of Trustees at the annual meeting of the Board of Trustees. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Trustees or until a successor is chosen and qualified.

Section 4.03. Vacancies. In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Trustees shall elect a person to fill such vacancy, and the person so elected shall hold office and serve until the next annual meeting of the Board of Trustees or until a successor is elected and qualified, or until the officer's death, resignation or removal.

Section 4.04. President. The President, if present, shall preside at all meetings of the Board of Trustees, shall appoint the chairperson and members of all standing and temporary committees, subject to the review of the Board of Trustees, and shall do and perform such other duties as the Code of By-Laws provides or as may be assigned by the Board of Trustees.

Section 4.05. Secretary. The Secretary shall have the custody and care of the corporate records and the minute book of the Corporation. The Secretary shall attend all the meetings if the Board of Trustees of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the Board of Trustees when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the corporation, shall authenticate records of the Corporation, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Trustees.

Section 4.06. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall be the legal custodian of all monies, notes, securities and other valuables which may from time to time come into the possession of the Corporation. All funds of the Corporation coming into the Treasurer's hands shall be immediately deposited in some reliable bank or other depository to be designated by the Board of Trustees, and shall keep such bank account in the name of the Corporation. The Treasurer shall furnish at meetings or the Board of Trustees, or whenever requested, a statement of the financial condition of the Corporation and shall perform such other duties as may be required by this Code of By-Laws or as may be prescribed by the Board of Trustees.

Section 4.07. Assistant Officers. The Board of Trustees may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such powers and duties as may be prescribed by the Code of By-Laws or the Board of Trustees.

Section 4.08. Removal. Any officers may be removed from office, with or without cause, by the Board of Trustees.

Section 4.09. Resignations. Any officer may resign at any time by delivering notice to the Board of Trustees, the President or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date.

ARTICLE 5
Loans to Officers and Trustees

The Corporation shall not lend money to or guarantee the obligations of any officer or Trustee of the Corporation.

ARTICLE 6
Financial Affairs

Section 6.01. Contracts. The Board of Trustees may authorize any officer or agent to enter into any contract or execute and deliver any instrument of the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Trustees, no officer, agent or employee shall have any power or authority to bind he Corporation by any contract or engagement, or to pledge its credit or render it liable peculiarly for any purpose or to any amount.

Section 6.02. Checks, etc. The Board shall by resolution designate officers or employees of the Corporation who may, in the name if the Corporation, execute drafts, checks and orders for the payment of money in its behalf.

Section 6.03. Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest and funds held by it, according to the judgment of the Board of Trustees.

Section 6.04. Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with generally accepted accounting principles and shall, at their discretion, engage an independent certified public accountant to audit such financial statements.

ARTICLE 7
Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June every year.

ARTICLE 8
Prohibited Activities

Notwithstanding any other provision of the Code of By-Laws, no member, Trustee, officer, employee or agent of the Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

ARTICLE 9
Amendments

The power to make, alter, amend or repeal the Code of By-Laws is vested in the Board of Trustees, which power shall be exercised in the affirmative vote of the majority of the Trustees. Any proposed amendment shall be included in the notice of such meeting and each [member] shall be provided with a copy of the notice of such meeting. If notice of proposed amendment to the Code of By-Laws is included in the notice of any meeting of the Board of Trustees, it shall be in order to consider and adopt at that meeting any amendment to the Code of By-Laws dealing with the subject matter in which the proposed amendment is concerned.

Approved and adopted January 19, 2014 by

_____	_____
President	Secretary
_____	_____
Treasurer	Member
_____	_____
Member	Superintendent, Witness

Attachment 5

Statement of Assurances

Dugger Union Community Schools Corporation
March 16, 2015

Statement of Assurances

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	DATE
Kyle Foli DUCSC President	1/21/2015
SIGN NAME: Kyle Foli	

Attachment 6

Board Member Information Sheet

Dugger Union Community Schools Corporation
March 16, 2015

BOARD MEMBER INFORMATION SHEET

Following are Board Member Information Sheets for Debbie Ellis, Greg Ellis, Kyle Foli, Carrie Howard, and Penny Reynolds.

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:
   Dugger Union Community Schools

2. Your full name: Deborah J. Ellis

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 currently served on the Dugger Union Community volunteer advisory committee, whereby I have created meeting minutes, scheduled community meetings, answered questions to fulfill needs of the community, and looked to fulfill needs of the current students at the Dugger school. I have 30 plus years in the financial capacity for the Federal government at the Naval Surface Warfare Center (NSWC) Crane. I supervisor and manage a branch that pays all vendors that do business with NSWC Crane.

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. Gregory Ellis is my son. I know the other board members as friends in the community. We have worked closely this past year and a half to enhance the opportunities at our school.

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 Another one of my son's wife is currently a teacher's aide at the current school, and has been for the past seven years.

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, Deborah J. Ellis, 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 Dugger Union Community Charter School is true and correct in every respect.

Deborah J Ellis
Signature

Feb 03, 2015
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:
   Dugger Union Community Schools

2. Your full name: Gregory S. Ellis

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

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   My education at Rose-Hulman Institute of Technology has prepared me to be an innovative thinker. As a Certified Engineer with the Indiana Department of Transportation, my experience in developing quality products while meeting time and budget constraints makes me an ideal candidate to stand up a charter school. My experience as a parent of four children and an active member of the community brings me the background needed to ensure the students' best interests are met.

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. Deborah Ellis is my mother. I am mutual friends with the other board members throughout our small close-knit community.
   ☐ 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

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Certification

I, Gregory S. Ellis, 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 Dugger Union Community Charter School is true and correct in every respect.

Gregory S. Ellis
Signature

2-4-15
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:
   Dugger Union Community School Corporation

2. Your full name: Kyle David Foli

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 two decades of management experience and have completed Bell Leadership classes at Chapel Hill, NC. I have been serving as the Board President for Dugger Union Community Schools for a year and a half. The Dugger Union Community Schools has been responsible for the past years utilities and building maintenance of the school, we have made collective, sound decisions in decreasing utility cost. At this time, we have reduces utility cost by 40%. We also oversee all the boys/girls sports programs at the school. We have made sure that all sports related equipment has been purchased and have provided athletic opportunities for all students.

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

My wife and I have lived in the area almost out entire life. We know prospective board members through school functions and town events. In addition, some of our children are at the same school and some in the same class.

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

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Certification

I, Kyle David Foli, 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 Dugger Union Community School Charter School is true and correct in every respect.

Kyle D. Foli
Signature

2/3/2015
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.

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
   Dugger Union Community Schools

2. Your full name: Carri B. Howard

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.

   As a retired teacher, I feel I would provide insight to the school board from an educational perspective. During the course of my career, I served on a number of committees and therefore have a great deal of experience working alongside others to achieve a common goal. My experience also afforded me the opportunity to interact with students and parents on a daily basis. I feel I am well equipped to serve the community of Dugger. I am interested in assisting with the setting of policy, maintaining the school's vision, and ensuring the school complies with its charter.

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 My spouse and I are lifelong residents of Dugger. We know the prospective board residents.

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

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Certification

I, Carri B.Howard, 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 Dugger Union Community School is true and correct in every respect.

Carri B. Howard — Signature

2-5-15 — 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:
   Dugger-Union Community Schools

2. Your full name: Penny Ruth Reynolds

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

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

   I have been an educator for 34 years and I devoted my life to the education of our youth. I am a good communicator and work well on a team.

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?
   X 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. X Yes

   I've know the other board members because we live in the same community.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X I / we do not know any such persons. ☐ Yes

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

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

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

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

   X I / we do not know any such persons. ☐ Yes

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

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

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

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

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

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Certification

I, Penny Reynolds, 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 Dugger-Union Community Charter School is true and correct in every respect.

Penny Reynolds
Signature

2-7-2015
Date

Attachment 7

Code of Ethics

Dugger Union Community Schools Corporation
March 16, 2015

Code of Ethics And Conflict of Interest Policies

The Dugger-Union Board of School Trustees shall abide by the following Code of Ethics:

a. I will uphold and enforce all laws, rules and regulations of the State Board of Education and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.

b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.

c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.

d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.

e. I will recognize that authority rests with the Board of Education and will make no personal promises nor take any private action that may compromise the board.

f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.

g. I will hold confidential all matters pertaining to the schools that, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.

h. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.

i. I will support and protect school personnel in proper performance of their duties.

j. I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.

Dugger Union CSC Conflict of Interest Policy

The Board of School Trustees of the Dugger-Union Community Schools Corporation affirms that no member of the board shall participate in any discussion or vote on any matter in which he or she or a member of his or her immediate family has potential conflict of interest due to having material economic involvement regarding the matter being discussed. When such a situation arises, the trustee must announce his or her potential conflict, disqualify himself or herself, and be excused from the meeting until discussion is over on the matter involved. The president of the meeting will make inquiry if such conflict appears to exist and the board member in question has not made it known.

Attachment 8

Course Scope and Sequence

Dugger Union Community Schools Corporation
March 16, 2015

Course Scope & Sequence

GRADES K-6

CORE KNOWLEDGE SEQUENCE

The Core Knowledge Sequence along with the Indiana Academic Standards will meet the needs of all of our students. Core Knowledge provides a rich vocabulary needed for reading achievement and academic success. Core Knowledge provides a plan for coherent, sequenced learning from grade to grade, promotes teamwork and school-wide focus, and enables schools to work more effectively while meeting and exceeding state standards. For parents and communities, Core Knowledge enhances accountability and parental engagement by providing a clear outline of what children are expected to learn in school and provides a common ground for communication in school and in life.

We have chosen to use the Core Knowledge Sequence because the sequence will enrich students' learning and the Core Knowledge is an evidenced based curriculum. John Hopkins University completed a series of evaluations on schools that were using the Core Knowledge Sequence. Results included:

1.) The two schools with the highest mean student engagement ratings were also schools that had been deemed "highly implementing" and the two schools with the lowest engagement rating were the two schools rated as the low implementers.
2.) 1 of 12 Core Knowledge schools studied achieved measures of student engagement in the "highly effective range."
3.) The curriculum was found to provide students with a rich vocabulary, promote knowledge for higher learning and motivate students.
4.) For schools, Core Knowledge was found to provide a coherent and sequenced curriculum and provided an effective tool for lesson planning.

To increase our students' learning we are using a blended learning approach incorporating these specific components: whole group instruction, small group stations, digital instruction, and math stations. During whole group instruction, kindergarten-2nd grade will focus on phonics, phonemic awareness, vocabulary, reading skills, spelling, grammar, and comprehension. 3rd-6th grade students will focus on reading skills, spelling, writing, and grammar. Reading and math stations will engage students in learning activities on the material that the students are learning or have previously learned.

Reading

Reading Wonders is the first and only reading program designed specifically for the Indiana Academic Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient Indiana Academic Standards instruction. Using a rich range of diverse print and digital media, Wonders provides the instructional support and materials you will only find in a program that was created to teach the rigor, intent, and depth of the new Indiana Academic Standards. McGraw-Hill has submitted Comprehensive Core Reading Program Self Evaluation to the Indiana State Department of Education.

Along with the Reading Wonders Curriculum we will be using the Shurley English Method. Shurley English has assembled a unique combination of features that is logically, sequentially, and

systematically woven into the curriculum. Abstract language arts concepts become clear and logical, using concrete, multi-sensory strategies that support all types of learners. The Shurley Jingles resonate with kinesthetic and musical learning styles and make grammar meaningful and fun.

Each grade level will be using reading stations in the classroom. The stations will focus on material that the students are learning or have previously learned. The stations will focus on the Big 5 of reading. Kindergarten and first grade stations will focus on phonics and phonemic awareness. First grade stations will also include reading fluency, vocabulary, and comprehension. Second grade stations will have a strong focus on vocabulary, reading fluency and comprehension and less on phonics and phonemic awareness. Third-sixth grade stations will focus on fluency, vocabulary, and comprehension. Students will be grouped into pairs by similar reading ability. Teachers will use the data from DIBELS to group students.

K-6th grade students will be tested using DIBELS during the first two weeks of school, in January, and in May. Teachers will use these scores to decide who will be pulled out for extra remediation. The students who scored a red will be pulled out for remediation. They will be put into small groups of 3-4 students for 35 minutes each day. The students who scored a yellow will be progressed monitored every two weeks. These students will be put into small groups of 3-4 students and pulled out three times a week for 35 minutes of remediation. Students who scored a green will not need remediation.

Through progress monitoring and remediation we expect that 50% of the students will meet their DIBELS goals the first year with an additional cohort growth of 6%-8% each year after that. The remediation for the students will be taught by our special education teacher and our aides. The remediation we will be using is Leveled Literacy Intervention. The teachers will use leveled reading books aligned with DIBELS.

Third-sixth grade students will be tested using Acuity. The students will be tested in the beginning (August), middle (January), and end of the year (May). Students will be assigned one instructional resource per week. Students will complete Acuity during stations. Teachers will keep the scores on a spreadsheet or table. We believe that the Acuity testing will help improve students' ISTEP scores.

The teachers at Dugger Union Community Schools feel that reading and reading comprehension are a vital part to a students' success in the future. We have decided to use Arbordale Publishing to give students a wide variety of reading selections. The students will be able to read a story online and complete a reading comprehension test. The students have to have an 80% to pass the reading comprehension test. The grade level teacher will be responsible for students choosing books that are on or above their reading level. Kindergarten-2nd grade students will be required to read 15 minutes per day. Third-sixth grade students will be required to read 20 minutes per day. Students will keep reading logs indicating what books they have read. Teachers will meet weekly with the students to discuss their logs and books.

The Dugger Union teachers believe that reading is a top priority for our students. To help our struggling readers we will have a Reading Recovery teacher in the building. Reading Recovery involves individual students working one on one with a specially trained teacher for 12-20 weeks with 30 minute daily lessons. After a full series of lessons, about 75% of students achieve grade level standard. Reading Recovery is focused on first grade students;however the Reading Recovery teacher uses his/her knowledge and expertise to work with both teachers and students at all levels and abilities. Reading Recovery requires ongoing data collection for each and every child who has

lessons. Because accountability is a key part of Reading Recovery, administrators receive annual reports at the teacher,school, and district level.

The Dugger Union teachers know how important it is for students to achieve high scores on the ISTEP testing. To help our students achieve these high scores we have implemented several ISTEP strategies and teaching materials. Each grade will be using the Buckle Down Series, ISTEP+ Coach Series, and ISTEP+ weekly assessments. Even though K-2nd grade do not take the ISTEP the teachers feel that using these strategies and materials will better prepare our students for 3rd-6th grade.

Math

Dugger Union Community teachers believe that the basics are the main focus on mathematics curriculum. We believe that children should be proficient in basic math concepts before higher-level concepts are introduced. Children who move on to higher-level concepts are more likely to fail because they do not have sufficient background in basic math. Our math instruction will progress from concrete, through pictorial, to abstract. This spiral approach will eliminate wasted instructional time.

Each grade level will be using math stations. We believe that stations allow students to take an active role in their learning. The stations will provide review, practice, and enrichment for students that is differentiated to meet students' interests and needs.

The mathematics curriculum we will be using is enVision Math. This program is great for visual learners and those who benefit from having concepts thoroughly explained. We believe that this will help our struggling students.

Social Studies and Science

As with other part of our curricula, we expect to build our Social Studies and Science curricula around the Core Knowledge Sequence as well as grade level standards and objectives included in the Common Core. We plan to teach many of the History and Science topics through effective use of our Reading and Language Arts block, so that students are mastering not only essential reading skills and strategies, but also the background knowledge we know to be essential to student comprehension.

Consistent with Core Knowledge and the Indiana Academic Standards, we expect to build our science program around seven major areas of study. They are:

· The Nature of Science and Technology
· Scientific Thinking
· The Physical Setting
· The Living Environment
· The Mathematical World
· Common Themes: Constancy and Change
· Historical Perspectives *6-8 Indiana **K-8 Core Knowledge

Our social studies program will enable classes to study four major themes of social science – all of which are included in Core Knowledge as well as the Indiana Academic Standards. They are:

· History: Time, Continuity, and Change
· Geography: People, Places, and Environments

· Civics and Government: Government and the Citizen
· Economics: Production, Distribution, and Consumption

Following the Core Knowledge Sequence and the Indiana Academic Standards will assure that the students are prepared for any state or national assessments that are on the horizon. As standards and assessments may change, we expect to review the overall curriculum to ensure it is consistently aligned with the Indiana Academic Standards and assessments of student mastery.

The following table shows the alignment of the Core Knowledge Sequence with the Indiana Academic Standards:

Core Knowledge Sequence Kindergarten	**Indiana Academic Standards Kindergarten**	**Indiana Academic Standards above or below Kindergarten**
Language Arts:		
I. Listening and Speaking		
A. Classroom Discussion		
• Participate in age appropriate activities involving listening and speaking.	K.SL.2.1	
• Speak clearly with volume appropriate to the setting.	K.SL.4.1	
• Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	K.SL.2.1	
• Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	K.SL.2.4	
• Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.	K.SL.2.1	
• Identify and express physical sensations, mental states, and emotions of self and others.	K.SL.4.1	
• Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.)	K.W.3.3	
• Understand and use narrative language to describe people, places, things, locations, events, actions.	K.SL.4.1	
• Understand and use common sayings and phrases such as "Better safe than sorry" and "Look before you leap"	K.RV.1	
B. Presentation of Ideas and Information		

• Follow multi-step, oral directions.	K.SL.2.1	
• Give simple directions.	K.SL.4.3	
• Provide simple explanations.	K.SL.1	
• Recite a nursery rhyme, poem or song independently.	K.SL.4.1	
C. Comprehension and Discussion of Read-Alouds – All Texts		
• Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	K.RL.3.1	
Grasping Specific Details and Key Ideas		
• Describe illustrations	K.RL.4.1	
• Sequence four to six pictures illustrating events in a read-aloud.	K.RL.2.2 K.RL.4.1	
• Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	K.RL.2.3	
• Retell key details	K.RL.2.2	
• Ask questions to clarify information in a read-aloud.	K.RL.2.1	
• Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	K.SL.4.1	
Observing Craft and Structure		
• Understand and use words and phrases heard in read-alouds.	K.SL.2.4 K.RV.1 K.RV.3.1	
• Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds	K.RL.4.2 K.RN.4.2	
• Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.	K.RN.2.3 K.RL.1	
Integrating Information and Evaluating Evidence		
• Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.	K.RL.2.4	
• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.	K.RL.4.1	
• Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then	K.RL.2.4	

compare the actual outcomes to predictions.		
• Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships.	K.RL.2.1	
• Identify who is telling a story or providing information in a text.	K.RL.3.2	
D. Comprehension and Discussion of Read-alouds – Fiction, Drama, Poetry		
• Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	K.RL.2.3	
• Change some story events and provide a different story ending.	K.W.3.3	
• Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	K.W.3.3	
• Distinguish fantasy from realistic text in a story	K.RL.3.1	
• Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	K.RL.2.2 K.RL.2.3	
E. Comprehension and Discussion of Read-alouds – Nonfiction and Informational Text		
• Retell important facts and information from a nonfiction read-aloud.	K.RN.2.1 K.RN.2.2 K.RN.2.3 K.RN.4.1	
• With assistance, categorize and organize facts and information within a given topic	K.RN.4.2 K.W.3.2 K.W.5	
• With assistance, create and interpret timelines and lifelines related to read-alouds.	K.RN.2.2 K.RN.2.3	
• Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	K.RN.4.2	
II. Reading		

A. Print Awareness		
• Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.	K.RF.1	
• Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).	K.RF.2.1	
• Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).	K.RF.1	
• Demonstrate correct book orientation by holding book correctly and turning pages	K.RF.2.1	
• Recognize that sentences in print are made up of separate words.	K.RF.2.2	
• Understand that words are separated by spaces.	K.RF.2.3	
• Distinguish letters, words, sentences, and stories.	K.RF.2.2 K.RF.2.3 K.RF.2.4	
• Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.	K.RF.2.1	
• Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.	K.RF.4.5	
• Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.	K.RF.2.4	
• Say the letters of the alphabet in order, either in song or recitation.	K.RF.2.4	
B. Phonological and Phonemic Awareness		
• Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.	K.SL.1	
• Identify whether pairs of environmental sounds are the same or different.	K.SL.1	
• Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.	K.SL.1	
• Orally segment sentences into discrete words	K.RF.3.3	
• Demonstrate understanding that words are made up of sequences of sounds.	K.RF.2.2	
• Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas	K.RF.4.3	

consonant sounds involve closing parts of the mouth and blocking the air flow.		
• Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).	K.RF.3.4 K.RF.4.5	
• In riddle games, supply words that begin with a target phoneme.	K.RF.3.1	
• Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.	K.RF.3.4	
• Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.	K.RF.3.4	
• Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	K.RF.4.5	
• Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	K.RF.4.5	
• Orally blend two to three sounds to form a word, e.g., given the sounds /k/…/a/… /t/, blend to make cat	K.RF.4.2	
• Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/	K.RF.4.1	
• Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	K.RF.3.1	
• Identify the number of syllables in a spoken word	K.RF.3.2	
C. Phonics: Decoding and Encoding		
• Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	K.RF.1	
• Blend individual phonemes to pronounce printed words.	K.RF.4.2	
• Understand that sometimes two or more printed letters stand for a single sound.	K.RF.4.1	
• Read and write any CVC word, e.g., sit or cat.	K.RF.4.2	
• Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and	K.RF.3.3	

consonant digraphs such as ch-, sh-, th-, etc.		
• Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.	K.RF.3.3	
• Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.	K.RF.3.3	
• Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.	K.RF.1	
• Read at least 15 words generally identified as very high frequency words.	K.RF.4.4	
Mathematics:		
I. Patterns and Classification		
• Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.	K.DA.1	
• Define a set by the common property of its elements.	K.G.2	
• In a collection of objects that includes a given set and an item that does not belong, indicate which item does not belong.	K.DA.1	
• Moving from concrete objects to pictorial representations, recognize patterns and predict the extension of a pattern.	K.CA.5	
• Extend a sequence of ordered concrete objects.	K.CA.5	
II. Numbers and Number Sense		
• Using concrete objects and pictorial representations, compare sets: same as (equal to) more than less than most least	K.NS.7 K.NS.9	
• Count forward from 1 to 31, first beginning with 1, and later from any given number backward from 10 from 1 to 10 by twos by fives and tens to 50	K.NS.1	
• Write numbers 1 to 31 (with special attention to the difference between certain written	K.NS.2	

symbols, such as 6 and 9; 2 and 5; 1 and 7; 1 and 21, etc.).		
• Count and write the number of objects in a set.	K.NS.5	
• Given a number, identify one more, one less.	K.NS.3	
• Identify ordinal position, first (1st) through sixth (6th).		1.NS.3
• Identify pairs.	K.NS.7	
• Interpret simple pictorial graphs.		2.DA.1
• Identify ½ as one of two equal parts of a region or object; find ½ of a set of concrete objects.		3.NS.3
III. Money		
• Identify pennies, nickels, dimes, and quarters.		1.M.3
• Identify the one-dollar bill.		1.M.3
• Identify the dollar sign ($) and cents sign (¢).		1.M.3
• Write money amounts using the cents sign (¢).		1.M.3
IV. Computation		
• Add and subtract to ten, using concrete objects.	K.CA.1 K.CA.2 K.CA.4	
• Recognize the meaning of the plus sign (+).	K.CA.1 K.CA.2 K.CA.4	
• Subtraction: the concept of "taking away"; recognize the meaning of the minus sign (-).	K.CA.1 K.CA.2 K.CA.4	
V. Measurement		
• Identify familiar instruments of measurement, such as ruler, scale, thermometer	K.M.1 K.M.2	
• Compare objects according to: Linear measure long and short; longer than, shorter than measure length using non-standard units begin to measure length in inches height: taller than, shorter than Weight heavy, light heavier than, lighter than Capacity (volume) full and empty less full than, as full as, fuller than Temperature: hotter and colder	K.M.1	

• Time Sequence events: before and after; first, next, last. • Compare duration of events: which takes more or less time. • Read a clock face and tell time to the hour. • Know the days of the week and the months of the year. • Orientation in time: today, yesterday, tomorrow; morning, afternoon; this morning vs. yesterday morning, etc.	K.M.2	
VI. Geometry		
• Identify left and right hand	K.G.1	
• Identify top, bottom, middle	K.G.1	
• Know and use terms of orientation and relative position, such as: closed, open on, under, over in front, in back (behind) between, in the middle of next to, beside inside, outside around far from, near above, below to the right of, to the left of here, there	K.G.1	
• Identify and sort basic plane figures: square, rectangle, triangle, circle	K.G.2	
• Identify basic shapes in a variety of common objects and artifacts (windows, pictures, books, buildings, cars, etc.).	K.G.2	
• Recognize shapes as the same or different.	K.G.2	
• Make congruent shapes and designs.	K.G.3	
• Compare size of basic plane figures (larger, smaller).	K.G.4	

Core Knowledge Sequence Grade 1	Indiana Standards covered at Core Knowledge Grade Level	Indiana Standards covered above or below Core Knowledge Grade Level
Language Arts:		
II. Listening and Speaking		
A. Classroom Discussion		
• Participate in age appropriate activities involving listening and speaking.	**1.SL.1 1.SL.2.1**	
• Speak clearly with volume appropriate to the setting. • Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.	**1.SL.2.3 1.SL.3.2**	
• Ask questions to clarify conversations, directions, exercises, and /or classroom routines.	**1.SL.3.1 1.SL.3.2 1.RV.3.2**	
• Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments with either an adult or another child of the same age.	**1.SL.2.3 1.SL.2.4 1.SL.2.5 1.SL.4.2**	
• Identify and express physical sensations, mental states, and emotions of self and others	**1.RV.3.1**.	
• Understand and use language to express spatial and temporal relationships (up, down, first, last before, after, etc).	**1.W.3.3**	
• Understand and use narrative language to describe people, places, things, locations, events, actions.	**1.SL.4.1**	
B. Presentation of Ideas and Information		
• Follow multi-step, oral directions	**1.SL.4.3 1.SL.2.1**	
• Give simple directions	**1.SL.4.3**	
• Provide simple explanations	**1.RL.2.1 1.RL.2.3 1.RL.4.1 1.RL.3.1 1.RN.2.1 1.RN.2.3 1.RN.4.1 1.RN.4.2 1.ML.2.1 1.ML.1 1.RV.1 1.W.3.2 1.W.3.1 1.W.4**	
• Recite a nursery rhyme, poem, or song independently, using appropriate eye	**1.RL.2.2 1.RL.2.3**	

contact, volume and clear enunciation.		
• Share writing with others.	**1.SL.2.1**.	
• Give oral presentations about personal experiences, topics of interests, and/or stories, using appropriate eye contact, volume and clear enunciation.	**1.RL.2.2 1.RL.2.3 1.RL.4.1 1.RN.4.1**	
C. Comprehension and Discussion of Read-alouds – All Texts		
• Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	**1.RL.1 1.RN.1**	
• Distinguish the following genres of literature: fiction, nonfiction and drama	**1.RL.1 1.RN.1**	
Grasping Specific Details and Key Ideas		
• Describe illustrations	**1.RL.4.1**	
• Sequence four to six pictures illustrating events in a read aloud.	**1.RL.2.2 1.RL.2.1**	
• Answer questions requiring literal recall and understanding of the details and/or facts of a read aloud, i.e., who, what, where, when, etc.	**1.RL.2.1 1.RL.2.3**	
• Retell key details	**1.RL.2.3 1.RL.2.1**	
• Compare and contrast characters from different stories.	**1.RL.4.2**	
• Change some story events and provide a different story ending.	**1.W.3.3**	
• Create and tell an original story, using narrative language to describe characters, setting, and a beginning, a middle and an end to events of the story in proper sequence.	**1.W.3.2 1.W.3.3**	
• Evaluate and select read alouds, books, or poems on the basis of personal choice for rereading.	**1.RL.1 1.RF.5**	
• Identify the moral or lesson of a fable, folktale, or myth.	**1.RL.2.2**	
• Demonstrate understanding of literacy language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	**1.RL.3.2**	
• Identify sensory language and how it is used to describe people, objects, places, and events.	**1.SL.4.2 1.RV.3.1**	

D. Comprehension and Discussion of Read-Alouds: Non-Fiction and Informational Texts		
• Generate questions and seek information from multiple sources to answer questions.	**1.RN.3.1 1.W.5 1.RV.2.1**	
E. Comprehension and Discussion of Read-alouds – Non-Fiction and Informational Text		
• Answer questions about details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	**1.RL.2.1 1.RN.3.2 1.W.3.3**	
• With assistance, create and interpret timelines and lifelines related to read-alouds.	**1.RL.2.2 1.RL.2.3 1.RL.2.1 1.RL.4.2**	
II. Reading		
A. Print Awareness		
• Recognize that sentences in print are made up of separate words .	**1.RF.2.3**	
• Understand that words are separated by spaces.	**1.W.2.1**	
• Distinguish letters, words, sentences, and stories.	**1.RF.2.3**	
• Recognize and name all 26 letters of the alphabet in both their upper-case and lower-case forms.		**K.RF.2.4**
B. Phonemic Awareness		
• In riddle games, supply words that begin with a target phoneme. • Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag. • Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/. • Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	**1.RF.3.4 1.RF.3.3**	
• Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	**1.RF.3.5**	
• Orally blend two to three sounds to form a word, e.g., give the sounds /k/…/a/…/t/, blend to make cat.	**1.RF.3.2**	
• Segment a spoken word into phonemes,	**1.RF.3.5**	

e.g., given bat, produce the segments /b//a//t/.		
• Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.		**K.RF.3.1 K.RF.3.3**
• Identify the number of syllables in a spoken word.	**1.RF.3.2**	
C. Phonics: Decoding and Encoding		
• Blend individual phonemes to pronounce printed words. • Understand that sometimes two or more printed letters stand for a single sound.	**1.RF.4.2 1.RF.4.1**	
• Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.	**1.RF.4.2 1.RF.4.1**	
• Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	**1.RF.4.6**	
IV. Language Conventions		
• Form letters, words, phrases, and sentences to communicate thoughts and ideas.	**1.W.1 1.W.2.1**	
• Apply basic spelling conventions.	**1.W.6.2c**	
• Use basic capitalization and punctuation in sentences to convey meaning.	**1.W.6.2b 1.W.6.2 1.W.6.2a**	
B. Parts of Speech and Sentence Structure		
• Recognize, identify and use subject, object, and possessive pronouns, ie., I, me, my, they, orally, in written text and in own writing.	**1.W.6.1 1.W.6.1a**	
• Recognize, identify, and use common and proper nouns, orally, in written text, and in own writing.	**1.W.6.1a**	**2.W.6.2a**
• Recognize, identify and use regular verbs to convey sense of past, present, and future tense orally, in written text, and in own writing.	**1.W.6.1b**	
• Recognize, identify, and use adjectives orally, in written text, and in own writing.		**2.W.6.1c**
• Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.	**1.W.6.1e**	

Core Knowledge	2nd Grade Indiana State Academic Standards	Indiana State Standard covered above or below 2nd Grade level
I. Listening and Speaking		
A. Classroom Discussion		
• Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.	**2.SL.2.1 2.SL.1**	
• Speak clearly with volume appropriate to the setting.	**2.SL.2.3 2.SL.4.1**	
• Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raisehand to speak, take turns, say "excuse me" or "please," etc	2.SL.1 2.SL.2.1 2.SL.2.3	
• Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	**2.SL.3.2**	
• Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.	2.SL.2.1 2.SL.2.3	
• Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person	2.SL.2.5	
• Identify and express physical sensations, mental states, and emotions of self and others	2.SL.2.3	
• Understand and use language to express spatial and temporal relationships (*up down first last before*, *after* etc.).		K.RF.2.1
• Understand and use narrative language to describe people, places, things, locations, events, actions.	2.RL.3.1 2.RL.3.2	
• Understand and use common sayings and phrases such as "Don't judge a book by its cover" and "Better late than never"	2.RV.3.2	
B. Presentation of Ideas and Information		
• Follow multi-step, oral directions.	**2.SL.4.3**	
• Give simple directions	**2.SL.4.3**	

• Provide simple explanations	**2.SL.3.2**	
• Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.	**2.SL.4.1**	
• Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate ey contact, volume and clear enunciation.	**2.SL.4.1**	**3.SL.4.1:**
C. Comprehension and Discussion of Read-alouds – All Texts		
• Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems	**2.RL.2.2 2.RL.3.1 2.RL.1**	**4.RN.3.2**
• Distinguish the following genres of literature: fiction, nonfiction and drama.	**2.RL.3.1 2.RL.1**	
Grasping Specific Details and Key Ideas		
• Describe illustrations.	**2.RL.4.1**	**3.RL.4.1:**
• Sequence four to six pictures illustrating events in a read aloud	**2.RL.2.2**	
• Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	**2.RL.2.1**	
• Retell key details	**2.RL.2.1 2.RL.2.2**	
• Summarize in one's own words selected parts of a read-aloud	**2.RL.2.2**	
• Ask questions to clarify information in a read-aloud	**2.RL.2.1 2.SL.2.1 2.SL.3.2**	
• Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	**2.RL.2.2 2.RL.2.3 2.W.3.3**	
Observing Craft and Structure		
• Understand and use words and phrases heard in read-alouds.	**2.RV.3.1**	
• Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.	**2.RL.4.2 2.RN.4.2**	**3.RL.4.2 3.RN.4.2:**
• Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.	**2.RN.1 2.RN.2.3**	

Integrating Information and Evaluating Evidence		
• Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud	**2.RL.1**	
• Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.	**2.RL.2.1 2.RL.2.2 2.RL.2.3 2.RL.2.1 2.RN.2.2 2.RN.2.3**	
• Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships.	**2.RL.2.1 2.RN.3.3 2.W.3.1 2.W.6.1 2.W.6.1a 2.W.6.1b 2.W.6.1c**	**3.RN.2.3:**
• Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.	**2.SL.3.2**	
• Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions	**2.RL.1**	
• Identify who is telling a story or providing information in a text.	**2.RL.3.2**	
D. Comprehension and Discussion of Read-alouds – Fiction, Drama, and Poetry		
• Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.	**2.RL.2.2 2.RL.3.1 2.RN.2.2**	**3.RL.2.3**
• Compare and contrast characters from different stories.	**2.RL.4.2**	**3.RL.4.2**
• Describe characters in increasing depth by referring to dialogue and/or their actions in the story.	**2.RL.2.3 2.RL.3.2**	**3.RL.2.3**
• Change some story events and provide a different story ending. • Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence	**2.W.3.3**	
• Distinguish fantasy from realistic text in a story	**2.RL.3.1**	
• Identify the moral or lesson of a fable, folktale, or myth	**2.RL.2.2**	
• Demonstrate understanding of literary	**2.RL.3.2**	

language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.		
• Identify repetitions in phrases, refrains, or sounds in poems or songs	**2.RV.3.1**	
• Identify sensory language and how it is used to describe people, objects, places and events.	**2.RV.3.1 2.SL.4.1**	
• Describe the use of rhyme, rhythm and sensory images used in poetry	**2.RV.3.1**	
E. Comprehension of Read-alouds – Non-Fiction and Informational Text		
• Generate questions and seek information from multiple sources to answer questions	**2.RL.2.1 2.RN.3.1 2.RN.3.3 2.W.5**	
• Answer questions about the details of a nonfiction text, indicating which part of the textprovided the information needed to answer specific questions	**2.RL.2.1 2.SL.3.1**	
• With assistance, categorize and organize facts and information within a given topic	**2.W.3.1 2.SL.3.2 2.RN.2.3**	
• With assistance, create and interpret timelines and lifelines related to read-alouds	**2.RL.2.2 2.RL.2.3**	
• Interpret information presented in diagrams, charts, graphs, etc.		1.SL.4.2
• Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	**2.RN.2.3**	
II. Reading		
A. Phonics: Decoding and Encoding		
• Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).		K.RF.4.5
• Blend individual phonemes to pronounce printed words.	**2.RF.4.6**	
• Understand that sometimes two or more printed letters stand for a single sound.	**2.RF.4.3 2.RF.4.6**	
• Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below	**2.RF.4.3 2.RF.4.6**	

• Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	**2.RF.4.5**	
• Read, understand, and write contractions, i.e., *isn't I'm can't* etc	2.RF.4.6	
• Sort and classify words according to the spelling used to represent a specific phoneme	**2.RF.4.5**	
• Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*	**2.W.6.2c**	
• Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid	**2.RF.4.3**	
Mathematics:		
I. Numbers and Number Sense		
• Write numbers to 1,000.	**2.NS.2**	
• Read and write words for numbers from one to one-hundred.	**2.NS.2**	
• Order and compare numbers to 1,000, using the signs **< >** and .	**2.NS.7**	
• Count by twos, threes, fives, and tens by tens from any given number by hundreds to 1,000; by fifties to 1,000 forward and backward	**2.NS.1**	
• Use a number line.	**2.NS.3:**	
• Use tallies		1.CA.2
• Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth.	2.NS.4	
• Identify even and odd numbers.	2.NS.5	
• Identify dozen; half-dozen; pair.		K.NS.7
• Recognize place value: ones, tens, hundreds, thousands.	**2.NS.6**	
• Write numbers up to hundreds in expanded form (for example 64 = 60 + 4; 36 300 6 7).	**2.NS.6 2.NS.2:**	
• Given a number, identify one more and one less; ten more and ten less.	**2.CA.4**	
• Round to the nearest ten.		**3.NS.9**
• Create and interpret simple bar graphs.	**2.DA.1**	**3.DA.1**

• Identify and extend numerical and symbolic patterns.	2.CA.7	
• Record numeric data systematically and find the lowest and highest values in a data set.		**1.DA.1**
II. Fractions		
• Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols: ., ⅓, ., ⅕, ⅙, ⅛, 110 .	**2.G.5**	
• Recognize fractions that are equal to 1.		**3.NS.6**
III. Money		
• Recognize relative values of a penny, nickel, dime, quarter, and dollar.	2.M.7	
• Write amounts of money using $ and ¢ signs, and the decimal point.		**3.M.4**
• Show how different combinations of coins equal the same amounts of money.	2.M.7	
• Add and subtract amounts of money.	**2.M.7**	
IV. Computation		
A. Addition		
• Achieve timed mastery of addition facts (2 seconds).	2.CA.1	
• Recognize what an addend is.		1.CA.1
• Know how to write addition problems horizontally and vertically.		1.CA.1
• Know how to add in any order and check a sum by changing the order of the addends.		**1.CA.1**
• Estimate the sum.		3.C.1
• Solve two-digit and three-digit addition problems with and without regrouping.	**2.CA.4**	
• Find the sum (up to 999) of any two whole numbers.	**2.CA.2**	
• Add three two-digit numbers.	2.CA.4	
• Practice doubling (adding a number to itself).	**2.CA.4**t	**3.C.1**
B. Subtraction		
• Understand the inverse relation between addition and subtraction; use addition to check subtraction	**2.CA.4**	
• Know addition and subtraction "fact families."	**2.CA.4**	
• Achieve mastery of subtraction facts.	2.CA.1	
• Estimate the difference.	2.CA.1	

• Know how to write subtraction problems horizontally and vertically	2.CA.1	
• Solve two-digit and three-digit subtraction problems with and without regrouping	**2.CA.4**	
• Given two whole numbers of 999 or less, find the difference.	**2.CA.4**	
C. Introduction to Multiplication		
• Recognize the "times" sign (**x**).		3.C.2
• Know what "factor" and "product" mean.		**3.AT.4**
• Understand that you can multiply numbers in any order		**3.C.5**
• Multiplication facts: know the product of any single-digit number x 1, 2, 3, 4, 5.	**2.CA.5**	**3.C.5**
• Know what happens when you multiply by 1, by 0, and by 10.		**3.C.5**
• Practice simple word problems involving multiplication.		**3.AT.2**
D. Solving Problems and Equations		
• Solve basic word problems.	**2.CA.3 2.CA.3**	
• Write and solve simple equations in the form of ___ - 9 = 7; 7 + ___ = 16; 4 x ___ = 8.		3.AT.1 3.AT.3 3.AT.5
V. Measurement		
A. Linear Measurement		
• Make linear measurements in feet and inches, and in centimeters.	**2.M.2**	
• Know that one foot = 12 inches.		**4.M.2**
• Know abbreviations: ft., in.	2.M.1	
• Measure and draw line segments in inches to 1/2 inch, and in centimeters	**2.NS.3**	
• Estimate linear measurements, then measure to check estimates	**2.M.1**	
B. Weight		
• Compare weights of objects using a balance scale.	2.M.4	3.M.2
• Estimate and measure weight in pounds, and know abbreviation: lb.	2.M.4.	3.M.2
C. Capacity (Volume)		
• Estimate and measure capacity in cups.	**2.M.4**	**3.M.1**
• Measure liquid volumes: cups, pints, quarts, gallons	**2.M.4:**	**3.M.1**
• Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).		3.M.1
D. Temperature		

• Measure and record temperature in degrees Fahrenheit to the nearest 2 degrees.		3.M.2
• Know the degree sign: °		3.M.2
E. Time		
• Read a clock face and tell time to five-minute intervals.	**2.M.5**	
• Know how to distinguish time as a.m. or p.m.	**2.M.5**	
• Understand noon and midnight.	2.M.6 2.M.5	

Core Knowledge	3rd Grade Indiana State Academic Standards	Indiana State Standards covered above or below 3rd grade level
Language Arts:		
I. Reading and Writing		
A. Reading Comprehension and Response		
• Independently read and comprehend longer works of fiction ("chapter books") and nonfiction appropriately written for third grade or beyond	**3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.1 3.RN.3.2 3.RN.3.3 3.RN.4.1 3.RN.4.2**	
• Point to specific words or passages that are causing difficulties in comprehension.	**3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.1 3.RN.3.2 3.RN.3.3 3.RN.4.1 3.RN.4.2**	
• Orally summarize main points from fiction and nonfiction readings.	**3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.1 3.RN.3.2 3.RN.3.3 3.RN.4.1 3.RN.4.2** .	
• Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.	**3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.1 3.RN.3.2 3.RN.3.3 3.RN.4.1 3.RN.4.2**	
• Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.	**3.RV.2.5**	
• Know how to use a table of contents and index to locate information.	**3.RV.2.1**	
B. Writing		
• Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to	**3.W.3.1 3.W.3.2 3.W.3.3**	

include in his or her own written works based on the purpose and type of composition.		
• Know how to gather information from basic print sources (such as a children's encyclopedia), and write a short report presenting the information in his or her own words.	**3.W.3.1 3.W.3.2 3.W.3.3**	
• Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.	**3.W.3.2 3.W.3.3**	
• Produce written work with a beginning, middle, and end.	**3.W.3.1 3.W.3.2 3.W.3.3**	
• Organize material in paragraphs and understand how to use a topic sentence how to develop a paragraph with examples and details that each new paragraph is indented	**3.W.3.1 3.W.3.2 3.W.3.3**	
• In some writings, proceed with guidance through a process of gathering information,organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.	**3.W.4 3.W.5**	
C. Spelling, Grammar, Usage		
• Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.	**3.RF.4.4 3.W.6.2c**	
• Use capital letters correctly.	**3.W.6.2a**	
• Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments	**3.W.6.1e**	
• Identify and use different sentence types: declarative (makes a statement) interrogative (asks a question) imperative (gives a command) exclamatory (for example, "What a hit!")	**3.W.6.1e**	
• Know the following parts of speech and how they are used: nouns (for concrete nouns) pronouns (singular and plural) verbs: action verbs and auxiliary (helping) verbs adjectives (including articles: before a consonant, *an* before a vowel, and *the* adverbs	**3.W.6.1a 3.W.6.1b 3.W.6.1c**	

• Know how to use the following punctuation: end punctuation: period, question mark, or exclamation point comma: between day and year when writing a date; between city and state in an address; in a series; after *yes* and *no* apostrophe: in contractions; in singular and plural possessive nouns	**3.W.6.2b**	
• Recognize and avoid the double negative.		5.RV.1
D. Vocabulary		
• Know what prefixes and suffixes are and how the following affect word meaning: Prefixes: *re* meaning "again" (as in reuse, refill) *u* meaning "not" (as in unfriendly, unpleasant) *dis* meaning "not" (as in dishonest, disobey) *u* meaning "opposite of" or "reversing an action" (as in untie, unlock) *dis* meaning "opposite of" or "reversing an action" (as in disappear, dismount) Suffixes: *er* and *or* (as in singer, painter, actor) *less* (as in careless, hopeless) *ly* (as in quickly, calmly)	**3.RF.4.6**	
• Know what homophones are (for example, by, buy; hole, whole) and correct usage of: homophones that commonly cause problems: their, there, they're, your, you're, its, it's, here, hear, to, too, two	**3.RV.2.2**	
• Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).		2.M.1
II. Poetry		
Adventures of Isabel (Ogden Nash), The Bee (Isaac Watts; see also below, "The Crocodile"), By Myself (Eloise Greenfield), Catch a Little Rhyme (Eve Merriam), The Crocodile (Lewis Carroll), Dream Variations (Langston Hughes), Eletelephony (Laura Richards), Father William (Lewis Carroll), First Thanksgiving of All (Nancy Byrd Turner), For want of a nail, the shoe was lost . . . (traditional), Jimmy Jet and His TV Set (Shel Silverstein), Knoxville, Tennessee (Nikki Giovanni), Trees (Sergeant Joyce Kilmer)	**3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.1 3.RN.3.2 3.RN.3.3 3.RN.4.1 3.RN.4.2**	

III. Fiction		
A. Stories *Alice in Wonderland* (Lewis Carroll), from *The Arabian Nights* Aladdin and the Wonderful Lamp, Ali Baba and the Forty Thieves, The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper), The Husband Who Was to Mind the House (a Norse/English folktale, also known as "Gone is Gone"), The Little Match Girl (Hans Christian Andersen), The People Could Fly (an African American folktale), Three Words of Wisdom (a folktale from Mexico), William Tell selections from *The Wind in the Willows* "The River Bank" and "The Open Road" (Kenneth Grahame)	**3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.1 3.RN.3.2 3.RN.3.3 3.RN.4.1 3.RN.4.2**	
B. Myths and Mythical Characters Norse Mythology, Asgard (home of the gods), Valhalla, Hel (underworld), Odin, Thor, trolls, Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frigg [Freya] More Myths and Legends of Ancient Greece and Rome, Jason and the Golden Fleece, Perseus and Medusa, Cupid and Psyche, The Sword of Damocles, Damon and Pythias, Androcles and the Lion, Horatius at the Bridge	**3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.1 3.RN.3.2 3.RN.3.3 3.RN.4.1 3.RN.4.2**	
IV. Sayings and Phrases		
Actions speak louder than words. His bark is worse than his bite. Beat around the bush Beggars can't be choosers. Clean bill of health. Cold shoulder. A feather in your cap. Last straw. Let bygones be bygones. One rotten apple spoils the whole barrel. On its last legs. Rule the roost. The show must go on. Touch and go. When in Rome do as the Romans do. Rome wasn't built in a day.	3.RV.3.2	
Mathematics:		
I. Numbers and Number Sense		
• Read and write numbers (in digits and words) up to six digits.	**3.NS.1**	
• Recognize place value up to hundred thousands.		**2.NS.2 2.NS.6**
• Order and compare numbers to 999,999, using the signs <, >, and =	**3.NS.2**	

• Count by twos, threes, fives, and tens; count by tens from any given number.		**2.NS.1**
• Write numbers in expanded form.	**3.NS.1**.	
• Use a number line.		**2.NS.3**
• Identify ordinal position, 1st to 100th.		1.NS.3
• Review: even and odd numbers; dozen; half-dozen; pair.		**2.NS.5**
• Round to the nearest ten; to the nearest hundred.	**3.NS.9**	
• Identify perfect squares (and square roots) to 100, and recognize the square root sign: √——		**8.NS.4**
• Understand what negative numbers are in relation to familiar uses (such as temperatures below zero).		**6.NS.1**
• Locate positive and negative whole numbers on a number line.		**6.NS.1**
• Create and interpret bar graphs and line graphs.	**3.DA.1**	
• Record outcomes for a simple event (for example, tossing a die) and display the results graphically	**3.DA.1**	
II. Fractions and Decimals		
• Recognize fractions to 1/10 and fractions whose denominator is 100.	**3.NS.3**	
• Identify numerator and denominator.	**3.NS.3**	
• Write mixed numbers.		**4.NS.3**
• Recognize equivalent fractions (for example, ½ = 63).	**3.NS.6**	
• Compare fractions with like denominators, using the signs **< > =** and .	**3.NS.8**	
• Know and write decimal equivalents to ¼, ½, 34 .		**4.NS.6**
• Read and write decimals to the hundredths.		**5.NS.1**
III. Money		
• Write amounts of money using $ and ¢ signs, and the decimal point.	**3.M.4**	
• Make change, using as few coins as possible.	**3.M.4**	
• Add and subtract amounts of money.	**3.M.4**	
• Multiply and divide amounts of money by small whole numbers.	**3.M.4**	4.M.3
IV. Computation		
A. Addition		
• Review and practice basic addition	**3.C.1**	

facts.		
• Mentally estimate a sum.	**3.C.1**	
• Use mental computation strategies.	**3.C.1**	
• Addition with and without regrouping: find the sum (up to 10,000) of any two whole numbers.	**3.C.1**	
B. Subtraction		
• Understand addition and subtraction as inverse operations; use addition to check subtraction. • Review and practice basic subtraction facts. • Mentally estimate the difference. • Use mental computation strategies. • Subtraction with and without regrouping: given two whole numbers of 10,000 or less, find the difference.	**3.C.1**	
C. Multiplication		
• Master basic multiplication facts to 10 x 10.	3.C.2 3.C.6	
• Mentally multiply, by 10, 100, and 1,000.		4.C.2 4.C.4
• Multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits.		4.C.2
• Write numbers in expanded form using multiplication, for example: 9,278 = (9 x 1,000) + (2 x 100) + (7 x 10) + 8.		4.NS.1
• Estimate a product.		4.C.2
• Solve word problems involving multiplication.	3.AT.2	
D. Division		
• Understand multiplication and division as inverse operations.	3.C.5	
• Know basic division facts to 10 10.	3.C.4 3.C.6	
• Know that you cannot divide by 0.	**3.C.3**	
• Know that any number divided by 1 = that number.	**3.C.3**	
• Divide two- and three-digit dividends by one-digit divisors.		**4.C.3:**
• Solve division problems with remainders.		**4.C.3**
• Check division by multiplying (and adding remainder).	**3.C.5**	
E. Solving Problems and Equations		

• Solve two-step word problems.	**3.AT.3**	
• Solve equations in the form of ___ x 9 = 63; 81 ___ = 9.	**3.AT.5 3.C.5**	
• Solve problems with more than one operation, as in (43 - 32) x (5 3) = ___.	**3.AT.3**	
• Read and write expressions that use parentheses to indicate order of multiple operations.	**3.AT.3**	
V. Measurement		
A. Linear measure		
• Make linear measurements in yards, feet, and inches; and, in centimeters and meters.	**3.M.2**	
• Know that one foot = 12 inches; one yard = 36 inches; 3 feet = 1 yard; 1 meter = 10 centimeters; 1 meter is a little more than one yard.	**3.M.2**	
• Measure and draw line segments in inches (to 1/4 inch), and in centimeters.	**3.M.2**	
• Estimate linear measurements, then measure to check estimates.	**3.M.2**	
B. Weight		
• Compare weights of objects using a balance scale.	**3.M.2**	
• Estimate and measure weight in pounds and ounces; grams and kilograms.	**3.M.1**	
• Know abbreviations: lb., oz., g, kg	**3.M.1 3.M.2**	
D. Temperature		
• Measure and record temperature in degrees Fahrenheit and Celsius.	**3.M.2**	
• Identify freezing point of water as 32° F = 0° C.	**3.M.2**	
E. Time		
• Read a clock face and tell time to the minute as either a.m. or p.m.; tell time in terms of both “minutes before” and “minutes after” the hour.	**3.M.3**	
• Solve problems on elapsed time (how much time has passed?).	**3.M.3**	
• Using a calendar, identify the date, day of the week, month, and year.		**K.M.2**
• Write the date using words (for name of month) and numbers, and only numbers.		**K.M.2**
VI. Geometry		
• Identify lines as horizontal, vertical, perpendicular, or parallel.	**3.G.3**	
• Name lines and line segments (for	**3.G.3**	

example, line AB; segment CD).		
• Polygons: recognize vertex (plural: vertices); identify sides as line segments (for example, side CD); identify pentagon, hexagon, and octagon (regular).	**3.M.5 3.M.6 3.M.7**	
• Identify angles by letter names (for example, /_____ ABC); identify a right angle; know that there are four right angles in a square or rectangle.		**4.G.3 4.G.4 4.G.5 4.M.5**
• Compute area in square inches (in2) and square centimeters (cm2).	**3.M.5**	
• Recognize and draw congruent figures; identify a line of symmetry, and create symmetric figures.	**3.G.4**	
• Identify solid figures: sphere, cube, rectangular solid, pyramid, cone, cylinder.	**3.G.1**	

Core Knowledge Sequence	**4th Grade Indiana Academic Standards**	**Indiana Academic Standards covered above or below 4th grade level**
Language Arts:		
I. Writing, Grammar, and Usage		
A. Writing and Research		
• Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.	**4.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	
• Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following: understanding the purpose	**4.ML.1 4.W.5 4.W.3.1 4.W.3.2**	

and audience of the writing defining a main idea and sticking to it providing an introduction and conclusion organizing material in coherent paragraphs documenting sources in a rudimentary bibliography.		
• Organize material in paragraphs and understand how to use a topic sentence how to develop a paragraph with examples and details that each new paragraph is indented.	**4.W.3.2 4.W.3.3**	
B. Grammar and Usage		
• Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragments identify and correct run-on sentences.	**4.W.6.1e**	
• Identify subject and verb in a sentence and understand that they must agree.	**4.W.6.1b**	
• Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.	**4.W.6.1e**	
• Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (*and, but, or*), interjections.	**4.W.6.1a 4.W.6.1b 4.W.6.1c**	
• Know how to use the following punctuation: end punctuation: period, question mark, or exclamation point comma: between day and year when writing a date, between city and state in an address, in a series, after *yes* and *no* before conjunctions that combine sentences, inside quotation marks in dialogue apostrophe: in contractions, in singular and plural possessive nouns quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles.	**4.W.6.2b**	
• Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.	**4.RV.2.2**	
• Use underlining or italics for titles of books.	**4.W.6.2a**	
• Know how the following prefixes and suffixes affect word meaning: Prefixes: *im, in* (as in impossible, incorrect)	**4.RV.2.4**	

non (as in nonfiction, nonviolent)mis (as in misbehave, misspell) *en* (as in enable, endanger) *pre* (as in prehistoric, pregame) Suffixes: *ily, y* (as in easily, speedily, tricky) *ful* (as in thoughtful, wonderful) *able, ible* (as in washable, flexible) *ment* (as in agreement, amazement)		
• Review correct usage of problematic homophones: their, there, they're your, you're its, it's here, hear to, too, two	**4.RV.2.2**	
II. Poetry		
A. Poems:		
Afternoon on a Hill (Edna St. Vincent Millay), Clarence (Shel Silverstein), Clouds (Christina Rossetti), Concord Hymn (Ralph Waldo Emerson), Dreams (Langston Hughes), the drum (Nikki Giovanni), Fog (Carl Sandburg), George Washington (Rosemary and Stephen Vincent Benet), Humanity (Elma Stuckey), Life Doesn't Frighten Me (Maya Angelou), Monday's Child Is Fair of Face (traditional), Paul Revere's Ride (Henry Wadsworth Longfellow), The Pobble Who Has No Toes (Edward Lear), The Rhinoceros (Ogden Nash), Things (Eloise Greenfield), A Tragic Story (William Makepeace Thackeray)	**4.RL.1 4.RL.3.1**	
B. Terms stanza and line	**4.RL.3.1**	
III. Fiction		
A. Stories The Fire on the Mountain (an Ethiopian folktale) from *Gulliver's Travels* Gulliver in Lilliput and Brobdingnag (Jonathan Swift) *The Legend of Sleepy Hollow* and *Rip Van Winkl*e (Washington Irving) The Magic Brocade (a Chinese folktale) *Pollyanna* (Eleanor Porter) *Robinson Crusoe* (Daniel Defoe) Robin Hood St. George and the Dragon *Treasure Island* (Robert Louis Stevenson)	**4.RL.2.1 4.RL.2.2 4.RL.2.3 4.RL.3.1 4.RL.3.2 4.RL.4.1 4.RL.4.2 4.RN.2.1 4.RN.2.2 4.RN.2.3 4.RN.3.1 4.RN.3.2 4.RN.3.3 4.RN.4.1 4.RN.4.2**	
B. Myths and Mythical Characters Legends of King Arthur and the Knights of the Round Table, How Arthur Became King, The Sword in the Stone, The Sword	**4.RL.2.1 4.RL.2.2 4.RL.2.3 4.RL.3.1 4.RL.3.2 4.RL.4.1 4.RL.4.2 4.RN.2.1**	

Excalibur, Guinevere, Merlin and the Lad of the Lake, Sir Lancelot	**4.RN.2.2 4.RN.2.3 4.RN.3.1 4.RN.3.2 4.RN.3.3 4.RN.4.1 4.RN.4.2**	
C. Literary Terms -novel -plot -setting	**4.RL.2.3**	
IV. Speeches		
Patrick Henry: "Give me liberty or give me death" Sojourner Truth: "Ain't I a woman?"		**5.SL.4.1**
V. Sayings and Phrases		
An ounce of prevention is worth a pound of cure. As the crow flies. Beauty is only skin deep. The bigger they are, the harder they fall. Birds of a feather flock together. Blow hot and cold. Break the ice. Bull in a china shop. Bury the hatchet. Can't hold a candle to. Don't count your chickens before they hatch. Don't put all your eggs in one basket. Etc. Go to pot. Half a loaf is better than none. Haste makes waste. Laugh and the world laughs with you. Lightning never strikes twice in the same place. Live and let live. Make ends meet. Make hay while the sun shines. Money burning a hole in your pocket Once in a blue moon. One picture is worth a thousand words. On the warpath. RSVP. Run-of-the-mill. Seeing is believing. Shipshape. Through thick and thin. Timbuktu. Two wrongs don't make a right. When it rains, it pours. You can lead a horse to water, but you can't make it drink.	**4.RV.3.2**	
Mathematics:		
I. Numbers and Number Sense		
• Read and write numbers (in digits and words) up to nine digits.	**4.NS.1**	
?Recognize place value up to hundred millions.	**4.NS.9:**	
?Order and compare numbers to 999,999,999 using the signs **< >** and .	4.NS.2	
?Write numbers in expanded form.	**4.NS.1**	
?Use a number line; locate positive and negative whole numbers on a number		**2.NS.3**

line.		
?Round to the nearest ten; to the nearest hundred; to the nearest thousand.		**3.NS.9**
• Identify perfect squares (and square roots) to 144; recognize the square root sign: √——		**8.NS.4**
?Create and interpret bar graphs and line graphs.	**4.DA.1 4.DA.2**	
?Plot points on a coordinate plane (grid), using ordered pairs of positive whole numbers.		**5.AT.6**
?Know the meanings of multiple, factor, prime number, and composite number.	**4.NS.8**	
II. Fractions and Decimals		
A. Fractions		
?Recognize fractions to one-twelfth.		**3.NS.3**
?Identify numerator and denominator.		**3.NS.3**
?Write mixed numbers; change improper fractions to mixed numbers and vice versa.	**4.NS.3**	
?Recognize equivalent fractions (for example, ⅄ 63).	**4.NS.4**	
?Put fractions in lowest terms.		**3.NS.7**
• Rename fractions with unlike denominators to fractions with common denominators. ?Compare fractions with like and unlike denominators, using the signs **< >** and **=** . ?Solve problems in the form of 23 1 .	**4.NS.5**	
?Add and subtract fractions with like denominators.	**4.C.5 4.C.6 4.AT.5**	
?Express simple outcomes as fractions (for example, 3 out of 4 as 34).		**3.NS.3**
B. Decimals		
?Read and write decimals to the nearest thousandth.		**5.NS.5**
• Read and write decimals as fractions (for example, 0.39 = 39/100). ?Write decimal equivalents for halves, quarters, eighths, and tenths.	**4.NS.6**	
?Compare fractions to decimals using the signs <, >, and =.	**4.NS.7**	
?Write decimals in expanded form.	**4.NS.6**	
?Round decimals to the nearest tenth; to		**5.NS.5**

the nearest hundredth.		
?Compare decimals, using the signs **< >** and .	**4.NS.7**	
?Read and write decimals on a number line.	**4.NS.6**	
• Add and subtract with decimal numbers to two places.		**5.C.8**
III. Money		
?Solve problems involving making change in amounts up to $100.00.		**3.M.4**
• Solve multiplication and division problems with money.	**4.M.3**	
IV. Computation		
A. Multiplication		
?Review and reinforce basic multiplication facts to 10 x 10.	**4.C.4**	**3.C.6:**
?Mentally multiply by 10, 100, and 1,000.	**4.C.2 4.C.4**	
?Multiply by two-digit and three-digit numbers.	**4.C.2 4.C.4**	
?Write numbers in expanded form using multiplication.	**4.NS.1**	
?Estimate a product.	**4.C.2**	
?Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example: 3 x 27 = (3 x 20) + (3 x 7) = 60 + 2 81.	**4.C.2 4.C.4**	
?Check multiplication by changing the order of the factors.	**4.AT.3**	
?Multiply three factors in any given order.	**4.C.7**	
?Solve word problems involving multiplication.	**4.AT.4 4.C.4**	
B. Division		
?Understand multiplication and division as inverse operations.	**4.C.3 4.AT.2**	
?Review and reinforce basic division facts to 100 ?10. __		**3.C.6**
?Identify factors of a given number; common factors of two given numbers.	**4.NS.8**	
?Review: you cannot divide by 0; any number divided by 1 that number.		**3.C.3**
• Divide dividends up to four-digits by one-digit and two-digit divisors. ?Solve division problems with remainders.	**4.C.3**	

?Check division by multiplying (and adding remainder).		**3.C.5**
C. Solving Problems and Equations		
• Solve two-step word problems.		**3.AT.3**
?Solve equations in the form of ___ x 9 = 63; 81 ?___ = 9.		**3.C.5**
?Solve problems with more than one operation, as in (72 ?9) x (36 ?4) = ___		**3.AT.3**
• Use letters to stand for any number, as in working with a formula (for example, area of rectangle: A = L x W).	**4.M.4 4.AT.6**	
V. Measurement		
?Linear measure: estimate and make linear measurements in yards, feet, and inches (to 1/8 in.); and in meters, centimeters, and millimeters.	**4.M.1 4.M.2**	
• Weight: estimate and measure weight in pounds and ounces; grams and kilograms. • Capacity (volume): estimate and measure liquid capacity in teaspoons, tablespoons, cups, pints, quarts, gallons; and in milliliters and liters.	**4.M.2**	
• Know the following equivalences among U. S. customary units of measurement, and solve problems involving changing units of measurement: Linear measure 1 ft. = 1 in. 1 yd. = ft. = 3 in. 1 mi. = 5,280 ft. 1 mi. = 1,760 yd. Weight 1 lb. = 1 oz. 1 ton = 2,000 lb. Capacity (volume) 1 cup = 8 fl. oz. (fluid ounces) 1 pt. = 2 c. 1 qt. = 2 pt. 1 gal. = qt.	**4.M.3**	
• Know the following equivalences among metric units of measurement, and solve problems involving changing units of	**4.M.3**	

measurement: Linear measure 1 cm = 1 mm (millimeters) 1 m = 1,000 mm 1 m = 10 cm 1 km = 1,000 m Mass 1 cg (centigram) = 1 mg (milligrams) 1 g = 1,000 mg 1 g = 10 cg 1 kg = 1,000 g Capacity (volume) 1 cl (centiliter) = 10 ml (milliliters) 1 liter = 1,000 ml 1 liter = 10 cl		
?Time: solve problems on elapsed time.	**4.M.3**	
VI. Geometry		
?Identify and draw points, segments, rays, lines.	**4.G.2**	
?Identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.	**4.G.2**	
?Identify angles; identify angles as right, acute, or obtuse.	4.G.3 4.G.4 4.G.5 4.M.54.M.6	
• Identify polygons: Triangle, quadrilateral, pentagon, hexagon, and octagon (regular) Parallelogram, trapezoid, rectangle, square	**4.G.1**	
?Identify and draw diagonals of quadrilaterals.		**3.G.2**
• Know the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi2; yd2; ft2; in2; km2; m2; cm2; mm2)	**4.M.4**	
• Compute volume of rectangular prisms in cubic units (cm3, in3).	**4.M.3**	

Core Knowledge Sequence	5th Grade Indiana Academic Standards	Indiana Academic Standards covered above or below 5th grade level
I. Writing, Grammar, and Usage		
A. Writing and Research		

?Produce a variety of types of writing—including reports, summaries, letters, descriptions, and research essays, essays that explain a process, stories, poems—with a coherent structure or story line.	**5.W.3.3**	
• Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following: -understanding the purpose and audience of the writing -defining a main idea and sticking to it -providing an introduction and conclusion -organizing material in coherent paragraphs -illustrating points with relevant examples -documenting sources in a rudimentary bibliography	**5.W.3.1**	
B. Grammar and Usage		
• Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons		**6.W.6.1e**
?Identify subject and verb in a sentence and understand that they must agree.	**5.W.6.1b**	
?Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, and interjections.	**5.W.6.1a 5.W.6.1b 5.W.6.1c 5.W.6.1d 5.W.6.1e**	
• Understand that pronouns must agree with their antecedents in case (nominative, objective, and possessive), number, and gender.	**5.W.6.1a**	
?Correctly use punctuation studied in earlier grades, as well as the colon before a list and commas with an appositive.	**5.W.6.2b**	
C. Vocabulary		
• Know how the following prefixes and suffixes affect word meaning:	**5.RV.2.4**	**4.RV.2.4**

Prefixes: *anti* (as in antisocial, antibacterial) *inter* (as in interstate) *co* (as in coeducation, co-captain) *mid* (as in midnight, Midwest) *fore* (as in forefather, foresee) *post* (as in postseason, postwar) *il, ir* (as in illegal, irregular) *semi* (as in semicircle, semiprecious) Suffixes: *ist* (as in artist, pianist) *ish* (as in stylish, foolish) *ness* (as in forgiveness, happiness) *tion, sion* (as in relation, extension)		
II. Poetry		
A. Poems The Arrow And The Song (Henry Wadsworth Longfellow) Barbara Frietchie (John Greenleaf Whittier) Battle Hymn of the Republic (Julia Ward Howe) bird came down the walk (Emily Dickinson) Casey at the Bat (Ernest Lawrence Thayer) The Eagle (Alfred Lord Tennyson) I Hear America Singing (Walt Whitman) I like to see it lap the miles (Emily Dickinson) I, too, sing America (Langston Hughes) Jabberwocky (Lewis Carroll) Narcissa (Gwendolyn Brooks) Captain! My Captain! (Walt Whitman) Poison Tree (William Blake) The Road Not Taken (Robert Frost) The Snowstorm (Ralph Waldo Emerson) Some Opposites (Richard Wilbur) The Tiger (William Blake) Wise Old Owl (Edward Hersey Richards)	**5.RV.3.1**	
B. Terms onomatopoeia alliteration	**5.RV.3.1**	
III. Fiction and Drama		
A. Stories		
The Adventures of Tom Sawyer (Mark Twain) episodes from *Don Quixote* (Miguel de Cervantes) *Little Women* (Part First) (Louisa May	**5.RL.2.1 5.RL.2.2 5.RL.2.3 5.RL.3.1 5.RL.3.2 5.RL.4.1 5.RL.4.2 5.RN.2.1 5.RN.2.2 5.RN.2.3**	

Alcott) *Narrative of the Life of Frederick Douglass* (Frederick Douglass) *The Secret Garden* (Frances Hodgson Burnett) Tales of Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)	**5.RN.3.1 5.RN.3.2 5.RN.3.3 5.RN.4.1 5.RN.4.2**	
B. Drama		
• *A Midsummer Night's Dream* (William Shakespeare) • Terms: tragedy and comedy act, scene Globe Theater	**5.RL.2.1 5.RL.2.2 5.RL.2.3 5.RL.3.1 5.RL.3.2 5.RL.4.1 5.RL.4.2 5.RN.2.1 5.RN.2.2 5.RN.2.3 5.RN.3.1 5.RN.3.2 5.RN.3.3 5.RN.4.1 5.RN.4.2**	
C. Myths and Legends		
• A Tale of the Oki Islands (a legend from Japan, also known as "The Samurai's Daughter"), Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as "The Legend of Scarface"), Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)	**5.RL.2.1 5.RL.2.2 5.RL.2.3 5.RL.3.1 5.RL.3.2 5.RL.4.1 5.RL.4.2 5.RN.2.1 5.RN.2.2 5.RN.2.3 5.RN.3.1 5.RN.3.2 5.RN.3.3 5.RN.4.1 5.RN.4.2**	
D. Literary Terms		
• Pen name (pseudonym) • Literal and figurative language imagery metaphor and simile symbol personification	**5.RV.3.1**	
IV. Speeches		
• Abraham Lincoln: The Gettysburg Address • Chief Joseph (Highh'moot Tooyalakekt): "I will fight no more forever"	**5.SL.3.2**	**6.SL.3.2**
V. Sayings and Phrases		
Birthday suit. Bite the hand that feeds you. Chip on your shoulder Count your blessings. Eat crow. Eleventh hour. Eureka! Every cloud has a silver lining. Few and far between. Forty winks. The grass is always greener on the other side (of the hill). To kill two birds with one	**5.RV.3.1 5.RV.3.2**	

stone. Lock, stock and barrel. Make a mountain out of a molehill. A miss is as good as a mile. It's never too late to mend. Out of the frying pan and into the fire. A penny saved is a penny earned. Read between the lines. Sit on the fence. Steal his/her thunder. Take the bull by the horns. Till the cows come home. Time heals all wounds. Tom, Dick and Harry. Vice versa. A watched pot never boils. Well begun is half done. What will be will be.		
Mathematics:		
I. Numbers and Number Sense		
• Read and write numbers (in digits and words) up to the billions.		4.NS.1
• Recognize place value up to billions	5.NS.3	
• Order and compare numbers to 999,999,999 using the signs **< >** and . • Write numbers in expanded form.		4.NS.1
Integers • Locate positive and negative integers on a number line. • Compare integers using the symbols <, >, = . • Know that the sum of an integer and its opposite is 0. • Add and subtract positive and negative integers. ?Using a number line, locate positive and negative whole numbers.		6.NS.1 6.NS.2
• Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred thousand.		4.NS.9
Exponents • Review perfect squares and square roots to 144; recognize the square root sign, √. • Using the terms *squared* and *cubed* and *to the nth power* read and evaluate numerical expressions with exponents. ?Identify the powers of ten up to 106.	5.NS.4	
• Identify a set and the members of a set, as indicated by { }.	5.C.9	
• Identify numbers under 100 as prime or composite. • Identify prime factors of numbers to 10 and write using exponential notation for multiple primes.		4.NS.8

• Determine the greatest common factor (GCF) of given numbers.		6.NS.7
• Determine the least common multiple (LCM) of given numbers.		6.NS.7
II. Ratio and Percent		
A. Ratio		
• Determine and express simple ratios. • Use ratio to create a simple scale drawing. • Ratio and rate: solve problems on speed as a ratio, using the formula = d/t (or D = r x t).		**6.NS.8 6.NS.9 6.NS.10**
B. Percent		
• Recognize the percent sign (%) and understand percent as "per hundred." • Express equivalences between fractions, decimals, and percents, and know common equivalences: 11 10% = 25% = 50% = 75% • Find the given percent of a number.		**6.NS.5**
III. Fractions and Decimals		
A. Fractions		
• Determine the least common denominator (LCD) of fractions with unlike denominators. ?Recognize equivalent fractions (for example, . = 63).	5.C.4	
• Put fractions in lowest terms.		6.NS.7
• Compare fractions with like and unlike denominators, using the signs <, >, and .	5.C.3	
• Add and subtract mixed numbers and fractions with like and unlike denominators.	5.C.4	
• Multiply and divide fractions.	**5.C.5 5.C.7**	
• Add and subtract fractions with like and unlike denominators. • Add and subtract mixed numbers and fractions; multiply mixed numbers and fractions.	5.C.4	
• Write fractions as decimals (e.g., . = 0.25; 1275 0.68; ⅓ = 0.3333. . . or 0.33, rounded to the nearest hundredth).		4.NS.6
B. Decimals		
• Read, write, and order decimals to the	5.NS.5	

nearest ten-thousandth.		
?Read and write decimals on a number line.	**5.NS.1**	
?Round decimals (and decimal quotients) to the nearest tenth; to the nearest hundredth; to the nearest thousandth.	5.NS.5	
?Add and subtract decimals through ten-thousandths.	5.C.8	
?Multiply decimals: by 10, 100, and 1,000; by another decimal.	5.C.8	
• Divide decimals by whole numbers and decimals.	5.C.8	
IV. Computation		
A. Addition		
?Commutative and associative properties: know the names and understand the properties.	**5.C.9:**	
B. Multiplication		
• Commutative, associative, and distributive properties: know the names and understand the properties. • Multiply two factors of up to four digits each. • Write numbers in expanded form using multiplication. • Estimate a product. • Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example: 3 x 27 = (3 x 20) + (3 x 7) = 60 + 2 81. ?Solve word problems involving multiplication.		**4.C.7**
C. Division		
• Understand multiplication and division as inverse operations. • Know what it means for one number to be “divisible” by another number. • Know that you cannot divide by 0; that any number divided by 1 = that number. • Estimate the quotient. • Know how to move the decimal point when dividing by 10, 100, or 1,000. • Divide dividends up to four digits by one-digit, two-digit, and three-digit divisors. • Solve division problems with remainders; round a repeating decimal	**5.C.2**	

quotient. ?Check division by multiplying (and adding remainder).		
D. Solving Problems and Equations		
• Solve word problems with multiple steps. • Solve problems with more than one operation.		**3.AT.3**
V. Measurement		
?Convert to common units in problems involving addition and subtraction of different units.	**5.M.1**	**6.GM.1**
?Time: Solve problems on elapsed time; regroup when multiplying and dividing	**5.M.1**	
VI. Geometry		
?Identify and draw points, segments, rays, lines.		**4.G.4**
?Identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.		**4.G.2**
• Measure the degrees in angles, and know that right angle = 90° acute angle: less than 90° obtuse angle: greater than 90° straight angle = 180° ?Identify and construct different kinds of triangles: equilateral, right, and isosceles.	**5.G.1**	
?Know what it means for triangles to be congruent.	**5.G.1**	
• Identify polygons: triangle, quadrilateral, pentagon, hexagon, and octagon parallelogram, trapezoid, rhombus, rectangle, square • Know that regular polygons have sides of equal length and angles of equal measure. ?Identify and draw diagonals of polygons.	**5.G.2**	
• Circles -Identify arc, chord, radius (plural: radii), and diameter (radius =. diameter). -Using a compass, draw circles with a given diameter or radius. -Find the circumference of a circle using the formulas C = πd, and C = 2 πr, using 3.14 as the value of *pi*.		**4.M.5**
Area • Review the formula for the area of a	5.M.2 5.M.4 5.M.5 5.M.6	

rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi2; yd2; ft2; in2; km2; m2; cm2; mm2). • Find the area of triangles, using the formula A =.(b x h). • Find the area of a parallelogram using the formula A = b x h. • Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area. • Compute volume of rectangular prisms in cubic units (cm3, in3), using the formula V = l x w x h. • Find the surface area of a rectangular prism.		
VII. Probability and Statistics		
?Understand probability as a measure of the likelihood that an event will happen; using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1.	**5.DS.1**	
?Collect and organize data in graphic form (bar, line, and circle graphs).	**5.DS.1**	
?Solve problems requiring interpretation and application of graphically displayed data.	**5.DS.1**	
?Find the average (mean) of a given set of numbers.	**5.DS.2**	
?Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.	**5.DS.1**	
• Graph simple functions.	**5.DS.1**	
VIII. Pre-Algebra		
?Recognize variables and solve basic equations using variables.		**6.AF.1**
• Find the value of an expression given the replacement values for the variables, for example: What is - *c* i *c* is 3.5?	**5.AT.8**	

Core Knowledge Sequence	6th Grade Indiana Academic Standards	Indiana Academic Standards covered above or below 6th grade level
English:		
I. Writing, Grammar, and Usage		
A. Writing and Research		

• Learn strategies and conventions for writing a persuasive essay, with attention to defining a thesis (that is, a central proposition, a main idea) supporting the thesis with evidence, examples, and reasoning, distinguishing evidence from opinion, anticipating and answering counter-arguments, maintaining a reasonable tone	**6.W.3.1**	
• Write a research essay, with attention to asking open-ended questions, gathering relevant data through library and field research, summarizing, paraphrasing, and quoting accurately when taking notes, defining a thesis,organizing with an outline, integrating quotations from sources, acknowledging sources and avoiding plagiarism, preparing a bibliography	**6.W.3.2 6.W.5**	
• Write a standard business letter.	**6.W.3.3**	
B. Speaking and Listening		
• Participate civilly and productively in group discussions.	**6.SL.2.1 6.SL.2.2 6.SL.2.3 6.SL.2.4 6.SL.2.5** .	
• Give a short speech to the class that is well-organized and well-supported.	**6.SL.4.1 6.SL.4.2**	
• Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.	**6.SL.4.1**	
C. Grammar and Usage		
• Understand what a complete sentence is, and identify subject and predicate identify independent and dependent clauses correct fragments and run-ons	**6.W.6.1d 6.W.6.1e**	
• Identify different sentence types, and write for variety by using simple sentences, compound sentences, complex sentences, and compound-complex sentences	**6.W.6.1e**	
• Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with *and, but,* or *or* to separate the sentences that form a compound sentence.	**6.W.6.2a 6.W.6.2b**	
• Recognize verbs in active voice and	**6.W.6.1b**	

passive voice, and avoid unnecessary use of passive voice.		
• Recognize the following troublesome verbs and how to use them correctly: sit, set, rise, raise, lie, lay	**6.W.6.1b**	
D. Spelling		
• Review spelling rules for use of *ie* and *ei;* for adding prefixes and suffixes	**6.RV.2.4**	
• Continue work with spelling, with special attention to commonly misspelled words, including: acquaintance develop naturally separate amateur embarrassed occurrence similar analyze exaggerate parallel sophomore answer exercise peasant substitute athlete fulfill philosopher success Britain gymnasium possess suspicion characteristic hypocrite privilege tragedy committee innocence receipt woman conscious interrupt recommendation writing cooperate license repetition criticize marriage restaurant dependent minimum rhythm	**6.W.6.2c**	
E. Vocabulary		
II. Poetry		
A. Poems All the world a stage [from *As You Like It* (William Shakespeare) Apostrophe to the Ocean [from *Childe Haroldfs Pilgrimage* Canto 4, Nos. 178-184] (George Gordon Byron) I Wandered Lonely as a Cloud (William Wordsworth) If (Rudyard Kipling) Mother to Son (Langston Hughes) Lift Ev'ry Voice and Sing (James Weldon Johnson) narrow fellow in the grass (Emily Dickinson) Psalm of Life (Henry Wadsworth Longfellow) The Raven (Edgar Allan Poe) Song of Greatness (a Chippewa song, trans. Mary Austin) Stopping by Woods on a Snowy Evening (Robert Frost) Sympathy (Paul Laurence Dunbar) There is no frigate like a book (Emily	**6.RL.1 6.RL.4.2**	

Dickinson) The Walloping Window-blind (Charles E. Carryl) Woman Work (Maya Angelou)		
B. Terms meter, iamb, couplet, rhyme scheme, free verse	**6.RV.3.1**	
III. Fiction and Drama		
A. Stories *The Iliad* and *The Odyssey* (Homer) *The Prince and the Pauper* (Mark Twain) **B. Drama** *Julius Caesar* (William Shakespeare) **C. Classical Mythology** Apollo and Daphne, Orpheus and Eurydice, Narcissus and Echo, Pygmalion and Galatea **D. Literary Terms** • Epic • Literal and figurative language (review from grade 5) imagery, metaphor and simile, symbol, personification	**6.RL.2.1 6.RL.2.2 6.RL.2.3 6.RL.2.4 6.RL.3.1 6.RL.3.2 6.RL.4.1 6.RL.4.2 6.RN.2.1 6.RN.2.2 6.RN.2.3 6.RN.3.1 6.RN.3.2 6.RN.3.3 6.RN.4.1 6.RN.4.2 6.RN.4.3**	
IV. Sayings and Phrases All for one and one for all. All's well that ends well. Bee in your bonnet. The best-laid plans of mice and men oft go awry. A bird in the hand is worth two in the bush. Bite the dust. Catch-as-catch-can. Don't cut off your nose to spite your face. Don't lock the stable door after the horse is stolen. Don't look a gift horse in the mouth. Eat humble pie. A fool and his money are soon parted. A friend in need is a friend indeed. Give the devil his due. Good fences make good neighbors. He who hesitates is lost. He who laughs last laughs best. Hitch your wagon to a star. If wishes were horses, beggars would ride. The leopard doesn't change his spots. Little strokes fell great oaks. Money is the root of all evil. Necessity is the mother of invention. It's never over till it's over. Nose out of joint. Nothing will come of nothing. Once bitten, twice shy. On tenterhooks. Pot calling the kettle black. Procrastination is the thief of time. The proof of the pudding is in the eating. RIP. The road to hell is paved with good intentions. Rome wasn't built in a day.	**6.RV.3.1 6.RV.3.2**	

Rule of thumb. A stitch in time saves nine. Strike while the iron is hot. Tempest in a teapot. Tenderfoot. There's more than one way to skin a cat. Touché! Truth is stranger than fiction.		
Mathematics:		
I. Numbers and Number Sense		
?Integers (review): Locate positive and negative integers on a number line. Compare integers using **< > =** Know that the sum of an integer and its opposite is 0. Add and subtract positive and negative integers.	**6.NS.1 6.NS.26.NS.3**	
• Determine whether a number is a prime number or composite number.	**6.NS.6**	
• Round to the nearest ten; to the nearest hundred; to the nearest thousand; to the nearest hundred thousand; to the nearest million.		**5.NS.3**
• Compare and order whole numbers, mixed numbers, fractions, and decimals, using the symbols **< > =**.		**5.NS.1**
• Determine the greatest common factor (GCF) of given numbers.	6.NS.7	
• Determine the least common multiple (LCM) of given numbers.	6.NS.7	
• Exponents:Review squares and square roots. Using the terms *squared* and *cubed* and *to the nth power* read and evaluate numerical expressions with exponents. Review powers of ten. Write numbers in expanded notation using exponents.	**6.C.5 6.AF.1**	
II. Ratio, Percent, and Proportion		
A. Ratio and proportion		
• Solve proportions, including word problems involving proportions with one unknown.	**6.NS.10**	
• Use ratios and proportions to interpret map scales and scale drawings.	**6.NS.10 6.NS.86.NS.9**	
• Set up and solve proportions from similar triangles.		**7.GM.1 7.GM.2 7.GM.3**
• Understand the justification for solving proportions by cross-multiplication.		**7.AF.6 7.AF.9**
B. Percent		
• Convert between fractions, decimals, and percents.	**6.NS.5**	
• Find the given percent of a number, and find what percent a given number is of	**6.NS.5**	

another number.		
• Solve problems involving percent increase and decrease.		**7.C.6**
• Find an unknown number when a percent of the number is known.		**7.C.6**
• Use expressions with percents greater than 100% and less than 1%.		**7.C.6**
III. Computation		
A. ADDITION		
Addition, commutative and associative properties: know the names and understand the properties. Understand addition and subtraction as inverse operations. Add and subtract with integers, fractions and decimals, both positive and negative.	**6.C.6 6.AF.2**	
B. Multiplication		
• Commutative, associative, and distributive properties: know the names and understand the properties.	**6.AF.2**	
• Multiply multi-digit factors, with and without a calculator.		**7.C.3**
• Multiply with integers, fractions, and decimals, both positive and negative.	**6.C.2 6.C.3**	
• Distributive property for multiplication over addition or subtraction, that is, A x (B+C) or A x (B-C): understand its use in procedures such as multi-digit multiplication.	**6.AF.2**	
C. Division		
• Understand multiplication and division as inverse operations.		**4.C.3 4.AT.2**
• Divide multi-digit dividends by up to three-digit divisors, with and without a calculator.	**6.C.1**	
• Divide with integers, fractions, or decimals, both positive and negative.	**6.C.4**	
D. Solving Problems and Equations		
• Solve word problems with multiple steps.		**7.AF.1 7.AF.2**
• Solve problems with more than one operation, according to order of operations (with and without a calculator).	**6.C.6**	
IV. Measurement		
• Solve problems requiring conversion of units within the U. S. Customary System, and within the metric system.	**6.GM.1**	

• Associate prefixes used in metric system with quantities: kilo = thousand hecto hundred deka = ten deci = tenth centi = hundredth milli = thousandth	**6.GM.1**	
V. Geometry		
• Identify and use signs that mean congruent =~ similar ~ parallel || perpendicular |		**7.GM.2**
• Construct parallel lines and a parallelogram.		**7.GM.7**
• Construct a perpendicular bisector.		**7.GM.2**
• Know that if two lines are parallel, any line perpendicular to one is also perpendicular to the other; and, that two lines perpendicular to the same line are parallel.		**7.GM.3**
• Angles: Identify and measure the degrees in angles (review terms: right, acute, obtuse, straight). Bisect an angle. Construct an angle congruent to a given angle. Construct a figure congruent to a given figure, using reflection over a line of symmetry, and identify corresponding parts. Show how congruent plane figures can be made to correspond through reflection, rotation, and translation.	**6.GM.2**	
• Triangles: Know that the sum of the measures of the angles of a triangle is 180°. Construct different kinds of triangles. Know terms by which we classify kinds of triangles: by length of sides: equilateral, isosceles, scalene by angles: right, acute, obtuse	**6.GM.2**	
• Identify congruent angles and sides, and axes of symmetry, in parallelograms, rhombuses, rectangles, and squares.	**6.GM.2**	
• Find the area (A) and perimeter (P) of	**6.GM.4**	

plane figures, or given the area or perimeter find the missing dimension, using the following formulas: rectangle = lw 2(l + w) square = s**2** 4s triangle = ½ bh s1 + s2 + s3 parallelogram = bh 2(b s)		
• Circles: Identify arc, chord, radius (plural: radii), and diameter; know that radius = ½ diameter. Using a compass, draw circles with a given diameter or radius. Solve problems involving application of the formulas for finding the circumference of a circle: C = πd, and C = 2πr, using 3.14 as the value of *pi.* Find the area of a circle using the formula = πr**2**		**4.M.5 7.GM.5**
• Find volume of rectangular solids, or given the volume find a missing dimension, using the formulas V = lwh, or = bh (in which b = area of base).	**6.GM.5**	**7.GM.6**
VI. Probability and Statistics		
Find the range and measures of central tendency (mean, median, and mode) of a given set of numbers.	PS.DA.2	
• Understand the differences among the measures of central tendency and when each might be used.		**7.DSP.5 7.DSP.6 7.DSP.7**
• Understand the use of a sample to estimate a population parameter (such as the mean), and that larger samples provide more stable estimates.		**7.DSP.6 7.DSP.7**
• Represent all possible outcomes of independent compound events in an organized way and determine the theoretical probability of each outcome.		**7.DSP.6 7.DSP.7**
• Compute the probability of any one of a set of disjoint events as the sum of their		**7.DSP.6 7.DSP.7**

individual probabilities.		
• Solve problems requiring interpretation and application of graphically displayed data.	**6.DS.2**	
• Given a set of data, find the mean, median, range, and mode.		**5.DS.2**
• Construct a histogram; a tree diagram.	**6.DS.2**	
• Coordinate plane: Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers. Use the terms *origin* (0,0), *x-axis* and, *y-axis*. Graph simple functions and solve problems involving use of a coordinate plane.	**6.AF.8 6.AF.9**	
VII. Pre-Algebra		
• Recognize uses of variables and solve linear equations in one variable.	**6.AF.1 6.AF.3**	
• Solve word problems by assigning variables to unknown quantities, writing appropriate equations, and solving them.	**6.AF.1 6.AF.3**	
• Find the value for an expression, given replacement values for the variables; for example, what is *7/x - y* when is 2 and is 10?	**6.AF.1 6.AF.3**	
• Simplify expressions with variables by combining like terms.	**6.AF.1 6.AF.3**	
• Understand the use of the distributive property in variable expressions such as *2x(2y +3)*.	**6.AF.1 6.AF.3**	

GRADES 7-8 COURSE DESCRIPTIONS

GRADE 7

Language Arts - course based on Indiana's Academic Standards for English/Language Art and is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama,

students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

Mathematics - continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Physical Education - is based on the Indiana Standards for Physical Education.
Students in Grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. They apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances of those countries. They continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness. Ongoing assessment
includes both written and performance-based skill evaluations.

Health and Wellness - Middle school health education provides for the continued development of attitudes and behaviors related to becoming health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, wellbeing, and disease prevention and to accept personal responsibility for health-related decisions.

Science - Students in seventh grade understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand forces as they apply to nature and machines. They describe how earth processes have shaped the

topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from single-celled to multicellular.

Social Studies - Students in seventh grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Asia, (2) Africa, (3) the Commonwealth of Independent States, (4) the Middle East, (5) the Pacific Islands, (6) Australia, and (7) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete examples to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

Grade 8

Language Arts - a course based on Indiana's Academic Standards for English/Language Arts and the integration of the Indiana Common Core Standards is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

Mathematics — continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Physical Education — is based on the Indiana Standards for Physical Education
Students in Grade 8 physical education further refine complex motor skills and competencies in selected individual and dual lifetime physical activities, team sports, aquatics, adventure, and rhythmic activities. Students work toward achieving competence in increasingly complex physical activity contexts. They learn to apply interdisciplinary knowledge (e.g., anatomy, physics) to activity settings and focus on working as a team to solve problems. Students develop plans to enhance their own health-related physical fitness and participate in vigorous activities linked to their skills and levels of fitness. Physical activity is used as a venue for self Indiana Department of Education 26 Elementary and Middle Level Subjects State Board Approved Course Titles & Descriptions July 16, 2014 Edition expression and for developing positive relationships. Ongoing assessment includes both written and performance-based skill evaluations.

Health and Wellness — Middle school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade eight, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

Social Studies — Eighth grade United States History emphasizes the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century. Special attention is given to (1) Native American cultures and the pre-Columbian period; (2) colonial, revolutionary, and constitutional issues; (3) early national formation; (4) sectional divisions leading to the Civil War; (5) Reconstruction; (6) industrialization; (7) urbanization; and (8) immigration. In this course, students examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore relationship to modern issues and current events, for example: (1) antiwar movements in different periods in United States history, (2) the influence of inventions and economic innovations, and (3) Indiana's concurrent growth and development. Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources to identify, evaluate and use appropriate data and reference information. This course also helps student to develop an appreciation of historical preservation. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

The following tables show the alignment of the 7th and 8th grade curriculum with the Indiana Academic Standards:

ENGLISH LANGUAGE ARTS: 7TH GRADE Instruction Topics	***INDIANA ACADEMIC STANDARDS***
1st Grading Period A. Grammar 1. Parts of sentence: subject/verb agreement 2. Parts of speech: nouns, pronouns, adverbs, adjectives, prepositions, conjunctions' 3. Phrases and Clauses and Compound-Complex Sentences	7.W.6.1 7.W.6.1a, 7.W.6.1b 7.W.6.1c 7.W.6.1d 7.W.6.1e, 7.W.6.2 7.W.6.2a 7.W.6.2b, 7.W.6.2c , 7.RL.4.2, 7.RL. 7.RL.2.4 1, 7.RL.3.1 7.RN.2.2 7.RL.2.1 7.RL.2.2 7.RL.3.2 7.RN.4.2
B. Novel: *Sounder* 1. Elements of a Story: plot, setting, characters, point of view, theme 2. Vocabulary/dictionary usage C. Components of Paragraph-The Writing Process 2. Components of Essay-Descriptive Essay Assignment	7.RV.1, 7.RV.2.1, 7.RV.2.1, 7.RV.2.5,7.RV.3.1 7.W.1 7.W.3.1 7.W.3.2 7.W.3.3
2nd Grading Period A. Novel: *Call It Courage* 3. Prefixes/Root Words/Suffixes 4. Word Origins 5. Types of Conflict, Cause/Effect, Fact/Opinion—Media B. Biographical Essay with Interview C. Types of Letters, Applications 6. Read variety of editorials, compare styles D. Mock Interviews E. Individual and Group Oral Presentations	7.RV.2.2, 7.RV.2.3, 7.RV.3.2, 7.RV.3.3 7.RL.4.1, 7.RV.2.4 7.RN.3.1, 7.RN.3.2, 7.RN.4.1 7.RN.3.3, 7.RN.4.3 7.SL.1 7.SL.2.1, 7.SL.2.2 7.SL.2.3, 7.SL.2.4 7.SL.2.5 7.SL.3.1, 7.SL.3.2, 7.SL.4.1

3rd Grading Period A. Novel: *The Westing Game* B. Compare and Contrast Literature Essay C. Metaphor, Simile D. Poetry Workshop 7. Write original pieces, present to class, and respond to poetry presented E. ISTEP Review	7.SL.1 7.SL.2.1, 7.SL.2.2 7.SL.2.3, 7.SL.2.4
4th Grading Period A. Research Paper B. Persuasive Speech C. Myths, Legends, Folk Tales D. Comparing Literature E. Analyzing Media Sources 8. Compare/contract how events are presented. 2. Research methods used to inform public. 3. Media presentation using variety of sources. F. ISTEP Review .	7.W.4, 7.W.5 7.ML.1, 7.RN.1 7.RN.2.1 7.RN.2.3 7.ML.2.1 7.ML.2.2 7.SL.4.2 7.SL.4.3
Literature/Poetry from classroom library: "Seventh Grade", "mk", from *an American Childhood*", "Melting Pot", *Christmas Carol The Monsters Are Due on Maple Stree*t, "Annabel Lee", Brown vs. Board of Educarion, *My Furthest Back-Person* Everyday classroom assignment/bellringer: identifying and fixing capitalization, punctuation, spelling errors, and recognizing parts of speech Weekly Assignment: Journal entry/Timed Paragraph Writing Prompt, Vocabulary/Spelling Quiz Assessments will include: · Classroom participation, discussion · Tests · Quizzes · Individual and Group Oral Presentations	

ENGLISH LANGUAGE ARTS: 8TH GRADE READING: LITERATURE	***INDIANA ACADEMIC STANDARDS***
1st Grading Period	
A. Grammar	8.RL.1, 8.W.6.1e, 8.W.6.2, 8.W.6.2a, 8.W.6.2b
1. Parts of Speech	8.W.6.2c
2. Phrases/Clauses	8.RL.2.1, 8.W.6.1a, 8.W.6.1b, 8.W.6.1c,
3. Combining/Creating Parallel Sentences	8.RN.3.1
4. Vocabulary	
B. Novel: *Bridge to Terabithia*	8.RN.3.2
1. Figurative Language/Dictionary skill set	8.RV.1, 8.RV.2.1, 8.RV.2.2
2. Foreshadowing/Flashback	8.RV.2.5, 8.RV.3.2
3. Movie Comparison/Contrast	
4. Compare with other works	8.RL.2.2, 8.RV.3.1, 8.RV.3.2
C. Persuasive Technique	8.RL.2.3, 8.RL.2.4
1. Persuasive Speech	8.RL.4.1
2. The Writing Process	8.RL.3.1, 8.RL.3.2
D. Point of View: Evaluating Types of Media	8.RN.4.1 8.RV.3.3, 8.W.1, 8.W.2, 8.W.6.1, 8.SL.3.1
2nd Grading Period	
A. Novel: *Jacob I Have Loved*	
B. Type of Genre	8.ML.1
1. Analyze author's intent	8.ML.2.1
2. Cite differences	8.ML.2.2
C. Nonfiction Literature	8.RN.4.2
1. Draw comparisons of different works and analyze inferences and meanings.	8.RL.4.2
2. Historical Documents	8.RN.2.1, 8.RN.3.3
3. Descriptive-Narrative Essay	8.RN.2.2
D. Fiction Literature	8.RN.2.3 8.W.3.3

3rd Grading Period A. Novel: *Year Down Yonder* B. Prefixes/Suffixes C. Poetry Unit 1. Symbolism/Analogies 2. Mood/Tone 3. Compare/Contrast Summary D. ISTEP Review	 8.RV.2.3, 8.RV.2.4 8.RN.4.3 8.RV.3.3 8.W.2
4th Grading Period A. Research Project 1. Text Citation 2. Works Cited 3. Oral Presentation B. Nonfiction/Fictional Literature 1. Script Writing 2. Group Media Presentation	 8.W.3.1 8.W.3.2 8.W.5 8.SL.2.2, 8.SL.2.3, 8.SL.2.4, 8.SL.3.2 8.SL.1, 8.SL.2.1, 8.SL.4.2, 8.SL.4.3, 8.SL.4, 8.SL.2.5

Novel of choice from classroom library
--Literature/poetry: Gettysburg Address, "Woman's Right to Suffrage", "O Captain! My Captain!", "The Road Not Taken", "Tell-Tale Heart", *Flowers for Algernon, The Diary of Anne Frank,* "New World", *Know Why the* Caged Bird *Sings, Animal Farm Mid-Summer's Night Dream*

Everyday classroom assignment: identifying and fixing capitalization, punctuation, spelling errors, and recognizing parts of speech and understanding function of word in the sentence

Assessments will include:
- Classroom participation, discussion
- Tests
- Quizzes
- Individual and Group Oral Presentations

The Mathematics standards for grade 7 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to d in Mathematics.

MATHEMATICS: 7TH GRADE	***INDIANA ACADEMIC STANDARDS***
INSTRUCTION TOPIC Week 1 Rational and irrational numbers Week 2 Fractions and mixed fractions – adding, subtracting, multiplying and dividing Week 3 Review, pre-assessment – Test #1 Week 4 Exponents, square roots, and place values Week 5 Equivalent decimals, decimal computations – adding, subtracting, multiplying, and dividing Week 6 Review, Pre-assessment – Test #2 Week 7 Scientific notation, problem solving – fraction and decimal applications Week 8/9 Expression and Equations Week 10 Review, Pre-assessment – Test #3 Week 11/12 Graphs Week 13 Percent Applications Week 14 Comparing Integers, Absolute Value, Integers—Adding, Subtracting, Multiplying, and Dividing Week 15 Review, Pre-assessment. Text #5 Week 16 Perfect Squares and Square Roots, Order of Operations Week 17 Review, Pre-assessment. Test #6 Week 18 Semester Review, Pre-assessment, 1st Semester Exam	NUMBER SENSE GRADE 7 7.NS.1 7.NS.2 7.NS.3 COMPUTATION GRADE 7 7.C.1 7.C.2 7.C.3 7.C.4 7.C.5 7.C.6 7.C.7 7.C.8
Week 19 Similar Shapes, Coordinate Geometry Week 20 Transformations, Relations and Functions Week 21 Review, Pre-assessment. Test #7 Week 22 Direct and Inverse Variation, Graphs of Linear Equations Week 23 Graphs of Linear Equations (cont.), Slopes and Constant Rates Week 24 Review, Pre-assessment. Text #8 Week 25 Between the Set of Ordered Pairs Week 26 Linear and Nonlinear Equations Week 27 Review, Pre-assessment. Test #9 Week 28 Simplify Algebraic Expressions	ALGEBRA AND FUNCTIONS GRADE 7 7.AF.1 7.AF.2 7.AF.3 7.AF.4 7.AF.5 7.AF.6 7.AF.7 7.AF.8 7.AF.9

Week 29 Multi-Step Equations Week 30 Review, Pre-assessment. Test #10 Week 31 Systems of Equations-Graphing, Substitution Week 32 Systems of Equations-Elimination Week 33 Review, Pre-assessment. Test #11 Week 34 Counting and Arrangements, Patterns and Sequences	GEOMETRY AND MEASUREMENT GRADE 7 7.GM.1 7.GM.2 7.GM.3 7.GM.4 7.GM.5 7.GM.6 7.GM.7
Week 35 Statistics, Mean, Mode, Median, Range - Frequency Scatter Plots Predictions Misleading Statistics Week 36 Review, Pre-assessment. Test #12 Week 36 Semester Review, Pre-assessment. 2nd Semester Exam	DATA ANALYSIS, STATISTICS, AND PROBABILITY GRADE 7 7.DSP.1 7.DSP.2 7.DSP.3 7.DSP.4 7.DSP.5

Th Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

MATHEMATICS: 8TH GRADE	***INDIANA ACADEMIC STANDARDS***
Week 1 Decimals and Integers Week 2 Fractions – Adding, Subtracting, Multiplying, and Dividing Week 3 Review, Pre-assessment. Test #1 Week 4 Ratios, Percents, Squares and Square Roots Week 5 Estimation and Scientific Notation Week 6 Review, Pre-assessment. Test #2 Week 7 The Real Number System and Order of Operations Week 8 Solving 1-Step and 2-Step Equations and the Inverse Property Week 9 Review, Pre-assessment. Test #4 Week 10 Solve and Graph Inequalities Week 11 Introduction to Geometry, Polygons, Customary and Metic Units Week 12 Review. Pre-assessment.Test #4 Week 13 Perimeter, Circumference, Area Week 14 Volume and Surface Area Week 15 Review, Pre-assessment. Test #5 Week 16 Derive Formulas Week 17 Review, Pre-assessment. Test #6 Week 18 Semester Review, Pre-assessment.1st Semester Exam	NUMBER SENSE GRADE 8 8.NS.1 8.NS.2 8.NS.3 8.NS.4
Week 19 Measuring and Identifying Angles	COMPUTATION GRADE 8

Week 20 Polygons and Quadrilaterals Week 21 Review, Pre-assessment. Test#7 Week 22 Coordinate Graphing, Symmetry and Translations Week 23 Congruent and Similar Shapes, Pythagorean Theorem Week 24 Review, Pre-assessment. Test #8 Week 25 Area, Volume, Surfsace Area Week 26 Solids, Visualizing Geometric Models Week 27 Review, Pre-assessment. Test #9	8.C.1 8.C.2 GEOMETRY AND MEASUREMENT GRADE 8 8.GM.1 8.GM.2 8.GM.3 8.GM.4 8.GM.5 8.GM.6 8.GM.7 8.GM.8 8.GM.9
Week 28 Variables, Formulas, and Algebraic Expressions Week 29 Linear and Nonlinear Progressions, Functions, Graphing Functions, and Linear Equations Week 30 Review, Pre-assessment. Test #10 Week 31 One Step Equations Week 32 Two Step Equations, Inequalities Week 33 Review, Pre-assessment. Test #11 Week 34 Graphs, Analyzing Data With Graphs	ALGEBRA AND FUNCTIONS GRADE 8.AF.1 8.AF.2 8.AF.3 8.AF.4 8.AF.5 8.AF.6 8.AF.7 8.AF.8
Week 35 Statistics, Mean, Mode, Median, Range - Frequency Scatter Plots Predictions Misleading Statistics Week 36 Review, Pre-assessment. Test #12 Week 36 Semester Review, 2nd Semester Exam	DATA ANALYSIS, STATISTICS, AND PROBABILITY GRADE 8 8.DSP.1 8.DSP.2 8.DSP.3 8.DSP.4 8.DSP.58.DSP.6

SCIENCE: 7TH GRADE	***INDIANA ACADEMIC STANDARDS***
Unit 1 – Nature of Science Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations and communicating their findings. These principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis. Lesson 1 – Scientific Knowledge The nature of science and empirical evidence Theory versus law Scientific change	

Lesson 2 – Scientific Investigations Types of scientific investigations • Conducting a scientific investigation Characteristics of reliable scientific investigations Lesson 3 – Representing Data Tables Graphs Models Precision and Accuracy Key Vocabulary Empirical evidence, theory, law, experiment, observation, hypothesis, independent variable, dependent variable, data, model, precision, accuracy	
Unit 2 – Motion and Forces Explain that energy cannot be created or destroyed but only changed from one form into another or transferred from place to place. Lesson 1 – Motion and Speed Motion Speed Distance-Time graphs Velocity Lesson 2 – Acceleration Acceleration Acceleration as a vector Lesson 3 – Forces Introduction to force Balance and forces Laws of motion Lesson 4 – Types of Forces Contact forces • Non-contact forces Effects of gravity Law of Universal Gravitation Key Vocabulary Position, reference point, motion, speed, vector, velocity, acceleration, centripetal acceleration, force, net force, inertia, contact force, non-contact force, magnetic force, electrical force, gravitational force	7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.1.5
Unit 3 – Energy Lesson 1 – Work, Energy, and Power Work Energy Power Lesson 2 – Conservation of Energy	7.4.1 7.4.2 7.4.3 7.4.4

• Forms of energy • Energy transformation • Conservation of energy • Energy efficiency Lesson 3 – Thermal Energy and Heat Thermal energy Heat Changes of state Methods of thermal energy transfer Lesson 4 – Waves and Energy What is a wave Mechanical waves Electromagnetic (EM) waves Wave properties Lesson 5 – Interactions of Waves and Matter Sound and matter Light and matter Color and illusion Lesson 6 – Effects of Energy Transfer Renewable and non-renewable resources Fossil fuels Alternative energy sources Key Vocabulary Work, energy, power, energy transformation, law of conservation of energy, efficiency, thermal energy, heat, calorie, conduction, conductor, insulator, convection, radiation, medium, longitudinal wave, transverse wave, mechanical wave, electromagnetic wave, amplitude, wavelength, wave period, frequency, wave speed, reflection, absorption, transmission, transparent, translucent, opaque, refraction, scattering, renewable resource, nonrenewable resource, fossil fuel	7.4.1 7.4.2 7.4.3 7.4.4
Unit 4 – Earth's Structures Lesson 1 – Minerals Matter and minerals Formation of minerals Types of minerals Properties of minerals Lesson 2 – The Rock Cycle Rock and processes that change rock The classes and properties of rock Rock cycle Lesson 3 – Processes that Shape the Land Erosion and deposition by surface water Erosion and deposition by ground water Erosion and deposition by ice	7.2.1 7.2.2 7.2.3 7.2.4 7.2.5 7.2.6 7.2.7 7.2.8

Lesson 4 – Soil Formation Soil formation Soil horizons Soil characteristics Lesson 5 – Earth's Layers Earth's compositional layers Earth's physical layers Lesson 6 – Plate Tectonics Theory of plate tectonics Tectonic plates Types of plate boundaries Causes of tectonic plate motion Lesson 7 – Mountain Building Deformation and folding Faulting Mountains Lesson 8 – Earthquakes What earthquakes are and why they happen Where earthquakes happen Effects of earthquakes Lesson 9 – Volcanoes Volcanoes Volcanic landforms Where volcanoes form Key Vocabulary Mineral, element, atom, compound, matter, crystal, streak, luster, cleavage, weathering, erosion, deposition, igneous rock, sedimentary rock, metamorphic rock, rock cycle, uplift, subsidence, rift zone, floodplain, delta, alluvial fan, groundwater, sinkhole, karst topography, glacier, glacial drift, crust, mantle, convection, core, lithosphere, asthenosphere, mesosphere, Pangaea, convergent boundaries, divergent boundaries, transform boundaries, tectonic plates, plate tectonics, deformation, folding, fault, shear stress, tension, compression, earthquake, focus, epicenter, elastic rebound, volcano, magma, lava, vent, hot spot	
Unit 5 – The Changing Earth Describe how Earth processes have shaped the topography of the earth and have made it possible to measure geological time. Lesson 1 – Fossils and Changing Environments • Fossils • Fossils as evidence of Earth's changing environments and climates Lesson 2 – Relative Dating and Absolute Dating Rock layers in relative dating	

• Fossils and geological columns in relative dating • Absolute dating • Index fossils Lesson 3 – Geologic Change over Time • Records of Earth's geological history • Earth's changing landforms • Evidence for changes in Earth's climate • The geological time scale Key Vocabulary Fossil, trace fossil, relative dating, law of superposition, unconformity, geologic column, absolute dating, radioactive decay, half-life, radiometric dating, continental drift, climate, ice core, geologic time scale, eon, era, period, epoch	
Unit 6 – The Cell Understand the cellular structure of living organisms, both single-celled and multicellular. Lesson 1 – The Characteristics of Cells The cell The cell theory Two types of cells Lesson 2 – Chemistry of Life Atoms and molecules Four main molecules Cell membranes Lesson 3 – Cell Structure and Function Eukaryotic cells Parts of Eukaryotic cells Plant and animal cells Lesson 4 – Homeostasis and Cell Processes Homeostasis Cell energy and cell cycle Material exchange in cells Lesson 5 – Levels of Cellular Organization Cells to organisms Cellular structure and function Systems work together Key Vocabulary Cell, organism, cell membrane, cytoplasm, organelle, nucleus, prokaryote, eukaryote, atom, molecule, lipid, protein, carbohydrate, nucleic acid, phospholipid, cytoskeleton, mitochondrion, ribosome, endoplasmic reticulum, Golgi complex, cell wall, vacuole, chloroplast, lysosome, homeostasis, photosynthesis, cellular respiration, mitosis, passive transport, diffusion, osmosis, active transport, endocytosis, exocytosis, organism, tissue, organ, organ	7.3.1 7.3.2 7.3.3 7.3.4 7.3.5 7.3.6 7.3.7

system, structure, function	

SCIENCE: 8TH GRADE	***INDIANA ACADEMIC STANDARDS***
Unit 1 – Nature of Science Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations and communicating their findings. These principles should guide student work and be integrated into the curriculum along with the content standards on a daily basis. Lesson 1 – What is Science? Definition of science Scientific explanations: Theories Laws Traits of Scientists Science and Pseudoscience Lesson 2 – Scientific Knowledge Developing explanations – hypotheses Supporting theories Evaluating evidence Lesson 3 – Scientific Investigations Conducting a scientific investigation Types of scientific investigations Characteristics of good scientific investigations Lesson 4 – Representing Data Tables Graphs Models Lesson 5 – Science and Society Impact of science on society Science and decision-making Key Vocabulary science, empirical evidence, pseudoscience, experiment, observation, hypothesis, independent variable, dependent variable, data, model, society, economics, politics	
Unit 2 – Matter Physical Science - Describe how atomic structure determines chemical properties and how atoms and molecules interact. Science, Engineering, and Technology – Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics Lesson 1 – Properties of Matter Physical properties Chemical properties Comparing physical and chemical properties Using properties to identify unknown substances Lesson 2 – Physical and Chemical Changes	8.1.1 8.1.2 8.1.3 8.1.4 8.1.5

• Physical change • Chemical change • Comparing physical and chemical change • Law of Conservation of Mass Lesson 3 – Pure Substances and Mixtures How particles combine Pure substances: elements and compounds Mixtures Lesson 4 – The Atom Atomic Theory The parts of the atom Lesson 5 – The Periodic Table Information on the Periodic Table The arrangement of elements on the Periodic Table Lesson 6 – Interactions of Atoms Chemical bonds and chemical changes Chemical equations Modeling chemical bonds Key Vocabulary Physical property, chemical property, physical change, chemical change, law of conservation of mass, atom, element, compound, mixture, pure substance, heterogeneous, homogeneous, proton, neutron, nucleus, electron, electron cloud, atomic number, mass number, periodic table, chemical symbol, average atomic mass, metal, nonmetal, metalloid, group, period, chemical bond, molecule, chemical equation, chemical formula, reactant, product, valence electron	8.1.6 8.1.7 8.1.8
Unit 3 – Energy in the Earth System Earth and Space Systems – Explain how the Sun's energy heats the air, land, and water driving the processes that result in the wind, ocean currents, and the water cycle. Earth and Space Systems – Describe how human activities have changed the land, water, and atmosphere. Lesson 1 – Earth's Spheres Earth system and geosphere Hydrosphere and cryosphere Atmosphere and biosphere Earth's spheres interact Lesson 2 – The Atmosphere Curriculum Composition, air pressure, and temperature of the atmosphere Structure of the atmosphere Life and the atmosphere Lesson 3 – Energy Transfer Temperature, heat, thermal energy, and thermal expansion Radiation Convection Conduction Lesson 4 – Wind in the Atmosphere	8.2.1 8.2.2 8.2.3 8.2.4 8.2.5 8.2.6 8.2.7 8.2.8

• The movement of air • Global winds • Local winds Lesson 5 – Ocean Currents Surface currents in the ocean Deep currents in the ocean Upwelling Ocean circulation Key Vocabulary Earth system, geosphere, hydrosphere, cryosphere, atmosphere, biosphere, air pressure, thermosphere, mesosphere, stratosphere, troposphere, ozone layer, greenhouse effect, thermal energy, thermal expansion, radiation, convection, conduction, wind, Coriolis effect, jet stream, ocean current, surface current, upwelling, convection current, deep current	
Unit 4 – Weather and Climate Earth and Space Systems – Explain how the sun's energy heats the air, land, and water driving the processes that result in wind, ocean currents, and the water cycle. Earth and Space Systems – Describe how human activities have changed the land, water, and atmosphere. Science, Engineering, and Technology – Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics. Lesson 1 – The Water Cycle Water cycle and change of state Water in the atmosphere Water in the oceans and on land Transport of matter and energy Lesson 2 – Elements of Weather Elements of weather Measuring elements of weather Lesson 3 – What Influences Weather How the water cycle influences weather How patterns in the atmosphere affect weather How patterns in the ocean affect weather Lesson 4 – Severe Weather and Weather Safety Hazardous weather Safety and weather Lesson 5 – Climate Climate versus weather Solar energy and climate Other factors that affect climate Climate zones Lesson 6 – Indiana Weather and Climate • Indiana weather • Indiana climate Key Vocabulary Water cycle, evaporation, transpiration, sublimation, condensation,	8.2.1 8.2.2 8.2.3 8.2.4 8.2.5 8.2.6 8.2.7 8.2.8

precipitation, weather, humidity, relative humidity, dew point, visibility, air mass, front, thunderstorm, lightning,	
Unit 5 – Human Impact on Earth Explain how the sun's energy heats the air, land, and water, driving the processes that result in wind, ocean currents, and the water cycle. Describe how human activities have changed the land, water, and atmosphere. Lesson 1 – Natural Resources Natural resources Renewable and nonrenewable resources Material and energy resources Lesson 2 – Human Impact on Land How humans use land Land degradation Lesson 3 – Human Impact on Water Water as a resource Water pollution Water quality Water supply and flow Curriculum – 7th and 8th Grade Science Page | 41 Lesson 4 – Human Impact on Atmosphere Air and air pollution Effects of human activities on atmosphere Air quality and health Air pollution and Earth Lesson 5 – Protecting Earth's Water, Land, and Air Conservation and stewardship Preservation and conservation of water Land management and conservation Reducing air pollution Key Vocabulary Natural resource, renewable resource, nonrenewable resource, fossil fuel, material resource, energy resource, urbanization, land degradation, deforestation, desertification, water pollution, thermal pollution, eutrophication, potable, reservoir, Greenhouse effect, particulate, air pollution, smog, acid precipitation, air quality, conservation, stewardship	
Unit 6 – Life over Time Life Science – Understand the predictability of characteristics being passed from parents to offspring. Life Science – Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits. Science, Engineering, and Technology – Identify the appropriate materials to be used to solve a problem based on their specific properties and characteristics. Lesson 1 – Theory of Evolution by Natural Selection Charles Darwin's observations	8.4.1 8.4.2 8.4.3

• Natural selection • Extinction and environmental change Lesson 2 – Evidence of Evolution Fossil evidence Structural evidence Genetic evidence Embryological evidence Lesson 3 – Classification of Living Things Classification and shared characteristics Naming organisms and levels of classification Domains Kingdoms, branching diagrams, and dichotomous keys Key Vocabulary Evolution, artificial selection, natural selection, variation, adaptation, extinction, fossil, fossil record, species, genus, domain, bacteria, Archaea, Eukarya, Animalia, Plantae, Protista, Fungi, dichotomous key	
Unit 7 – Reproduction and Heredity Understand the predictability of characteristics being passed from parents to offspring. Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits. Lesson 1 – Mitosis Why cells divide Genetic material and cell division Mitosis Lesson 2 – Meiosis Sex cells Meiosis Steps of Meiosis Meiosis versus Mitosis Lesson 3 – Sexual and Asexual Reproduction Asexual reproduction Sexual reproduction Comparing asexual and sexual reproduction Lesson 4 – Heredity Mendel's work DNA's role in inheritance Genes, traits, and characteristics Lesson 5 – Punnett Squares and Pedigrees Punnett squares Pedigrees Key Vocabulary DNA, chromosomes, cell cycle, interphase, mitosis, cytokinesis, homologous chromosomes, meiosis, asexual reproduction, sexual reproduction, fertilization, heredity, gene, allele, genotype, phenotype, dominant, recessive, incomplete dominance,	8.3.1 8.3.2 8.3.3 8.3.4 8.3.5 8.3.6 8.3.7 8.3.8 8.3.9 8.3.10

codominance, probability, ratio, Punnett square, pedigree	
Unit 8 – DNA and Modern Genetics Understand the predictability of characteristics being passed from parents to offspring. Explain how a particular environment selects for traits that increase the likelihood of survival and reproduction by individuals bearing those traits. Lesson 1 – DNA Structure and Function DNA structure DNA replication Mutations DNA transcription and translation Lesson 2 – Biotechnology Applications of biotechnology Biotechnology and society Key Vocabulary DNA, nucleotide, replication, mutation, RNA, ribosome, biotechnology, artificial selection, genetic engineering, clone	

SOCIAL STUDIES: 7TH GRADE Theme: People, Places, and Cultures in Africa, Asia and Australia	***INDIANA ACADEMIC STANDARDS***
Exploring our world -the movements, events, and figures that contributed to the development of Africa, Asia, and Southwest Pacific. -Examine how art, written language, and religion influenced the development of their governments. -Make chart comparing origins, beliefs, and spreading of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism -Understand influence of Muslim civilization on growth of cities. -Prepare notebook describing the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific.	Standard 1: History 7.1.2 7.1.3 7.1.4 7.1.5 7.1.6 7.1.7 7.1.8 7.1.9 7.1.10 7.1.11 7.1.12 7.1.13 7.1.14 7.1.15 7.1.16 7.1.17
Pacific World (Australia, New Zealand, Oceania, Antarctica) -Identify important cities, landforms, and waterforms of the region. -Prepare a map illustrating the different languages and religions of Southwest Pacific. -Current events: newspapers, magazines, internet -Prepare chart to illustrate the different governments of the Southwest Pacific countries. Explain differences among these governments.	Standard 2: Civics & Government 7.2.1 7.2.2 7.2.3 7.2.4 7.2.5

-Create cultural notebook illustrating difficulties encountered by people of Southwest Pacific.	Standard 3: Geography 7.3.1 7.3.2 7.3.3 7.3.4 7.3.5 7.3.6 7.3.7 7.3.7 7.3.8 7.3.9 7.3.10
Southwest Asia/Africa	
Africa -Identify important cities, landforms, and waterforms of the region. -Prepare a map illustrating the different languages and religions of Africa. -Current events: newspapers, magazines, internet -Prepare chart to illustrate the different governments of the African countries. Explain differences among these governments. -Create cultural notebook illustrating difficulties encountered by people of Africa. -Discussion topics and study sheet questions: Why people live where they do? Arabs—who are they? South Africa after apartheid -Draw link between climate and geography on economic and political activities. -Understand the ways religion influences life. -Make chart comparing origins, beliefs, and spreading of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism	Standard 2: Civics & Government 7.2.1 7.2.2 7.2.3 7.2.4 7.2.5 Standard 3: Geography 7.3.1 7.3.2 7.3.3 7.3.4 7.3.5 7.3.6 7.3.7 7.3.7 7.3.8 7.3.9 7.3.10 Standard 4: Economics 7.4.1 7.4.2 7.4.3 7.4.4 7.4.5 7.4.6
Asia	
-Map assignment: identify important cities, landforms, and waterforms of region. -Describe physical features of Asia -Identify religions of region Make chart comparing origins, beliefs, and spreading of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism	Standard 2: Civics & Government 7.2.1 7.2.2 7.2.3 7.2.4 7.2.5

-Discuss Asian and African nations and how some were created to fill the economic needs of European and American nations. -Create map: which European countries colonized Asia and Africa. -Create cultural notebook addressing the hardships faced by the people of Asia. -Create chart showing different governments of the countries of Asia. Explain differences among these governments. -Current events: newspapers, magazines, internet -Compare/contrast Chinese dynasties -Project-haiku, reading/writing a legend, language, culture comparison, origami, proverbs, maps/notes	Standard 3: Geography 7.3.1 7.3.2 7.3.3 7.3.4 7.3.5 7.3.6 7.3.7 7.3.7 7.3.8 7.3.9 7.3.10 Standard 4: Economics 7.4.1 7.4.2 7.4.3 7.4.4 7.4.5 7.4.6

SOCIAL STUDIES: 8TH GRADE	***INDIANA ACADEMIC STANDARDS***
The American Colonies -Native Americans of eastern America and areas of conflict and cooperation with European settlers. -Examine reasons for British, French, Spanish, and Dutch colonization in the New World -----Make a chart showing reasons for each country and location of their colonies. -Identify and locate the original thirteen British colonies. -Explain how the geography of these regions led to political, economic, and cultural differences. -Define mercantilism and explain its impact on the American colonies. -Explain the increase of slave labor in the British colonies. Causes of the American Revolution -Give examples how events in Europe precipitated the struggle for empire in North America. -Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution. -Examine 18th century British economic and political policies towards the American colonies and American reaction to these policies to explain reasons for American independence. Essay: Analyze the various motives of the colonists in their quest for independence. -Evaluate the preparedness of the American and British on the eve of the American Revolution. -Describe the roles of key political and military leaders during the War	Standard 1: History 8.1.2 8.4.1, 8.4.2 8.1.3 8.1.4 8.1.5 8.1.6 8.1.7 8.1.8 8.1.9 8.1.10 8.1.11 8.1.12 8.1.13 8.1.14 8.1.15 8.1.16 8.1.17 8.1.18 8.1.19 8.1.20 8.1.21 8.1.22 8.1.23

for Independence. -Analyze the views, lives, and contributions of ordinary Americans during the War for Independence. -Explain key events of the American War for Independence. -Describe the role of geography and economics in the American victory. -Identify the results and give the importance of the Treaty of Paris. Panel Presentation: Analyze the outcomes of the war in relation to colonial and British preparedness at the onset. Articles of Confederation Identify the strengths and weaknesses of the Articles of Confederation. -Determine the reasons for the initial experimentation with a confederation form of government. U. S. Constitution -Identify and explain several key compromises that were made in the drafting of The Constitution. -Summarize the content and structure of the Constitution including the Preamble, the Articles, and the Bill of Rights. -Explain the principles of government incorporated in the Constitution. -Analyze the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution. – -Contrast the basic differences between strict and loose interpretation of the Constitution. Panel Presentation: Analyze the motivating factors of Hamilton and Jefferson based on the outcomes of a government run on a loose or strict interpretation of the Constitution. -Analyze contemporary issues that demonstrate the evolutionary nature of the Constitution. The Federalist Era -Identify and describe the difficulties and the major accomplishments of the George Washington and John Adams administrations. -Explain how the continuing conflict between Great Britain and France influenced the domestic and foreign policy in the United States. -Compare the political and economic differences between Federalists and Democratic-Republicans. -Trace the roots of nullification as exemplified in the Kentucky and Virginia Resolutions. The Jeffersonian Era -Explain how the Election of 1800 marked the beginning of peaceful transitions of power. -Assess how Marbury v. Madison strengthened the role of the judiciary. Debate: Justify the need for the development of a strong judiciary in the new federal government of the United States. -Assess the constitutionality and impact of the Louisiana Purchase. -Explain the steps taken by the Jefferson Administration and Congress	8.2.1 8.2.2 8.2.3 8.2.4 8.2.5 8.2.6 8.2.7 8.2.8 8.2.9 8.2.10

to maintain American neutrality and evaluate if these actions were successful. An Expanding Nation -Describe the causes, significant battles, and results of the War of 1812. -Analyze the views, lives, and contributions of ordinary Americans during the second war for American independence. -Explain the factors that brought about the Monroe Doctrine and analyze the impact of the Monroe Doctrine on United States foreign policy. Essay: Analyze the factors that brought about the Monroe Doctrine, and resulting effects on foreign relations. -Describe the social, political, and geographic factors that fostered the Industrial Revolution. -Explain how the Industrial Revolution sparked the growth of cities in the Northeast, impacted the agrarian South, and encouraged the revolution in transportation. -Explain how the cotton gin and the opening of new lands in the South and West impacted the institution of slavery. -Analyze the advantages and disadvantages of early industrialization on the American economy and society. -Explain how the controversy over slavery was addressed temporarily by the 1820 Missouri Compromise. The Jacksonian Era -Evaluate factors that contributed to the growing sectionalism in the early 19th century. -Identify the changes in the American political system during the Jacksonian Era. -Examine the impact of Jackson's presidency on the American political system. -Assess the impact of Jacksonian policies on Native Americans. -Explain how the philosophies and policies of the Jacksonian Era represented a move towards democratization. Manifest Destiny -Evaluate Manifest Destiny and its impact on the territorial expansion of the United States. -Analyze the racial, social, and economic attitudes that promoted Manifest Destiny. -Analyze the racial, social, and economic attitudes that promoted Manifest Destiny. -Describe the push and pull factors responsible for the immigration to the Unites States, including the forced migration of Africans and Western European migration. -Analyze immigration and settlement patterns in the early to mid 1800s. -Identify the major causes of conflict between the American settlers in	8.4.3 8.4.4 8.4.5 8.4.6 8.3.1 8.3.2 8.3.3 8.3.4 8.3.5 8.3.6 8.3.7 8.3.8 8.3.9

Texas and the Mexican government which led to the independence of Texas. -Explain the causes, main events, and effects of the Mexican-American War. -Explain how the controversy over slavery was addressed temporarily by the Compromise of 1850. Causes of the Civil War -Compare regional differences between the North and South. -Explain the relationship between westward expansion and deepening North-South conflict. -Analyze the experiences of free and enslaved African Americans in the United States in the early to mid 1800s. -Examine the reasons used to either oppose or support slavery in American in the early to mid 19th century. -Describe the various efforts towards reform of American society. -Identify and describe events that increased sectional hostility. -Evaluate the role the Supreme Court played concerning the institution of slavery in America in the early to mid 1800s. Discussion: Relate how the sectionalism of the 1850's is rooted in events occurring in the previous century. -Explain how the results of the 1860 election prompted secession by southern states. The Civil War -Compare the strengths and weaknesses of the Union and the Confederacy during the American Civil War. -Describe the roles of key political and military leaders during the American Civil War. -Analyze the views, lives, and contributions of ordinary Americans during the American Civil War. -Explain and give the significance of key events of the American Civil War. Project: Analyze the military and political circumstances at the end of 1862 that led to the issuance of the Emancipation Proclamation. -Describe the role of geography and economics in the Union victory. Reconstruction -Compare the goals and policies of the various Reconstruction plans. -Assess the political, economic, and social conditions of the South following the Civil War. -Explain how the 13th, 14th, and 15th Amendments expanded African American civil rights through abolition, the granting of citizenship, and the right to vote. -Describe the legal and illegal actions used to deny African Americans civil rights after the Civil War. -Explain why the Election of 1876 marked the end of the Reconstruction Era. -Assess the success of Reconstruction.	8.1.24 8.1.25 8.1.26 8.1.27 8.1.28 8.1.29 8.1.30 8.1.30 8.1.31

Essay: Evaluate the effects of Reconstruction on the various social and ethnic groups in the South.	

GRADES 9-12 CURRICULUM

DUCSC has designed curricular and extra-curricular offerings that provide intellectually rich experiences. It is our goal that all students will strive to earn the Core 40 with Technical Honors or the Indiana Academic Honors diploma.

Offering serious academic opportunities to high school students of Dugger is an extraordinary and rewarding task. All of our faculty and staff will have received specialized training specific to their disciplines. The primary goal of DUCSC is to equip students with multiple forms of literacy necessary in the 21st century – the ability to read, write, speak, problem solve, and calculate clearly and precisely as well as the ability to participate passionately and responsibly in life as fully cooperating members of the community. The school will be held to high academic and behavioral standards, work in collaborative relationships, both within and outside the school site.

Expectations

Constant emphasis on basic standards will be interwoven throughout the components of instruction. The standards descriptions will be used as lesson plan guides.

Students will advance on a continuous progress and mastery-learning basis. A student will be considered as having completed a traditional grade level when they have reached 70% mastery of the Indiana Academic Standards in math, language, science, and social studies. The classroom teacher will work with each student to develop yearly growth goals based upon grade level standards. However, *exceeding the standards is always the goal* Growth, content mastery, and performance level will be determined through multiple assessments, including the ISTEP+, ECA, Acuity, and Dibels testing.

Special education students' goals will be based on abilities, but DUCSC is committed to maintaining high expectations for all students in regards to mastering their grade level standards with proper accommodations as provided for by law. Special education students will be expected to reach for grade level mastery at a level determined by case conference and individual considerations.

Dual Credit Program

DUCSC's Dual Credit Program is an opportunity for students to receive college credit while in high school. The focus of the course work will be a cohesive series of courses that meet the CORE 40 requirements for high school graduation and related programs at Ivy Tech and other cooperating colleges and universities. The program will include the necessary math, technology, and science courses to provide appropriate college level instruction to high school students in a dual credit manner. Students who are enrolled in Ivy Tech will have their grade posted on their DUCSC transcript based on the Ivy Tech grading scale. These are dual credit classes, and therefore, they are part of the high school transcript.

COURSE DESCRIPTIONS AND FLOW CHARTS

Course descriptions and course sequencing for each subject group follow in the pages below to help students and parents make informed enrollment decisions. After the course descriptions for some of the groups are "Preferred Paths," while course sequencing ideas for students wishing to emphasize a particular area of study at DUCSC.

English

English 9 an integrated English course based on *Indiana's Academic Standards for English/Language Arts in Grade 9* is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

Recommended Grade Level: Grade 9

Recommended Prerequisites: None

Credits: 2 credits, a two-semester course with 1 credit per semester

Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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English 10

English 10, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

Recommended Grade Level: Grade 10

Recommended Prerequisites: English 9

Credits: 2 credits, a two-semester course with 1 credit per semester

Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

English 11

English 11, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students

write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Recommended Grade Level: Grade 11
Recommended Prerequisites: English 9 and English 10
Credits: 2 credits, a two-semester course with 1 credit per semester
Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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English 12

English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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World Languages

Spanish I

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

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Spanish II

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

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Spanish III

Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

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Spanish IV

Spanish IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate

communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

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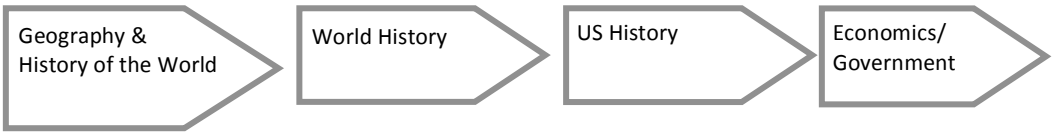
Social Studies



All students are required to take Geography, World History, US History and Economics/Government.

Geography

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships.

Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is
designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

World History

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

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United States History

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

Economics

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with

Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a quantitative reasoning course

Government

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United
States.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

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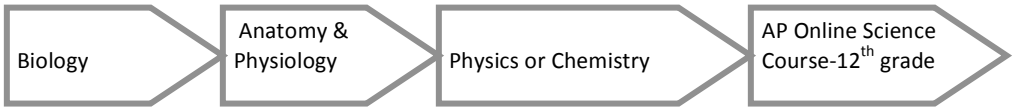
Science



Biology I

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10
- Credits: A two credit course
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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Anatomy & Physiology

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional united of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology.

Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Grade Level: Grade 11,12
- Recommended Prerequisites: Biology
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit

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Physics I

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Algebra II
- Credits: A two credit course
- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

Chemistry I

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10-12

- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: A two credit course
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

Mathematics

Algebra I

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

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Algebra II

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

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Geometry

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

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Pre Calculus/Trigonometry

Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and PreCalculus into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. •

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: A two-credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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Four Year Sequence Students will be given a hard copy of the sequence, and it will also be posted online. Parents and students will be able to track the courses completed and the credits acquired.

Minimum Requirements	9th Grade	10th Grade	11th Grade	12th Grade
English 4 years required	English 9	English 10	English 11	English 12
World Language 2 consecutive years required in 9th and 10th; 4 years required for most	Spanish I	Spanish II	Spanish III	Spanish IV
Social Studies Gov and Economics (1 semester each) required for all students	Geography	World History	US History	Economics/Government
Science Biology required; 1 advanced level science required	Biology	Anatomy & Physiology	Physics I or Chemistry I	AP Online Science Course
Mathematics One year beyond Algebra 2, Pre-Calculus	Algebra I	Algebra II	Geometry	Pre-Calc/Trig
Fine Arts One year required	Art History, Intro. to Theatre, Music Appreciation, Renaissance Art			
Other Requirements	PE	Health (1 semester)		
Electives	Elective Courses will be determined by student enrollment and will comply with the requirements of the Core 40, Core 40 with Technical Honors, and the Academic Honors diplomas. Elective course offerings will consist of the following: • Business: Business Math • English: Greek Mythology, Poetry, Roman Mythology • Family & Consumer Science: Child Development, Family Living, Financial Literacy, Integrated Family Living • Fine Arts: Art History, Intro to Theatre, Music Appreciation, Renaissance			

	Art • Physical Education: PE II Extreme Sports • Math: AP Calculus AB, Calculus, Intervention Math, OGT Preparation Math, Transition to College Math • Science: Aviation, Chemistry with Lab, Forensic Science, Integrated Science, Marine Biology, OGT Science, Physics • Social Studies: Financial Literacy, Geography, OGT Social Studies, Psychology, Sociology, Student Leadership, Games Through the Ages • Technology: Computer Applications, Intro to the Internet, Microsoft Excel 2007, MS PowerPoint 2007, Microsoft Word 2007 • Test Preparation: ACT Prep • World Languages: French (I-IV), Latin I, Spanish (I-IV)

Total (1 semester classes count as 1 credit, and year-long classes count as 2 credits for a minimum of 47 credits)

ALIGNMENT OF COURSES WITH INDIANA ACADEMIC STANDARDS

ENGLISH 9-10: INSTRUCTION TOPICS	**INDIANA ACADEMIC STANDARDS**
READING: LITERATURE 1. Students will survey American and world literature to include poetry, short story, drama, and novel. Using teacher selections, ranging in complexity, the syllabi of grades 9 and 10 will include authors from a range of ethnicities and time periods, both male and female. 2. In both discussion and writing, students will analyze literary selections to understand how the authors build meaning and purpose, characterization and plot. 3. Using literary selections of each syllabus, teachers will help students understand archetypal similarities across time and culture.	9-10.RL.1 9-10.RL.2.1 9-10.RL.2.2 9-10.RL.2.3 9-10.RL.2.4 9-10.RL.3.1 9-10.RL.3.2 9-10.RL.4.1 9-10.RL.4.2
READING: NONFICTION	***INDIANA ACADEMIC STANDARDS***
1. Using American essayists, nonfiction from multi-cultural newspapers and blogs, visual rhetoric, broadcast media, memoir, and other nonfictional sources, students will analyze, in discussion and in writing, the bases for assessing credibility and strength of argument and persuasion. 2. Students will compare nonfictional styles of journalists, essayists, bloggers, and creative nonfiction writers; they will contrast nonfictional accounts with fictional texts to assess style, audience, and purpose. 3. Students will survey common fallacies and deceptions in argument, advertising, and other forms of attempted persuasion.	9-10.RN.1 9-10.RN.2.1 9-10.RN.2.2 9-10.RN.2.3 9-10.RN.3.1 9-10.RN.3.2 9-10.RN.3.3 9-10.RN.4.1 9-10.RN.4.2 9-10.RN.4.3

READING: VOCABULARY	***INDIANA ACADEMIC STANDARDS***
1. Vocabulary building depends on understanding prefix, suffix, and root word basics. Students will use workbooks based on learning these vocabulary patterns. 2. With teacher leadership and direction, during in-class and at-home reading, students will look up unfamiliar words and pronunciations and share with others, analyzing context clues.	9-10.RV.1 9-10.RV.2.1 9-10.RV.2.2 9-10.RV.2.3 9-10.RV.2.4 9-10.RV.2.5 9-10.RV.3.1 9-10.RV.3.2 9-10.RV.3.3
WRITING	***INDIANA ACADEMIC STANDARDS***
1. Students will create argumentative, expository, and narrative papers, both typed and handwritten, both in-class and at-home, both timed and untimed. They will keep a portfolio of these writings. The portfolio will contain drafts in various stages of completion, including revisions. 2. At both the ninth and tenth grade levels, students will create research papers in correct MLA or APA style. Teachers will aid in preparation for each stage of the research process, giving feedback on each task along a timeline established in advance. 3. Students will build grammar knowledge from grades 9-12. Grades 9 and 1 will include instruction on sentence fragments, phrases and clauses; correct punctuation of simple, compound, and complex sentences; colloquial and formal usage; parallel structure; correct pronoun usage; correct usage of active and passive voice; and spelling and capitalization rules.	9-10.W.1 9-10.W.2 9-10.W.3.1 9-10.W.3.2 9-10.W.3.3 9-10.W.4 9-10.W.5 9-10.W.6.1 9-10.W.6.1a 9-10.W.6.1b 9-10.W.6.1c 9-10.W.6.1d 9-10.W.6.1e 9-10.W.6.2 9-10.W.6.2a 9-10.W.6.2b 9-10.W.6.2c.
SPEAKING AND LISTENING	***INDIANA ACADEMIC STANDARDS***
1. In both grades 9 and 10, at least one grade per grading period will reflect effective discussion and collaboration. This grade may be based on group decision-making, group analysis, group presentation, individual presentation (oral) or individual or group projects. 2. In both grades 9 and 10, at least one grade per grading period will rely on understanding media coverage as portrayed through broadcast media, social media, visual rhetoric (signs, billboards, cartoons or other visuals), newspapers and blogs (print or online).	9-10.SL.1 9-10.SL.2.1 9-10.SL.2.2 9-10.SL.2.3 9-10.SL.2.4 9-10.SL.2.5 9-10.SL.3.1 9-10.SL.3.2 9-10.SL.4.1 9-10.SL.4.2

	9-10.SL.4.3.
MEDIA LITERACY	***INDIANA ACADEMIC STANDARDS***
1. In both grades 9 and 10, at least one grade per grading period will rely on discovering, discussing, and understanding changing media coverage as portrayed through broadcast media, social media, visual rhetoric (signs, billboards, cartoons or other visuals), newspapers and blogs (print or online). Students may create their own sources of media to share with the class.	9-10.ML.1 9-10.ML.2.1 9-10.ML.2.2

ENGLISH 11-12: INSTRUCTION TOPICS	**INDIANA ACADEMIC STANDARDS**
READING: LITERATURE	
1. Demonstrate mastery of literary analysis using textually based references in poetry, short story, novel, drama, and the literary essay. 2. Identify rhetorical strategies such as selection of detail, diction, irony, and thematic and narrative development through the course of fictional and nonfictional narratives. 3. Analyze through discussion and both timed and untimed writing how rhetorical strategies build meaning. 4. Apply standard writing conventions to essays of literary analysis. 5. Identify narrator and point of view in literary selections, explaining how perspective affects meaning and recognizing differences in author vs. narrator voice. 6. Identify figurative language and distinguish between figurative and literal. 7. Analyze how syntax and diction contribute to literary structure and impact. 8. Using one Shakespearean play and/or one play from another American or world dramatist, discuss multiple interpretations that are textually based. 9. Determine the purpose of literary pieces as purpose relates or does not relate to theme. 10. Using foundational American and world texts, both fictional and nonfictional, from the 18th, 19th, and 20th centuries, show how the texts relate thematically as well chronologically. 11. Determine from context the meaning of words both connotatively and denotatively. 12. Follow the changes in word meaning (as usage evolved) for vocabulary found in literary texts from the 18th to 21st centuries. 13. Compare and contrast texts, including poetry, short story and novel, studied in class. 14. Analyze texts not seen previously based on analytical skills previously learned and practiced.	11-12.RL.1 11-12.RL.2.1 11-12.RL.2.2 11-12.RL.2.3 11-12.RL.2.4 11-12.RL.3.1 11-12.RL.3.2 11-12.RL.4.1 11-12.RL.4.2

READING: NONFICTION	**INDIANA ACADEMIC STANDARDS**
1. Students are expected to build upon and continue applying concepts learned previously in analyzing nonfiction and research-based writing.	11-12.RN.1 11-12.RN.2.1 11-12.RN.2.2 11-12.RN.2.3 11-12.RN.3.1 11-12.RN.3.2 11-12.RN.3.3 11-12.RN.4.1. 11-12.RN.4.2 11-12.RN.4.3
READING: VOCABULARY	***INDIANA ACADEMIC STANDARDS***
1. With teacher leadership and direction, during in-class and at-home reading, students will look up unfamiliar words and pronunciations and share with others, analyzing context clues. 2. Students are expected to work with reference materials independently to determine appropriate vocabulary throughout their processes of college and/or career application, resume-building, academic reading and analytical writing.	11-12.RV.1 11-12.RV.2.1 11-12.RV.2.2 11-12.RV.2.3 11-12.RV.2.4 11-12.RV.2.5 11-12.RV.3.1 11-12.RV.3.2 11-12.RV.3.3
WRITING	***INDIANA ACADEMIC STANDARDS***
1. Writing in grades 11 and 12 will include narrative work (such as creative narrative and college essays), argument and persuasion in both timed and untimed writings, literary analysis of fiction and non-fiction, short expository papers, as well as longer research arguments and analysis in the form of extended essay or research paper. 2. Students will create a research project or paper of a length and depth that exceeds research done in grades 9 and 10. Teachers will review skills needed to create such a project or paper, leading students in a sequential and organized process. 3. Students will write on passages not studied before in class to determine purpose, theme and author's choices. 4. Students will analyze a variety of genres using works chosen by the teacher to include poetry, novel, short story, drama and nonfiction. 5. Students will build on grammar knowledge from grades 9-10. Grades 11 and 12 will include instruction on sentence fragments, as well as phrases and clauses-- to include appositive, participial, infinitive and gerund phrases--as well as noun, adjective, and adverb clause usage and punctuation; on correct punctuation of all simple, compound, and complex sentences; on colloquial and formal usage; on parallel structure;	11-12.W.1 11-12.W.2 11-12.W.3.1 11-12.W.3.2 11-12.W.3.3 11-12.W.4 11-12.W.5 11-12.W.6.1 11-12.W.6.1b 11-12.W.6.1c 11-12.W.6.1d 11-12.W.6.1e. 11-12.W.6.2 11-12.W.6.2a 11-12.W.6.2b 11-12.W.6.2c.

on correct pronoun usage; on correct usage of active and passive voice; and on spelling and capitalization rules.	
SPEAKING AND LISTENING	***INDIANA ACADEMIC STANDARDS***
1. Students will analyze orally literary passages, including poetry, both individually and in a group setting. 2. Grades will reflect effective discussion and collaboration. These grades may be based on group decision-making, group analysis, group presentation, individual presentation (oral) or individual or group project.	11-12.SL.1 11-12.SL.2.1 11-12.SL.2.2 11-12.SL.2.3 11-12.SL.2.4 11-12.SL.2.5 11-12.SL.3.1 11-12.SL.3.2 11-12.SL.4.1 11-12.SL.4.2 11-12.SL.4.3
MEDIA LITERACY	***INDIANA ACADEMIC STANDARDS***
1. Students will analyze and discuss changing media coverage as portrayed through broadcast media, social media, visual rhetoric (signs, billboards, cartoons or other visuals), newspapers and blogs (print or online). Students may create their own sources of media to share with the class or use existing media coverage to discuss bias, fallacy, and credibility.	11-12.ML.1 11-12.ML.2.1 11-12.ML.2.2

SOCIAL STUDIES

GEOGRAPHY & HISTORY OF THE WORLD	***INDIANA ACADEMIC STANDARDS***
1 Students will examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world. 2 Students will examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world. 3 Students will examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them. 4 Students will examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism. 5 Students will examine the physical and human geographic	Standard 1 — Culture Hearths GHW1.1 GHW1.2 GHW1.3 GHW1.4 Standard 2 — World Religions GHW2.1 GHW2.2 GHW2.3 GHW2.4 Standard 3 —

factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers. 6 Students will examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology. 7 Students will explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people. 8 Students will examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges. 9 Students will examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions. 1 Students will analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country. 1 Students will examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities. 12. Students will examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.	Population Characteristics, Distribution and Migration GHW3.1 GHW3.2 GHW3.3 GHW3.4 GHW 3.5 Standard 4 — Exploration, Conquest, Imperialism and Post-Colonialism GHW4.1 GHW4.2 GHW4.3 GHW4.4 GHW 4.5 Standard 5 — Urban Growth GHW5.1 GHW5.2 GHW5.3 GHW5.4 Standard 6 — Innovations and Revolutions
Instruction Topics 1. Africa -Political & Physical Geography -History -Egypt -Kingdoms and Trading States -Present Day Africa 2. Asia -Political & Physical Geography -History -Ancient India and China -Spread of Civilization in the East -Cultures -Present Day Asia 3. South & Latin America -Political & Physical Geography -History -Early Civilizations -Governments and Culture -Present Day	GHW6.1 GHW6.2 GHW6.3 GHW6.4 GHW 6.5 GHW6.6 Standard 7 — Conflict and Cooperation GHW7.1 GHW7.2 GHW7.3 GHW7.4 Standard 8 — Trade and Commerce GHW8.1 GHW8.2 GHW8.3

4. North America -Political & Physical Geography -History -United States –Canada 5. Europe -Political & Physical Geography -History -Ancient Greece -Ancient Rome -Middle Ages -Renaissance and Reformation -Exploration -Industrial Ages -1900s to Present 6. Australia and Pacific Region	Standard 9 — Human and Environmental Interactions: Resources, Hazards and Health GHW9.1 GHW9.2 GHW9.3

U. S. HISTORY	***INDIANA ACADEMIC STANDARDS***
Instruction Topics SEMESTER 1 First 9 Weeks Grading Period: Unit 1 – The Nation's Early Development: Chapter 1, 2, 3 -The Nation's Beginnings -Key terms and concepts: federalism, nationalism, states' rights theory -Growth and Reform -Abolitionist movement -Crisis, Civil War, and Reconstruction -Impeachment of Andrew Johnon and impact on office of President. --Election of 1876 and Compromise of 1877	**Standard 1 – Early National Development:1775 to 1877** USH.1.1 USH.1.2 USH.1.3 USH. 1.4
Unit 2 – Industrialization of the United States: Chapter 4,5,6,7 -The Triumph of Industry - Explore the rise of capitalism. -Immigration and Urbanization -The South and West Transformed -Issues of the Gilded Age -Presidents during the Gilded Age -Growth of labor unions - reasons for conflict between the Indians and American settlers. -How government regulated business - Explore African-American life after Reconstruction, Jim Crow Laws, Plessy v. Feguson -Explore the causes and sources for immigration to America. -Learn the effects of 19th-century immigration on the United States. -Explore the social and economic challenges of	**Standard 2: Development of the Industrial United States: 1870-1900** USH.2.1 USH.2.2 USH 2.3 USH.2.4 USH.2.5 USH.2.6 USH.2.7 USH.2.8 USH.2.9

city life.	
Second 9 Weeks Grading Period: Unit 3 – Emergence of the United States: Chapter 8,9,10 - Explore the causes for the Spanish-American War. -Examine the effects of the Spanish-American War. Progressive Era -Leaders of the reform movement -Impact of Black Renaissance -Impact of Muckrakers An Emerging World - Examine Theodore Roosevelt's foreign policy. -Explore the foreign and domestic policies of William Howard Taft. -Examine the Presidency of Woodrow Wilson. World War I and Beyond -Examine underlying philosophies preceding World War I. -Study physical events leading to war in Europe. -Understand the necessity of U.S. involvement in the war. -Learn about military progress during World War I. -Learn the effects of the war on Europe and the United States. (Impact of Treaty of Versailles and Wilson's 14 Points)	**Standard 3: Emergence of the Modern United States: 189 to 1920** USH.3.1 USH.3.2 USH.3.3 USH.3.4 USH.3.5 USH.3.6 USH.3.7 USH.3.8 USH.3.9
Unit 4 – Prosperity and Depression: Chapter 11,12,13 The Roaring Twenties -Learn about the cultural changes of the 1920s. -Examine the administrations of Harding and Coolidge. -Examine social and cultural changes of the 1920s -Study the basis of the Red Scare, Prohibition, KKK -How the American farm changed and the impact on farmers The Great Depression -Explore the causes of the Great Depression -Examine impact of Great Depression on American way of life -Compare Hoover's policies in dealing with the Great Depression with those of FDR The New Deal	**Standard 4: Modern United States Prosperity and Depression: Post WWI-1939** USH.4.1 USH.4.2 USH.4.3 USH.4.4 USH.4.5 USH.4.6 USH.4.7 USH.4.8 USH.4.9

-Impact of Relief, Recovery, and Reform -Explain how the role of the federal government changed during the Great Depression	
Semester 2 First 9 Week Grading Period: Unit 5 – World War II and Postwar America: Chapters 14,15,16,17 Unit 6 – Challenges and Change: 18, 19 The Coming of War -World problems that were foundational to war -Compare foreign policy of 1920s with 1930s -Explain causes of isolationism during 1930s -Compare leadership of FDR, Hitler, Stalin, Mussolini, and Tojo World War II -Understand the results of appeasement. -Learn about the theaters of war and the results. -Learn about the United States' involvement in World War II. -Understand the human cost of war. -Learn how a few strong leaders can affect so many people. -Learn some of the devastating effects of war -Examine US response to Holocaust and war crime -US economic policies during WWII -Social implications of WWII	**Standard 5: The United States and World War II: 1939 to 1945** USH.5.1 USH.5.2 USH.5.3 USH.5.4 USH.5.5 USH.5.6 USH.5.7 USH.5.8 USH.5.9
The Cold War -Explore the threat posed by communism -Understand the Cold War. -Know the causes for the Korean War -Explore the Eisenhower Presidency. Postwar Confidence and Anxiety -Explore the Eisenhower Presidency. -Understand the changes in American culture during the 1950s. Unit 6: Challenges and Change: Chapter 18,19 Second 9 Week Grading Period: cont. Challenges and Change20,21,22 The Civil Rights Movement (1945-1980) -Understand the underlying unrest of African-Americans in the 1950s -Impact of Brown v. Board of Education -Economic changes for Americans in aftermath	**Standard 6: Postwar United States: 1945- to 1960** USH.6.1 USH.6.2 USH.6.3 USH.6.4 **Standard 7: The United States in Troubled Times: 1960 to 1980**

of WWII The Kennedy and Johnson Years -Compare and contrast JFK and LBJ civil rights policies -Examine impact on American lives of LBJ's War on Poverty The Vietnam War Era -Compare JFK and LBJ Vietnam policy -Explore effects of Vietnam War on American Culture An Era of Protest and Change --Compare methods of civil rights leaders (Malcolm X, Martin Luther King, Black Panthers) --Effect of Vietnam War protests on American policy Crisis in Confidence -Why Johnson chooses not to run for re-election -1968 presidential election -Election of 1972 -Examine Watergate Scandal and political, constitutional, and cultural impact on America Foreign and Economic Policy 1970-1980 -Understand the foreign and domestic challenges of President Nixon. -US policy in Africa, Middle East, China -Understand the foreign and domestic challenges of President Ford. -Explore the causes for the energy crisis under President Carter. -Know the foreign affairs challenges of the Carter administration. -Understand the political and economic elements of the Reagan Revolution. -Cite changes in US Soviet Policy from Cold War era through Nixon Presidency Social Change for Americans -Key decisions by the Warren Court -Minority struggles during 1960-1980	USH.7.1 USH.7.2 USH.7.3 USH.7.4 USH.7.5 USH.7.6 USH.7.7 USH.7.8 USH.7.9 USH.7.10 USH.7.11 **Standard 8: The Contemporary United States: 1980 to the Present** USH.8.1 USH.8.2 USH.8.3 USH.8.4 USH.8.5 USH.8.6 USH.8.7 USH.8.8 USH.8.9
Unit 7 – Changing and Enduring Issues: Chapter 23,24 The Conservative Resurgence -Study the rise of cultural secularism in American society -Impact of Reagan presidency on conservative movement -Study the economics of Reaganomics Into a New Century	USH.8.1 USH.8.2 USH.8.3 USH.8.4 USH.8.5 USH.8.6 USH.8.7 USH.8.8

- Describe the collapse of the Soviet Union and the subsequent effects - Study U.S. involvement in the Persian Gulf War and the Balkan Crisis -Explain important and domestic events of the Clinton and Bush administrations -Explain social, economic, and political impact of the attack on the World Trade Center, September 11, 2001 --Analyze the impact of globalization on US foreign and economic policies	USH.8.9
Historical Research -Understand the differences between primary and secondary sources -Understand cause and effect of different events, policies, etc. -Be able to trace patterns and trends and determine effects on succeeding events.	**Standard 9: Historical Thinking** USH.9.1 USH.9.2 USH.9.3 USH.9.4 USH.9.5

U.S. GOVERNMET	***INDIANA ACADEMIC STANDARDS***
Instruction Topics I. Constitutional Underpinnings of United States Government. A. Considerations that influenced the formulation and adoption of the Constitution B. Separation of powers C. Federalism D. Theories of democratic government II. Political Beliefs and Behaviors A. Beliefs that citizens hold about their government and its leaders B. Processes by which citizens learn about politics C. The nature, sources, and consequences of public opinion D. The ways in which citizens vote and otherwise participate in political life E. Factors that influence citizens to differ from one another in terms of political beliefs and behaviors III. Political Parties, Interest Groups, and Mass Media A. Political parties and elections 1. Functions 2. Organization 3. Development 4. Effects on the political process 5. Electoral laws and systems	**Standard 1: The Nature of Politics & Govt.** USG.1.1 USG.1.2 USG.1.3 USG.1.4 USG.1.5 USG.1.6 USG.1.7 USG.1.8 USG.1.9 Standard 2: Foundations of Govt. in US USG.2.1 USG.2.2 USG.2.3 USG.2.4 USG.2.5 USG.2.6 USG.2.7 USG.2.8

B. Interest groups, including political action committees (PACs) 1. The range of interests represented 2. The activities of interest groups 3. The effects of interest groups on the political process 4. The unique characteristics and roles of PACs in the political process C. The mass media 1. The functions and structures of the media 2. The impacts of media on politics IV. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts A. The major formal and informal institutional arrangements of power B. Relationships among these four institutions and varying balances of power C. Linkages between institutions and the following: 1. Public opinion and voters 2. Interest groups 3. Political parties 4. The media 5. Subnational governments V. Public Policy A. Policymaking in a federal system B. The formation of policy agendas C. The role of institutions in the enactment of policy D. The role of the bureaucracy and the courts in policy implementation and interpretation E. Linkages between policy processes and the following: 1. Political institutions and federalism 2. Political parties 3. Interest groups 4. Public opinion 5. Elections 6. Policy networks VI. Civil Rights and Civil Liberties A. The development of civil liberties and civil rights by judicial interpretation B. Knowledge of substantive rights and liberties C. The impact of the Fourteenth Amendment on the constitutional development of rights and liberties	Standard 3: Purposes, Principles and Institutions of Govt. in the US USG.3.1 USG.3.2 USG.3.3 USG.3.4 USG.3.5 USG.3.6 USG.3.7 USG.3.8 USG.3.9 USG.3.10 USG.3.11 USG.3.12 USG.3.13 USG.3.14 USG.3.15 USG.3.16 USG.3.17 USG.3.18 USG.3.19 USG.3.20 USG.3.21 **Standard 4: The Relationship of the US to Other Nations in World Affairs** USG.4.1 USG.4.2 USG.4.3 USG.4.4 USG.4.5 USG.4.6 USG.4.7 USG.4.8 USG.4.9 **Standard 5: Role of Citizens in the US** USG.5.1 USG.5.2 USG.5.3 USG.5.4

ALGEBRA I

The Mathematics standards for Algebra I are made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. The skills listed in each strand indicate what students should know and be able to do in Algebra I.

ALGEBRA I	***INDIANA ACADEMIC STANDARDS***
Instruction Topics 5 days Numbers, Equations, Functions 1 days Linear Equations 1 days Linear Functions 1 days Linear Functions and Relations 1 days Linear Inequalities 1 days Systems of Linear Equations and Inequalities 1 days Polynomials End of 1st Semester – Final Exam 1 days Factoring and Quadratic Equations 1 days Quadratic and Exponential Function 8 days Radical Functions and Geometry 1 days Rational Functions 8 days Statistics and Probability End of 2nd Semester – Final Exam Students simplify and compare expressions. They use rational exponents, and simplify square roots. Students add, subtract, multiply, and divide polynomials. They factor quadratics.	**Real Numbers and Expressions** AI.RNE.1 AI.RNE.2 AI.RNE.3 AI.RNE.4 AI.RNE.6 AI.RNE.7
Students sketch and interpret graphs representing given situations. They understand the concept of a function and analyze the graphs of functions.	**Functions** AI.F.1 AI.F.2 AI.F.3 AI.F.4
Students solve linear equations and inequalities in one variable. They solve word problems that involve linear equations, inequalities, or formulas. Standard 2 Students simplify algebraic ratios and solve algebraic proportions. Students graph linear equations and inequalities in two variables.	**Linear Equations, Inequalities, and Functions** AI.L.1 AI.L.2 AI.L.3 AI.L.4

They write equations of lines and find and use the slope and y-intercept of lines. They use linear equations to model real data.	AI.L.5 AI.L.6 AI.L.7 AI.L.8 AI.L.9 AI.L.10 AI.L.11
Students solve pairs of linear equations using graphs and using algebra. They solve pairs of linear inequalities using graphs. They solve word problems involving pairs of linear equations.	**Systems of Equations and Inequalities** AI.SEI.1 AI.SEI.2 AI.SEI.3 AI.SEI.4
Students use a variety of strategies to solve real-world problems using tables, graphs, and equations Students graph and solve quadratic and radical equations. They graph cubic equations.	**Quadratic and Exponential Equations and Functions** AI.QE.1 AI.QE.2 A1.QE.3 AI.QE.4 AI.QE.5 AI.QE.6 AI.QE.7.
Instruction Topic	**Data Analysis & Statistics**
Students differentiate between random and non-random sampling methods and how to control bias. Students can identify characteristics of a good survey. Students can discern the relationship between variables and graph bivariate data on a scatter plot. Students use technology to interpret correlation coefficient by finding linear function that models a relationship for a bivariate data set to make predictions.	AI.DS.1 AI.DS.2 AI.DS.3 AI.DS.4 AI.DS.5 AI.DS.6

Algebra II

The Mathematics standards for Algebra II are made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students should know and be able to do in Algebra II.

ALGEBRA II	***INDIANA ACADEMIC STANDARDS***
Instruction Topics	**Complex Numbers and Expressions**

Basic concepts of algebra – systems of numbers, variables and algebraic expression (polynomials, rational expressions, exponentials and radicals), rules of algebraic operations and relations • Evaluating and simplifying algebraic expressions • Evaluating absolute value • Simplifying exponential expressions • Computations with scientific notation • Performing operations with radicals and rational exponents • Performing operations with polynomials • Factoring polynomials • Performing operations with rational expressions • Performing operations with complex numbers	AII.CNE.1 AII.CNE.2 AII.CNE.3 AII.CNE.4 AII.CNE.6
Instruction Topics	**Functions**
Equalities, inequalities, equations, identities • Solving linear equations • Solving formulas for a variable • Solving rational equations • Models and applications • Solving i. Quadratic equations ii. Polynomial equations iii. Equations with rational exponents iv. Equations quadratic in form v. Absolute value equations vi. Linear, compound, and absolute value inequalities • Midpoint and distance formulas • Circles Functions and their properties • Domain and range • Functional notation • Determining if an equation is a function • Slope of a linear function • Point-slope form of the equation of a line • Slope-Intercept form of the equation of a line Algebra of functions Composition of functions Inverse functions Dividing polynomials (long and synthetic division) Using theorems to determine zeros of functions Graphs of functions and equations • Plot point method of graphing	AII.F.1 AII.F.2 AII.F.3 AII.F.4 AII.F.5 **Quadratic Equations and Functions** AII.Q.1. AII.Q.2 AII.Q.3 **Polynomial, Rational, and Other Equations and Functions** AII.PR.1 AII.PR.2 AII.PR.3

• Vertical and horizontal line tests • Domain and range • Intercepts • Behavior and characteristics of graphs • Graphing: Piecewise functions Linear functions and vertical lines Quadratic Functions Radical Functions Rational Functions Circles • Graphing functions using transformations of functions • Applications of equations and functions	
Instruction Topic	**Systems of Equations**
Systems of linear equations in two and three variables • Solve systems by substitution and addition methods • Applications of linear systems • Solve nonlinear systems • Graph systems of inequalities	AII.SE.1 AII.SE.2 AII.SE.3
Exponential and Logarithmic Functions and Relations Rational Functions and Relations Conic Sections Graph exponential functions and relate them to logarithms. S Solve logarithmic and exponential equations and inequalities. Solve word problems using exponential functions. *W*rite equations of conic sections and draw their graphs.	**Exponential & Logarithmic Equations & Functions** AII.EL.1 AII.EL.2 AII.EL.3 AII.EL.4 AII.EL.5 AII.EL.6
Sequences and Series Probability and Statistics Define and use arithmetic and geometric sequences and series.	**Data Analysis, Statistics, and Probability** AII.DSP.1 AII.DSP.2 AII.DSP.3 AII.DSP.4 AII.DSP.5 AII.DSP.6

Geometry

The Mathematics standards for Geometry are made up of 5 strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The skills listed in each strand indicate what students should know and

be able to do in Geometry.

Geometry: Instruction Topics	***INDIANA ACADEMIC STANDARDS***
1. Tools of Geometry 2. Reasoning and Proof 3. Parallel and Perpendicular Lines List the tools needed for the course. Describe the undefined terms point, line, and plane. Use undefined terms to define other geometric figures, such as line segment, ray, and endpoint.	Logic and Proofs G.LP.1 G.LP.2 G.LP.3 G.LP.4
4. Congruent Triangles 5. Relationships in Triangles 6. Quadrilaterals Introduce postulates about points, lines, and planes. Use postulates to justify statements involving points, lines, and planes. Learn how to find the length of a line segment by using the Ruler Postulate and one-to-one correspondence. Use construction to create congruent line segments. Learn the proper use of a compass. Learn how to construct congruent line segments. Learn how to define an angle and the types of angles. Use the Protractor Postulate and a protractor to find the measure of an angle. Use the Angle Addition Postulate to determine the measure of angles. Learn how to define and recognize adjacent angles, linear pairs of angles, complementary angles, supplementary angles, and vertical angles.	Points, Lines, Angles, and Planes G.PL.1 G.PL.2 G.PL.3 G.PL.4 G.PL.5
7. Proportions and Similarity 8. Right Triangles and Trigonometry Know how to distinguish between acute, obtuse, and right triangles based on the measure of their angles, and between isosceles and scalene triangles based on the measure of their sides. Be able to prove and apply the Triangle Sum Theorem, three corollaries of the Triangle Sum Theorem, the Exterior Angle Theorem, and the Third Angles Theorem.	Triangles G.T.1 G.T.2 G.T.3 G.T.4 G.T.5 G.T.6

Understand the concept of corresponding sides and angles of polygons and how they determine polygon congruence. Know how to determine if two triangles are congruent by the Side-Side-Side Congruence Postulate, the Side-Angle-Side Congruence Postulate, the Angle-Side-Angle Congruence Postulate, and the Angle-Angle-Side Congruence Theorem. Understand the unique characteristics of right triangles. Know how to determine if two right triangles are congruent by the Leg-Leg Congruence Theorem, Leg-Angle Congruence Theorem, Hypotenuse- Angle Theorem, and the Hypotenuse-Leg Theorem. Understand the converse of the definition of congruent triangles, also known as CPCTC. Know how to prove and use CPCTC, the Isosceles Triangle Theorem, the corollary of the Isosceles Triangle Theorem, the Converse of the Isosceles Triangle Theorem, and the corollary of the Converse of the Isosceles Triangle Theorem. Use the Pythagorean Theorem and the Converse of the Pythagorean Theorem to solve problems regarding right triangles. Understand how the Pythagorean Inequalities Theorem can be used to identify triangles. Apply properties of 45°–45°–90° and 30°–60°–90° triangles.	G.T.7 G.T.8 G.T.9 G.T.10 G.T.11
	Quadrilaterals and Other Polygons G.QP.1 G.QP.2 G.QP.3 G.QP.4 G.QP.5
9. Circles 10. Areas of Polygons and Circles	Circles G.CI.1 G.CI.2 G.CI.3 G.CI.4 G.CI.5 G.CI.6 G.CI.7

11. Transformations and Symmetry	Transformations G.TR.1 G.TR.2
12. Extending Surface Area and Volume 13. Probability and Measurement	Three-Dimensional Solids G.TS.1 G.TS.2 G.TS.3 G.TS.4 G.TS.5 G.TS.6 G.TS.7 G.TS.8 G.TS.9

Pre-Calculus

The Mathematics standards for Pre-Calculus are made up of 5 strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. The skills listed in each strand indicate what students should know and be able to do in Pre-Calculus.

Trigonometry

There Mathematics standards for Trigonometry consist of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. The skills listed in each strand indicate what students should know and be able to do in Trigonometry.

PRE-CALCULUS/TRIGONOMETRY	***INDIANA ACADEMIC STANDARDS***
Course Objectives This course has the following instructional objectives: 1. Solve problems involving trigonometric functions of any angle. 2. Interpret the graphs of sine and cosine functions by constructing the graphs from their equations. 3. Evaluate the graphic characteristics of other trigonometric functions from their equations. 4. Interpret the graphs of logarithmic and exponentials functions by constructing the graphs from their equations. 5. Solve logarithmic and exponential equations. 6. Solve problems involving oblique triangles and the area of a triangle. 7. Solve problems involving complex numbers and polar coordinates. 8. Solve problems requiring the use of vectors.	Functions PC.F.1 PC.F.2 PC.F.3 PC.F.4 PC.F.5 PC.F.6 PC.F.7 PC.F.8 PC.F.9 PC.F.10 Exponential and Logarithmic Equations and Functions PC.EL.1 PC.EL.2 PC.EL.3 PC.EL.4

9. Interpret the graphs of conic sections by constructing the graphs from their equations. 10. Solve probability, combinatorial, and sequence problems. Major Instructional Areas 1. Trigonometric functions a. Angles and angular measurements b. Linear and angular speed c. Right triangle trigonometry d. Trigonometric functions of any angle e. Periodic functions f. Graphs of trigonometric functions g. Inverse trigonometric functions 2. Additional topics in trigonometry a. Law of Sines b. Law of Cosines c. Heron's Formula d. Polar coordinates e. Complex numbers in polar form f. DeMoivre's Theorem g. Vectors 3. Conic sections a. Ellipses b. Hyperbolas c. Parabolas d. Unit Circles 4. Exponential and logarithmic functions a. Graphing exponential and logarithmic functions b. Evaluating exponential and logarithmic expression c. Condensing and expanding logarithmic expressions 5. Sequences, combinatorial analysis, and probability a. Recursion formulas b. Factorial and summation notation c. Arithmetic sequences d. Geometric Sequences and series e. Binomial Theorem f. Counting principles g. Permutations h. Combinations i. Empirical probability j. Theoretical probability	Polar Coordinates and Complex Numbers PC.PCN.1 PC.PCN.2 PC.PCN.3 PC.PCN.4 Periodic Functions TR.PF.1 TR.PF.2 TR.PF.3 TR.PF.4 TR.PF.5 TR.PF.6 TR.PF.7 Conics TR.CO.1 TR.CO.2 TR.CO.3 TR.CO.4 TR.CO.5 TR.CO.6 Unit Circles TR.UC.1 TR.UC.2 TR.UC.3 Geometry TR.G.1 TR.G.2 TR.G.3 TR.G.4 TR.G.6 TR.ID.1 TR.ID.2 Polar Coordinates

	TR.PC.1 TR.PC.2 Vectors TR.V.1 TR.V.2 TR.V.3 Quadratic, Polynomial, and Rational Equations and Functions PC.QPR.1 PC.QPR.2 PC.QPR.3

BIOLOGY

Instruction Topics	***INDIANA ACADEMIC STANDARDS***
SEMESTER 1 First Nine Weeks (Molecules and Cells) Week 1 – Introduction to Biology • Define biology as a science. • Describe reasons why studying biology is important. • Define and compare hypotheses, theories, and laws. • Learn to think about life in a scientific way. • Latin Roots • Graphing Practice Week 2 – Introduction to Biology • The Scientific Process • Define and apply the scientific method. • Read and think critically about biological research. • Understand how microscopes and other imaging equipment works. • Define independent and dependent variables. • Lab Safety Week 3 – Chemistry of Life • Atoms • Molecules Week 4 – Chemistry of Life • Water • Reactions Week 5 – Chemistry of Life • Understand how chemical reactions work. • Define catalyst and enzyme and explain how they help chemical reactions in living systems. Week 6 – Cell Structure and Function • Define what a cell is • Organelles	Standard 1: Cellular Chemistry B.1.1 B.1.2 B.1.3 Standard 2: Cellular Structure B.2.1 B.2.2 B.2.3

• Identify and name major organelles in cells and their functions. Week 7 – Cell Structure and Function • The Plasma Membrane • Diffusion and Osmosis Week 8 – Cell Structure and Function • Active Transport • Endocytosis and Exocytosis Week 9 Cells and Energy • Photosynthesis	B.2.4 B.2.5 B.2.6
Second Nine Weeks Grading Period (Developmental Biology, Genetics) Week 10 – Cells and Energy • Cellular Respiration • Fermentation Week 11 – Cell Growth and Division • The Cell Cycle • Mitosis Week 12 – Cell Growth and Development • Regulation of Cell Cycle • Asexual Reproduction • Multicellular life Week 13 – Human systems and Homeostasis • Levels of organization • Homeostasis • Define homeostasis and understand the processes it helps regulate. • System Interactions Week 14 – Meiosis and Mendel 1.) Chromosomes 2.) Meiosis Week 15 – Meiosis and Mendel • Mendel • Heredity • Traits, Genes, Alleles Week 16 – Meiosis and Mendel • Traits and Probability • Punnett Squares • Variation Week 17 – Extending Mendelian Genetics • Patterns of Inheritance • Gene Linkage • Gene Mapping Week 18 – From DNA to Proteins • Structure of DNA • DNA replication SEMESTER 2 Third Nine Weeks Grading Period (Genetics,	Standard 6: Cellular Reproduction B.6.1 B.6.2 B.6.3 B.6.4 B.6.5 Standard 7: Genetics B.7.1 B.7.2 B.7.3 B.7.4 B.7.5 Standard 8: Evolution B.8.1 B.8.2 B.8.3 B.8.4 B.8.5

Evolution) Week 19 – From DNA to Proteins • Transcription • Translation Week 20 – From DNA to Proteins • Gene Expression • Mutations Week 21 – Biotechnology • DNA extraction • Synthesis • Manipulation Week 22 – Principles of Evolution • Evolutionary Myths • Foundations of Evolution • Darwin's Observations Week 23 – Principles of Evolution • Natural Selection • Evidence of Change Week 24 – Evolving Populations • Genetic Variation • Microevolution • Mechanisms of Selection Week 25 – Evolving Populations • Hardy-Weinberg Equilibrium • Patterns in Evolution Week 26 – History of Life • Origin of Life • Unicellular organisms Week 27 – History of Life • Multicellular Radiation • Primate Evolution	B.8.6 B.8.7 Standard 5: Molecular Basis of Heredity B.5.1 B.5.2 B.5.3 B.5.4 B.5.5 B.5.6
Fourth Nine Weeks Grading Period (Ecology) Week 28 – Principles of Ecology • Ecosystems • Abiotic/Biotic Factors • Biodiversity Week 29 – Principles of Ecology • Food Chains • Food Webs • Nutrient Cycles Week 30 – Interdependence • Niches • Habitats • Communities Week 31 – Interdependence • Population Density and Distribution • Population Growth • Succession Week 32 – The Biosphere	Standard 3: Matter Cycles and Energy Transfer B.3.1 B.3.2 B.3.3 Standard 4: Interdependence B.4.1 B.4.2 B.4.3 B.4.4

• Climate • Biomes Week 33 – The Biosphere • Marine Ecosystems • Freshwater • Estuaries Week 34 – Humans and Ecosystems • Population Growth • Natural Resources Week 35 – Humans and Ecosystems • Pollution • Threats to Biodiversity Week 36 – Humans and Ecosystems	

Chemistry

Instruction Topics	***INDIANA ACADEMIC STANDARDS***
Unit 1: Introduction to Chemistry and Laboratory Work - define Chemistry and its branches - list some careers in which chemistry is necessary - demonstrate the differences between physical and chemical properties - distinguish between solids, liquids, and gases - distinguish a pure substance from a mixture - learn the symbols for the common elements - distinguish between metals, nonmetals, and metalloids - describe and apply the scientific method - name the seven basic SI units - use SI units to measure size, temperature, volume and density - calculate English measurement units into metric units using conversion factors - distinguish between precision and accuracy - use significant figures in calculations - learn the names and uses of the laboratory equipment - learn the safety rules of the lab Labs: Making a Density Column Precision and Accuracy Chemical and Physical Changes Identify the unknown white substance	Standard I: Properties and States of Matter C.1.1 C.1.2 C.1.3 C.1.4 C.1.5 C.1.6 C.1.7 C.2.2, C.7.1, C.7.2, C.7.4, C.7.5, C.9.2
Unit 2: Atomic Structure - summarize the five parts of Dalton's Theory - explain the law of conservation of mass, the law of definite proportions, and the law of multiple proportions in the context of Dalton's Theory - define the atom - list the parts of the atom and describe each - define an isotope, atomic mass, and mass number - determine the number of protons, neutrons, and electrons given the identity of an isotope	Standard 2: Atomic Structure and Periodic Table C.2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

- define a mole and molar mass - calculate number of moles using Avagadro's number and molar mass - describe wave theory of light - describe the Bohr model of the atom - describe the quantum model of the atom - compare and contrast Bohr model and quantum model of the atom - determine the electron configuration of any given element using the Aufbau principle, Hund's rule, and Pauli exclusion principle - explain Mendeleev's and Moseley's role in development of the periodic table - use periodic law to determine properties of elements - describe the relationship between the periodic table and electron configurations - define valence electrons - describe trends of properties of atomic radius, ionic radius, electron affinity, ionization energy and electronegativity which occur in the periodic table - compare and contrast periodic properties - define chemical bonding and use electronegativity to determine types of bonds - demonstrate the different types of bonds using Lewis Dot Structures - demonstrate 3D shapes of molecules using VSEPR theory, Molecular Orbital Theory and hybridization. - Associate the shape of a molecule determines its properties such as polarity, solubility, and reactivity Labs: Rutherford experiment simulation Making molecular models Chapters: 3,4,5,6	Standard 3: Bonding and Molecular Structure C.3.1 C.3.2 C.3.3 C.3.4 C.3.5
Unit 3: Compounds and Reactions - write oxidation numbers for elements alone and in compounds - write chemical formulas using oxidation numbers - name compounds correctly - write and balance chemical equations - identify chemical equations by type Labs: Types of Reactions Chapters: Sections 1 and of chapter 7, 8 Unit 4: Redox reactions and electrochemistry - determine the oxidation numbers of all elements in a reaction - balance equations using half-reactions - find the oxidizing agent and reducing agent in a reaction - compare and contrast electrochemical and electrolytic cells Labs: Oxidation and Reduction Making Voltaic Cell Chapter: 19	Standard 4: Reactions and Stoichiometry C.4.1 C.4.2 C.4.3 C.4.4 C.4.5 C.4.6 C.4.7

Unit 5: Determining Chemical Formulas and Stoichiometry - calculate the formula mass and molar mass of a compound - use molar mass to convert between grams and moles - calculate the number of molecules, formula units, or ions in a given amount of a compound - calculate percent composition of a compound - determine an empirical formula from the percent composition or a mass composition - determine a molecular formula from an empirical formula - write mole/mole ratios as conversion factors - calculate the amount of a substance which can be produced from the balanced chemical equation when given initial amount of a substance - find a limiting reactant - calculate percent yield Labs: Determining Empirical Formulas Finding the Stoichiometric Ratio Chapters: 7 section 3, Chapter 9	
Unit 6: Gases - state kinetic molecular theory - compare and contrast a real gas and an ideal gas - describe the properties of gases - define pressure and its units - state the conditions for standard temperature and pressure - calculate pressure, volume, temperature, and number of moles using the gas laws - determine the relative rates of effusion using Graham's law and state how this relates to kinetic energy. Chapters: 10, 11	Standard 5: Behavior of Gases C.5.1 C.5.2 C.5.3
Unit 7: Liquids, Solids, and Solutions - use kinetic molecular theory to explain change of state - describes the properties of solids and liquids - use equilibrium in change of state - describe the change of state of water - distinguish types of mixtures - describe the factors that affect solubility - express concentration in different ways such as molarity, molality and normality - write equations for the dissociation of ionic compounds in water - identify strong and weak electrolytes - write the net ionic equation for a double replacement reaction - calculate the boiling point elevation and freezing point depression of a solution - describe osmosis and find osmotic pressure Labs: Making Ice Cream Phase Changes	Standard 7: Solutions C.7.1 C.7.2 C.7.3 C.7.4 C.7.5 C.7.6

Chapters: 12, 13, 14	
Unit 8: Acids and Bases - compare and contrast Arrhenius, Bronsted-Lowery, and Lewis acids and bases - identify conjugate acids and bases - write neutralization reactions - write the equation for the ionization of water - calculate the pH of a solution - identify weak acids and bases - perform a titration Labs: Determination of pH Titration	Standard 8: Acids and Bases C.8.1 C.8.2 C.8.3 C.8.4 C.8.5
Unit 9: Thermodynamics - define heat, temperature, heat of reaction, combustion, and enthalpy - predict whether a reaction will occur using enthalpy, entropy, and free energy - use the collision theory to describe reaction mechanisms - list factors that determine chemical rate Labs: Determining the Energy of a Walnut Chapter: 17	Standard 6: Thermochemistry C.6.1 C.6.2 C.6.3 C.6.4
Unit 10: Kinetic and Equilibrium - write rate laws given experimental data - write an equilibrium equation based on forward and backward reactions - define equilibrium in the kinetic context - calculate the equilibrium constant - use LeChatlier's principle to determine direction of reaction - write equations for acid-base equilibrium and calculate Ka and Kb - write equations for solubility equilibria and calculate Ksp Labs: Iodine Clock Chapter 18	
Unit 11: Nuclear Chemistry - define the types of radioactive decay - define the forces that effect nuclear stability - calculate the half-life of a given isotope - list uses of radioactivity - compare and contrast fission and fusion Chapter 22	
Unit 12: Organic Chemistry - identify the allotropes of carbon and how differences affect properties - draw structural formulas - identify structural and geometric isomers - name carbon compounds with and without functional groups - describe uses of carbon compounds - describe the four major types of organic reactions	Standard 9: Organic Chemistry and Biochemistry C.9.1 C.9.2

- define different types of polymers Labs: Making Slime Chapters: 20 and 21	

Physics

Instruction Topics	***INDIANA ACADEMIC STANDARDS***
The Relationship of Motion and Force The Nature of Energy Momentum and Energy The Laws of Thermodynamics Behavior of Waves The Nature of Light The Relationship of Electricity and Magnetism The Nature of Atomic and Subatomic Physics	
Ist Grading Period The Science of Physics (2 Weeks) Lab: Measure Mass, Length, Time, and Other Quantities Multi-dimensional Motion (2 Weeks) Lab: Speed vs. Height of Inclined planes Force and the Laws of Motion (2 Week) Lab: Equilibrium Force Work and Energy (1 Week) Lab: Conservation of Energy Momentum and Its Conservation (2 Weeks) Lab: Inelastic Collisions	 Standard 1: Motion and Forces P.1.1 P.1.2 P.1.3 P.1.4
2nd Grading Period Circular Motion and Gravity (1 Week) Lab: Circular Motion of a Mass Simple Machines (2 Weeks) Lab: Mechanical Advantage of Levers Standards: P.1.9 Fluid Mechanics (2 Weeks) Lab: Measure Density Heat and Thermodynamics (2 Weeks) Lab: Specific Heat Capacity Vibrations and Waves (2 Weeks)	 Standard 2: Energy and Momentum P.2.1 P.2.2 P.2.3 P.2.4 Standard 3: Temperature and Thermal Energy Transfer P.3.1 P.3.2 P.3.3 P.3.4 Standard 5: Vibrations, Waves

Lab: Simple Harmonic Motion of a Pendulum Standard:	P.5.1 P.5.2 P.5.3 P.5.4
3rd Grading Period Sound (2 Weeks) Lab: Resonance Standards: P.1.23 Light and Reflection (2 Weeks) Lab: View a Real Image with a Concave Mirror Standards: P.1.11, P.1.24, P.1.25, P.1.26 Interference and Diffraction (2 Weeks) Lab: Observe a Diffraction Pattern Electric Forces and Fields (2 Weeks) Lab: Charged Objects Electric Energy and Current (1 Weeks) Lab: Current at Various Resistances	 Standard 6: Light and Optics P.6.1 P.6.2 P.6.3
4th Grading Period Circuits and Circuit Elements (2 Weeks) Lab: Analyze Series and Parallel Circuits Standards: P.1.19 Magnetism (2 Weeks) Lab: Magnetic Fields Electromagnetic Induction (2.5 Weeks) Lab: Induction with a Permanent Magnet and a Coil Atomic and Subatomic Physics (2.5 Weeks) Lab: Model the Atom	Standard 4: Electricity and Magnetism P.4.1 P.4.2 P.4.3 P.4.4 P.4.5 Standard 7: Modern Physics P.7.1 P.7.2 P.7.3 P.7.4 P.7.5

Attachment 9

Academic and Exit Standards

Dugger Union Community Schools Corporation
March 16, 2015

Academic and Exit Standards

DUCSC has designed curricular and extra-curricular offerings that provide intellectually rich experiences. Each grade provides the academic foundation for students as they move from one level to the next. It is our goal that all students be well prepared and successful. Several factors play into promoting or retaining a student.

Elementary Grades
In the elementary program, students must demonstrate a mastery of the Indiana State Standards and Core Knowledge Sequence. Students must receive passing scores on all standardized assessments (ISTEP+, DIBELS, Acuity,) and earn at least a "C" in regular course work in order to move to the next grade level. Upon completion of the 8th grade, the student must have passed all standardized assessments and earned a "C" or higher in the core subjects.

The teachers and counselor will work with those students who have not demonstrated mastery of the standards. The school will notify the parents concerning the academics performance of their child. An Individual Learning Plan will be developed, and the plan will be used to inform parents during ongoing conferences with the student, teachers, and counselor. The Individual Learning Plan will show the student's present growth, performance, and learning goals. The plan will give a whole picture of the student's progress for the year. The Individual Learning Plan will be used in making an informed decision regarding promotion and retention.

Grade retention is intended to support the student's educational goals. DUCSC will make an individual decision on grade promotion and retention based on what is best for the student's long term success in education. The staff is dedicated to seeing that each student reach his or her full potential, including remediation for students that are having difficulty.

Parents will be notified immediately if their child begins to fall behind. During any time of the year i a student is falling below grade level, the teacher will meet with the parents and have the student participate in intervention groups with the school aides or the special education teacher. The student will be monitored weekly by using appropriate assessment tools. The parents and teachers will have constant communication regarding the progress of the student. If by the end of the school year the student is not making progress or has not shown improvement, a conference will be held to discuss retention and summer school options. Those students who are not performing at grade level by the end of the year will participate in summer school. When summer school is over, the student will be tested using appropriate assessment tools. These assessments will aide in the decision making of promoting the student to the next grade level.

Graduation Requirements

All Indiana students must take and pass End-of-Course Assessments (ECAs) in English 10 and Algebra 1 in order to receive a high school diploma. In addition to passing the ECAs, a student's progress toward graduation and receiving a diploma is determined by completing required coursework and earning the necessary credits. A student must earn at least 40 credits to earn a Core 40 Diploma. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (I.E.P.).

student must be enrolled for a minimum of seven semesters, and they must enroll in a minimum of six courses each semester. Once a student earns a passing grade in a course, the student may not retake that course again for credit.

Additionally, DUCSC encourages all students to graduate with, at a minimum, a Core 40 with Technical Honor (47 credits) or the Indiana Academic Honors Diploma (47 credits). Core 40 with Technical Honors Diplomas are awarded to students who do not receive below a C in any of the course requirements and who maintain a B (3.0) average. In addition, students must complete a career-technical program resulting in 8-10 credits. Students take a minimum of 47 credits.

Expectations

Constant emphasis on basic standards will be interwoven throughout the components of instruction. The standards descriptions will be used as lesson plan guides.

Students will advance on a continuous progress and mastery-learning basis. A student will be considered as having completed a traditional grade level when they have reached 70% mastery of the Indiana Academic Standards in math, language, science, and social studies. The classroom teacher will work with each student to develop yearly growth goals based upon grade level standards. However, *exceeding the standards is always the goal*. Growth, content mastery, and performance level will be determined through multiple assessments, including the ECA, Acuity and regular classroom coursework.
Special education students' goals will be based on abilities, but DUCSC is committed to maintaining high expectations for all students in regards to mastering their grade level standards with proper accommodations as provided for by law. Special education students will be expected to reach for grade level mastery at a level determined by case conference and individual considerations.

Dual Credit Program

The Dual Credit Program is an opportunity for students to receive college credit while in high school. The focus of the course work will be a cohesive series of courses that meet the CORE 40 requirements for high school graduation and related programs at Ivy Tech Community College and other cooperating colleges and universities. The program will include the necessary math, technology, and science courses to provide appropriate college level instruction to high school students in a dual credit manner. Students who are enrolled in Ivy Tech will have their grade posted on their DUCSC transcript based on the Ivy Tech grading scale. These are dual credit classes, and therefore, they are part of the high school transcript.

The following outlines the course requirements for Core 40 with Technical Honors and the Indiana Academic Honors Diplomas.

Core 40 with Technical Honors Requirements

To obtain a Core 40 with Technical Honors Diploma, a student must earn a grade of "C" or better in courses that will count toward the diploma and have a grade point average of a "B" or better. They must also complete one of the following,

- Any one of the options (A - F) of the Core 40 with Academic Honors
- Earn the following scores or higher on WorkKeys; Reading for Information –

Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.

- Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
- Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

Students take a minimum of 47 credits.

Subject	Credits	Comments
English	8 credits	
Mathematics – 6 credits	6 credits 2 credits: Algebra 1 2 credits: Geometry 2 credits: Algebra 2	Students must be enrolled in a math course or a physics course during their junior or senior years.
Science – 6 credits	2 credits: Biology 2 credits: Chemistry 1 or Physics 1 or Integrated Science 2 credits: any Core 40 science course	
Social Studies – 6 credits	credits: U.S. History credit: U.S. Government credit: Economics credits: World History/Civilization or Geography/History of the World	
Directed Electives – 5 credits	6-8 credits: World Language Fine Arts Career and Technical Education	Students may concentrate in one language or take 2 two-year sequences.
Fine Arts	2 credits	
Physical Education	2 credits	
Health and Wellness	1 credit	
Electives	credits (College and Career Pathway courses recommended)	College & Career Pathway and one of the following: 1. State approved, industry recognized certification or credential, or 2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits

Academic Honors Requirements

Academic Honors Diplomas are awarded to students who do not receive below a C in any of the course requirements and who maintain a B (3.0) average. The Academic Honors requirements are outlined in the following table. Two credits accrue for each year-long course. Students take a minimum of 47 credits.

Subject	Credits	Comments
English	8 credits	
Mathematics	2 credits: Algebra 1 2 credits: Geometry 2 credits: Algebra 2 2 credits: 2 additional credits in advanced math	Students must be enrolled in a math course or a physics course during their junior or senior years.
Science	2 credits: Biology 2 credits: Chemistry 1 or Physics 1 2 credits: any Core 40 science course	

Social Studies	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History	
World Languages	6-8 credits: World Language	Students may concentrate in one language or take 2 two-year sequences.
Fine Arts	2 credits	
Physical Education	2 credits	
Health and Wellness	1 credit	
Electives	6-8 credits	

Complete at least one of the following:

- **Two International Baccalaureate courses and corresponding IB exams**
- **Two Advanced Placement courses and corresponding AP exams**
- **Academic, transferable dual high school/college courses resulting in 6 college credits**
- **One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits**
- **Score 1200 or higher combined SAT math and critical reading**
- **Score a 26 composite ACT**

Attachment 10

School Calendar & Weekly Schedule

Dugger Union Community Schools Corporation
March 16, 2015

School Calendar, Weekly Schedule

DUCSC 2015-16 School Calendar

August '15						
Su	M	Tu	W	Th	F	Sa
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September '15						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '15						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '15						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '16						
Su	M	Tu	W	Th	F	Sa
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February '16						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March '16						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '16						
Su	M	Tu	W	Th	F	Sa
29	30	31				1
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

June '16						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Notes
Student Instructional Days
Non-Instructional Days/Breaks
Flex Days/Snow Day Make-Up
Teacher Day/Professional Dev.

Important Dates 2015-2016 School Year
August 10th - First Teacher Day/Professional Development
August 11th - First Student Day
September 7th - Labor Day - No School
October 14th - End of First Nine Weeks - 45 Instructional Days
October 15th/16th - Fall Break - No School
November 25th - 27th - Thanksgiving Break - No School
December 18th - End of Second Nine Weeks/First Semester - 42 Instructional Days (Total of 87)
December 21st - January 1st - Christmas Break
January 4th - Teacher Records Day/Professional Development
January 5th - First Student Day of Second Semester
February 12th - Flex Day - 1st Snow Day
February 15th - Presidents' Day - No School
March 12th - End of Third Nine Weeks - 48 Instructional Days
March 21st - 25th - Spring Break - No School
May 6th - Flex Day - 2nd Snow Day
May 13th - Flex Day - 3rd Snow Day
May 20th - Flex Day - 4th Snow Day
May 25th - End of Fourth Nine Weeks/Second Semester - 45 Instructional Days (Total of 93 in semester and 180 in the year

Elementary Schedule	
8:00 – 8:30	Pledge of Allegiance
8:30 – 10:00	Reading Block
10:00 – 11:00	Grammar/Writing
11:00 – 11:30	Lunch
11:30 – 12:05	Recess
12:05 – 12:50	Math
12:50 – 1:50	Specials (PE, Art, Music)
1:50 – 2:15	Math
2:15 – 2:30	Snack & Pack
2:30 – 2:45	2nd Recess
2:45 – 3:30	Dismissal

Junior High School Regular Schedule		Daily Schedule for 8th Grader
8:05 – 8:55	1st Period	English LA 180
8:59 – 9:49	2nd Period	Science 180
9:53 – 10:43	3rd Period	Math 180
10:46 – 11:00	SSR/Homeroom	
11:03 – 11:53	Lunch	
11:53 – 12:23	4th Period	Social Studies 180
12:27 – 1:17	5th Period	PE
1:21 – 2:11	6th Period	Spanish
2:15 – 3:-05	7th Period	Art

High School Regular Schedule		Daily Schedule for 12th Grader
8:05 – 8:55	1st Period	English 12
8:59 – 9:49	2nd Period	PreCalc/Trig
9:53 – 10:43	3rd Period	Government
10:46 – 11:00	SSR/Homeroom	
11:03 – 11:53	4th Period	Spanish IV
11:53 – 12:23	Lunch	
12:27 – 1:17	5th Period	Environmental Science
1:21 – 2:11	6th Period	Sociology
2:15 – 3:-05	7th Period	Music Appreciation/Intro. to Theatre

Students will be in attendance for 180 days of instruction. Students also receive 200 minutes of instruction per day in the core classes (English, math, science, and Social Studies).

Overview of Academic Program

Grades K-6: DUCSC teachers will implement the Core Knowledge Sequence curriculum (aligned with the Indiana Academic Standards) designed to meet the needs of all of students. Core Knowledge provides a rich vocabulary needed for reading achievement and academic success. Core Knowledge provides a plan for coherent, sequenced learning from grade to grade, promotes teamwork and school-wide focus, and enables schools that use this program to work more effectively while meeting and exceeding state standards. The use of Core Knowledge enhances accountability and parental engagement by providing a clear outline of what children are expected to learn in school and provides a common ground for communication in school and in life.

To increase our students' learning, teachers will incorporate these specific components: whole group instruction, small group stations, digital instruction, and math stations. During whole group instruction, kindergarten-2nd grade will focus on phonics, phonemic awareness, vocabulary, reading skills, spelling, grammar, and comprehension. 3rd-6th grade students will focus on reading skills, spelling, writing, and grammar. Reading and math stations will engage students in learning activities on the material that the students are learning or have previously learned.

Grade 7 – 8: Students in grades 7 and 8 will be enrolled in English, Spanish, Math, Science, Social Studies, PE, and Art. All courses and instruction are aligned with Indiana's Academic Standards. The mathematics standards to be addressed for grade 7 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. In grade 8 there are also 5 strands consisting of Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. Instruction in English Language Arts will focus on Indiana's Academic Standards with an emphasis in reading, writing, speaking and listening, and media literacy.

Grades 9 – 12: DUCSC's high school curriculum addresses Indiana' Academic Standards. The school's academic program is designed to offer a challenging curriculum where students will meet or exceed Indiana's Academic Standards. Students may graduate with Core 40 Diploma, Core 40 with Technical Honors, or the Academic Honors Diploma. Instruction will take place in a traditional classroom setting where instruction will be combined with courses offering lab experiences and technology based instruction, and students may participate in vocational programs

that will provide practical, hands-on opportunities through internships or site-based instruction. The goal is to provide students the needed academic foundation to be prepared for any post-secondary program.

Attachment 11
Enrollment Policy

Dugger Union Community Schools Corporation
March 16, 2015

Enrollment Policy

Eligibility

Dugger Union Community Schools Corporation is an Indiana Charter School. Any child who is qualified for admission to an Indiana public school is qualified for tuition-free admission to DUCSC. DUCSC will not discriminate or restrict admissions based upo ability, race, ethnicity, national origin, disability, gender, income level, proficiency in English language. See policy below.

Admissions Policy

In accordance with the Charter Schools Act, current students and their siblings will have enrollment priority. Enrollment priority will be given to siblings of current DUCSC students at the time of their initial eligibility for admission to the school. Enrollment priority will also be given to dependents of DUCSC, faculty and staff. DUCSC will follow the procedures outlined in the section entitled "Applications for New Students" (see below).

Open Application Plan

DUCSC has initiated a systematic, methodical, and documented application process to ensure the school is racially and socio-economically open. The school will accept applications from current Indiana residents and from students who state in writing that they will be residents of Indiana by the June 1 date preceding the start of the school year and who subsequently prove such Indiana residency by such date. The Board will ensure that admissions policies and procedures comply with the Indiana Charter School Law and with any applicable court ordered desegregation plan.

DUCSC will conduct an application information session and hold an open house at the school. Application procedures will be posted on the school's website. The application will also be made available online and at the school.

DUGGER UNION COMMUNITY SCHOOLS CORPORATION
NON-DISCRIMINATION POLICY

Dugger Union Community Schools Corporation does not discriminate against any individual on the basis of race, color, religion, gender, sexual orientation, veteran status, national origin, age, disability or limited English proficiency in its programs, or employment policies as required by the Indiana Civil Right Laws (I.C. 22-9-1), Title IV and VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Applications for New Students

1. Enrollment for each grade level is determined by building capacity, individual class sizes, and, in regard to upperclassmen, the ability to accommodate the individual applicant's class scheduling needs.
2. The open application period will begin in mid-November and will end January 5. Upon receipt, all applications will be stamped with the current date/time. If the number of completed freshman applications exceeds the openings available, a lottery will be held at the end of January for freshmen to determine which students will be admitted.
3. DUCSC will give priority for admission to siblings of current students and to dependents of DUCSC faculty and staff provided that their completed applications are received prior to the end of the open application period.
4. Dependents of faculty and staff members hired after the expiration of the open application period will be given priority for admission.
5. As per Charter Law, students must be Indiana residents to attend DUCSC. Proof of residency is required by the June 1 date preceding the start of the school year.

If the number of applications received by the application deadline does not exceed the number of available seats in a grade, all applicants who submitted completed applications for that grade during the open application period will be accepted in that grade.
If a student has been accepted to the school but does not confirm enrollment by the June 1 date preceding the start of the school year, he or she is automatically withdrawn and the next student on the waiting list may be enrolled. If a student on the waiting list does not confirm his or her desire to remain o the waiting list by the June 1 date preceding the start of the school year, he or she is automatically removed from the waiting list. **Waiting lists expire with the beginning of a new open application period, which commences in mid-November.**
Students who withdraw from DUCSC must reapply for admission and follow the procedures outlined above for new students.

Procedures for Conducting the Lottery

1. Once completed applications are received by the school, applicants' names will be printed on blank cards suitable for a drawing. All cards will be the same size and weight.
2. Applicants who submit their application will receive an acknowledgement of receipt.
3. All lottery cards will be placed in a suitable container for the drawing, and appropriate security measures will be taken.
4. Cards will be drawn by a neutral party.
5. As each card is drawn, the applicant's name will be placed o a Master Roster.
6. Names of remaining applicants will be put on a waiting list in the order their names are drawn. Students on the waiting list will be offered placement as openings occur.

Waiting List Policy

Applications received after the end of the open application period and after the lottery has been held will be added to the waiting list in the order in which they are received. The applications of siblings will not be given preference if received after open application has closed.

Attachment 12

Disciplinary Policy

Dugger Union Community Schools Corporation
March 16, 2015

DISCIPLINARY CODE OF CONDUCT

All parents will be given a copy of the Disciplinary Code during enrollment and registration. At that time, they will be able to read the code and ask any clarifying questions. They will be asked to sign the signature page indicating that they have received a copy and that they agree to uphold and support the rules and policies. On the first day of school all students will attend an assembly where they will be given copies of the Disciplinary Code along with other pertinent information. The Executive Director will go through the code and explain the expectations for student behavior. The students will be expected to take the document home and have the parent sign the statement indicating they have received a copy of the code and that they agree to uphold and support the rules and policies. The signed statement will be kept on file in the office. In addition, the Disciplinary Code will be posted on the school's website.

DUCSC students will be treated fairly, and the school will follow all state and federal laws regarding the implementation of the Discipline Code. It is the belief among the teachers and staff that if students are treated with respect, they will respond in a positive manner. Students will be rewarded for engaging in positive behaviors. Also, the administration will work closely with the counselor to keep abreast of any home issues that might have a negative impact on a student's academic performance and classroom behavior.
Parents will be notified immediately if their child's behavior becomes disruptive to the educational process. Every effort will be made by the school to work with students and their parents in trying to alter or modify a student's negative behavioral patterns. For minor infractions, the administration may warn the student, write a referral, call the parent or remove the student from class for one period. If the negative behavior escalates, it may become necessary to impose stronger penalties. For repeated violations, the school may suspend the student or initiate due process proceedings pending an expulsion.

A student may be suspended for five days or up to ten days, depending on the violation. In accordance with Indiana statute, a student may be expelled for a period of one semester or up to one year.

INFRACTIONS THAT ARE GROUNDS FOR SUSPENSION AND EXPULSION

Code 1: Possession or use of alcohol. No student shall knowingly possess, use or be under the influence of alcohol or any alcoholic beverage.
Code 2: Drugs/paraphernalia and look-alikes. No student shall engage in the unlawful selling or transmission of a controlled substance, illegal drug, alcohol, prescription drugs or anything purported to be or that is represented as a look-alike, or engaging in a criminal law violation that constitutes a danger to other students or constitutes an interference with school purposes or an educational function. No student shall knowingly possess, use or be under the influence of any narcotic drug, illegally obtained/used prescription drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, caffeine-

based stimulants, substances containing phenylpropanolamine, stimulants or intoxicants of any kind or any paraphernalia used in connection with the listed substances.

Code 3: Weapons/use of an object as a weapon, knowledge of deadly or dangerous weapon. No student shall knowingly possess, handle or transmit a knife or any object that can reasonably be considered a weapon. Deadly weapons are defined and elaborated in Indiana Code, title 35, article 41, chapter 1, section 8 (I.C. 35-41-1-8).

Code 4: Possession of handgun. No student shall be in possession of a handgun, a deadly weapon as defined in I.C. 35-41-1-8.

Code 5: Possession of rifle. No student shall be in possession of a rifle, a deadly weapon as defined in I.C. 35-41-1-8.

Code 6: Firearms/use of an object as a weapon/knowledge of deadly or dangerous weapon. No student shall possess, handle or transmit any firearm or destructive device on school property. Students should report any knowledge of such weapons on school grounds immediately. Failure to do so can be grounds for suspension, pending expulsion**.**

Code 7: Smoking/possession of smoking materials. No student shall smoke or chew tobacco products while on school property. This includes in the building, on school grounds, in cars operated or parked on school grounds, or on school buses, or at any school function, dance or athletic event. Smoking and other tobacco paraphernalia, including lighters and matches, will be confiscated.

Code 8: General disruption of the orderly educational process/disorderly conduct/terroristic threat or acts (on or off campus). No student shall engage in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity. No student shall threaten (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act.

No student shall use violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes, or urge other students to engage in such conduct. The following examples are meant to clarify types of behavior prohibited by Code 8. It is not an exhaustive list.

1. Occupying any school building, school grounds or parts thereof with intent to deprive others of its use.
2. Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor or room.
3. Setting fire to or damaging any school building or property.
4. Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or educational function or of any meeting or assembly on school property.

5. Continuously and intentionally making noise or acting in any manner so as to interfere with the ability of any teacher or any school personnel to conduct the educational function under their supervision.

Code 9: Offensive touching/inappropriate lewd behavior exposing himself or herself/offensive remarks. No Student shall violate or repeatedly violate any rules that are reasonably necessary in carrying out school purposes or an educational function and are validly adopted in accordance with Indiana law, including, but not limited to engaging in sexual behavior on school property.

Code 10: Extortion. No student shall obtain any goods or services through force or threat.

Code 11: Theft/counterfeiting. No student shall steal, attempt to steal or knowingly receive school property or private property of another.

Code 12: Fire and explosives. No student shall be involved in setting fires or explosives that threaten or cause damage to human life or property on school grounds or at educational events. Students will be held responsible for payment of any damages that occur as a result of these actions.

Code 13: Fighting. No student shall participate in a physical altercation with another student or any other person. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking and pinching. School and local police authorities will be contacted as necessary to prevent injury and escalation. Situations will be handled on a case-by-case basis to determine whether such actions were self defense and may or may not warrant a lesser consequence. In addition, no student shall record or videotape a fight between any individuals. If a student is caught recording or spreading such recordings (through phones, emails, YouTube, or by other means), that student will face a similar consequence.

Code 14: Battery. No student shall commit battery against another individual. Battery is defined as harmful or offensive touching of another.

Code 15: Violation of school probation (academic or behavioral). No student shall violate any school sanctioned rules/policies or state/federal laws.

Code 16: General classroom disruption/disorderly conduct. No student shall fail to follow the direct instructions of a staff member. No student shall fail in a substantial number of instances to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purposes or an educational function.

Code 17: Inflammatory actions/disorderly conduct/withholding information. No student shall participate in any behavior or say anything intended to arouse angry or violent feelings in one another. No student shall engage in physical contact of a playful nature (horseplay). This includes but is not limited to distracting another from performing his or her job, startling, playing tricks on others, wrestling or any other playful behavior that disregards safety precautions. No student shall willfully withhold information that could be important for the safety of any person.

Code 18: Excessive tardiness/lateness 3 times. No student shall be tardy to school or to any class period more than 3 times. In the event of an emergency, students must attain late passes from an appropriate staff member, authorizing the tardiness.

Code 19: Loitering/out of assigned area. All students must follow the building and transition plans specified for his or her grade level and class. No student shall be out of his or her designated areas of the building without proper documentation from an appropriate staff member. In addition, no student may be out of the classroom or cafeteria during class without a pass. This includes but is not limited to hallways, restrooms, lockers, doorways and other offices.

Code 20: Disruption on the school bus. No student shall participate in any behavior deemed disruptive by a bus driver or supervisor when on a school bus.

Code 21: Trespassing. No student shall remain in the main academic area of DUCSC after the school day has ended unless accompanied by an adult.

Code 22: Gambling. No student, even those of legal age under Indiana state law, shall participate in any wagering of money or something of material value.

Code 23: Harassment/hazing, defamation of character/bullying. No student shall ridicule, humiliate, intimidate, harm or engage in repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior.

Code 24: Simple assault, threats of violence, bullying. No student shall engage in any kind of aggressive behavior that does physical or psychological harm to another person or urge other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing or other comparable conduct.

Code 25: Dress/grooming. No student shall fail to adhere to all aspects of the dress code (students may return the same day if they rectify their dress code issues).

Code 26: Inappropriate use of technology/computers. No student shall have unauthorized technology on school grounds. Like cellphones, any technology seen on school grounds will be immediately confiscated and held until a parent retrieves it from an administrator. No student shall misuse school technology. This includes visiting prohibited websites, using technology for unauthorized purposes, hacking into networks or files, altering settings or configurations and physically tampering with technology.

Code 27: Lying, false statements, forgery, cheating/plagiarism. No student shall willingly declare a false statement. Students are expected to be honest when prompted by a staff member.

No student shall participate in any activity that reveals academic dishonesty. Cheating includes but is not limited to duplicating parts of or whole assignments as original work, exchanging assignments with other students whether the intent is to copy or not, utilizing unauthorized materials during testing that supply information, utilizing a computer or other technology to attain answers to an assignment (including translators for foreign language and summaries/commentaries in lieu of reading assigned materials), giving or receiving answers during tests or quizzes, taking credit for work when the student has not contributed, and accessing a test or quiz to gain information in advance of its administration. No student shall perform academic dishonesty in the form of plagiarism. Plagiarism may include, but is not limited to, taking part of or whole assignments and submitting them as original, utilizing material written by someone else or rephrasing the ideas of another without properly citing the source, and presenting the work of others (including parents, friends, family members and Internet sources) as original.

Code 28: Use of abusive language. No student will engage in the use of profane language or obscene behavior. This may include any vulgar or indecent utterance, gesture or written expression intended for another person or presented in an overt manner.

Code 29: Defiance of school personnel's authority. No student shall be disrespectful or insubordinate toward adults (staff or volunteer) or one another.

Code 30: Unexcused absences/excessive absences. No student shall be willfully absent from school or tardy to school. Failure to report to school daily and on time will result in school consequences and may result in legal consequences. According to IC 20-33-2-11, habitual truancy is defined as "having unexcused absences from school for more than 10 days of school is one school year." Habitual unexcused absences will be reported to an intake officer of the juvenile court, who will proceed in accordance with IC 31-30 through IC 31-40.

Code 31: Vandalism. No student will cause damage to, steal or attempt to steal school property. Students will be held responsible for any damages that occur.

Suspension and Expulsion Policy
The grounds for suspension or expulsion listed above apply when a student is a) on school grounds, before, during or after school hours, b) off school grounds at a school event or activity, or c) traveling to or from school or a school event or activity. If a student is suspended from school for any reason, participation in extracurricular activities and events is suspended until the suspension period has ended. **Students who are suspended out of school on Friday will not be eligible for participation in extracurricular activities and are no to be on school property until the following Monday or the end of the suspension period.**

In addition to the grounds listed above, a student may be suspended or expelled for engaging in any activity on or off school grounds if the activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any activity meeting the above criteria that takes place during weekends, holidays, school breaks or any time a student may not be attending classes or other school functions. Detentions after school or suspensions from class can be determined by classroom teachers in consultation with the Executive Director (refer to the appropriate Indiana law at IC 20-8.1-5.1-4). All disciplinary actions will be clearly described to all students with the intent that students will understand the consequences of their actions (i.e., homework not completed=detention).

SUSPENSION FROM SCHOOL: When an administrator (or designee) determines that a student should be suspended, the following procedures will be followed:

A meeting will be held with the student and an impartial administrator prior to any suspension decision. At this meeting, the student will be entitled to procedural due process, which includes:

Written or oral statement of the charges;
If the student denies the charges, a summary of the evidence against the student will be presented; and the student will be provided an opportunity to explain his or her conduct.

The student/administrator meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible. Students are not guaranteed a meeting prior to suspension.

Parents/guardians will be notified of a possible suspension as soon as possible, but in all cases, the parents or guardians of suspended students will be notified in writing. The written notification will include the dates of the suspension, nature of the student's misconduct and the action taken by the administrator.

EXPULSION FROM SCHOOL: When an administrator (or designee) recommends to the superintendent (or designee) that a student be expelled from school, the following procedures will be followed:

Ensure that procedural due process has been offered as cited under procedures for suspension. Filing procedures that must be followed include:

- Accurate completion of the student information on the Request for Expulsion Form. Signature of the appropriate administrator.
- Causal hearing date and/or pre-expulsion date when applicable; otherwise, not applicable.
- The code of conduct citation that the student is charged with violating. This includes every violation that will be discussed at any necessary expulsion hearing.
- All appropriate suspension information, if the student has been suspended, including the dates for the beginning and ending of the suspension.
- The date the expulsion would end if upheld.
- The request for continued suspension should be checked on the Request for Expulsion form only if a principal (or designee) is requesting that the suspension be continued. This should only be requested when there is a risk to others or to the educational process and should not be checked for a student who is in special education. (Note: requesting a continued suspension can result in an additional hearing just to determine the continued suspension.)

In all cases, the Request for Expulsion form must be submitted to the Executive Director no later than 2 school days after the decision to request expulsion has been made. This timeline must be adhered to because of the great risk of violating due process.

The Executive Director (or designee) may conduct an expulsion meeting, or may appoint a designee as the expulsion examiner.

An expulsion will not take place until the student and the student's parent are asked to appear at an expulsion meeting conducted by the Executive Director or the person designated above. Failure by a student or a student's parent to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the Board.

The request to appear at the expulsion meeting will be delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time, place and purpose of the meeting.

At the expulsion meeting, the administrator (or designee) will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student's position. If an expulsion meeting is held, the expulsion examiner will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent.

Decisions of the person conducting the expulsion meeting may be appealed to the Board of Trustees within 10 days of the receipt of the notice of action taken. The appeal to the Board must be in writing. If the appeal is properly made, the Appeals of Committee of the Board of Trustees will hear the appeal and will consider the written summary of the expulsion

meeting and the arguments of the school and the student and/or the student's parent. The Appeals Committee will then take any action deemed appropriate.

Students with exceptionalities or who are served by an Individual Education Plan, Behavioral Intervention Plan, or who are participating in a Functional Behavioral Assessment or any other psychometric evaluation process are subject to all the rules and protections of Indiana Article 7, IDEA, and the ADA. These students have the right to proper due process in accordance with state and federal rules and regulation. Any student who meets these standards will be adjudicated through a manifestation determination conference to establish a plan to address the given behavior. Parents should forward any questions or concerns to their child's Teacher of Record (TOR) or the administration.

Requests for appeal should be forwarded to:
President Board of Trustees DUCSC
Parents may refer to IC 20-8.1-5.1-13 for further clarification of rights under Indiana law. All Indiana Code referenced can be found at www.IN.gov by searching the Indiana Code referenced.

Additional Disciplinary Actions
In addition to suspensions and expulsions, students may be subject to additional disciplinary actions. These disciplinary actions may include:

- Counseling with a student or group of students
- Conferences with a parent or group of parents
- Assigning additional work
- Rearranging class schedules
- Requiring a student to remain in school after regular school hours to do additional school work or for counseling
- Restricting extracurricular activities

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An expulsion will not take place until the student and the student's parent are asked to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure by a student or a student's parent to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the Board.

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Attachment 13

Evidence of Demand & Support

Dugger Union Community Schools Corporation
March 16, 2015

The following pages contain letters from community members, parents, business and community partners.

Business & Community Partners
Clifton Stringer, Vice President C M Engineering; Dr. David Armstrong, owner of Creative Music and Arts Center; Dr. Douglas Ranard, Vice President, Dugger Improvement, Inc; Scott Dalton, Medatech, Inc; James Marlow, Marlow Auto Sales; Bruce Ellis, President North American Latex Corporation; Terry and Rebecca Brust, Newkirk's Funeral Home;
Dr. Carla C. Johnson, Purdue University; Michelle Riggleman, Clerk-Treasurer, Town of Dugger; Martha Marlow, Dugger Coal Museum Society, Inc.

Parents & Community Members
Landi Cliver, Penny Cornelius, Jonathon Frank, Haven Howard, Trudi Boyd McCammon, Halee B. Robbins, Tabitha Simpson, Ann Walters

The last letter of support is written by Haley Smith, a current senior, who attends Indiana Cyber Charter School-Dugger Union School.

Business & Community Partners

C M ENGINEERING, INC.
8112 E. MAIN STREET P. O. BOX 215
DUGGER, IN 47848
TEL: (812)648-2038 FAX: (812)648-2385

January 13, 2015

Dugger Union Community School Corporation

To Whom It May Concern:

We are writing this letter of endorsement for the Dugger Union Community School Corporation (DUCSC) in order to add weight to their efforts in establishing a charter school.

C M Engineering believes that one of the best ways for an individual to advance is through obtaining a good education. Having a firm educational background is very important not only today but will be in the future. A good education can instill a sense of confidence in a young person and can give rise to striving to do things they may not have thought they were capable of. Also from a practical viewpoint a good education can and has proven to result in more and better paying job opportunities. This is obviously good for the individual but is beneficial to the community and society as well.

An example of how Union High School (UHS) has been beneficial to the community and to C M Engineering specifically is in the former UHS Student Trainee Program for seniors. Through this program students participated in manufacturing processes utilizing Computer Numerical Control (CNC) equipment thus gaining valuable marketable experience. C M Engineering would be open to a similar program established through a charter school.

Another aspect of having a local school is the desirability of low commute times to and from the school. Long commute times place a hardship on students but also parents as well since after school activities necessitate extra trips. In our view long travel times have the effect of chilling participation in after school activities. This aspect is particularly applicable to younger students.

Based upon the points expressed above we endorse the efforts by the DUCSC to find a good solution to the educational needs of Dugger area students.

Very truly yours,

Clifton D. Stringer

Clifton D. Stringer
Vice President

CREATIVE MUSIC AND ARTS CENTER

22 N Main St Sullivan, Indiana 47882 cmaccenter@gmail.com 812-564-3400

To Whom It May Concern,

Creative Music and Arts Center is a music teaching business. We currently have 150 students and service three area schools -teaching general music classes, choir and in-school private lessons. We write and direct three schools' Christmas and Spring Shows.

Creative Music and Arts Center has had the privilege of working with the Dugger Union Community School. We were invited to organize a Christmas program for the 2014 school year. Practices were twice weekly for six weeks. The performance was well attended and the children had a great time. Since Christmas, we have been asked to organize a music program in the school and have done so. We meet twice a week and teach general music fundamentals.

Since my involvement with the Dugger Community, I have seen a great spirit to provide quality education to the area children. Board members are caring and have the professional drive to maintain a Charter School. Having 37 years of educational experience, I believe that this community can maintain a wonderful Charter school. I believe the community is deserving of their own Charter School.

Creative Music and Arts Center would be honored to be involved in the school providing music education. As a successful second-generation local business, we would also be willing to provide any consulting in which we could be a help to the school.

I personally, and as an area businessman, support Dugger Union Community School.

Sincerely,

Dr. David Armstrong
Owner
Creative Music and Arts Center

Dugger Improvement, Inc.
Dr. Douglas Ranard
P.O. Box 31
Dugger, IN 47848
3 February 2015

To Whom This May Concern:

As Vice President of Dugger Improvement, Inc., I am writing endorsing support of the Dugger Union Community School System in Dugger. Dugger Improvement, Inc., is a nonprofit, low income, disabled and elderly housing organization providing safe affordable housing for those of need who qualify as residents. Dugger Improvement, Inc. was established in 1973 by a group of Dugger Entrepreneurs that had a desire to provide such housing within the community. The organization has operated continuously since that time and has expanded to 22 units occupying the grounds of the former Dugger Elementary School.

Some of the residents of Dugger Improvement, Inc., reside there as a direct result of the Dugger Union Community School System. They are relatives of school children that want to be close to their families. Loss of the Dugger Union Community School System will have an impact on the residents of Dugger Improvement, Inc. Since the announcement by the North East School Corporation Board that there would be no school in Dugger after completion of spring '14 classes, three occupants have moved out.

As a nonprofit entity, the only means of funding for Dugger Improvement, Inc., is through receipts from rental income. Expenses are significant and require full occupancy in order to provide sufficient revenue to maintain the 22 apartment complex. Dugger Improvement, Inc. must continue to break even in order to exist.

Loss of the Dugger Union Community School System is threatening the existence of Dugger Improvement, Inc., which about 35 occupants rely upon for safe affordable housing. We have already seen the effect of the threat of school closing with the loss of three occupants. It is anticipated that if the Dugger Union Community School System is lost, additional vacancies will occur. This will result in lack of sufficient rental income to maintain the facility.

Loss of the Dugger Union Community School System will also mean loss of revenue and tax base for other local establishments in Dugger and surrounding communities. Retention of the Dugger Union Community School System will translate into status quo for the area. The area is economically depressed. Further loss may be detrimental to some local businesses as well.

Your positive consideration regarding continued viability of a Dugger Union Community School System will be appreciated by many, including those residing in Dugger Improvement, Inc.

Respectfully,

Dr. Douglas Ranard
Vice President, Dugger Improvement, Inc.

MED TECH
TRAINING SOLUTIONS

"Train For Life"

7265 Tryon Dr.
Pimento, IN 47866
812-243-3045

Kyle Foli
President of the Board
Dugger Union Community Schools
7356 E. Co Rd 50S
Dugger, IN 47848

2/2/2015

Mr. Foli,

Thank you for contacting me regarding an Emergency Medical Technician (EMT) program for your school. The EMT program is unique in that several different pathways can be pursued after successful completion. The EMT program serves as a prerequisite for students wanting to further their EMS certification, prepares students to work on an ambulance, makes students desirable to volunteer fire departments, and the program can prepare them for a technical degree. Some schools have partnered with community / technical colleges to offer dual credit for programs such as this.

Medatech, Inc. is willing to work with your organization in developing an EMT program that allows students to experience one aspect of the medical profession. When all course requirements are complete and upon successful completions of state exams the students will be certified as an Indiana EMT. They may also test for national certification. The course curriculum is based upon the National Education Standards with the addition of Indiana's additional curriculum.

I am excited about the possible partnership with Dugger Union Community Schools. Please let me know if you have any further questions or if you would like a price quote.

Scott Dalton

Medatech, Inc.

MARLOW AUTO SALES
HIGHWAY 54 EAST - DUGGER, INDIANA 47848
PHONE 812 - 648-2576 - 2670

USED CARS

I have been owner & Manager of Marlow auto Sales in Dugger for 49 years. Having a School in Dugger is essential to the growth & future of our town. Having a School in Dugger can & will bring Pride & help teach the Children of their rich heritage & oldenity. We have many dedicated members of our Community Working hard to put in Place a Secure educational School. I support all efforts in the days to Come to Keep this School in our Community. Thanking you in advance for your Consideration.

James W Marlow

NORTH AMERICAN LATEX CORPORATION
049 INDUSTRIAL DRIVE
SULLIVAN, IN 47882

February 18, 2015

To Whom It May Concern:

My name is Bruce Ellis. I am the President of North American Latex Corporation, 049 Industrial Drive, Sullivan, IN 47882.

I live in Dugger, Indiana, and my children are raising their families in Dugger. I have several grandchildren who attend Dugger Elementary and Union High School, so I have an interest in the operation of Dugger Union Community Schools. I actively support the public charter school to remain in Dugger, Indiana for generations to come.

North American Latex Corporation has been a partner with Southwest Sullivan School Corporation ICE program for years. I am personally guaranteeing the same or similar program(s) to help Dugger Union Community Schools, should they be allowed to keep and operate their own school. North American Latex Corporation fully endorses the Dugger Union Community School public not-for-profit charter school system.

Thank you.

Bruce Ellis

Bruce Ellis, President

North American Latex Corporation

Newkirk's Funeral Home
ESTABLISHED 1917

Owners
TERRY R. BRUST: FUNERAL DIRECTOR
REBECCA K. BRUST

February 7, 2015

To Whom it May Concern,

As respected business owners in Sullivan County for over 90 years, it is our opinion that the town of Dugger and the surrounding community would be greatly served by the Dugger Union Charter School.

In order to keep our small town current and serve the educational needs of our children a Charter School would be in their best interests. We truly believe that life and education in a small town does not need to be seen as insufficient or below par. We have had devoted educators in the past at Dugger and we are confident that there will be enough interest in this community to continue that tradition.

We are sending this letter as affirmation that we wholeheartedly support the Dugger Union Charter School. Please support our community and continue with the Dugger Union Charter School.

Sincerely,

Terry R Brust
Rebecca K Brust

Terry & Rebecca Brust, Owners
Newkirk Funeral Home

P.O. Box 188 ~ Dugger, Indiana 47848 ~ Ph. 812-648-2642 ~ Fax 812-648-2392
www.newkirksfuneralhome.com ~ Email: brust@joink.com

PURDUE
UNIVERSITY

COLLEGE OF EDUCATION
Office of the Dean

February 11, 2015

To Whom It May Concern:

Purdue University College of Education is pleased to partner with the Dugger Union School Corporation's to provide potential support for K-12 STEM (science, technology, engineering, and mathematics) programming. The leadership of the Dugger Union School Corporation is a strong, committed, and engaged group and there is extensive community involvement with the schools. We believe this positions Dugger-Union well to move forward with a STEM focus.

The Purdue University College of Education has been engaged with 18 school corporations across the state in STEM strategic planning, development, and implementation to date. Dugger Union School Corporation has expressed interest in moving in this direction and we have had planning meetings with them to discuss potential pathways. We look forward to moving forward with articulating a plan that will meet the needs of the students and leverage local context to build a cohesive STEM curriculum with necessary support in place.

Sincerely,

Dr. Carla C. Johnson
Associate Dean and Professor
carlacjohnson@purdue.edu
1-765-494-0019

Beering Hall of Liberal Arts and Education • 100 N. University St. • West Lafayette, IN 47907-2098
(765) 494-2341 • Fax (765) 494-5832 • info@coe.purdue.edu • www.education.purdue.edu

TOWN OF DUGGER

P.O. BOX 146
DUGGER, INDIANA 47848
(812) 648-2118

February 3, 2015

To Whom It May Concern,

This letter is to officially inform you that the Town Council for the Town of Dugger would like to ask for your support, and to request that you make a decision to consider making Dugger Union Community School a realization.

Parents want to keep their kids in town and small school size is important to them. Why close the school and break up the community when we could be creating new programs that build the community and attract students?

There are many people in this community who are willing to work together to come up with a better solution for our school. It is our belief that keeping the school building open is the best answer.

We maintain that smaller schools are better for students and teachers and that students are negatively impacted by transitions from one school to another. The closing of our school will result in larger, more crowded schools, fewer students attending neighborhood schools, more traffic problems, and more parents choosing to leave the school district all together.

Please consider the consequences for our students before you make your final decision.

Sincerely,

Michelle Riggleman

Michelle Riggleman
Clerk-Treasurer
Town of Dugger

Dugger Coal Museum Society, Inc.
P.O. Box 501
Dugger, IN 47848

February 23, 2015

Greetings,

As a 1939 graduate of Union High School, I have a deep interest in the future of the school and would like to help the hard working "Save the School" committee who has accomplished so much up to this point.

I am founder, a director, and treasurer of the Dugger Coal Museum which is very well equipped with coal mining history. Over the 35 years since it was founded in 1980 many college students and school classes visited the Coal Museum for coal mining history. The town of Dugger was the results of coal being found in the area. When money was needed to open a coal museum, Union High School Alumni answered letters with donations that resulted in a building being bought and opening of the Coal Museum in less than a year.

In January each year, newsletters are sent to memberships. This year along with the dues and donations were notes expressing elation that the school has been saved.

I hope you find this information of interest and that it would help. Dugger needs a school and the help and interest is out there.

Thank you in advance for your consideration.

Sincerely,

Martha Marlow

Martha Marlow

Parents and Community Members

From: "Landijo@gmail.com" <landijo@gmail.com>
To: "ellisdeb@yahoo.com" <ellisdeb@yahoo.com>
Sent: Monday, February 23, 2015 10:16 PM
Subject: Dugger Union charter school

To Whom It May Concern:

I am writing this letter in support of Dugger, Indiana having its own charter school. Our town needs this school and we deserve it. The amount of hard work and complete dedication the people of this community has given leaves me speechless, and that is a difficult task to do.

My husband and I have three sons. Our oldest is in first grade. He loves "his school" as he puts it. The other two, who aren't in school yet, I pray will be Union Bulldogs and wear black and gold with pride just like their parents did. We built a house last year approximately two miles from the school specifically so our children could follow in our footsteps. We had a great education. The sense of family is so strong. We truly love and care for each other. I can't imagine what life would be like if I had to bring our sons somewhere else. I would never feel truly at peace like I do when I drop Linkyn off at school every day. I trust these people with one of my most precious gifts I have been given.

This charter school would be an amazing school. This community can make anything work. We have some very selfless individuals that have been working day and night to achieve this. As Bulldogs, we never give up. This opportunity would be much appreciated.

Sincerely,

Landi Cliver

2-19-15

To whom it may CONCERN;

My name is Penny Cornelius I have lived in the Dugger Community all my life. I attended Dugger Union High school as my two children as well as now my grandchildren. I am from the line of the founders of Dugger our town. This is a community of concerned parents and grandparents. Who seek to keep our schools open here in Dugger. Wanting for our children as well as grandchildren the opportunity of going to school here in our town where our children can be prepared for the future work force or college or trades school. We feel there can be no better place to attend and learn than right here at Dugger Union Community Schools. The people here are of strong character and integrity, who want this way of life preserved and carried on in there tight knit community. Where the Good for all not just one is top of their future desires. To insure the qualities that have been handed down over lifetimes the giving oneself for the sake of others is increasingly rare. It takes real strength of character and all the support of our community's family's standing in unity for our schools to have remained open this school year. We are so appreciative of Trine University and Don Williams of cyber to build a bridge for our schools to keep our school doors open and blaze a new way a brick and motor school buildings with children doing their lessons on cyber. But we insist upon even more for Dugger Union Community Schools. We have so much we want to add to our schools to prepare and educate our kids for continued education we want to be held accountable for higher learning. To ensure that every Dime will be used on teachers and Kids and up keep of our schools. The only way this can happen is if you grant us our chater schools to re-open in 2015-2016 as our own schools Governed by the Best group of concerned citizens the ones who live here in Dugger the ones who would not let the doors be closed forever.

Character is the total of what we stand for, what is expressed in our pattern of behavior. A byproduct of Good character is a legacy of stability. We sought out and secured A teacher retired principal and this same lady runs a consulting firm to help those on the path to higher quality education, helping us to apply for our own schools thru charter boards as your self. I ask you to not hesitate or delay in any way but to vote to give Dugger residents and their children and their childrens children the continued Grace of having our wonderful school doors open. To continue in offering the future more good citizens, nurses, Doctors, Teachers, trade skilled workers like welders, brick layers, plumbers, tv repair men and women. Hair dressers, business owners, the list is vast as years ago and knowing so many Dugger Graduates who fit so many of the work force today. Honorable men and women with character. I urge you to vote yes to giving Dugger schools their own Charter. Let us Prove to you this will be one of the best decisions you will make for the future of our community and its citizens as well as there children. Sincerely, Mrs. Penny Cornelius Dugger, Indiana

I Have 2 children in the 2nd grade. My children have asked if they can stay in their school, with their friends & town they are comfortable with. Most of the 2K & grades have been together for 2 yrs preschool K, 1st & 2nd grade, baseball, basketball etc. We are a small community & look out for each others kids. If these kids are forced into larger schools they will have a lot of adjustments to make & will lose the security they have at Dugger.

Jonathon Frost

To Whom It May Concern,

I am writing to express my support for the approval of the Dugger Union Community School's sponsorship from a new charter organization. I am a resident of the Dugger community and I believe that the Dugger Union Community School will be an incredible asset to your organization and be a great benefit to the children, families, and local community for the following reason:

- The Dugger Union Community School will fill a long-standing need in our community for an alternative to traditional public education.
- Many families here have home-schooled, hired a private teacher, driven to other schools, or opted for some blend of these approaches. There is a strong commitment amongst Dugger parents to be actively involved in their children's education and to create an education alternative for their children.
- However, as families have attempted to sustain something outside of the public school system it has proved: either difficult financially for families to maintain; wearisome for children long hours commuting; that people end up relocating to another town offering greater access to educational options.

I support the approval of the Dugger Union Community School to serve students in our community. I value the Dugger Union Community School's mission and would be happy to see a school of choice in our community.

Sincerely,

Haven Howard
Dugger, IN

Trudi R. McCammon
3917 S. CR 300W
Sullivan, IN 47882

February 23, 2015

To Whom It May Concern:

I am a 1984 graduate of Union High School. I am the proud mother of 3 kids, 2 of which are Union High School alumnus. My youngest son is currently a Freshman at Dugger Union Community.

I do not reside in the Dugger School District, but made the decision to transport my kids, twenty miles one way, so that they would have the same "small school" opportunities that were afforded to me. It is a decision that I have never regretted.

I respectfully request your consideration of the Dugger Union Community School's Charter School Application.

Sincerely,

Trudi Boyd McCammon

Trudi Boyd McCammon
Class of 1984

Halee B. Robbins
1911 N. Roosevelt St.
Arlington, VA 22205
halee.howard@yahoo.com
February 23, 2015

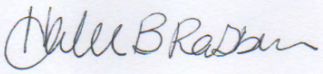
To Whom It May Concern:

As a proud alumni of Dugger Elementary and Union Jr.-Sr. High School, I am writing to express my support of the school of Dugger receiving its own charter. Attending elementary and high school in Dugger prepared me well for my career as a financial consultant for the Department of Defense, Certified Public Accountant and small business owner. It takes a small, community-focused school to provide the kind of one-on-one attention that I received from my teachers. It was this personal attention that gave me the necessary tools and skills I needed to succeed in and out of the classroom. Most importantly, I learned early that I could do anything that I set my mind to and a strong work ethic can take you far in life. I am certain my career path would have turned out differently had I not attended school in Dugger.

A community school serves as a building block to a town and often acts as an extension of a family. A school means the world to a small rural community such as Dugger and helps to build the town's sense of pride. We all look back fondly on our sports memories. I can still remember the overwhelming feeling I had looking out across the gymnasium, seeing what seemed like our entire community there to cheer on our 2000 State Runner-Up Champions. I can't imagine what my life would have been like without growing up and going to school in Dugger. It is this sense of pride that makes me look forward to bringing my family back for Homecoming every year.

For your consideration, please accept this letter of support.

Sincerely,



Halee B. Robbins

Tabitha Simpson, FNP-BC
Sullivan County Community Hospital
2200 N Section St
Sullivan, IN 47882

February 19, 2015

To Whom It May Concern:

My name is Tabitha Simpson and I am writing this letter to express my support for the proposed charter school, Dugger Union Community Schools, in Dugger. I have a vested interest in this community and this school. I am the 1994 valedictorian of the former Union High School. My grandfather taught me 5 years of math at this school. My grandparents both graduated from Dugger, as did my mother, her 6 brothers and sisters, my sister, and multiple cousins. I live in Dugger. My three children attend the school in Dugger. I went on to receive a Bachelor's degree in Nursing and then a Master's in Nursing, both with honors, and have worked in this community as a nurse practitioner for nearly twelve years. My education at Union was the foundation for my entire life. I was prepared just as well, and often times better than anyone else in my college courses. I want this for my children. My kids deserve a quality education even though they live in a small town. The Dugger Union Community School board, and the entire town really, have worked tirelessly these past months to keep this school and this town afloat. They have raised funds, held town meetings, and put in endless hours putting together the best charter application that they possibly can. Most of the board members also work full-time jobs. They do this, and we as a community have helped in any and all ways possible because we believe in this school and we believe in this town. We all are working toward the common goal of giving our children the best possible education we can right here in little Dugger, Indiana. I am writing this letter in support of the charter school in Dugger, so we can do just that. Thank you very much for your time and consideration.

Sincerely,

Tabitha Simpson

My name is Ann Walters and I am writing this letter of endorsement for Dugger Union Community Schools. My granddaughter will be in the 10th grade for the school year 2015/2016. Her mother, grandfather & great grandmother all were graduates of Union High School. She is the 4th generation attending this school. She started school here in kindergarten and was heartbroken when the Northeast School Corporation decided to close the schools for the 2014/2015 school year.

The amazing community of Dugger went to work and elected a school board for the now Dugger Union Community School Corporation and they began working on an application for a new charter school. They met the deadline and were one of 3 or 4 applications that was accepted for a new charter school. Unfortunately, their bid for a charter was denied for this year.

But this board was still believing and found a way to keep the schools open for this school year. Indiana Cyber School (ICCS) stepped in to bridge our school for a year, enabling the board to have more time to work on a new application and curriculum.

Of course this new school year has had its ups and downs, but it is amazing how everyone has pulled together, and the enrollment has exceeded everyone's expectations. The school board and residents of Dugger are some of the hardest working, most dedicated people I have ever met. I am so proud to call them my friends.

I did not attend Dugger Elementary or Union High School but was transplanted to the Dugger community after my marriage to a former Union Bulldog. This community opened their arms and welcomed me as if I were a lifelong resident of Dugger. It is a wonderful community, an excellent school and it would be a shame to see all this disappear.

I am asking that you please grant Dugger Union Community Schools (DUCS) a new charter for the next school year. I really believe that you would not be disappointed.

Thank you,

Ann Walters

To Whom It May Concern;

I would like to take this time to tell you a little bit about myself. My name is Haley Smith and I am a Senior at Indiana Cyber Charter School/Dugger Union Community Schools-Dugger Campus. I have been a student at DUCS since kindergarten. I am an Academic Honor student and have been in our schools Honor club since I was a Freshman. After spending twelve years at Dugger and never wanting to go anywhere else I made a decision to return to my school knowing that it would not be a traditional school but not ever seeing myself in anything other than black and gold. I know my plans for the future involve that when I graduate from college I plan on working at Dugger Union Community Schools as an Elementary Teacher. I want my future kids to attend Dugger Union Community Schools and see what it takes to be a true Community School. It doesn't take one or two to make things happen, it takes a whole town.

My school was voted to be closed last year when I was a Junior, making it impossible for me to graduate there as a Senior. I was going to be forced to graduate at a different school, a different home. It was the most stressful and melancholy year. Everyday you would see a child or staff member crying in the halls or rooms, knowing that it was their last year in that building. The thought of me graduating in a different school with people I would hardly know made me sick. It was hard to think that my home was being ripped away from me so easily. It was hard to accept that 4 people could in one vote change the lives of so many people.

Our community never gave up hope though. I have never seen such determination before until my school was shut down. Large groups of people volunteered to put the school back together piece by piece. We tore off the old chipping paint and repainted the walls, fixed the stairs, and we fixed the holes that were in the walls. We also did many fundraisers to try to the pay bills. The odds were obviously stacked against us, however nobody knows the pure determination of Dugger citizens until you try to take away something that is very important to us. Without this school, there is no town and everyone knew that. A lot of people gave up and moved on, but who could blame them? We were denied a charter twice and with one last effort we were given our school back. However we were not confirmed the building until two weeks before school started in August. Many people doubted that the doors could open be opened in such a short amount of time. On August 25, 2014 the community walked in the doors of DUCS and started our new adventure. It was a big risk to stand by and hope that we would have a school this year. A risk, that I'm glad I took.

I am very appreciative of Indiana Cyber for supporting us this year, allowing me and others to graduate. However, I believe that we would be better standing on our own. I truly believe that if you grant us a charter, you would not be disappointed in your decision. Our board is full of well-educated people who care about the students education. I have basically watched them shed blood, sweat, and tears for us. They work full time jobs, are full time parents, and they are full time board members. No one that I have ever met has showed me what true belief really is till I got to know these people. I can not honestly say enough about the people that are on the board. I have full faith in our board and community. This town is OUR

school and OUR school is this town. There is not a doubt in my mind that the school will prosper once it is open.

Losing a small school in a small community is drastic and affects people in many ways. In our school, everybody knows everybody. When you walk through the halls and walk past a student, you know them personally. They're not just a fellow student, they are a friend that you have history and play a sport with. In a small school you have that close bond that no other place does. In a small school you also have a close bond with the teachers, you're not just a number to them. The teachers know you by name and actually knows the real you. You can get that one-on-one help and that's in class or after school. During football season, on game nights, we don't always have a winning season but nearly everyone in our small town comes out to support the Dugger Bulldogs. We are known for having the smallest school in Indiana that puts a football team on the field. We as a community, not just the football team, puts our hearts on the field every Friday night. Whether we'd win or lose we walked off of the football field with our heads held high, proud to be a Bulldog. We do this with everything we do. This school is and always will be the HEART of Dugger. I am so proud to call Dugger my family.

Sincerely,

Haley Smith

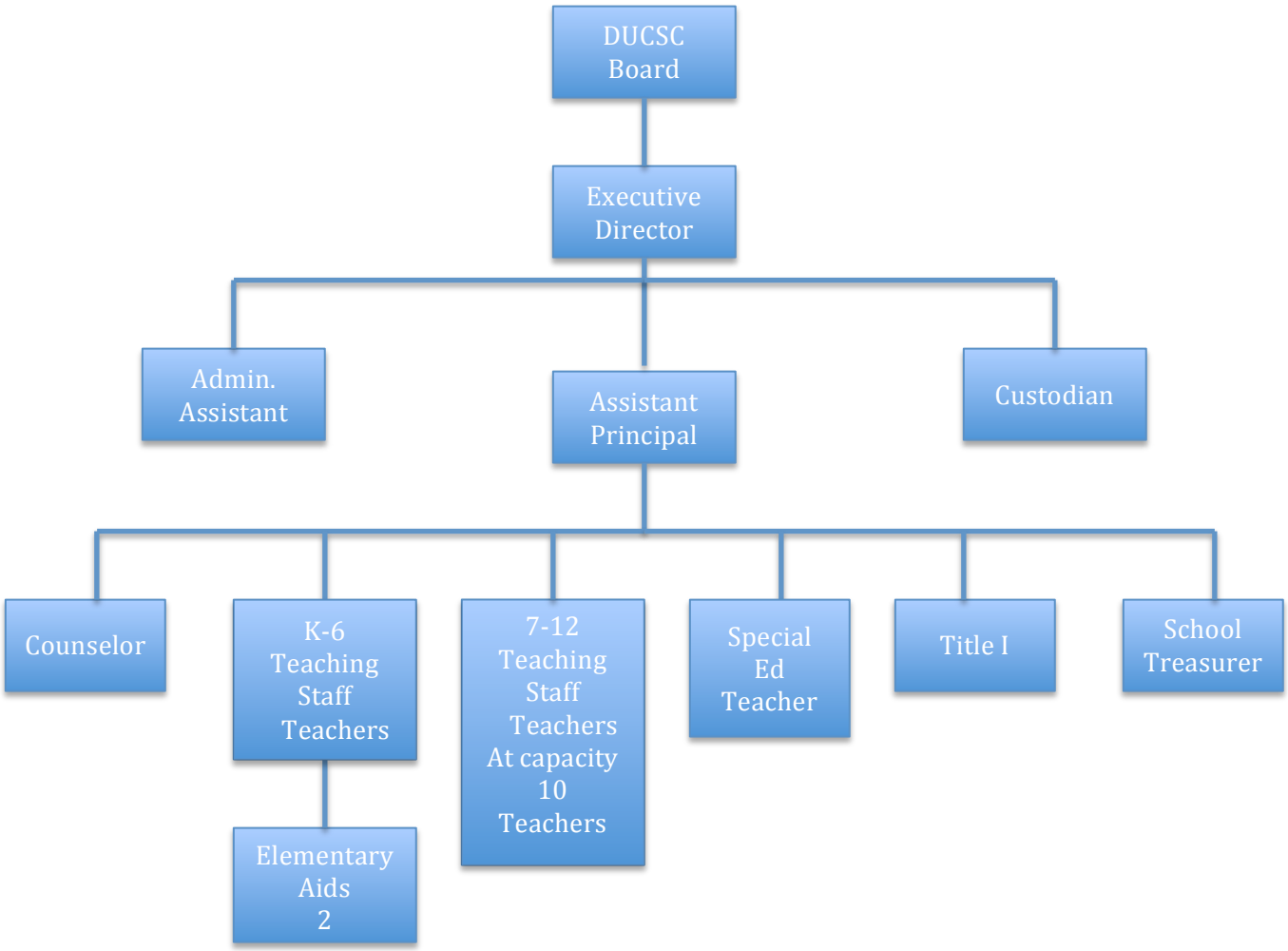
Haley Smith

Attachment 14

Organizational Chart

Dugger Union Community Schools Corporation
March 16, 2015

ORGANIZATIONAL CHART



Roles and Responsibilities of the Governing Board and Staff

Governing Board
The Board of Directors is committed to providing proper oversight of DUCSC in all areas of management. The most important responsibility of the Board of Directors will be to ensure that the mission of the school and all procedures/policies are in compliance with state and federal laws. It is the responsibility of the board to create a vision and goals for the school. Through the policies they make, the board is ultimately responsible for the success or failure of the school. The board's main responsibilities will include the following:

- Keep itself abreast of the overall performance of the school and the performance of

students on all state assessments
- Work with leadership team to establish a long-range strategic plan
- Ensure that high expectations are established and will support these expectations
- Establish policies and oversee the operational needs of the organization
- Conduct all board business in an open, fair and ethical manner
- Approve the budget and ensure the budget is managed in a responsible manner
- Ensure proper accounting and reporting procedures are followed
- Approve the hiring or dismissal of staff
- Approve appointment of school leadership team
- Approve fiscal plans, plans for expansion, fundraising plans

Executive Director

The Executive Director is the school leader and is responsible for the day-to-day operations of the school. The ED is responsible to and reports to the Board of Directors. The main responsibilities of the ED include:

- Supervises all school personnel, directly and/or indirectly
- Serves as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- Conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- Ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The ED defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
- Provides activities which facilitate the professional growth of the school staff and enhances the quality of the instructional program.
- Identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.
- Ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The ED also provides opportunities for staff participation in the school program.
- Evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The ED supervises and appraises the performance of the school staff.
- The ED maintains good relationships with students, staff, and parents.
- Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The ED involves the staff in determining priorities for instructional purposes.

Assistant Principal

- Reports to the Executive Director
- Supervises those assigned by ED
- Provides data analysis and communicates to staff all assessment results.
- Serves as a member of the administrative team to develop and implement the total school program.

- Assists in the development and establishing of the school goals and objectives and the planning of the school's instructional program.
- Assists to provide direction to staff in implementing goals and objectives and interacts and meets with staff to assist in their development.
- Assists in the evaluation of the school program and of staff and assists to initiate needed improvements.
- Works with the staff in setting budget priorities.
- Assists in the preparation and management of budgets and schedules and in the coordination and implementation of the co-curricular program.
- Assists to define and disseminate information about school disciplinary policies and procedures to parents, students, staff and community.
- Communicates and carries out established policies, delegates and accepts responsibility for completion of tasks and communicates program goals, objectives and policies to the community.
- Assists in supervising and maintaining auxiliary services and uses community resources to supplement the school program.
- Promotes and maintains open communications, positive student attitudes, respects dignity, worth of staff, students, and complies with established lines of authority.
- Assists in completion of records and reports and in the supervision and inventory of necessary supplies, textbooks, equipment and materials.

Attachment 15

Start-Up Plan

Dugger Union Community Schools Corporation
March 16, 2015

Start-Up Plan

Below is the Start-Up Plan for events leading up to the first day of school for all students. The first day of school for teachers is August 10, 2015, and the first day of school for students is August 11, 2015.

MONTH/DATE AND TASK	RESPONSIBLE INDIVIDUALS
MAY	
Executive Director to be hired by end of May	DUCSC Board
Hire assistant principal	Executive Director
Conduct open enrollment for parents and students	Executive Director Counselor
Develop plan for students with special needs and meet with parents/students to write or revise IEPs	Counselor
Make sure ESL population has turned in surveys or arrange to conduct surveys for those who do not have survey on file	Counselor
Conduct advertising campaign to attract students	Executive Director
Hold community meeting	Executive Director Board
Board of Directors meet with attorney to finalize the charter agreement with the Indiana Charter School Board	Kyle Foli, President of Board of Directors Alex Curlin, Attorney
Register the school on The Learning Connection	Executive Director
Register the school with the STN support center and get a school ID number	Executive Director
Begin hiring and selection of Guidance Counselor and teachers	Executive Director
Make a list of the state and federal reporting requirements by the school	Executive Director
Assess curricular needs (textbooks or supplemental materials) and order any needed materials	Executive Director Assistant Principal
Assess technology needs and order any needed equipment	Executive Director Assistant Principal
Secure all building and fire/safety inspections	Board Executive Director
JUNE	
Hold an Open House and Tour of the school for prospective students/parents and provide registration packets to students and parents	Executive Director, Guidance Counselor, and teachers
Begin to enroll and schedule students in classes	Assistant Principal Guidance Counselor
Build Master Schedule	Assistant Principal
Continue to interview and fill any remaining staff openings	Executive Director
Conduct background checks upon the hiring of all staff members	Executive Director or Administrative Assistant

JULY	
Hold second Open House and Tour of school for students/parents	Executive Director, Guidance Counselor
Continue to enroll and schedule students	Assistant Principal Guidance Counselor
Professional Development: Conduct an orientation session with staff to educate them on charter schools and the development of DUCSC, the Indiana Charter Law, the expectations of the Indiana Charter School Board	Executive Director Board
Prepare copies of the School Rules & Guidelines, Anti-Bullying Policy, and Acceptable Use Policy for board approval	Executive Director
Board of Directors meeting	Executive Director
Continue advertising campaign to attract students	Executive Director
Make sure teachers have textbooks and equipment needed for the opening of school	Executive Director
AUGUST	
Prepare for all-school assembly to be held on first day of school	Executive Director

Attachment 16

Insurance Coverage

Dugger Union Community Schools Corporation
March 16, 2015

Estimate for Insurance Coverage

Springer Insurance & Financial Services, Inc.
823 NORTH SECTION STREET • P.O. BOX 406 • SULLIVAN, INDIANA 47882
(812) 268-4711 • 1-800-489-4711 • FAX (812) 268-3809
www.springerinsurance.com

March 2, 2015

To Whom It May Concern:

Re: Dugger-Union Community School Corp.

Our agency has handled Dugger-Union Community School Corp.'s (DUCSC) insurance needs since July 2014. DUCSC's coverage is currently written through Cincinnati Insurance Company. Cincinnati is rated A+, Superior by AM Best. As they are presently partnered with Indiana Cyber Charter School, who handle the educational aspects of the charter school in Dugger, we have DUCSC insured for the following coverages:

- Property
  - All buildings on the school premises are insured at replacement cost.
  - Contents coverage is provided at replacement cost for those items that DUCSC owns in the main school building.
- Commercial General Liability
  - Coverage is currently written for $1 million occurrence and $2 million aggregate.
- Accident insurance coverage is written for the student athletes.

Upon receipt of their own charter, a new policy will be written for DUCSC that will be tailored to their needs as their own charter school. The following is a list of the coverages that will be offered to properly insure DUCSC's charter school operation:

- Property
  - All buildings on the school premises will continue to be insured at replacement cost.
  - Contents within the school buildings will continue to be insured at replacement cost.
- Liability
  - Commercial General Liability
    - Limits of no less than $1 million occurrence and $2 million aggregate will be written. Higher limits can be offered if desired.
  - Sexual Misconduct
  - Employee Benefits Liability
  - Cyber Liability

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& Financial Services, Inc.
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(812) 268-4711 • 1-800-489-4711 • FAX (812) 268-3809
www.springerinsurance.com

- Educators' Legal Liability – including Directors' & Officers' Liability and Employment Practices Liability
  - Limits of no less than $1 million occurrence and $2 million aggregate will be written. Higher limits can be offered if desired.

- Automobile Liability
  - Coverage will be provided for any owned, non-owned, and hired autos used in connection with all school business.
    - Limits of no less than $1 million occurrence and $2 million aggregate will be written. Higher limits can be offered if desired.

- Inland Marine
  - Coverage will be provided for the following items that are owned by DUCSC:
    - Lawn and maintenance equipment/tools
    - Sports equipment that will travel with the teams
    - Band instruments and equipment that will travel to events away from the school
    - Mobile IT equipment

- Crime
  - Bonds can be written for the treasurer and all other employees that handle money for DUCSC.
  - Employee Dishonesty
    - A limit of no less than $250,000 will be written. Higher limits can be offered if desired.

- Workers' Compensation
  - Coverage will be written to cover all paid employees of DUCSC.
    - Employers' Liability
      $500,000 Each Accident
      $500,000 Each Employee
      $500,000 Policy Limit

- Umbrella/Excess Liability
  - Coverage will be written to provide additional limits for the underlying liability coverages.
  - A limit of no less than $4 million will be written. Higher limits can be offered if desired.

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www.springerinsurance.com

- Educators' Legal Liability – including Directors' & Officers' Liability and Employment Practices Liability
  - Limits of no less than $1 million occurrence and $2 million aggregate will be written. Higher limits can be offered if desired.

- Automobile Liability
  - Coverage will be provided for any owned, non-owned, and hired autos used in connection with all school business.
    - Limits of no less than $1 million occurrence and $2 million aggregate will be written. Higher limits can be offered if desired.

- Inland Marine
  - Coverage will be provided for the following items that are owned by DUCSC:
    - Lawn and maintenance equipment/tools
    - Sports equipment that will travel with the teams
    - Band instruments and equipment that will travel to events away from the school
    - Mobile IT equipment

- Crime
  - Bonds can be written for the treasurer and all other employees that handle money for DUCSC.
  - Employee Dishonesty
    - A limit of no less than $250,000 will be written. Higher limits can be offered if desired.

- Workers' Compensation
  - Coverage will be written to cover all paid employees of DUCSC.
    - Employers' Liability
      $500,000 Each Accident
      $500,000 Each Employee
      $500,000 Policy Limit

- Umbrella/Excess Liability
  - Coverage will be written to provide additional limits for the underlying liability coverages.
  - A limit of no less than $4 million will be written. Higher limits can be offered if desired.

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www.springerinsurance.com

- Accident Insurance
  - Coverage for all student athletes if they sustain injuries while participating in the play, practice, or travel to and from school sponsored and supervised interscholastic athletics.
  - Coverage can also be made available to the entire student body; however this is usually on a voluntary basis that would be picked up by the parents.

Based on our experience with other schools, both charter and public, we estimate an annual premium of $50,000 for the coverages listed above. Please contact me with any questions or concerns.

Thank you,

A.J. Terrell

Attachment 18
Budget Narrative

Dugger Union Community Schools Corporation
March 16, 2015

Budget Narrative: Dugger Union Community Schools Corporation

The five-year budget for Dugger Union Community School Corporation is divided into seven expense categories. The following narrative provides an overview of project expenses:

1. Personnel expenses
2. Instructional Supplies and Resources
3. Support Supplies and Resources
4. Board Expenses
5. Professional Purchased or Contracted Services
6. Facilities
7. Other

By Indiana law, charter schools receive the same amount of funding per student as students attending regular schools in the district as follows: http://www.in.gov/icsb/2431.htm

> Charter schools, like all public schools in Indiana, receive general tuition support from the State and are funded as their own separate Local Educational Agency (LEA). Per-pupil funding is administered by the IDOE and is referred to as the Basic Grant.
>
> Per-pupil funding for a charter school in its first year of operation is the same amount as per-pupil funding for the district in which the charter school is located. The per-pupil funding for a charter school in its second year of operation or beyond is based on the target revenue the school generates through the school funding formula (i.e., based on the previous year's funding level and student counts). These state payments are sent directly to the charter school, for which the Organizer is the fiscal agent.

1. Personnel Expenses (65.2% to 70.2% of Total Budget)

Dugger Union Community Schools Corporation will begin year 1 with 14 (13 certified and 1 uncertified) teachers based on an enrollment of 230 students in 2015-2016. Based on local student enrollment projections, teacher count will expand to 21 teachers (19 certified and 2 uncertified) by the fifth year of operation (based o a student enrollment of 320 in year 5). Beginning salaries for teachers will begin at $39,688 (with benefits and retirement), with the opportunity to increase salary by 1% per year for each of five years, with an opportunity for performance based bonuses based o meeting differentiated pay plan goals related to student achievement, classroom observations, and organizational goals. It is anticipated that most Dugger Union Community School Corporation teachers will possess five years or less of teaching experience. These estimates are based on average teaching salaries in the local Midwest-Indiana geographical location.

Certified instructional personnel will consist of classroom teachers, teaching specialists (ELL, SPED), teachers' aides and one superintendent. Non-certified instructional personnel will consist of art and physical education teachers and teachers' aides. Other personnel include administrative services such as librarian, treasurer and administration assistant.

Years 2 through 5 have $20,000 to $30,000 earmarked in the five-year budget for performance based bonuses either as an annual pay raise or one-time bonus payments.

Benefit estimates are based o the following assumptions: 7.6% personnel salary for Social Security, 8.85% of personnel salary for Teachers' Retirement Fund contribution and the corporation will fund approximately one-half of insurance funding (at a flat rate of $5,600 per employee).

The role of the Executive Director (School Leader) is estimated $78,000, and includes retirement and benefits. The school has also budgeted for a role of Assistant Executive Director, who will be responsible for data analysis, performance management and will assist the Executive Director at a beginning salary of $70,608 (which includes benefits and retirement). We believe the role of assistant is critical in supporting the development of the school in the early years as a robust school which achieves high rate of success academically. The assistant ED will also support the ED in ensuring that State reporting requirements are upheld and fulfills all State requirements.

2. Instructional Supplies and Resources

As Dugger Union Community School Corporation will begin Year 1 with minimal prior purchase of textbooks, $22,000 is earmarked for textbooks in years 0 and $20,000 in year 1, and subsequent years hold a steady estimate at approximately $20,000 per year, to replace secondary school textbooks as required, periodically.

In year 1, the budget for technology is allocated at $30,000 covering 14 classrooms. This extends out to year 5 with a small amount of inflation, peaking at $34,000, as we endeavor to outfit all classrooms with the latest technology and provide accommodations for an inflating student population, peaking at year 5 with a projected enrollment of 350 students.

3. Support Supplies and Services

range of $22,400 in year 1 is allocated for administrative computers, administrative software, administration dues, and office supplies for the new Dugger Union Community School Corporation informational systems. The annual requirement is estimated to be somewhat steady for the next five years.

4. Board Expenses

Our board will volunteer its services for the school corporation. However, $1,000 per year is estimated for any travel or training conferences to support the school system.

5. Professional Purchased or Contracted Services

Funds are budgeted for legal services in the amount of $5,000 in year 1 to $10,000 in year 5.
Total insurance cost of $50,000 is funded to insure both the elementary and junior-senior high schools covering their property and casualty exposures, workman's compensation and all the other insurance requirements of the school. Specific liability coverage includes premises liability, employee benefits liability, general liability coverage, and crime. Additional coverage includes bonds on school treasurer, automobile coverage, and worker's compensation. The coverage includes an umbrella/excess liability coverage as well. The rate is effective and comparable to other rates offered by competitors. (See

Attachment 16).
Food service estimates are based on number of students per year, and are partially reimbursed by the Federal Lunch program and Federal Breakfast Reimbursement.

6. Facilities

significant portion of the facility cost is budgeted for gas/electric and water/sewer expenses. We have discussed a partnership to pursue making the school an environmentally green facility. This will be benefit to the community, as well as will enhance utility savings. We are in the infancy of this process, so we are holding utility costs steady at this time until further evaluation of the initiative can be finalized. There is also a maintenance plan in place to perform the following maintenance requirements in our five-year plan:

Year 1	
Update internet	25,000
Roofing-elementary	25,000
PA system	14,000
Refinish gym floor this is 2-years past due	8,000
Year 2	
Update boilers	50,000
Painting in the school	20,000
Year 3	
Update boilers	20,000

7. Other

The other cost is budgeted for the Indiana Charter School Board Administrative Fee which is 3% of the budgeted grant funds amounts.

Attachment 19

Pre Existing Organization

Dugger Union Community Schools Corporation
March 16, 2015

This attachment does not apply to DUCSC charter application.