

Exhibit B

Proposal Overview

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

Name of proposed Charter School: Open Door Academy

Proposed Charter School location:* Former Riley Elementary School, 1901 N. Walnut, Muncie IN

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

School district of proposed location: Muncie Community Schools

Legal name of group applying for Charter: Webster Foundation

Designated representative: John Sonnenberg

Contact Information (Phone & Email): 847-922-5572 johnsonen@aol.com

Planned opening year for the school: Fall 2021

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) Classical education/career exploration

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-6	150
Year 2	K-7	250
Year 3	K-8	350
Year 4	K-8	350
Year 5	K-8	350
At Capacity	K-8	350

Target student population (if any): K-8 students in Muncie

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): NA

Planned submission date(s): NA

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information: There have been no prior applications.

Authorizer(s): NA

Submission date(s): NA

Signature of Designated Representative	
<u>John Sonnenberg</u>	
Name	
<u>John Sonnenberg</u>	<u>9/24/20</u>
Signature	Date

Open Door Academy Application

APERIRE OSTIUM AD DIVERSE SCHOLAR

Executive Summary

Mission:

At the Open Door Academy, our mission is to prepare a diverse scholar population with an educational foundation for success in life and address the societal variables which could limit learning.

Vision:

The Open Door Academy's vision is to create an environment of academic excellence characterized by educators who mentor, nurture, guide and trust students. Our Classical Education model was selected because of the unique way it encourages students to develop a natural thirst to learn in preparation for their lifelong journeys.

Our vision is threefold:

- Instill core classical educational concepts as a foundation for future growth and learning;
- Develop a new generation of skilled talent by seamlessly transitioning learners to high-tech, high-wage jobs;
- Increase the number of underserved and underrepresented students in these fields.

We have a deep commitment to providing students with an interdisciplinary approach to education, experiential learning and all the necessary supports to be successful. Our multi-faceted model leverages our dedicated staff, community programming and resources, and industry partnerships.

- An environment where teachers, support staff, and administrators lead by example and model what is good, true and beautiful.
- A time tested, standards aligned curriculum that is designed to the needs, strengths, abilities, and learning style of each student to maximize student achievement. The curriculum will exceed the requirements of the Indiana College and Career Ready Academic Standards.
- An open and receptive learning atmosphere that respects and encourages the individual ideas and intellectual pursuits of every student and faculty member.
- Instructors that receive continuing education on the delivery, planning, academic and emotional benefits of a Classical education. Our schools will invest in teachers' professional growth and teaching skills.
- An internalization of the Benjamin Bloom's research on personalized competency-based learning. (2-Sigma Problem)
- An educational program that goes beyond the academic to include a career awareness pathway by the end of middle school, building the foundation for industry certifications in addition to college preparation.
- Where technology is a transformative tool. Through a blended learning model, the Open Door Academy will provide a personalized high valued learning environment.
- An awareness that every student's life has challenges that need to be addressed to provide a successful educational experience.

To uniquely distinguish it from other blended learning models, the Open Door model eventually will be "open" six days a week throughout the year with extended daily hours. This "always open" school can better meet the flexible needs of parents, students, and workplaces.

We believe relationships are the key to our success. We accomplish this by partnering with parents to provide a rigorous, time tested classical education. We strive to equip and train our teachers with academically excellent tools with the goal of instilling a lifelong love of learning in our scholars.

Educational Need and Target Population

The Muncie Community is the geographic target. The target population are students whose families live in Muncie and have, or would, transfer out to the surrounding school systems, and students that have situations that require additional support and flexibility that local schools do not support.

Muncie Community Schools in all categories are far below the state average.

<https://inview.doe.in.gov/corporations/1019700000/proficiency> Two thirds of the students are economically disadvantaged. <https://inview.doe.in.gov/corporations/1019700000/population>

Additionally, the focus on career education and use of transformational technology will address the lack of such opportunities in the community.

Finally, there is a strong need for quality education in Muncie. Muncie Community Schools didn't even report their school grades in 2019, and most likely won't for 2020, and most of the Elementary and Middle Schools had grades of D or F in 2018. (IN DOE)

Targeted Community:

The Open Door Academy will be the only approved charter school with a Classical education curriculum. The Muncie area is in need of options for parents looking for a rigorous K-8 program, with a focus on Social Emotional Learning. There is only one regular charter school in Muncie and it serves less than 10% of the students that choose to leave the public schools of the 30% that have left the Muncie Community Schools.

Current choice options include the following:

School/Corp	Students	Type
Non-Muncie Public Schools	1,379	non-Muncie
Indiana Connections Career Academy	2	Virtual
Burriss Laboratory School	435	University Lab School
Indiana Academy for Sci Math Hmn	25	University Lab School
Inspire Academy - A Sch of Inquiry	182	Charter School
Indiana Connections Academy	33	Virtual
	2,056	

The school will use a current school structure of 30,000 square feet and eventually service grades Kindergarten to 8th grade. The intention is to open as a Kindergarten to 6th grade campus in the first year and then grow to 8th grade by the third year.

The Open Door Academy Governing Board is proposing one campus with a planned opening date of August of 2021 with 150 students and a full capacity of 350 scholars in year three. The school is proposing to remodel a campus on a 6 acre site with a gym, state of the art security, play fields, technology and science/art/career facilities.

- There are very few public school choices for the families of the proposed school.
- The focus on academic rigor and social emotional learning found in the Classical Education model matches the unique aspects of the area.
- The region has experienced a significant transfer rate of 30% to surrounding school locations outside of the community. As parents want local choices in schools, the Open Door Academy will become an important draw to the region.

Corporation Name	State Funded Students with Legal Settlement (D + F + H)	Resident Enrollee	Public Transfers: Outgoing
Muncie Community Schools	7147	4709	2282

School Year 2019-20 Fall Membership Count

<https://www.doe.in.gov/sites/default/files/accountability/fall-2019-2020-public-corporation-transfer-report.xlsx>

Community Engagement

The Webster Foundation has already had meetings with the Mayor Dan Ridenour of Muncie to gain support for more education quality choice within the city of Muncie. The Mayor is concerned that families will continue to leave Muncie and bring down the community if parents aren't provided improved educational choices within the city limits. The Mayor's support letter is in Attachment 10.

Churches and community groups have also been approached for marketing, educational support and as potential satellite locations for school.

Several facilities for the initial school location have been evaluated and the primary site has been identified and a supportive tentative agreement within the Open Door Academy's budget has been reached with Normal City Reality, LLC. A letter is in Attachment 14.

The community school model (K8 charter, private special needs and after school programs) proposed for the Muncie community would provide full services for families.

Beginning in Fall of 2020 through to school opening the objective of the Superintendent, Governing Board and early hired staff will be to implement a program to engage the community in the Open Door Academy not only to develop, but to listen to the needs of the community and adjust accordingly. Our strategic plan for enrollment includes a budget of \$50,000 for traditional marketing and advertising. During the yearlong enrollment and marketing period, all efforts will be tailored towards listening to the community and engaging the families, businesses and civic organizations/churches in spreading the word of the school. Special focus will be placed on area preschools.

Community efforts will include development of a PTA, outreach during community events, meeting with area churches, forming a partnership with the Muncie Chamber of Commerce and working with the Muncie Parks Department. We will also work with the Muncie Indiana Transit System for transportation needs.

Educational Plan/School Design

Classical /Open Door

The proposed school will be built around the Classical Education pedagogy and include hands on, student centered learning as modeled by 18th century educator, Charlotte Mason. But it will have a strong technology foundation. The Governing board is committed to build a school with the following framework as a guide. We believe each student deserves:

- An environment where teachers, support staff, and administrators lead by example and model what is good, true and beautiful. Our campus will work to foster meaningful student-faculty-parent interaction, in alignment with the Adlerian philosophies of Dr. Rudolf Dreikersand Dr. William Glasser which focus on the power of relationships.
- A time tested, standards aligned curriculum that is designed to the needs, strengths, abilities, and learning style of each student to maximize student achievement;
- An environment reinforcing the Charlotte Mason philosophy that every individual has a unique potential that can be developed, while understanding that not every student can be successful all of the time;
- An open and receptive learning atmosphere that respects and encourages the individual ideas and intellectual pursuits of every student and faculty member;
- Instructors that receive continuing education on the delivery, planning, academic and emotional benefits of a Classical education.

The Whole Child, Whole Community and Whole School from the CDC is uniquely reflective of our framework and model. (<https://www.cdc.gov/healthyschools/wsc/index.htm>). We embrace, daily physical activity, social climate, emotional support, state-of-the-art facilities, community involvement and family engagement.

The Open Door Academy's, Governing Board believes in the merits of a Classical Education program with a focus on rigor, character education and high expectations. During their organizational and

planning meetings, the board identified the Muncie area as an opportunity to open a school that serves families at all levels of the socioeconomic spectrum. The following vision and mission statements are the guiding principles which the Governing Board will operate the school.

The selection of the instructional materials and program of instruction is uniquely aligned with Open Door Academy's mission statement in that the interconnection of disciplines and focus on the full liberal arts education prepares scholars for the society of the future. Through deep rich literature and a focus on the arts, scholars learn what is "good, true and beautiful" and how their actions impact the community. Character development (Social and Emotional Learning) is an ongoing part of the entire campus learning experience.

The Open Door Academy is implementing time tested Classical pedagogy with research-backed choices on ELA, Math, Social Studies and Science curriculum and teaching methods. Operationally Open Door Academy will employ a comprehensive program to ensure quality instruction including

- Quality teacher recruitment and detailed Professional Development offerings,
- Ongoing monitoring of curriculum, academic growth and teacher impact using the LoTi teacher evaluation tool.
- Quality data capturing metrics that help design and improve instruction (iReady – NWEA-MAP)
- Detailed intervention strategies using; MTSS/RTI, a framework with special interventions for Tier 3 students, ELL and Special Education populations.
- Quality curriculum aligned to Indiana College and Career Ready Academic Standards for remediation and acceleration and special populations.

The Schoology cloud based Learning Management System (LMS) has been initially chosen by the Open Door Governing Board to organize and support the teaching staff in their lesson planning and resource support. With Schoology, teachers will have the option to enroll students in blended classrooms or use the tool for resource acquisition and lesson planning.

Technology will also be used to transform education in providing greater access to curriculum resources and the community. For example, at the middle school level eDynamic Learning, the largest provider of career and elective courses, will be used to provide a broad range of Middle School CTE and elective courses. Students will choose their educational pathway from a range of options covering all 16 career clusters. This digital support will include eDynamic Learning's courses, subject expert instructors and accountability through Schoology.

Key innovations are not just technology related. The entire program will individualize the instruction to meet the learning needs of each student. This includes customizations such as; customized annual calendar, flexible daily schedules, competency based accountability of standards, micro credentialing of career pathway and access to real world mentors through virtual community partners.

Non-negotiable is the focus on the individual student. Elimination of discriminatory practices of grouping students, systemic to most school systems, will not be permitted. The Open Door Academy will excel by focusing on the needs, both academically and societally, of each student. The school will excel because each student will excel.

Evidence Based

Open Door Academy is implementing time tested Classical pedagogy with research-backed choices on ELA, Math, Science curriculum and teaching methods. Operationally Open Door Academy will employ a comprehensive program to ensure quality instruction

Blended Learning is now widely accepted as a means of providing a personalized learning environment with accountability for the student and the school's performance. Over 500 scholarly articles published in 2020 can be found at

https://scholar.google.com/scholar?as_ylo=2020&q=iste+blended+learning&hl=en&as_sdt=0,14&as_vis=1 Additionally, Dr. Sonnenberg's recent dissertation validated a blended learning approach for education. [Educating Incarcerated Youth in Illinois: A Blended Learning Model](#)

Career Education is also a key development that redefining education. The transition is being accelerated by the demise of the traditional college pathway. The high cost of traditional college and the lack of certain employment has shifted the educational process toward career education first. Students should be prepared for a life of learning, but they need to know why they are investing in their education and the specific rewards that follow. Over 5,000 scholarly articles published in 2020 can be found at https://scholar.google.com/scholar?as_ylo=2020&q=redefining+education+career+education&hl=en&as_sdt=0,14&as_vis=1

Family centered education has always been important, but traditional schools have lost sight of that essential element. Schools are designed around the needs for busing systems, traditional agrarian calendars, and bell schedules develop in Gary Indiana by Superintendent William Wirt in 1907.

Vision for Growth

The Open Door Academy believes that the need for the program will be well received in Muncie. In this light the initial effort will focus on refining the innovations and development of an exemplary program. Additionally, the style of scholar served will need to be developed along with the school. To that point the focus will be on K-6 for the first year, expanding each year by adding a grade level. Once the K-8 program is fully defined and the families have been established to a point that they would want to expand to additional satellite locations in and around Muncie then the program will review growth. Eventually, additional locations, a high school and preschool program will be in the plans, but that will be left to after a successful program is in placed to support these efforts.

	Enrollment	K	1	2	3	4	5	6	7	8
2021-2022	150	18	22	22	22	22	22	22		
2022-2023	250	19	33	33	33	33	33	33	33	
2023-2024	350	38	39	39	39	39	39	39	39	39
2024-2025	350	38	39	39	39	39	39	39	39	39
2025-2026	350	38	39	39	39	39	39	39	39	39

Governance

The Webster Foundation Board of Directors will also serve as the Governing Board of Directors of the Open Door Academy. The Board of Directors will be directly and actively involved in the start-up year as well as the operational years to come. The Governing Board of Directors will hire the Superintendent. Currently we are looking at having Dr. Doug Ballinger serving in that role. The Superintendent will hire the leadership team and staff.

The Governing Board will establish a School Advisory Council beginning in year two. The School Advisory Council (SAC) will include members from the school community including no less than one (1) member from; the parent community, the teaching staff, administration, student leadership, community members at large. The School Advisory Council will advise the Governing Board on policies relating to academics and extracurricular activities at the school. The SAC will be asked to advise the Governing Board on budgetary priorities, community relations, and other issues identified by the Governing Board. The SAC will be tasked with performing an annual stake holder survey of the school community and present the results at the last Governing board meeting of the school year. The role of the SAC is advisory.

Leadership team will initially consist of the Superintendent. Special Education Director and lead classical education director. As the school grows additional positions will be established. Professional development and bookkeeping will be provided by vendors.

Strength of this governance is the experience being brought to this project. This experience also provides the stability of the school along with the feedback from the SAC. Any effective governance and leadership team can only be successful with accurate feedback and accountability.

Section I: Evidence of Capacity

Key Members of the applicant Group

Board of Director Chairperson:

John Sonnenberg, EdD EdS CSBO CETL ISTE

John Sonnenberg has work in education, business and government for over forty years. He was an innovative teacher, administrator for change in four different districts and the director for eLearning for the Illinois State Board of Education. He led dramatic improvements in technology planning, professional development, technology standards, virtual learning and efforts to empower students with mobile technology. He has also worked for, or consulted to, many of the largest educational and technology companies. Now at eDynamic Learning, as the Regional Manager, he is directly supporting the efforts to convert education to a personalized educational system that support career education. He maintains his CETL and His recent dissertation on Educating Incarcerated Youth in Illinois: A Blended Learning Model demonstrated the value for a personalized learning system.

School leadership, administration, and governance – Certified and diplomas in Educational Leadership, lead North Chicago School District, Christ Lutheran School and elected to two different public school boards.

Curriculum, instruction, and assessment – Nationally supported curriculum, instruction and assessment for Pearson and other educational vendors as well as served in leadership and implementation roles in several districts.

Financial, business, and human resources. – Served as CFO in North Chicago and roles in business office in two other districts. Worked in the business sector for decades.

Performance management – Both in public schools, private schools and none education programs utilized technology to implement innovative quality management processes.

Parent and community engagement – Throughout all aspects of a long career and in the personal efforts has been active working with and as a parent in hundreds of schools. Often to develop and implement innovative technology programs in communities.

Facilities management – Director of facilities in four different districts, built a private school and worked with hundreds of schools on eRate construction projects.

Legal compliance – Fully certified in Illinois as a Superintendent, Business manager and teacher.

Applying for Indiana Superintendent certification. Also have a CETL and ISTE certification, one of the few in the country that has both. Also have Insurance Producers licenses in Illinois.

Doug Ballinger (Superintendent TBD)

Dr. Ballinger has 20+ years of extensive, hands-on experience in the development and oversight of varying PK-12 and higher education curricula, academic programs, and strategic initiatives to accelerate student growth and success. He has provided superior leadership in training and mentoring more than 200 faculty members across multiple schools, with expertise in management, discipline, instruction, assessment, and technology. He is an expert communicator and problem-solver, with a passion for designing inspiring and challenging curriculum, targeted to meet the academic and personal goals of each student while maintaining regulatory standards compliance.

School leadership, administration, and governance – Certified and diplomas in Educational Leadership, lead several school systems, both public and private since 1994.

Curriculum, instruction, and assessment – Effectively design and implement the curriculum and coursework related to the Education Department as a Adjunct Professor. Research differentiated learning styles and create lessons based on meeting the academic needs of each individual student enrolled.

Financial, business, and human resources. – Deep knowledge of Title I funding regulations. Coordinated and communicated with faculty, staff, parents / family members, and students. Successfully received a state-funded grant resulting in 200 computers school-wide. Included administrative oversight of HR relations and budgets,

Performance management – Designed and implemented the first online education program for grades 6-12, with over 140 dual credits available. .

Parent and community engagement – Coordinated and communicated with faculty, staff, parents / family members, and students. Implemented effective outreach tactics, securing pertinent relationships with key community leaders and corporate partnerships.

Facilities management – Responsible for facility operations in several schools.

Legal compliance – Superintendent License Eligible, Principal Certification for Educational Administration, K-12.

Joe Higgins

As one of the founders and CEO of Leman Academy of Excellence, Joe is the driving force who put together the team members and focuses on all aspects of operations, expansion and regulation.

In 2018, Joe left the position of CEO after opening 6 campuses in Arizona and Colorado with a staff of 425 and 4500 students enrolled. Under his leadership, the network doubled in enrollment every year, the teacher retention rate was 90% and he developed over \$80m in real estate.

Joe is taking his knowledge and building out operation systems that help charter schools open and thrive in a highly regulated and complex market. His new venture, Ethos Logos Partners LLC., has five modules that current or prospective charter schools can use to open and operate a successful school. The modules include; Curriculum Offerings, Character Education, Teacher/Admin training, New School Launch Support (financing, board governance training, construction), School Operations (HR, Special Ed, Lunch Program, Front Office etc.).

Over the past 20 years Joe has founded and grown over a dozen businesses in multiple fields. He served as COO of a medical practice which grew from four to fourteen medical Providers with staff of 80. Joe spent two years as at turn around CEO of a high complexity medical laboratory with full service microbiology, chemistry and hematology division and a staff.

Outside of the medical field Joe has been a serial entrepreneur with startups ranging from a chain of twelve cell phone stores in Arizona and New Mexico and a chain of nine hair cut stores in Tucson. Joe has over 15 startups under his belt including a trash company, developer of a retail center on Tucson's west side, an outdoor advertising company and medical practice service company.

School leadership, administration, and governance - CEO of Leman Academy of Excellence after opening six charter schools.

Curriculum, instruction, and assessment- Developed Curriculum Offerings and Character Education,

Financial, business, and human resources - Over the past 20 years Joe has founded and grown over a dozen businesses in multiple fields.

Performance management – Operated six schools with a staff of 425 and 4500 students enrolled. Under his leadership, the network doubled in enrollment every year, the teacher retention rate was 90% and he developed over \$80m in real estate.

Parent and community engagement – Support community and parent involvement in all six school locations.

- Small Business Association – Board President of 40 year old, group. Launched and chaired ASBA's public policy efforts to affect small business issues at a state level. ASBA was Arizona's largest trade association with 11,000 members.
- Catholic Community Services – VP Board Member for 6 years of a \$35m social service agency.
- Pima County Board of Supervisors – Candidate for public office 2008 – lost in primary.
- Tucson Chamber Of Commerce –2004 Small Business Leader of the Year
- Arizona Daily Star –2005 40 Under 40 inaugural honoree.

- Banner Health of Arizona – Clinical Research - Institutional Review Board – Member - Current Facilities management – Through various business ventures scores of buildings have been developed and operated.

Legal compliance –

- Pima Prevention Partnership – Alternative Charter Middle/High School – New Turn Around - Board Member - 2019
- Salpointe Catholic High School – Board Member – Executive Committee – 13 year member.
- Southwest University of Visual Arts – HLC Accredited - 4 Year University – Board Chair
- Banner UofA Merger - Appointed by Gov. Brewer to oversee the \$1 billion merger of the University of Arizona Hospital to Banner Health's hospital network.

Attachment 1 – Full resumes: Dr. John Sonnenberg, Dr. Doug Ballinger and Joe Higgins

Governance Structure

The Webster Foundation is the applicate. The Webster Foundation is governed by a five member board that has been meeting in preparation for this application cycle. There have been six formal meetings since July 29/20. All of the meetings were in preparation of the application. The first meeting divided the tasks and assign responsibilities and timeline. Status meetings on 7/31/20, 8/3/20, 8/9/20 and Dr. Al Yost and Joe Higgins were added to the board on 8/16/20. The 8/18/20 meeting reviewed drafts and budgets. A lawyer board member was added for the meeting on 8/24/20. The minutes of the 8/24/20 meeting reflect a approved motion to submit the Open Door Academy application to the Indiana Charter School Board. Once the Charter is approved the Webster Foundation and the Open Door Academy Board of Directors will follow the Indiana Public Access Laws.

The Webster Foundation Board of Directors will also serve as the Governing Board of Directors of the Open Door Academy. The Board of Directors will be directly and actively involved in the start-up year as well as the operational years to come. The Governing Board of Directors will hire the Superintendent. Currently we are looking at having Dr. Doug Ballinger serving in that role. The Superintendent will hire the leadership team. Dr. Ballinger will step down from the board and be replaced when he is hired. The replacement board member will be from the Muncie community.

Leadership team will initially consist of the Superintendent, Special Education Director and lead classical education director. As the school grows additional positions will be established. Professional development and bookkeeping will be provided by vendors.

Strength of this governance is the experience being brought to this project. This experience also provides the stability of the school along with the feedback from the SAC. Any effective governance and leadership team can only be successful with accurate feedback and accountability.

Attachment 2 & Exhibit C items are attached for all board members.

Advisory Bodies/councils

The Governing Board will establish a School Advisory Council beginning in year two. The School Advisory Council (SAC) will include members from the school community including no less than one (1) member from; the parent community, the teaching staff, administration, student leadership, community members at large. The School Advisory Council will advise the Governing Board on policies relating to academics and extracurricular activities at the school. The SAC will be asked to advise the Governing Board on budgetary priorities, community relations, and other issues identified by the Governing Board. The SAC will be tasked with performing an annual stake holder survey of the school community and present the results at the last Governing board meeting of the school year. The role of the SAC is advisory.

Principal/Head of School – Superintendent of the School (Superintendent and Principal are the same)

Why Doug Ballinger? Experience!

Dr. Ballenger has served in school leadership roles since 1994. He has been on the leading edge of technology and pedagogy. He has professional development skills in Certified ALICE Trainer (Alert, Lock-down Inform Counter Evacuate), Certified Trainer of Positive Classroom Management and Instruction, Teen Suicide Prevention, School Safety Specialist, CPR/First-Aid, IDOE Certified Four Block Literacy Model Trainer. He is technology proficient in PowerSchool, MATHSPACE, SDS, NWEA MAP, Real Data Systems, Kauffman Software, Basic Programming/MECC Software, IBM Math Practice Software, Microsoft Office Suite, IMB Advanced Computer Workshop. He also is well published and has been a teacher.

The Superintendent will be accountable for ALL operations of the Open Door Academy. Only bookkeeping and professional development will be outsourced. Special education will be assigned to a staff member specifically hired with the skills and qualifications required. All positions will be filled by a statewide search for quality candidates through at least the Indiana Association of Public School Superintendent, Indiana Charter School Network and the National Alliance for Charter Schools.

Principal Accountability

The Superintendent will report directly to the Board of Directors. Besides regular (at least quarterly meetings) ongoing metrics will be developed to continually track achievement of goals, bit for the Superintendent and for the school. The Board of Directors are committed to the success of the school and believe the success is developed on the hiring of a highly qualified Superintendent and then holding them accountable for specific metrics such as quality of staffing, fiscal management and enrollment. Academic success is a longer term metrics, but will become essential to the review process for all staff.

Lead developers and compensation

Dr. Sonnenberg and Dr. Ballinger will be the key leaders. Dr. Sonnenberg is a retired Superintendent and volunteers as part of his intrinsic support of education. Dr. Ballinger is currently employed and will be employed by the Open Door Academy when startup funds are available. Joe Higgins, Al Yost and Tom Margolis are volunteers supporting the community.

School Administration/Management team

Dr. Ballinger is responsible for the academic and operation success of the Open Door Academy. Dr. Sonnenberg serves as advisory on pedagogy, technology, fiscal management, planning, Board Relations and risk management. Joe Higgins is an advisor for professional development, facilities and funding. The other two board members are from the Muncie community and will support community feedback and collaboration. The Board of Directors are volunteers. Once funding is available, Dr. Ballinger will step down from the board and be hired as the Superintendent. The board, when a replacement is needed, will fill with a Muncie community member.

Other educational services

The Superintendent will have a broad range of discretion on the hiring needs, and will hire specific staff to support special education as needed by the enrolled students. Also as seen as needed will be a teacher who is also skilled at educational technology, ISTE and CETL certified preferred. A financial service will be found to deal with bookkeeping and accounting to assure compliance and to free up administration time to focus on instructional needs. Eventually this role could be brought back into the school staff. The Board will support the Superintendent on legal, technical and financing issues.

The only educational services currently being included would be Bookkeeper Plus and Ethos-Logos Partners for professional development. Ethos-Logos Partners specializes in classical education implementations. A well trained staff is critical as aspect of the classical education are not the. Norm for most teachers. Training is essential for the success of the school. The rest of the services will be supported in house.

Attachment 3 – Exhibit D is attached defining governing board decision-making authority.

Section II: School Design

The Open Door Academy is an educational design that will hasten student success through a unique individualized design for instruction and facilitated through highly trained staff, strong family and community involvement, transformational technology implementations and an involved governance arrangement. These innovations will be clarified as to the differentiations to the local school programs, evidence for the efficacy of the Open Door Academy model and an explanation on how this model can be held to a high accountability for the ICSB and parents.

Curriculum and Instructional Design

The basic design of the program initially will be around smaller groups of students working in learning teams supported by trained staff. The building may look like a traditional school, but the learning environments will be thematic and build around individual needs. A carefully blended curriculum will rely on technology for management, accountability and transformative practices. When students are using a laptop/computer/device they will most often be using it to produce, publish or analysis there learning. Not concrete learning tasks. Schoology courses will have lessons, labs, activities, projects, discussions and summative assessments.

One of the keys to the Open Door Academy is that “classes” will be for systemic communication and organization, not instructions. Students will have group meetings to discuss thematic issues, but actual instruction will be in small learning groups or individualized. The teacher will be specially trained to support this opportunity for personalized learning. The teacher will have a fluctuating number of students they will be directly supporting, but normally they would have between 20 and 24 students. As the program grows and hours of operation can be extended by shifting staff start and ending times throughout the day the number of students managed will over all staff under 25, but at any given time teachers will only be working with one to 15 students. Additionally, the classical education model and career pathway efforts will develop more self-actualized learners requiring only high level instructional support from teachers. Day to day and even moment to moment operations will not require teacher efforts as the students will have a personalized learning path they will be following.

The overall curriculum, instructional materials and program of instruction is uniquely aligned with Open Door Academy’s mission statement in that the interconnection of disciplines and focus on the full liberal arts education prepares scholars the society of the future. Through deep rich literature and a focus on the arts, scholars learn what is good true and beautiful and how their actions impact the community. Character development (Social and Emotional Learning) is an ongoing part of the entire campus learning experience.

With a focus on the Socratic and Shared Inquiry (Great Books Foundation) teaching methods put student lead discussions at the forefront of the Classical model. This student centered approach helps students refine their communication skills and build a deeper understanding of a wide range of subjects. Prior knowledge and interconnection of not just facts but how to apply the knowledge learned is the skill set that the classical model builds in scholars. Classically educated leaders including Martin Luther King Jr, Albert Einstein, JK Rowling, and a number of US Presidents appear throughout history and have major impacts on all portions of society.

Open Door Academy is implementing time tested Classical pedagogy with research-backed choices on ELA, Math, Science curriculum and teaching methods. Operationally Open Door Academy will employ a comprehensive program to ensure quality instruction including

1. Quality teacher recruitment and detailed Professional Development offerings,
2. Ongoing monitoring of curriculum, academic growth and teacher impact using the LoTi teacher evaluation tool.
3. Quality data capturing metrics that help design and improve instruction (iReady – NWEA-MAP)
4. Detailed intervention strategies using; MTSS/RTI, a framework with special interventions for Tier 3 students, ELL and Special Education populations.

5. Quality curriculum aligned to Indiana College and Career Ready Academic Standards with Customization for remediation and acceleration and special populations.

Technology in the delivering of the instruction and support of the learning will be fully integrated into the learning environment. The Schoology cloud based Learning Management System (LMS) has been chosen by the Open Door Academy to organize and support the teaching staff in their lesson planning and resource support. The contracted LMS, Schoology, is used by 20 million K12 users currently and was purchased by PowerSchool in October of 2019. With Schoology, teachers will have the option to enroll students in blended classrooms or use the tool for resource acquisition and lesson planning. The Open Door Governing Board will determine the framework for digital tool usage recognizing that Classical Education is primarily about a book in the students’ hand, but understanding the role of technology in the future of their scholars’ lives.

The final key to the Open Door Academy is a development of a student’s passion for a career. This begins early and should be well defined by middle school. Students need to understand why they are learning and how they will use that knowledge in the future. To that end, the Open Door Academy will utilize online courses from eDynamic Learning. These courses will not only support career exploration, but the initial efforts towards industry certifications. These skills are not available in the community and are in high demand.

Middle School 2D Studio Art	Middle School Career Explorations 1
Middle School Career Explorations 2	Middle School Coding 1a
Middle School Coding 1b	Middle School Digital Art & Design
Middle School Exploring Music	Middle School Fitness
Middle School Game Design 1a	Middle School Game Design 1b
Middle School Journalism	Middle School Photography
Business Information Management 1a	Introduction Business Information Management 1b
Data Essentials Careers in Criminal Justice	Concepts of Engineering & Technology
Foundations of Game Design 1a	Foundations of Game Design 1b
Health Science Foundations 1a	Health Science Foundations 1b
Hospitality & Tourism 1: Traveling the Globe	Human & Social Services 1
Learning in a Digital World	Manufacturing: Product Design & Innovation
Principles of Agriculture, Food, Natural Resources	Principles of Business, Marketing, Finance 1a
Principles of Business, Marketing, Finance 1b	Principles of Information Technology 1a
Principles of Information Technology 1b	Principles of Public Service
Programming 1a	Programming 1b

To achieve all of this the Open Door Academy believes that traditionally trained teachers may be limited in their ability to adjust to student centric learning. Staff will be selected for several criteria including willingness to explore with the students, affinity to embrace technology and change and the support of the student’s emotional and social needs. The Ethos-Logas training will be utilized to develop a highly skilled instructional staff.

Instructional Strategies for Open Door Academy’s Academic Program Design:

The Classical education, blended learning and career focus education models are critical for the students in the Muncie area. Traditional education models of rigid factor education were designed to fail students. Muncie students are surrounded with barriers to their success. They require a program that is both rigid, highly motivating and career focused. A program that also addresses that personal barriers these students often face. In a personalized learning process failure is only a learning opportunity, not an outcome. This makes the Open Door Academy well suited for the Muncie community.

There are several methods and systems of the academic, athletic, community service and social emotional learning programs implemented at Open Door Academy and will be built out on the framework of the following goals:

- A focus on deep learning rather than shallow knowledge
- The ability to assess mastery using a number of measures detailed in this application
- Addressing the needs of all students regardless of socio economic, ELL designation or identified learning adaptation.
- A focus on innovative learning methods that are rooted in the Classical Education framework but account for technology advancements in our modern times, a focus problem solving skills all with a goal of higher order thinking.
- A balanced approach of instruction from Socratic/Shared Inquiry (Great Books Foundation), to direct instruction, small group based learning.
- Character development and Social Emotional Learning is integrated into everything we do at Open Door Academy. From in the classroom, in the lunchroom or on the athletic fields, character development is an everyday role of all staff members at the school.
- Where technology is a transformative tool that allows educators and learners to redefine a traditional task in a way that would not be possible without the tech, creating a novel experience. (SAMR- Substitution-Augmentation-Modification-Redefinition)

Technology is a critical element of the system and is designed to support the challenges of transitioning to a personalized learning environment. Through Schoology, eDynamic Learning and the Classical education system provided through the LMS; technology will not be a replacement for the textbook. It will support functional improvements, allow for tasks to be redefined and the creation of tasks that previously were inconceivable for students and staff. The technology will facilitate the transformation of the education process, not be a goal unto itself.

Classical Education Model

The Classical Education Model will be described in this section. This will include methods and systems teachers will use to differentiate instruction, remediation and intervention. As well as acceleration of student learning. Attachment 4 will address the core curriculum scope and sequence. The following will address the overall curriculum process.

A blended learning process used at the Open Door Academy will be essential. Teachers will instruct and mentor students. Students will learn both from technology and other sources. However, the emphasis on technology being used for higher level redefined process will ensure that students spend far less than 50% of the day on instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both.

“Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the *trivium*. The final phase of a classical education, the “Rhetoric Stage,” builds on the first two.

A classical education, then, has two important aspects. It is language-focused. And it follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions.¹

Academic Accountability Committee (AAC):

An Academic Accountability Committee (AAC) will be established and made up of the Superintendent (principal), administration, master teachers, PD coach and ELL/Special Education team.

¹ *What Is Classical Education* by Susan Wise Bauer www.TheWellTrainedMind.com , <https://welltrainedmind.com/a/classical-education/>

The AAC will meet quarterly to review curriculum, data driven instruction (in particular the quarterly NWEA-MAP benchmark assessment data), teacher professional development strengths and weaknesses (using the LoTi teacher pop in scores) and recommend corrective actions in curriculum, pacing or professional development should the available data point to an issue. The school Superintendent will report to the Open Door Governing Board the results, goals and progress after each quarterly NWEA benchmark assessment.

Open Door Academy chose the Classical Education model because it blends academic rigor with deliberate focus on Social and Emotional Learning. The role of a teacher in a Classical school is to encourage risk taking, exploration and deeper learning. Beginning in the early grades of K5, teachers blend direct instruction with Socratic discussions with the goal of students exploring the subject matter that interests them all within the preplanned scope and sequence. A classroom experience will have limited direct instruction, followed by individual or small group analysis of the topic and then include classroom wide discussions. The Grammar stage of the Trivium is where foundation around math facts and concepts as well as grammar conventions, vocabulary, comprehension skills, early writing are taught and memorized. In the 5th to 8th grades, there is minor focus on direct instruction and a greater emphasis on Socratic/Shared Inquiry (Great Books Foundation) and student lead individual and group projects. Each band of the Trivium, in a Classical school, naturally follows the age appropriate learning styles. Recitation and jingle based learning begin in 1st grade and help young scholars master concepts that will be referenced as they grow in the Classical model.

Concentration of the Trivium: Tools of Learning along natural transitions

Grades K-5	Grades 5-8	Grades 8-12
Grammar Foundational Learning Beginning Latin Mathematics Concepts Memorize – Language Rules Oration via Recitation	Grammar	Grammar
Logic	Logic Asking ‘Why’ Stage Making sense of facts String together concepts Connecting across subjects Written & Oral Skills	Logic
Rhetoric	Rhetoric	Rhetoric Socratic Stage Reasoning – Persuasion Draw upon Grammar/Logic Internalization of Learning Advance Oral and Written

Shaded boxes are the dominant, but not exclusive, tools and techniques used for instruction. During each stage, all the subjects are taught (Math, Science, English, History, Fine Arts).

Thematic Units – Emersion In History - The use of thematic units of study, in the case of Open Door Academy, emersions in time periods of history have been found to have a higher level of Critical Thinking Skills and a more positive attitude towards Social Studies in general.² The Open Door Academy Classical model built on a yearlong exploration of a historical time period moves beyond fact memorization and on to a deeper understanding. According to Freeman and Sokoloff’s the goal it to build curriculum so that students explore these questions requires that students develop facility in math,

² The Effects of Thematic Social Studies Instruction on Eight Grade Student’s Historical Reasoning Abiliyt and Attitudes Towards Social Studies Related Tasks. Cloutier, Andrew R (2013). Education Dissertations. <http://repository.wcsu.edu/educationdis/21>

science, literature, history,... etc. It is not possible to answer such questions without using the knowledge, skills, and attitudes represented within the disciplines.³

Customized Curriculum Resources - Gibboney (1994)⁴ showed the challenges teachers experience in taking off the shelf publisher textbooks and the difficulty in embedded the concepts into various pedagogies. His study puts forth that teachers are professionals and are most successful with they adapt their instruction to meet their comfort levels and the responses from their students. Nowhere is this adaptation more pronounced than in the Classical pedagogy. Since the Classical education model has been primarily focus on secular private schools, to build out a comprehensive thematic program has been elusive. Many public Classical charters have been forced to piece together a program from various publishing houses content. True thematic instruction has been difficult to achieve. Open Door Academy will be starting with a comprehensive framework, perfected in other Classical schools which has over 2000 syllabi built for Math, English, History, Science, Art, Music, Logic, Latin, and Geography. These resources are available to use as is, modify and adjust depending on the teacher and classroom make up. The scope and sequence incorporates the Indiana Academic standards, “I Can” learning targets for teachers to use in their lesson planning, unit long Exit Tickets and Social Emotional Learning prompts tied to ELA, History and other subjects.

Teacher Curriculum Resources: The **Schoology LMS** will have a series of curriculum resources and support materials to compliment the selected text books detailed in this section. Schoology has day by day sample lesson plans, add on resources (PowerPoints, documentaries, Socratic discussion prompts, source documents etc.) which the teacher can use off the shelf or can customize to the pacing and interest level of the scholars. Think of Schoology as a customized, Classical Education, thematic unit version of Teachers Pay Teachers that is resource rich and aligned to the school’s scope and sequence.

Pupil Performance Standards

Exit Tickets and I Can Statements: Each unit of study for English, Math, History, Science and Art/Music has a defined **Exit Ticket** which align to Indiana Academic Standards and objectives which are to be mastered at the completion of the unit. In addition to the Exit Tickets, there are daily or weekly **“I Can Statements”** that further break down the standards to be mastered. These Exit Tickets and I Can Statements are aligned to Indiana Academic Standards and allow for Administration to visually audit that teachers are on pace with the adopted scope and sequence.

Assessment and Data Tracking Plan: Open Door Academy will contract with NWEA-Map assessments beginning in 2nd grade. Using internal assessment data from NWEA-Map, the Open Door AAC team can quickly isolate low scores and determine if the issue is a curriculum based or isolated to a particular instructor. With curriculum that is paced correctly and which calls out the various standards to be focused on during the particular unit we can assure that we have a common foundation from school to school. The data driven instruction becomes an identification tool to help with our differentiated instruction inside the classroom or as an intervention tool.

The following assessment data will be analyzed on a per scholar basis;

- DIBELS- Dynamic Indicators of Basic Early Literacy Skills
- Teacher developed pre-assessment and post-assessment
- Teacher developed rubrics for writing and oral skill mastery (ELA standards)

³ Freeman, Skoloff, “Toward a Theory of Thematic Curricula: Constructing New Learning Environments for Teachers & Learners” (1995). Education Policy Analysis Archives.

⁴ Gibboney, R. (1994). *The stone trumpet, A story of practical school reform, 1960-1990*. Albany, NY: State University of New York Press.

- Math Fact Fluency Assessment goals by grade
- RIT Word Fluency Assessment goals by grade (as gaps are identified in NWEA-MAP)
- Saxon Math Progress Monitoring Assessments
- Scholar Report Cards and progress monitoring
- Historic review of Indian ISEP+ and IREAD results by grade band
- NWEA-MAP quarterly scholar assessments

Each teacher will follow a prescribed, 8 point plan for analyzing their student (NWEA-MAP) benchmark data. This process includes the teacher's strategy to address learning gaps, address special populations and establish S.M.A.R.T. goals to achieve prior to the next NWEA Benchmark test. The teacher generated plans will be reviewed by the Principal and ACC team for completeness. For all students, testing data will be analyzed and broken down by strand a series of intervention programs will be employed to achieve maximum student growth;

- Study Hall or one on one tutoring with the teaching staff (to occur during mandatory weekly 2 hour teacher study hall)
- Purposeful Pause in content delivery if entire portions of a class need assistance
- Dedicating class time to differentiate in 'Crash Course' by strand instruction
- Advanced scholar strategy to challenge students who can advance beyond their grade level.
- Differentiated Instruction – and the training needed for all teachers to successfully implement differentiation techniques in their classroom.
- Progress monitoring with additional testing on standards that need additional support
- Third party cloud based subscription services such as iReady – Study Island
- Parent Volunteers and or tutor clubs
- Referral to RTI/MTSS and intervention

For Referrals to RTI/MTSS: RTI/MTSS team will review academic performance of individual students that need supports above and beyond classroom interventions. The RTI/MTSS team will implement a learning plan to ensure success of all students. The analysis will include:

- High quality, differentiated core instruction in an environment that is responsive to social, emotional and academic and behavior goals. (monitored by the PD and Admin team)
- Data informed decision making. Review of goals, prior data, improvement and trends.
- Progress monitoring using benchmark testing.
- Layered hand offs for a continuum of academic, social, emotional and behavior supports.
- Family, School and community partnership as available.
- Professional Development offerings and tailoring to meet the particular needs of a teacher or the entire school.

The Hexagon Tool⁵ is a framework to score a school's ability to react and sustain a comprehensive program. The Hexagon Tool includes the MTSS/RtI team grading the schools capacity at any given time of the following – 6 Point Plan Includes:

- Needs of students; how well the program or practice might meet identified needs
- Fit with current initiatives, priorities, structures and supports, and parent/community values.
- Resource Availability for training, staffing, technology supports, curricula, data systems and administration.

⁵ Metz, A. & Louison, L. (2018) The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013).

- Evidence indicating the outcomes that might be expected if the program or practices are implemented well
- Readiness for Replication of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized.
- Capacity to Implement as intended and to sustain and improve implementation over time.

Tier 1 and 2 – Classroom Differentiation - Once scholar's skills needs have been identified, teachers will implement a differentiation strategy that best fits their unique class dynamics. The methods that teachers are trained on by our Professional Development team and the process administration is tracking include; Lessons that are differentiated by a choice of content, process or outcome goal. The grouping will be done by student interest, skill readiness or learning profile. The tactics employed by the teacher in the classroom will include flexible grouping, student choice, and learning centers. Ongoing monitoring and adjusting are crucial to a successful differentiation program. Students in the 20-30% of grade level proficiency will be enrolled in the Open Door Academy intervention program and move to Tier 3 – Pull out intervention.

Tier 3 - Pull Out Intervention; Certain scholars will be identified as needing beyond classroom support and will be enrolled in the Open Door Academy Intervention Program. Tier 1 and 2 interventions primarily occur with the classroom teacher. Tier 3 interventions for struggling early readers involve identification and constant monitoring and small group pull out instruction. In the intervention department, that team has a number of digital options including the iReady English program and workbook as well as the iReady assessment tool to monitor progress. Wilson Foundations (wilsonlanguage.com) has been identified as an intensive intervention system and will be available on an as-needed basis as well as the open source resources found at Bookwork.com.

If academic achievement expectations or goals are not met, the leadership team will also analyze data and operations to determine if there are deficiencies in instruction to include curriculum and or teacher instructional techniques. The corrective action steps would include the following:

- Additional observations of teachers to identify poor instruction, classroom management, or root cause issues that may be affecting student outcomes.
- Referral to the school leadership team to analyze curriculum and resources to ensure proper alignment of state standards.
- Revamp the Enrichment and Remediation (E/R) instruction in middle school to better meet the needs of students who are not meeting academic expectations.
- Address teacher training and professional development offerings to specifically address shortcomings in academic expectations or goals.
- Analyze and adjust student ability grouping via differentiation in lower grades and class enrollment in middle school, where necessary. This would happen for both reading groups and the math block. The Principal would be responsible for implementing corrective action if expectations or goals are not being met. The Principal will enlist the assistance of the lead teachers, the ACC team and the schools governing board in order to take immediate corrective action.

Teacher Based Benchmark and Final Exams: Teacher created content-specific Benchmark and Final Exams are required in every Open Door Academy course. These assessments provide teachers with essential data regarding the effectiveness of their teaching and the curriculum. Teacher generated quarterly and midterm exams provide teachers and scholars with the opportunity to measure the amount of learning at the mid-point in the semester. Final Exams provide teachers and scholars with the opportunity to summarily measure the total amount of learning over the entire semester. Triangulated with teacher generated exams is the quarterly NWEA-MAP assessments which benchmark each grade level to national cohorts.

Instructional staff will be trained and monitored on their formative and summative assessments occurring in their classroom. Some of the techniques teachers will be expected to implement include:

Formative:

Check for Understanding

- Throughout the lessons, the Teacher will regularly check for understanding using a variety of methods
 1. Class response system – thumbs up thumbs down
 2. Q&A
 3. Exit Tickets
 4. Classroom quizzes.

Define Success – Socratic feedback and tracking -The teacher provides students with an open-ended question related to a concept they are studying and asks the students to identify the information or details necessary for a response to demonstrate full understanding of the concept. A list of these details is recorded on the board

Quiz with Student Cross Grading – Each unit of instruction, typically 4 weeks will involve one or two quizzes prior to the End of Chapter Test. Quizzes will be graded by fellow students and time will be devoted for time to pair and share between students to solve quiz answers that are not correct.

Summative

End of Chapter Testing – Students will be given an end of chapter test with instructions to show their work. The grading rubric will include 75% of the overall grade will go for the correct answers and an additional 25% for correct showing of how the student arrived at the answer.

Summative Assessment Analysis and Adjustment –following summative assessment results, the teacher will determine if the entire class should be reinstructed on the particular topic or if a differentiation program should be implemented to ensure mastery of the subject.

Homework Help Program – Students are asked to place the homework that they are struggling with on the board. Other students then begin working through the steps of solving the equation with the student struggling with the work functioning as teacher – fielding and directing the discussion.

Curriculum Alignment with Mission/Vision: Latin Instruction - Scholars at Open Door Academy will be instructed in Latin language with a focus of 5 or the 5 dictated standards laid out by The American Classical League and The American Philological Association and Regional Classical Associations⁶. Standard 1 is to read and understand the Latin language, standard 2 is to have an understanding of the Roman culture and the foundations of the Latin language, standard 3 and 4 is to integrate and recognize Latin origins across subject areas. Standard 5 is to integrate their knowledge of Latin into their community. Latin language instruction found in Open Door Academy beginning in third grade has been found to have lasting impacts on SAT scores and student achievement.

- **SAT Scores** - In 2002, The College Board published a newsletter stating that the mean Verbal SAT score for those who took the SAT II Latin Test was 666, compared to the national average of 504. Students who took the French SAT II Test achieved a mean verbal score of 637,

⁶ Standards for Classical Language Learning, A Collaborative Project of The American Classical League and The American Philological Association and Regional Classical Associations. (1997)

compared to the 581 achieved by students who took Spanish. Likewise, those who majored in "Classical Languages" or "Classics" and took the GRE between 1996-1999 scored the highest of over 270 fields in the Verbal section. ⁷

- According to Association of American Medical Colleges, students who major or double-major in Classics have a better success rate getting into medical school than do students who concentrate solely in biology, microbiology, and other branches of science” (Princeton Review).⁸
- In 1971, more than 4,000 fourth-, fifth- and sixth-grade pupils of all backgrounds and abilities received 15 to 20 minutes of daily Latin instruction. The performance of the fifth-grade Latin pupils on the vocabulary test of the Iowa Test of Basic Skills was one full year higher than the performance of control pupils who had not studied Latin. Both the Latin group and the control group had been matched for similar backgrounds and abilities.⁹

Curriculum Alignment with Ed Philosophy: Mathematics Program

The teachers will have grade by grade Indiana Academic math standards and a number of resources to support goals of teaching math. The school will provide Saxon Math textbooks one of their available resources. Saxon aligns with the researched back approach of INSTRUCTION, PRACTICE and frequent ASSESSMENTS that have been proven effective for math instruction. Saxon is the only major math program on the market today that systematically distributes instruction and practice and assessment throughout the academic year as opposed to concentrating, or massing, the instruction, practice and assessment of related concepts into a short period of time -- usually within a unit or chapter. Saxon Math’s unique approach to math instruction ensures that students not only gain but also retain essential math skills. The pedagogy used in Saxon Math is unique, effective and research-based.¹⁰

In developing the mathematics program for the Open Door Academy math program, the founding group looked for a program explicitly aligned to the school’s philosophical approach, specifically:

- Integration of conceptual understanding, computation fluency, and problem solving skills. These traits are critical for building on a math future for scholars and passing of the STAAR exams.
- Proficiency to mastery of whole-number operations, fluency with standard algorithms, and understanding of core math laws of operations. Sufficient opportunities for practice with whole-number operations are necessary to develop automatic recall of core math tenants.
- Math learning of all students can be improved by a strong differentiation program in the classroom and interventions that address social, affective, and motivational factors.
- Professional development for teaching staff with emphasis on using frequent assessment data to plan remediation and pacing. Our rationale for building the math program draws heavily from research which indicates that students who are taught with a mathematics curriculum that uses continual practice and review demonstrate greater math achievement and skill acquisition than do students who are taught with a mass approach (Good & Grouws, 1979; Hardesty, 1986; MacDonald, 1984; Mayfield & Chase, 2002; Ornstein, 1990; Usnick, 1991).

Math Schedule – Kinder to 8th Grade - Math is the second largest block scheduled for mornings with 60 minutes in K5 and 55 minutes in 6th to 8th each day of instruction per week. Within the math block

⁷ A Case for Classics In Middle School, Rucculo. John Hopkins School of Education (2004)

⁸ Classics! Princeton Review - <https://www.princetonreview.com/college-majors/64/classics>

⁹ Latin in the Elementary School: A Help for Reading and Language Arts, Nancy A. Mavrogenes. *The Phi Delta Kappan*. Vol. 60, No. 9 (May, 1979), pp. 675-677

¹⁰ Ibid

instruction will be purposeful and spiral concepts from prior lessons with new concepts. This spiraling aspect spends the first part of the year (25% to 33% of the year's total lessons) on prior knowledge and foundational concepts needed to master the current years concepts. The remainder of the year then slowly introduced from basic core concepts for the particular course to more advanced concepts. Prior standards are continually brought back in with the goal of building deeper understanding and mastery. Research also suggests there is value in a teaching method that uses small, easily digestible chunks of information within its lessons (Ausubel, 1969; Brophy & Everston, 1976). Studies by Rosenshine and Stevens (1986) and Brophy and Everston (1976) demonstrated the importance of using incremental steps when teaching new information. Effective concept development involves incremental skill instruction distributed throughout a school year.

The structure in the classroom for math instruction will be a balance of INSTRUCTION, PRACTICE and ASSESSMENT. Every 10 lessons an assessment is given to check the class for understanding and to give the teacher feedback on how concepts are being retained. Continual, distributed practice ensures that concepts are committed to students' long-term memory and that students achieve automaticity of basic math skills. Several research studies show that students who are taught with a mathematics curriculum that uses continual practice and review show greater skill acquisition and math achievement (Good & Grouws, 1979; MacDonald, 1984; Hardesty, 1986; Mayfield & Chase, 2002; Usnick, 1991; Ornstein, 1990). Additional studies have concluded that spaced (distributed) practice results in higher performance than massed practice (Dhaliwal, 1987; Proctor, 1980).¹¹

Target Population – Saxon Math and Ethos Logos - For the target population, we expect a student population that will need remediation and that will be advanced and require advanced math options. The Saxon math program is complemented by the Ethos Logos Curriculum in that digital textbooks has accompanying video lessons and additional supports for students that need remediation of advancement. In addition to in grade/class remediation, the Ethos Logos tool allows ability grouping for both student population subgroups (remediation or advanced). Ethos Logos has resources for Open Door Academy teachers to reach back 2, 3 or 4-grade levels to reteach a concept or introduce a make up course.

Research Study on At Risk – Disadvantaged – Special Education; Under contract to Harcourt, the publisher of Saxon Math, Resendez, Fahmy, & Azin (2005) carried out a post-hoc evaluation of Saxon Math in middle schools, grades 6-8. Fifteen middle schools that used Saxon Math were matched with 15 schools randomly selected from among 40 matched schools provided to the researchers.

Differences were very similar at the end of the sixth, seventh, and eighth grades and two-year and one-year effect sizes were +0.25 and +0.17, respectively, **indicating that there was a little incremental gain for Saxon Math students after the first year, beyond what was seen in the control group. Separate analyses of the three-year gains found significantly greater performance among Saxon Math students who were economically disadvantaged, minorities, at-risk, and in special education.** Effects by TAKS subscales were assessed separately for each grade, and differences consistently favored Saxon Math on each of six subscales in seventh and eighth grades and on four of the six subscales in sixth grade.

Curriculum Alignment with Mission/Vision: English Program

The Open Door Academy English program draws from works of literature from American, British and World Lit and Classics. All literature courses will be built around the novels selected in the particular course. Young Adult Contemporary Classics and traditional Classical literature has been chosen based on the grade level, novel Lexile score, and the time period match of the novel to the history theme. These

¹¹ Research – Behind the Difference That Gets Results. Saxon Math. HMC Publishers.

novels will be used to construct classes that discuss themes relevant to scholars and which are aligned to the school's mission, vision, and core values. Each model novel lesson will include components of literary analysis (theme, plot, arch, character development), grammar (foundational grammar and sentence structure lessons followed by grammatical editing and conventions), vocabulary (taken from the novel with LEXIL appropriate text as well as high frequency misspelled words for that grade level and a focus on Latin root words.), and writing (prompted from novel themes, focused on a repeating pattern of Narrative, Opinion, Informative and Creative writing conventions).

K3 ELA Program Kinder to 3rd Grades; Scholars will receive daily English instruction equal to no less than 135 minutes per day. Our program requires three 45-minute segments. The segments involve (1) a daily interactive read-aloud with time for grammar and writing instruction. The text choices are above grade level and teachers will be trained to make these read alouds interactive. Additional time in this 45 minute block will be used for writing and learning grammar conventions, with the read aloud text as a guide. (2) a daily shared reading lesson involves students following along with the teacher and word studies for difficult words found in the text, this segment involves partner reading as well and (3) small-group differentiated instruction occurs during the third 45 minute block. Using assessment tools including Dibels, the teacher will group students at reading levels and work through struggling readers as needed. During ELA lessons, scholars are introduced to the objectives which are aligned to Indiana Academic standards and easily found in the Schoology LMS for each unit.

In Kinder to 3rd Grade the focus on the ELA program is on encoding, decoding, comprehension and making connections to fiction and non-fiction text. The evidence based protocol of the K3 ELA program will include evidence based practices that enable teachers and students to focus on building foundational skills, fluency, comprehension and knowledge. The curriculum offerings, pacing and teacher support includes; 1. Balanced literacy choices between fiction and non-fiction. 2. Heavy focus on real book that are leveled and readily available. Lessons, research, writing, large group and small group activities are based on the literature provided in each classroom. 3. There is a use of songs, jingles and chants to anchor foundational skills. 4. Teacher directed read alouds are a daily occurrence and part of the Charlotte Mason influence on the Classical model. 5. Vocabulary and grammar skills are introduced, memorized and learned weekly through the assigned literature. Latin root words are introduced in 3rd grade spelling. 6. Phonetic awareness is introduced in early kinder and 1st grades and as remediation where needed (in small groups). 7. Whole class and center based reading time is embedded in each day. 8. Value and virtue prompts that coincide with campus wide social-emotional learning are integrated in projects, Socratic discussions and writing prompts. Writing in a Classical school is a frequent occurrence across subjects. The scope and sequence mapping calls for a rotation of Opinion, Narrative, Expository and Research based writing to occur not only in English but in History and Science (lab journaling/research) as well. 8. In class differentiation occurs in small group times and intensive intervention strategies are employed on the lowest 20-30% of readers 9. Scholars have a grade-appropriate poem that they recite individually and as a class starting in Kinder and continuing to 8th grade. 10. The use of songs and jingles to engage and anchor grammar skills. Integral within the read aloud block is focused instruction from the teacher on reading nursery rhymes, poems that use jingles in aiding scholars in memorizing. This is in line with our philosophy on the ability of young children to memorize basic facts and fundamental rules, and to absorb information and knowledge more easily at a younger age.

- Utilizes all learning styles: visual, auditory, kinesthetic.
- Never teaches isolated concepts.
- Incorporates scholar/teacher interaction.
- Uses repetition to attain mastery.
- Challenges accelerated scholars.
- Promotes higher-order thinking.
- Provides the connection between grammar skills, writing and effective speaking.

Heggerty Phonemic Awareness (K1 as needed) programs will be prescribed in to first semester of Kindergarten and 1st grade to supplement for the identified gaps in the Journeys whole word focused program. The two best predictors of early reading success are alphabet recognition and phonemic awareness. (Adams, 1990). Phonemic awareness is the most important core and causal factor in separating normal and disabled readers. (Adams, 1990) Phonemic awareness has been shown to be a very powerful predictor of later reading achievement. In fact, it (phonemic awareness) is a better predictor than more global measures such as IQ or general language proficiency. (Griffith and Olson, 1992) Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)

Handwriting (K5 to Mastery): Handwriting is introduced in kindergarten and developed throughout grades 1-6. Cursive writing is introduced beginning in grade 2. Attentiveness to detail, correct formation and overall neatness is emphasized at each grade level.

ELA Program 4th to 8th Grades: For grades 4th to 8th, the ELA program aligned to 6 to 8 classical novels. These novels have a Lexile reading level that is just above grade level. From the novel study, the curriculum program has customizable lessons to address the major components of an English program. Each novel has a featured writing prompt (Argumentative/Persuasive, Explanatory/Informative, Narrative and Research), that the scholars work on from prompts in the novel. This writing prompts are also scheduled into their history instruction and when appropriate into science, music, and art. In addition to writing, teachers follow the Indiana Academic Standards scaffolded standards for literature analysis, grammar, vocabulary and presentation skills. These Indiana Academic Standards are found in each unit as Exit Tickets and 'I Can Statement'. Themed units are aligned to one or two novels which allow the teacher to introduced compare and contrast prompts and allow the student to integrate historic source documents, plays, poems and excerpts from other classical works of literature into their unit.

The ELA block is also 135 minutes and likewise is broken down in 3, 45 minute segments. Block 1. Additional time in this 45 minute block will be used for writing and learning grammar conventions, with the read aloud text as a guide. The text complexity is increased in read alouds (2) a daily shared reading lesson involves students following along with the teacher and word study to include select Latin root words as prescribed, this segment involves partner reading as well and (3) small-group differentiated instruction occurs during the third 45 minute block. By this stage, our NWEA-MAP benchmark data will drive ability grouping and where the teacher will focus in small group differentiation. Read alouds become optional in grade 6 and more student choice is built into the plan.

Open Door Academy works with the 70 year old Great Books Foundation for content, lesson planning and professional development on their Shared Inquiry model. The program is rooted in the great works of classical literature and implements teacher based inquiry techniques that have been proven to increase reading comprehension and writing skills in elementary students. The power of the program is in Collaborative Discussion Guided by Authentic Questioning from a trained teacher. The Great Books Foundation provides teachers with training in the Shared Inquiry method which functions much like a Socratic discussion but the teacher is leading and directing the discussion. The Great Books Foundation curriculum tools are aligned to the theme or time frame of the novels being studied in order to keep the thematic learning benefits in place.

An example of the ELA in practice, in 6th grade, the first semester, two novels, King Arthur and His Knights of the Roundtable by Roger Green and the Samurai's Tale by Erik Haugaard (the Mulan story), are the primary novels being studied. Grammar, writing and vocabulary lessons are built out from these novels. In addition to the novels, the theme of The Hero's Journey, based on Joseph Campbell's work on archetypical stories is introduced through the four month unit. The Hero's Journey unit includes shorter passages from The Power of Myth (Joseph Campbell), Beowulf (JRR Tolkien), The Once and Future

King (T.H. White), *The Perfect Storm* (Sebastian Junger) and *Grendel* (John Gardner) as well as an article by Jon Krakaur from 1996 about his ascent to Mt. Everest. The poems to memorize and recite tie into the hero and adventure theme to include, *Travel* by Robert Lewis Stevenson and *Can't* by Edward Guest. Each day, the teacher would have a plan that connected the value/virtue of courage to the novels. Socratic discussion prompts and writing exercises incorporate identifying similarities and difference in the story themes and how each author chose to address the hero's journey in their work. The class would be arranged into small groups for preliminary discussion of the prior night reading and then classroom wide Socratic discussions would take place to measure comprehension and build speaking and listening skills.

Writing occurs not only in English but in History and Science. The teacher grading distribution must include at least 20% of the student's grade in these subjects to include journals, research papers, presentations and scientific notebooks. ELA will focus a balanced literacy between fiction and non-fiction. History and science will primarily focus on literacy standards and feature informational text and source documents, all of which are identified and provided for the teacher. Logic is a hallmark of Classical education schools and will begin in the 6th grade and continue to 8th grade. The Logic units introduce students to the foundations of argument, fallacies and the various forms of argument. Logic has a heavy focus on written and oral presentations and defense of a point of view.

Interventions in K8 ELA classes involve a three tier approach, the first two occurring in the classroom and the third involving a selection of options determined by the RTI/MTSS team

Curriculum Alignment with Mission/Vision: Science Program

The science program at Open Door Academy follows a pattern of one full year of Earth Sciences, Biology, Chemistry and Physics. The science scope and sequence will include; Biology in 1st and 5th, Earth Sciences in 2nd and 6th, Chemistry in 3rd and 7th and Physics in 4th and 8th grades. teacher will be responsible for grading and promotion of the scholar from the course. The purpose of our science program is to provide students with a broad knowledge of scientific concepts and establish a solid foundation for students to pursue high school and college level sciences.

The science curriculum will prepare students to achieve the Science NGSSS Standards by incorporating an inquiry-based approach to learning of the central science themes: matter and energy, force and motion, earth and space, presses of life, and the scientific method. Students will engage in problem-solving, communication, and reasoning through experiments, modeling, investigations, and real-world applications.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Science courses will include a heavy emphasis on the major scientists and discoveries surrounding the various units of learning. The ethical and moral implications of scientific advancements are embedded in lessons for teachers to bring historical perspective and moral debates into the science classroom. Emphasis will be paid on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines.

The school will provide science labs appropriate to the programmatic and content needs of each area of scientific study. Instruction will also include teaching the need for appropriate safety measures, protocols, precautions, and procedures for the science classroom.

Curriculum Alignment with Mission/Vision: US Citizenship Exam – The goal for a graduating 8th Grader will be to score 85% on 100 question, US Citizenship exam. Beginning in 5th grade, up to 25 questions will be introduced and studied per year. Aligning the focus questions to the particular historic theme unit is part of the curriculum mapping. US Citizenship Exams are not related to any requirements for citizenship, the Governing Board believes Open Door Academy students should leave the program with a higher level of understanding of the American experience.

Curriculum Alignment with Mission/Vision: History Exit Tickets - Each unit of history (1 month) from 1st to 8th grade has an accompanying Exit Ticket for completion of the course. These Exit Tickets are what the instructor designs their history instruction around. Open Door Academy believes that history is more than dates and events, and encourages the instructors to make the time period come to life. Each of the month long units has content created using the S.P.R.I.T.E. (Society, Politics, Religion, Intellectual, Technology, Economic) model. Prior to opening, inside of the Schoology Learning Management System, they will be available for the teacher lesson plans, short videos, long-form documentaries, source documents and close reading materials for instructors to choose from in arriving at the Exit Ticket goals. Specific add on modules for Economics, Geography and State of Indiana specific skills will be included for teacher lesson preparation.

Curriculum Alignment Special Areas: Art, Music, Physical Education: Scholars at Open Door Academy will participate in a structured art class, music, and physical education classes. Art will have an emphasis on art appreciation. The principles and fundamentals of art will also be taught. Music will have an emphasis on music appreciation, and chorus in the upper grades. Art and music themes are aligned to the time period in history being studied by the particular grade band.

Curriculum Alignment with Mission/Vision: Social Emotional Learning (SEL) – Character Education – The Open Door Academy Governing Board chose the Classical Educational model because of its balanced focus on academic achievement and character education. The school will launch with a 7 step character education program which incorporates research and best practices on effective Social and Emotional Learning.

1. **Language based curriculum delivered through a strong literature based curriculum.** By using classical literature and fables scholars learn through the power of time tested moral stories. Societies have used the power of story to teach the next generation right from wrong for over 5000 years. The expansion of vocabulary and the ability to internalize these deep rich stories into everyday life are the foundation of the Open Door character program.¹²¹³ Critical to the Open Door Academy model will be a comprehensive Social Emotional Learning program that includes lesson plans, SEL discussion prompts and training tools for teachers to incorporate into their lessons.
2. **Content and Process** – As part of the Open Door Academy character plan, the entire school will spend one month on TWO values and virtues. The Governing Board started with the Ben Franklin 13 Virtues (published in his 1720 autobiography) and tailored the options to include 20 values/virtues to cover throughout the year. Teachers and scholars spend intentional time, with a featured value/virtue each month. The in-depth analysis includes school wide exercises and in classroom discussion on the focus value/virtue. Scholars walk through what the value/virtue means, what the alternatives are and how their actions affect the scholars around them.
3. **Positive Language and Discipline** – This method uses the foundations of Dr. Rudolf Dreikurs and Dr. William Glasser. These two foundations are rooted in the WHY of anti-social behavior and the importance of HOW we react as a school community to poor behavior. The nuances of choices of language and the power of relationship and high expectations are the root of both philosophies. Dreikurs states that "his goal may occasionally

¹² Carr, David & Harrison, Tom (2015). *Educating Character Through Stories*. Imprint Academic.

¹³ Bohlin, Karen (2005). *Teaching Character Education Through Literature*. Psychology Press.

vary with the circumstances: he may act to attract attention at one moment, and assert his power or seek revenge at another" (Dreikurs, 1968, p.27)¹⁴

4. **School Climate Approach** – Character education and Bullying prevention does not stop in the classroom. An effective culture program should incorporate every aspect of a scholar’s day on campus. From orderly transfers in the hallways, holding of doors for other scholars or adults, to the custom of using please and thank you, to cleaning up lunch the room and modeling the appropriate behaviors on the playgrounds there are large and small parts of every scholar’s day that should reemphasize the school’s cultural norms. As part of the roll out of the Open Door Academy character program includes, numerous visual reinforcements in the classroom, on the hallway walls and on lunchroom and play areas are an important reminder of what the school holds as important. Visuals are custom designed to tie in with the famous stories from history which are studied in the classrooms to reinforce character messages. Incorporating the visuals and stories from Values.com provides specific options of visual reinforcements for schools with different socio economic issues or specific issues that need to be addressed.
5. **Teacher Aligned and Integrated Support** Materials available in Schoology LMS include values and virtues lesson plans, prompts tied to novels, campus wide programs as standalone modules or for maximum impact embedded in the traditional ELA, History and Science and lessons. The curriculum embedded approach lets teachers and scholars move seamlessly through Indiana Academic Standards and character instruction. There is a **High Degree of Teacher Flexibility** in our character education plan. No one knows their scholars and what the classroom needs moment by moment better than the teacher in the classroom. Specific professional development training will occur prior to the launch the school year and ongoing to support the teacher’s mastery of Social Emotional Learning opportunities.
6. **Parental Involvement and Scholar Ownership**– Parent engagement is paramount for success of any educational or character based program. Part of the Open Door Academy character education involves parental outreach and a focused effort aimed to engage parents with on campus activities and service projects. Partnering with families and the community is critical to the Mission/Vision set forth by the Open Door Academy Governing Board. The study of growth mindset and engagement of students in their learning has shown promising results in increasing student outcomes, rising above socioeconomic or home life challenges and creating a sense of belonging on a school campus.)
7. Open Door Academy **House System** - to achieve the goal of involvement from parents and ownership from students, Open Door Academy will roll out a house system with the launch of school. The concept has been tested and is inspired by the ideals of republican participation, shared leadership, and civil service.
 - a. Specifically, the Open Door Academy House System exists for three purposes:
 - b. To allow scholars a system in which they can belong, collaborate, and serve.
 - c. To allow families an organizing structure to build community, celebrate learning, and give back to their local school.
 - d. To sponsor school events and other school needs with the creativity, energy, and leadership of family-volunteers in each grade-level.

¹⁴ Dreikurs, R.. & Loren, G. (1968). A new approach to discipline: Logical consequences. New York: Hawthorn Books.

Similar to how the curriculum is organized by historical time period following a 4-year cycle, scholars in each grade-level will belong to a House (called by the Latin "Domus") in partnership with the other grade-level that is studying the same period in history each year.

Houses are encouraged to seek outside service projects beyond the campus. Suggested activities include visiting retirement homes, volunteering in local parks, connecting with local service clubs like Rotary International and more.

8. Foundations Rooted in Stoic Philosophy

Stoic model of education—derived from the works of Seneca, Epictetus, and Aurelius focuses on education as knowing yourself and the importance of logic and critical thinking in decision making. In the tradition of Stoic philosophy, education is preparation for life and knowledge is integrated into private, local and global understandings. School leaders, teachers and staff will be hired and expected to exhibit the Stoic ideals we teach in the classrooms.

Curriculum and instructional strategies will be monitored on a quarterly basis by the Academic Accountability Committee (AAC). The AAC will be led by the school Principal and include members of the professional development team, master or lead teachers and special education director. A quarterly report will be generated by the AAC for the Open Door Academy Governing Board and a presentation will be made by the Superintendent upon completion of the quarterly committee review. The data points to be monitored and reported to the AAC and then on to the Open Door Governing Board will include: Benchmark analysis from the NWEA-MAP quarterly exams, reporting from the RTI/MTSS committee on specific scholars in jeopardy of being retained and the ARD committee regarding progress with special populations. The report will include academic growth, and any strategies required to ensure all students are at or above grade level in ELA and MATH. Subgroups (including ELA and Special Education) will be delineated and reported in the same fashion. LoTi pop in observation scores that have been input by the school administration and PD director will be included in the Governing Board report. A synopsis from the AAC on the teaching staff strengths and weaknesses as well as a plan from the Admin as to how they intend to improve instruction will be included Any curriculum change suggestions will accompany the Governing Board Academic report. The Governing Board will ensure proposed changes are in line with their guiding mission and vision for the school. Historic review of the recent STAAR results, the cohort growth will be reviewed by the Governing Board prior to the start of the next school year. The Open Door Academy Governing Board may elect to establish an academic review standing committee to better understand academic performance.

The role of a teacher in a Classical school is to encourage risk taking, exploration and deeper learning. From ‘sage on the stage’ to ‘guide on the side’, the teaching staff receives focused training on the power of questioning and the fine art of leading a Socratic discussion or Shared Inquiry lesson. Beginning in the early grades of K5, teachers blend direct instruction with Socratic discussions with the goal of students exploring the subject matter, building upon prior knowledge, making connections between subjects and exploring topics of student interest. The board approved, scope and sequence is a monthly guide with bred downs of standards to be mastered and academic strands to be taught. Within those guidelines, there is a high degree of teacher customization available to meet the needs of a diverse student population. A classroom experience will have limited direct instruction, followed by individual or small group analysis of the topic and then include classroom wide discussions. The Grammar stage of the Trivium is where foundation around math facts and concepts as well as grammar conventions, vocabulary, comprehension skills, early writing are taught and memorized. In the 5th to 8th grades, the beginning of the Logic stage of the Trivium, there is much less of a focus on direct instruction and a greater emphasis on Socratic/Shared Inquiry (Great Books Foundation) and student lead individual and

group projects. Each band of the Trivium, in a Classical school, naturally follows the age appropriate learning styles. At all stages and in all subjects, the teachers will focus on social emotional learning through featured values and virtues that are pre-programmed into each month of instruction. From campus wide to classroom and lesson specific, opportunities to model, discuss, find in history or literature the value of the month will be suggested and trained.

Addressing Target Population Needs for Improved Achievement

In order to address the academic excellence, Open Door Academy will utilize research backed support programs to monitor Tier 1 to 3 interventions. The teams responsible for improved achievement include the formation of:

RTI/MTSS Multi-Tiered System of Supports (MTSS) Team – and ARD Committee as needed

The framework that Open Door Academy will implement their MTSS/RTI program will be based on the facts that:

- Every student learns and achieves to a high standard
- Learning includes academic and social emotional skill sets
- Every member of the school teaching staff and leadership are lifelong learners
- Every adult at every level is responsible for every student

The school will create a committee to review academic performance of individual students and teachers and implement a learning plan to ensure success of all students. The analysis will include'

- High quality, differentiated core instruction in an environment that is responsive to social, emotional and academic and behavior goals.
- Data informed decision making. Review of goals, prior data, improvement and trends.
- Progress monitoring using benchmark testing.
- Layered hand offs for a continuum of academic, social, emotional and behavior supports.
- Family. School and community partnership.
- Professional Development offerings and tailoring to meet the particular needs of a teacher or the entire school.

The RTI/MTSS will use the Hexagon Tool as their framework for evaluation of the school's effectiveness to implement a successful intervention program.

The Hexagon Tool is a framework to score a school's ability to react and sustain a comprehensive program. The Hexagon Tool (Hexagon Tool – Laurel Kiser, Karen Blasé, and Dean Fixsen 2013) includes the MTSS/RtI team grading the school's capacity at any given time of the following – 6 Point Plan Includes:

- Needs of students; how well the program or practice might meet identified needs
- Fit with current initiatives, priorities, structures and supports, and parent/community values.
- Resource Availability for training, staffing, technology supports, curricula, data systems and administration.
- Evidence indicating the outcomes that might be expected if the program or practices are implemented well
- Readiness for Replication of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- Capacity to Implement as intended and to sustain and improve implementation over time.

Training and Implementing A Successful MTSS Program at Our School

Staff members have the knowledge and skills provided through professional development and other means necessary to implement the State Standards and MTSS with fidelity. In order to ensure

fidelity and sustainability of MTSS implementation, all educators should receive initial and ongoing professional development so that they have the knowledge and skills necessary to deliver effective core instruction and make data-based decision about student progress in mastering concepts.

The following recommendations for training of the school staff comes from research on implementation of evidence based practices (Fixsen, et al 2003)

- Emphasize practice and use of feedback on practice to teach the finer points.
- Use practice sessions to help trainees integrate practice and doing
- Provide guidance with respect to the boundaries of using the technique, describing when it may be useful and when it may not be useful.
- Provide guidance on the flexible use of the core contents of the MTSS program
- Encourage peer and administrative support and buy in. Make MTSS a priority
- An effective professional development program should include information on;
 - What content is being taught, high level strategies to teach the content and the type of student work that demonstrates mastery of the content, as well as likely areas of student misconceptions and how to address them.
 - How to implement, evaluate, and support interventions for students
 - How to monitor progress, including collecting, displaying, interpreting, and using performance data to maximize the impact of instruction on student work and achievement.
 - How to evaluate student trajectories of learning to determine the need for instruction l intervention, and engagement in effective problem solving and decision making.
 - How to communicate and celebrate outcomes of the MTSS process with school district an staff.
 - How to engage with parents and caretakers about the multi-tiered process, communicating ways they might support their student and developing procedures for notifying parents and caretakers about student progress. (<https://www.cgcs.org/>)

Tier 3 interventions – As merited, based on the status of students academically after prescribed interventions outlined and monitored by the MTSS/RTI teams, Open Door Academy will establish and Academic Accountability Committee (AAC) that will convene after each benchmark test (NWEA-MAP). AAC will closely monitor and approve the improvement plans for Tier 3 students, those with a high discipline occurrence or students at risk of being held back. Students will be flagged for AAC review and possible intervention from the following sources:

- Referral by the MTSS/RTI team - referral would include data points from the subject teachers, benchmark testing (NWEA-MAP), and strategies the MTSS/RTI teams implemented in Tier 1 and Tier 2.
- Referral by a teacher or administration – referral would include data points, interventions attempted to date, and disciplinary actions.
- Attendance below 80%, regardless of whether absence is excused or as a result of out of school suspension
- One or more suspensions, whether in school or out.
- Failure to pass an English or mathematics core course.
- Review of End of Year state exams that are problematic.

The AAC will be made up of the teaching team (math, ELA, history, homeroom), a representative of the Administration, and a member of the Special Education team if that merits. Parents will be encouraged to engage and be involved in the AAC process via in person meetings or face to face. Parents will be involved in decision making regarding interventions and will be provided copies of progress monitoring. Parents will be instructed on ways to help their child at home to maximize the impact of the aggressive interventions. If the student’s issue is surrounding discipline or mental health issues, the AAC will provide the parent with community resources support their family. Every effort will be made for these Tier 3, at risk students.

For issues surrounding discipline, the AAC may recommend a Functional Behavior Assessment (FBA) that would then drive the Behavior Intervention Plan and form the basis of a systematic and coordinated data-drive problem solving process, with the goal of the interventions leading to improved student outcomes. These Tier 3 intensive supports are aimed at students in need of individualized, immediate and long term supports due to social emotional behavior problems and or mental health supports.

The AAC develops a plan through analyzing various data points and implementing a personalized plan for the at risk student. The team will analyze each outcome with the following framework:

- Is the intervention plan appropriately matched to the student?
- Did the problem solving plan address the whole student, taking into account the student's academic outcomes AND social emotional behavioral needs? In keeping with the mission of Open Door Academy to educate the whole student, the integration of needs is paramount.
- If the interventions are working for the student, does the team see the results in the classroom, in the assessment data and in the behavior modifications?
- If the student is not progressing under the PST team plan, is it execution on the part of the school or some outside factor?
- Does the MTSS/RTI team see the progress in concrete data from various collection points?
- All along the path of MTSS/RTI and the more intensive, PST committee work, the Special Education representatives are looking for flags that may identify the student as a candidate for and IEP or 504 services.
- With Administration represented at the MTSS/RTI and PST teams, the school leadership can ensure that teaching staff is prepared to implement the differentiated instruction needed to match the Tier 3 (and Tier 2) interventions. The Administration is on the lookout for teachers that may need additional professional development, mentoring and training on how to successfully manage Tier 2 and 3 students.

Attachment 4 – Core Curriculum Scope and Sequence by subject for each grade level will be fully aligned to the Indiana College and Career Ready Academic Standards. Please note that the curriculum will be individualized to the student and the general listing provided is only to address the general standards taught. The Open Door Academy will be in development of the unique curriculum before the start of school so additional detail will not be provided at this time. An example included is for social studies.

Pupil Performance Standards

The Assessment Plan: The Open Door Academy team has put forth a comprehensive assessment strategy detailed in this application which addresses; formative and summative assessments at the classroom level, Exit Tickets (Unit assessment targets aligned to Indiana standards across all subjects) as well as national benchmark assessments (NWEA-MAP) to identify learning gaps and ensure academic growth. Summative and benchmark data points will be administered by the classroom teacher using ISTEP+, IREAD, and Exit Tickets which will be provided for easy reference to the teaching staff. For benchmark assessment NWEA will be used for K to 8th grades. Dibles Next will be the diagnostic test for early literacy in K3. Teachers will be trained in their role in data interpretation as well as teaching strategies to address learning gaps. The Principal will be responsible for implementing and monitoring the Open Door Academy 8 Step Data Interpretation protocol which teachers implement after each benchmark assessment. For literacy Open Door Academy will implement a three Tier Intervention strategy and RTI as described under intervention strategies below.

The Open Door Academy Governing Board will receive quarterly reports on academics in the form of a formal report generated from the Academic Accountability Committee (AAC). The AAC will monitor assessment data, pop in observations of teachers by the PD team and Administration and oversee curriculum choices, implementation and suggest adjustments to the Professional Development plan.

For all grades, NWEA Map assessments will be shared with the families after each assessment. Dibels Next data will be shared with K3 families whose students that fall below standard for early literacy. Teacher generated grades from formative and summative assessments. The Principal will have ultimate responsibility for academic achievement and will be provided the resources to address any deficiencies.

Teachers will be provided with general grading and assessment framework to guide their classroom grades. Assumptions: Grades are not the best motivator for learning and Grades are an important communication tool. Expectations: Grades should be updated weekly in the electronic grading system 50% of total points should be ***Success Opportunities***. If you follow the instructions, do your best, and turn it in on time, you should be able to earn these points.” And 50% of total points should be ***Reality Checks*** “How your current skill level measure-up to an external benchmark.”

The following framework will guide the grading for reporting to Administration and families. The following rubric by grade will be expected: For K2 classes; 60% test and quizzes, 40% class work and homework. For 3rd to 5th teachers; 45% tests and projects, 20% quizzes, 15% writing (across curriculum) and 20% class work and homework. For 6th to 8th grade 45% tests and projects, 20% quizzes, 20% writing (across subjects), 15% class work and homework.

Maturation of students from one traditional grade level to the next will be based on academic performance to some degree. However, other factors will play heavily into the process. Even if a student is technically elevated to a higher grade level, they still will be required to learn any standards/competency that they have not mastered for the level described in the Indiana Academic Standards. Parents will be included in this discussion. Final determination for grade level assignment will be that of the Superintendent.

Since there is no High School planned at this time there are no high school graduation requirements included in this application. However, there are courses, especial the career courses, that will be at the high school level and the Open Door Academy will work with the high schools that students want to attend to establish any support for high school transcript credit.

Attachment 5 lists the exit standrads.

School Calendar and Schedule

Initially, the Open Door Academy will operate on a more traditional school calendar including the minimum required days and hours per day by grade level. However, as enrollment grows and additional staff can be established the goal will be to operate the school on shifts to provide opportunity for students to come in and leave when it is best for the student and the family. Students will be required to attend the minimum number of school days and hours, but those criteria will be unique to each student. For example, a mom that works on Saturday and in the afternoon as a cosmetologist may prefer to have quality time with her children by having the students start school at 11 AM and leave at 4 PM Tuesday through Saturday while she is at work. Or a family that both parent work evening shifts may want their children home by 1 PM each day and they would then start at 7 AM. Additionally, some families may want to have students attend school throughout the year and would be on a four day a week program throughout the year until they reached the minimum required days.

The schedule would only work in a program like the Open Door Academy that provides truly personalized learning through technology.

Open Door Academy will provide at least five (5) hours of instructional time for students in grades one (1) through six (6), and at least six (6) hours of instructional time for students in grades seven (7) through eight (8) in a day in order to count that as a day of instruction conducted during a school year. Please note that IDOE reviews school calendars to determine whether a school met the statutory requirement to provide at least 180 days of instruction during a school year.

The attachment 6 provides the school calendar for 2021-2022. Note that student/family will have options to attend one of 180 days of 285 the school will be open. In the first year of operation the school may limit the number of available days based on staffing issues.

School Culture

Culture — A positive culture is critical to a successful school. More than just window dressing, the Governing Board is committed to building a strong culture and measuring those efforts with quantitative metrics. The combination of academic success, financial viability and a strong culture where teachers want to teach and students are excited to learn is the formula for a long and successful school. Tool to Measure Culture: Net Promoter Score measurements of satisfaction in the school. The NPS score survey will be conducted by the School Advisor Council (SAC) annually and presented to the board before May. Stakeholders surveyed will include; Teachers, Staff, Admin, Parents. The simplicity of the Net Promoter School is why it is so powerful. Once simple question is asked: “How likely are you to refer a friend to Open Door Classical Academy?” Respondents are grouped as follows: **Promoters** (score 9-10) are loyal enthusiasts who will keep buying and refer others, fueling growth. **Passives** (score 7-8) are satisfied but unenthusiastic customers who are vulnerable to competitive offerings. **Detractors** (score 0-6) are unhappy customers who can damage your brand and impede growth through negative word-of-mouth. **Timeline for Achieving Goal:** Beginning in year May of year one, the Governing Board is holding the school Principal to the target of 7 or above. The School Advisory Committee (SAC), which meets quarterly and is made up of parents, teachers and Admin provide an annual Net Promoter Score report to the Governing Board at the end of each year.

The foundations of the Open Door Academy culture is based on research by Dr. Rudolf Dreickurs an Adlerian psychologist whose life work who suggested that human misbehavior is the result of feeling a lack of belonging to one's social group. When this happens the child acts from one of four "mistaken goals": undue attention, power, revenge or avoidance (inadequacy). Dreickurs' overall goal was that students would learn to cooperate reasonably without being penalized or rewarded because they would feel that they are valuable contributors to the classroom.¹⁵ This simple theory is the basis for student success and the root of discipline issues in a school. The power of relationships between the teacher and the scholar is the foundation of academic and life success of the scholar. To simplify the theory the Teddy Roosevelt quote; ‘People won't **care** how much **you know until they know** how much **you care.**’ opens the door to learning and is modeled in all aspects of Open Door Academy.

Continuing with Dr. Dreickur's theory, Dr. William Glasser laid out Choice Theory¹⁶ which is the idea that the behavior of children is related to five basic needs; survival, love and belonging, power and significance, freedom and autonomy, and fun.

Both Dreickurs and Glasser offer concrete techniques to be employed in the classroom to manage discipline issues and set the classroom up for a year of success.

Dr. Dreickurs

1. Always speak in positive terms, never be negative
2. Encourage students to strive for improvement, not perfection
3. Emphasize student strengths while minimizing weaknesses.
4. Help students learn from mistakes, which are valuable in learning
5. Encourage independence and the assumption of responsibility
6. Encourage students to help each other
7. Be optimistic and enthusiastic – a positive outlook is contagious.

Dr. Glasser

1. Stress Student Responsibility
2. Set Classroom Rules
3. Accept NO EXCUSES
4. Teach Students to Make VALUE JUDGEMENTS
5. Suggests Reasonable ALTERNATIVES – lay out CONSCUENCES
6. Be CONSITANT and REVIEW your STRATEGY often

¹⁵ Rudolf Dreickurs – Wikipedia - https://en.wikipedia.org/wiki/Rudolf_Dreickurs

¹⁶ William Glasser Institute – Choice Theory - <https://wglasser.com/our-approach/choice-theory/>

These foundational elements (Classical/Trivium, Charlotte Mason, Drs. Dreikersand Glasser) permeate our teacher training and expectations, our school leadership beliefs, our board governance and classroom activities.

Each student deserves:

- An environment where teachers, support staff, and administrators lead by example and model what is good, true and beautiful. Our campus will work to foster meaningful student-faculty-parent interaction, in alignment with the Adlerian philosophies of Dr. Rudolf Dreikersand Dr. William Glasser which focus on the power of relationships.
- A time tested, standards aligned curriculum that is designed to the needs, strengths, abilities, and learning style of each student to maximize student achievement;
- An environment reinforcing the Charlotte Mason philosophy that every individual has a unique potential that can be developed, while understanding that not every student can be successful all of the time;
- An open and receptive learning atmosphere that respects and encourages the individual ideas and intellectual pursuits of every student and faculty member;
- Instructors that receive continuing education on the delivery, planning, academic and emotional benefits of a Classical education.

The culture at Open Door Academy is one of;

- High Expectations of the Scholars and Families
- Rigorous Academics –
- The Power Of Relationships – “People Don’t Care What You Know...Until They Know You Care”
- Balance between subjects (Math is as important as Music)
- Values and Virtues are built into everything we do in the classroom, in the offices and on the playground
- Life Long Learning – from Scholars and Teachers alike
- Discipline as teaching moments
- Every Scholar Matters – Every Scholar Has A Story
- Respect of the Teaching Profession
- Robert Greenleaf – Servant Leadership from the Governing Board to the Admin to Teachers to the Custodian. The singular focus is to serve scholars and families.

This application details the myriad of ways that these above culture norms are executed at every level, day in and day out.

Parent – Family Communication Strategy - One of the key principles, which Open Door Academy is founded up on, is that parental involvement is essential in maximizing the scholar’s educational experience. Our mission speaks to it and partnering with parents is part of our Guiding Beliefs;

School’s Mission:

At Open Door Academy our mission is to prepare a diverse scholar population with an educational foundation for success in life. Academics are blended with the principles of virtuous living, traditional learning, and civic responsibility.

*We believe relationships are the key to our success. **We accomplish this by partnering with parents to provide a rigorous, time tested classical education.*** We strive to equip and train our teachers with academically excellent tools with the goal of instilling a lifelong love of learning in our scholars.

In operation, partnering with parents take on a number of different aspects. Below are specifics of what we expect from our Administration, Teachers, and Parents as part of the Open Door Academy school.

Communication includes monthly grade level and campus wide newsletters, individual teacher use of the Remind App (a school based Twitter program), open houses, grandparent days, fall festival and more.

Volunteer Opportunities on Campus Lunch monitor or support, Service on PTO Board, Sub-Committee Service at Governing Board Request, Before and After Care support, Tutoring, Coach – assistant coach

School Advisory Committee (SAC) - Open Door Academy intends to have an active and engage Parent Teacher Organization and School Advisory Council. The Governing Board will establish a School Advisory Council beginning in year two. The School Advisory Council (SAC) will include members from the school community including no less than one (1) member from; the parent community, the teaching staff, administration, student leadership, community members at large. The School Advisory Council will advise the Governing Board on policies relating to academics and extracurricular activities at the school. The SAC will be asked to advise the Governing Board on budgetary priorities, community relations, and other issues identified by the Governing Board. The SAC will be tasked with performing an annual stake holder survey of the school community using the Net Promoter Score¹⁷ format. The results will be reported at the last Governing board meeting of the school year. The role of the SAC is advisory.

Phone Calls Home is a required task by all teachers to all students. These calls will occur within the first two weeks of the start of school. The purpose of the call is to make contact, identify something positive about the scholar and avoid any negative feedback. The first call/impression should always be honoring the parents choice, asking for support at home and covering something uniquely special about their child.

Remind App – Open Door Academy requires all teachers to set up a Remind App class code for their class. The app functions as a private Twitter group that allows the teacher to share homework assignments, photos of the whiteboard activities of the day or tidbits about the class.

Newsletters – Grade Level and Campus-Wide – are suggested to go out bi-weekly but are required to go out monthly.

Meet the parents at the curb – One of the norms of teaching at a Open Door Academy requires that teachers meet their families at their cars at the end of the day. The brief moment in the pickup lines allows for a personal touch and a chance to give a word of encouragement or corrective action to the parent/guardian. Principal and Vice Principal staff are required to be at the drop-off and pick up line as well. A highly visible Principal is a part of the Open Door Academy mission.

House System - An important channel which the parents engage in the school will be through the House System. As part of the Open Door Academy model, the school will implement a house system which creates separate houses that students are enrolled into based on the grade bands that they are studying. 1st and 5th, 2nd and 6th, 3rd and 7th, 4th and 8th will each be enrolled in one of the houses.

What is the House System? As a classical school featuring a curriculum based on the traditions of Western culture, House System is inspired by the ideals of republican participation, shared leadership, and civil service. *How does it work?* Every scholar belongs to a House. When you move to the next grade level, you remain in the same House. There will be friendly competition throughout the year. *What Houses Are Scholars Enrolled In?* For the enrolling school year, each grade will be enrolled in a

¹⁷ 2017 Satmetrix Systems, Inc. [All rights reserved.](#) Net Promoter, Net Promoter Score, and NPS are trademarks of Satmetrix Systems, Inc., Bain & Company, Inc., and Fred Reichheld.

corresponding grade-levels for each House: *House 1*: Kindergarten, 4th Grade, and 8th Grade *House 2*: 1st and 5th Grade *House 3*: 2nd and 6th Grade *House 4*: 3rd and 7th Grade *House System as a School Government*. That is the vision we are growing it into - it will build each year.

Leadership through the Scholar Senate. Every Homeroom will have an election within the first month of each semester to elect 2 Scholar Senators. Scholar Senators will provide leadership at a homeroom level, a grade-level, and a House Level. At the House Level, they will meet monthly with House Captains (parent volunteers) to help plan a service project and an assembly for their whole House. *The Role of the House Captain*. House Captains are the backbone that makes the House System work they communicate to their House members, and take leadership roles on campus.

In addition to the house system, the campus will have an active and engaged Parent Teacher Organization which works within the house system framework to host the following annual events: Fall Festival, Sweetheart Dance, Grandparents Day, Math & Science Night.

Campus/Community Service Projects will be one of the charges of the house captains and parent volunteers. Some of the projects may include:

- Donation drives (like books) and fundraisers sponsored by the PTO for the Open Door Academy Teachers' Fund
- Campus Beautification: each House will adopt the school campus for 1 month each semester, to help pull weeds, pick up trash where needed, donate minor landscaping projects, etc.
- Whole school: July, before we begin each new school year the house captains will be charged with an area of campus to decorate, paint or prepare for the new school year.
- Community service projects are an encouraged part of a houses charge. Suggestions would include visiting skilled care elderly homes for reading and captivities, volunteering to the local city for beautification or other ways to plug our scholars into the local community.

Supplemental Programming

With our unique model we will move away from “summer school” and simply shift programs to meet the calendar needs of the student. The first years may have some special programs throughout the year for groups of students/families that want additional programing during times when the school is not fully utilized. For example, a large number of families my want to have off in July, but they still may benefit from having a micro course offered. That situation will be addressed. If funding is available from the state, we will conform to IN DOE requirements. We will try to stay away from any tuition funded program as it is expected that most families cannot afford tuition supplemental programs. The Open Door Academy efforts will be focused on projects that are accessible to all.

There will be extensive opportunities for extra- or co-curriculum activities or programs. The goal will be to have 100% of the student involved in some activity or program outside of the standard learning system. The facility will have a gym, performance area and a career (makerspace) environment. The program will seek to find innovative programming that fits the Open Door mission and vision. Sports will be focused on fitness not competition. Theater and music will be focused on classical performance. Clubs will be career and interest based. Events and activities will be family centric to address the community needs.

Character development and Social Emotional Learning is integrated into everything we do at Open Door Academy. This has been discussed extensively in the Curriculum section. The school will support the students mental, emotional, health and social development. Much of this will be provided directly by teachers that are trained or hired for their certifications and training. By equipping our staff to directly address these issues they will be able to work with the student and the family holistically and with an earlier intervention cycle.

One aspect of the program will be to develop career skills and workplace and internship skills. Starting at the lowest grade level, students will learn basic workplace skills; be on time, get your project

done, respect others and collaborate. Specific activities will be integrated into career focused activities and programs. Students will also be engaged at some point with virtual mentors to support their career exploration. These skills are call soft skills.

Many jobs today require technical skills and knowledge, but soft skills are also essential across all industries, requiring traits such as excellent listening and speaking skills and the ability to think creatively. With the impact of technology on our daily lives, many students are using messaging apps to communicate through which often leave these essential soft skills pushed to the side. However, making sure that students practice and improve these skills can be what set them apart from other candidates when it comes to submitting employment applications, as recruiters are on the lookout for evidence of them. These skills also correlate to classical education goals. The Open Door will have activities that are capstone efforts for students so that before they go to high school, they know why they are learning.

Special Populations and At-Risk Students

The learning community of Open Door Academy will consist of scholars with a wide range of learning abilities and special needs. The leadership of Open Door Academy has built a special populations program that takes into account best practice, TEA goals and frameworks (TEC Chapter 29, A, B, D), and Federal rules and laws including: Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, which prohibit discrimination on the basis of race, color, sex, and national origin. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability. Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA), and the Individuals with Disabilities Education Act (IDEA).

We are anticipating 10% of our student population will qualify for IEP services. Scholars with special needs will receive the services as outlined in their Individual Education Plan (IEP). Our teachers will work closely with administration, Special Education teachers, contracted service provider, parents and any IEP team member(s) to ensure that the implementation of an IEP is effective and meets the requirements as stated in the document. Specific training through experts in the field of Special Education will be made available to the faculty and staff of Open Door Academy in order to both meet the needs of the special needs scholar and to meet all state and federal laws regarding Special Education. IEPs will be reviewed and revised on an annual basis by special education staff along with educational evaluations performed by a school psychologist or other related service providers as needed.

Year 1 we have budgeted to hire a Special Education Specialist and a SPED Assistant as needed. The Superintendent will locate and contract outside SPED specialists as needed to include, Speech Therapists, Occupational Medicine Therapists, Psychologist. Open Door Academy will hire a certified Special Education Teacher and one paraprofessional who will be responsible for managing the special education needs of the projected enrollments.

Individual Education Plan (IEP) – Free and Appropriate (FAPE) and Least Restrictive Environment

Intake for scholars with existing IEP's and the placement of scholars with initial IEP's will have the following protocols for placement.

1) The placement decision for each child will be:

Made by a group that includes;

- a) Open Door Academy school staff including the Special Education team and allied third party professionals (Speech Path, School Psych, Occ Med etc.)
- b) The parents and other persons knowledgeable about the child, about the meaning of the evaluation data, and about the placement options;
- c) In conformity with the Least Restrictive Environment provisions of the IDEA regulations;
- d) Determined at least annually;
- e) Based on the child's IEP;

- 2) Unless the IEP of a child requires some other arrangement, the child will be educated in Open Door Academy classroom environment.
- 3) In selecting the Least Restrictive Environment, consideration will be given to any potential harmful effect on the child or on the quality of services that she or he needs.
- 4) A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Identification and Screening of Scholars

As required by school policy and Federal law, Open Door Academy, must ensure that a free appropriate public education (FAPE) is available to all children with disabilities even those attending private schools and home schools, regardless of the severity of the disability and those who are in need of Special Education and/or related services, are identified, located and evaluated.

1. Open Door Academy has established, implemented, and disseminated to its school-based personnel and all parents written procedures for the identification and referral of all children with disabilities aged Kinder through 8th grade.
2. Open Door Academy will require all school-based staff to review the written procedures related to child identification and referral on an annual basis and will maintain documentation of the staff review.
3. Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a) Entry of each kindergarten scholar and any scholar enrolling without appropriate records of screening, evaluation, and progress in school; or
 - b) Parent notification of concern regarding developmental or educational progress by their child grades kinder through 8th grade.
4. Screening procedures shall include vision and hearing status and consideration of the following areas:
 - a) Cognitive or academic;
 - b) Communication;
 - c) Motor
 - d) Social or behavioral
 - e) Adaptive development
5. For a scholar transferring into a school, the public agency shall review enrollment data and educational performance in the prior school. If there is a history of special education for a scholar not currently eligible for special education or of poor progress, the name of the scholar shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
6. If a concern about a scholar is identified through screening procedures or review of records, the parents of the scholar shall be notified of the concern within 10 school days and informed of the public agency's procedures to follow up on the scholar's needs. Parents will be notified and invited to participate in the RTI/MTSS meeting along with special education staff, school psychologist, and/or related service providers to discuss the scholar's progress in school and create a plan to best support their scholar's learning. Families will be notified by U.S. Mail and a face to face meeting with the Open Door Academy Principal at the start of an SPED intervention or during a change of intervention protocol. The notice will be provided in the parent's native language as necessary and describe the assistance provided, including intervention strategies as well as the RTI/MTSS strategies employed thus far. The notification and plan will include a timeline, with progress monitoring.
7. Open Door Academy will maintain documentation (within the chosen platform, IEP-Pro) of the identification procedures utilized, the dates of entry into school or notification by

parents of a concern, and the dates of screening. The dates shall be maintained in scholars' permanent records.

Least Restrictive Environment – Inclusive Focus

The Open Door Academy Special Education/ELL team will meet regarding that scholars that have been identified and classified in and IEP or 504 accommodation. These meetings will meet occur every two weeks to review the progress of at-risk scholars who are underperforming in class and on assessments using a modified Response to Intervention (RTI) model to support scholars with the interventions needed for achievement.

At the study team's direction, the tools the teacher and the Special Education team have for students with IEP's include dedicated scholar hours with the classroom teacher, differentiated instruction and parent partnering. The study team will meet and evaluate student data to determine progress and next steps. The next steps are to increase scholar hours and or targeted instruction through the reading interventionist or complete an evaluation for the purposes of consideration of qualifying special education service at Open Door Academy.

The Open Door special education team will service the scholar with the IEP directed number of additional minutes of instruction. A pull out of the classroom model may be determined to be the best options for IEP scholars. Once in the special education department there are a number of curriculum and digital curriculum options for scholar instruction.

Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with §§300.114–300.117 of the IDEA regulations. Depending on the scope of the IEP requirements Open Door Academy will make every effort to services children with disabilities in the classroom with their peers. A continuum of alternative placements will be made available to meet the needs of children with disabilities for special education and related services. Open Door Academy will work closely with Broward County School District staff to determine if a continuum of alternative placements is best for the scholar. The continuum can include but not be limited to resource room or itinerant instruction, regular class, special class, special school, home instruction and instruction in hospitals and institutions.

Content and Delivery Modifications

Teachers will utilize a variety of tools to provide special education for scholars within the classroom environment. Every effort will be made to support teachers in finding solutions with tools and support they need to effectively individualize learning for scholars with special needs:

- Utilize flexible classroom models
- Address IEPs with personalized learning plans
- Engage all learning styles with a variety of instructional modalities
- Differentiate instruction with meaningful assessment
- Measure gains with real-time reporting

Progress Monitoring of Special Education Population

The evaluation process for Special Education scholars will include grades and reporting from the classroom teacher as well as quarterly reports from the Open Door Special Education team.

Open Door Academy will contract with e-IEP Pro for management of all scholars with Individualized Educational Plans (IDEA) and 504 plans. The key benefits of e-IEP Pro include:

- All scholar data managed in a central location. Easy access from any computer or mobile device.
- Allows all stakeholders quick and easy access to scholar IEP's, 504s and more.
- Notification of due dates, such as meetings, IEP and MET review due dates and 504 plans.

- Provides for documenting assessment data and eligibility data for each special education scholar
- Easy paperless transfer of electronic scholar records
- Document locking feature allowing IEP teams to lock down documents to protect data integrity.
- Integrated training videos and software support section available to all users 24/7.
- Notification to parents as to progress and any potential changes to the intervention plan. (in accordance with TEC Section 26.081)

Scholars already enrolled in the Open Door Academy special education programs will be monitored with quarterly progress reports documented and shared with the classroom teacher, administration and the parents/guardians of the scholar. Annual reviews of the IEP will occur and determinations will be made if reevaluations and adjustments are required.

Assessments utilized to determine eligibility (not limited to this list)

- Wechsler Intelligence Scale for Children – Fourth Edition
- Wechsler Nonverbal Scale of Ability
- Woodcock-Johnson – Normative Update Complete
- Test of Written Language – Fourth Edition
- Vineland Adaptive Behavior Scales – Second Edition
- Diagnostic Adaptive Behavior Scale
- Speech and Language evaluative tools
- Clinical Evaluation of Language Fundamentals – Fifth Edition
- CAAP-2
- LAS assessments developed by Data Recognition Corporation (DRC)

Progress monitoring of special education populations will occur in the same manner and fashion as all Open Door Academy scholars. Benchmark assessment data (DIBLES for early reading, NWEA-MAP for standards mastery) will be compiled quarterly. The Special Education and or ELL staff will follow the 8 step data analysis process which all teachers in the school follow. The final report and on student progress, goal setting plan and strategy prescribed to improve academic outcomes will be presented to the Academic Accountably Committee for review and monitoring.

The Open Door Academy will hire at least one In-House Special Education Staff. Special Education Director will be in year one with outside services for Speech, Occ Med, Psyche.

As reflected in the budget and employee section of this application, staff increases proportionally to the increases in enrolment.

Curriculum Alignment with Mission/Vision: Latin Instruction - Scholars at Open Door Academy will be instructed in Latin language with a focus of 5 or the 5 dictated standards laid out by The American Classical League and The American Philological Association and Regional Classical Associations¹⁸. Standard 1 is to read and understand the Latin language, standard 2 is to have an understanding of the Roman culture and the foundations of the Latin language, standard 3 and 4 is to integrate and recognize Latin origins across subject areas. Standard 5 is to integrate their knowledge of Latin into their community. Latin language instruction found in Open Door Academy beginning in third grade has been found to have lasting impacts on SAT scores and student achievement.

- **SAT Scores** - In 2002, The College Board published a newsletter stating that the mean Verbal SAT score for those who took the SAT II Latin Test was 666, compared to the national average of 504. Students who took the French SAT II Test achieved a mean verbal score of 637, compared to the 581 achieved by students who took Spanish. Likewise, those who majored in

¹⁸ Standards for Classical Language Learning, A Collaborative Project of The American Classical League and The American Philological Association and Regional Classical Associations. (1997)

"Classical Languages" or "Classics" and took the GRE between 1996-1999 scored the highest of over 270 fields in the Verbal section. 19

- According to Association of American Medical Colleges, students who major or double-major in Classics have a better success rate getting into medical school than do students who concentrate solely in biology, microbiology, and other branches of science” (Princeton Review).²⁰
- In 1971, more than 4,000 fourth-, fifth- and sixth-grade pupils of all backgrounds and abilities received 15 to 20 minutes of daily Latin instruction. The performance of the fifth-grade Latin pupils on the vocabulary test of the Iowa Test of Basic Skills was one full year higher than the performance of control pupils who had not studied Latin. Both the Latin group and the control group had been matched for similar backgrounds and abilities.²¹

Latin and ELL Populations.

Open Door Academy will target communities with at least 5% Hispanic populations according to the US Census data. The Open Door Academy is anticipating a 5% ELL population in their projections.

ELL Screening and Identification: Best Practices for Teaching ELL Scholars in our Target Population include: LAS assessments developed by Data Recognition Corporation (DRC) Screening will identify student English learners that have a primary language or home language other than English and who is in the process of acquiring English language proficiency. This screening will identify students at different stages of English language development

Language Proficiency Assessment Committee (LPAC). The school Superintendent will establish a LPAC committee to monitoring the ESL program effectiveness. The LPAC committee will include ELL teaching staff, administration and at least one parent representative. The LPAC committee must make informed management decisions about English learners within the programs regarding placement, instructional practices, assessment, and any other special programs that impact the student.

Various student data points will be monitored and decisions will be made for the best interest of the English language learner. The goal of the LPAC establish a collaborative effort between, teachers, campus leaders, and parents within the LPAC at each campus. Certified ESL teachers should understand their role in supporting the ongoing coordination between the ESL program and the general educational program, while ensuring that the ESL program in place is addressing the affective, linguistic, and cognitive needs of their English learners.

ELL Modifications - Open Door Academy will accommodate the instruction, pacing, and materials so that English learners participating in their ESL program have the opportunity to master the any state required testing. The academic program will monitor the academic progress of the English learners on progress towards mastery of standards and extent to which English learners are becoming proficient in English as well as the number of students who have met reclassification as English proficient. The Open Door Academy ESL focus is in alignment with the school’s stated mission of being academically rigorous and promote deeper connections, and has been designed so that instruction is “... structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills in all subjects.”

¹⁹ A Case for Classics In Middle School, Ruccolo. John Hopkins School of Education (2004)

²⁰ Classics! Princeton Review - <https://www.princetonreview.com/college-majors/64/classics>

²¹ Latin in the Elementary School: A Help for Reading and Language Arts, Nancy A. Mavrogenes. *The Phi Delta Kappan*. Vol. 60, No. 9 (May, 1979), pp. 675-677

Open Door Academy will target communities with at least 5% Hispanic populations according to the US Census data. Classical schools feature Latin instruction as a stand-alone class and as part of spelling/vocabulary instruction in ELA and Science. Research out of Penn State Center for Language Science found that lessons in the Latin roots of words may help Spanish-speaking students who are learning English bridge the gap between the two languages.²² Using Latin to bridge the gap for ELL students is one more tool to address the growing Hispanic populations in Muncie.

ELL Academic Assessment - Academic Progress monitoring of special education populations will occur in the same manner and fashion as all Open Door Academy scholars. Benchmark assessment data (DIBLES for early reading, NWEA-MAP for standards mastery) will be compiled quarterly. The Special Education and or ELL staff will follow the 8 step data analysis process which all teachers in the school follow. The final report and on student progress, goal setting plan and strategy prescribed to improve academic outcomes will be presented to the Open Door Academy, Academic Accountability Committee (AAC) for review and monitoring. Data points to be monitored include, ELL teacher assessments, NWEA-MAP benchmark assessments and ELL Made Simple – LoTi pop in observations.

ELL Classroom Pop In Observation Tool - Open Door Academy is implementing the ELL Made Simple (ellmadesimple.com) framework to train and monitor the ELL student population. ELL Made Simple has partnered with the LoTi pop in observation tool which the school will use for teacher evaluation and training. The LoTi ELL observation tool will be used specifically to measure the ELL population in the classroom setting. The four phases of classroom monitoring and assessing will be done by the ELL lead teacher via pop in observations done monthly. LoTi ELL pop ins will be done by the ELL teacher and monitor each general classroom teacher with ELL students in their class at least once monthly. The following framework for measurement of effectiveness will be used (as provided, trained and supported by ELL Made Simple;

1. **Measuring Student Learning with H.E.A.T.** Use the LoTi ELL five-step walk-through protocol to determine how English Learners demonstrate Higher order thinking, Engaged learning, Authentic connections, and Technology use.
2. **Providing Strategic and Relevant Feedback** - Refine the focus of walkthroughs in classrooms that support English Learners by using a feedback cycle that develops language proficiency and promotes academic growth.
3. **Using Data to Simplify ELL Instruction** Expand the classroom walkthrough process by identifying trends that reveal instructional practices that will simplify and transform instruction for English Learners.
4. **Supporting English Learners in Every Day** Connect instructional and learning frameworks with language proficiency standards to leverage high impact feedback and learning for English Learners in any classroom setting.

Open Door Academy will monitor the academic performance of former ELL students for two years following their exit from the program to make sure they can participate meaningfully in the regular educational program. Ongoing monitoring post exit of the ELL program will include: (1) whether former ELL students is able to perform comparably to their non-ELL peers in the regular educational program; (2) whether they can participate successfully in essentially all aspects of the school's curriculum without the use of simplified English materials; and, (3)

²² Penn State. "Latin may help students bridge their native language with English." ScienceDaily. ScienceDaily, 4 October 2018. <www.sciencedaily.com/releases/2018/10/181004110035.htm>

whether their retention in grade and dropout rates are similar to those of their non-ELL peers. Data will be collected using the same tools as used by the classroom teacher (benchmark assessments, formative and summative grades, semester grades, etc.)

Tier 1 Core instruction adjusted to meet each ELL’s language proficiency level and cultural connections are provided 70 – 80%

Tier 2 Supplemental Interventions are adjusted to meet each ELL’s language proficiency level and cultural connections are provided. An additional 10 minutes of oral language development provided to support lessons. 15-25%

Tier 3 Intensive Interventions continue to be adjusted to meet ELL’s language proficiency level and cultural connections are provided. An additional 10 minutes of oral language development is provided to support lessons. 5-10%

When hiring ELL teachers, Open Door Academy will ensure that the qualifications of the ELL teachers are comparable to the qualifications of the teachers who teach the non-ELL students. If a teacher is responsible for both subject matter instruction as well as English language development, the teacher should be qualified in both areas.

Teachers who instruct students with different levels of English proficiency in the same class will receive specialized training on how to best serve identified ELL students.

ELL student – Family Outreach – The mission statement at Open Door Academy states that we purpose to partner with supportive parents, for ELL populations this commitment continues as families, teachers and administration play an integral part in assisting parents in supporting their child’s academic success. In building a partnership between the parents, the school, and the community, ESSA (2017) spells out that schools that receive Title I funds to “...educate teachers, specialized instructional support personnel, principals, and other school leaders with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school” (Title I, Part A, Section 1116). Strategies for parent involvement may include anything from honoring a time and place for homework to providing communications in the parents native language, to taking interest in their child’s education by asking their child or the teacher questions and interacting with their child at home by reading or telling stories in their primary language (Breiseth, Robertson, and Lafond, 2011).

Below grade level students will be address as part of the standard classical education process. The first step with be early detection by utilizing Schoology and eDynamic Learning to track performance against expected learning pace. This will not be a subject based issue or something that is done over the course of a school year. It will be every day in real time by competency. Teachers will easily use the technology for individual remediation or reschedule the student’s learning to address latency.

Extreme situations will occur due to special education issues, health issues or family crisis. In these situations, the root problem will also be identified and mitigated.

The RtI process has been elaborated in other sections of this application, but student support will be there for every student every day.

Gifted Population

A gifted Scholar gives evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

The curriculum and mission of Open Door Academy is rigorous academic expectations. All students will receive rich content and above grade level opportunities to read and dissect literature. Our

academic model includes for all students, differentiation methods to be trained, monitored and tracked, and academic model that focuses on acceleration, depth and complexity, higher order thinking skills and content extensions. A standard in all our classrooms is teachers that employ large groups, small group instruction, and targeted interventions for low and high achieving scholars.

Gifted/Talented scholar identification will be determined by testing that show the scholars test in the 95th percentile and above on norm-referenced standardized test. These testing options will be chosen by the site Principal in identification of Gifted/Talented scholars; Naglieri Test of Nonverbal Ability (NNAT), Cognitive Abilities Test (CogAT), Otis-Lennon School Ability Test, IOWA Test of Basic Skills (ITBS), NWEA-MAP. Additional data: anecdotal records, interviews, observations, characteristics, checklists will be considered in identification. Teacher will refer scholars to the RTI/MTSS team when the student is identified as needing an advanced academic challenge. In the 6th to 8th grades scholars that are above grade level in math can enroll in a grade a head math classes. Open Door Academy will offer Algebra 1 (a typical 9th grade course) to all scholars that qualify. Addition advanced math classes will be made available using teacher guided online tools.

Open Door Academy will implement academic interventions such as accelerating a student in a single subject, compacting curriculum, concurrent enrollment, advanced placement or customized advanced courses in the Schoology LMS Curriculum module, allow teachers to customize academic programs, independent academic studies, grade acceleration.

The framework for a Gifted and Talent program will be based on the Education Strategies for the Gifted and Talented as defined by the National Association of Gifted and Talented (NAGT).

1. Gifted and talented students and those with high abilities will receive gifted education programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school. The Open Door Academy Governing Board will develop policies for identifying and monitoring of the gifted/talented population. This policy will
 - (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment.
 - (2) include assessment measures collected from multiple sources (including school selected NWEA-MAP benchmark assessments);
 - (3) include data and procedures designed to ensure that students from all populations in the school have access to assessment and, if identified, services for the gifted/ talented program;
 - (4) provide for final selection of students to be made by a committee of at least three school educators who have received training in the nature and needs of gifted students; and
 - (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer of students, and appeals of the charters decisions regarding program placement.
2. Educational acceleration will be the cornerstones of the Open Door Academy gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high-level students' general abilities and specific talents with optimal learning opportunities. Strategies for K5 and 6th to 8th will take into account class scheduling and in classroom opportunities to address this special population
3. Open Door Academy teachers will employ instructional strategy condenses, modifies, or streamlines the regular curriculum to reduce repetition of previously mastered material. "Compacting" what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know. The curriculum mapping and scope and sequencing allows for deeper dives into topics and standards. With the Schoology LMS, the teachers have the ability to reach forward multiple grades to create challenging lessons for scholars that are ready for greater challenges.

4. An important part of all teacher training at Open Door Academy includes strategies for effective differentiated instruction for advanced and struggling students.

Student Recruitment and Enrollment

The target students are those that have or will seek educational programs outside of the community. The message will be, “There is a quality school for your child here in Muncie!”

All events will be publicized on social media and via email, Facebook, LinkedIn, twitter and YouTube. Meetings will be supported through zoom for remote attendance. A consistent social media campaign has been budgeted for and will be the hallmark of our communication efforts. Beginning in the Fall of 2020, the team will post on social media at least once per week event updates, school hiring and remodeling progress, surveys asking families for feedback and monitoring of community questions. The social media program, to be effective will be a blend of organic activity and paid boosting of ads on Google and Facebook. The Marketing Campaign will produce messages both digitally and in print to reach all families. The plan has a budget of \$50,000 and covers print, radio, outdoor, and social media.

Starting in Fall of 2020, the leadership team will host two open houses per month (both in person and remotely). All marketing efforts will communicate these events and we have found them to be great ways to meet prospective parents and answer their particular questions. These events will be scheduled during times that are convenient for families. Each event will have handouts of Frequently Asked Questions and materials where families can raise questions or offer feedback on our plan. All the information in Spanish and English. Sign up interest lists will be an important part of building our communication list. Events will be recorded and the videos available for on demand viewing online.

The success of our school will be directly related to the power of relationships. Under the Culture section we detail the foundational philosophies from Adlerian psychologists, Dr. Druiker and Dr. Glasser. In keeping with the idea of relations building all our events and interactions with parents will focus on getting to know their family’s stories, dreams and struggles. Meet parents/guardians on a regular basis starting early in the year by phone call home, zoom sessions, email and text. All these efforts are fitting with our mission and are aimed at building solid relationships with families.

There will only be a limited number of older students and preference will go to families with younger students already enrolled. No other restriction will be in place.

Any child eligible to attend a district public school is eligible to attend the Open Door Academy tuition free. In order to enroll in a charter school, parents or legal guardians must participate in the application process. The application process begins in December for the following school year, specific information about deadlines and processes will be made available as part of the marketing effort.

Currently enrolled students must fill out a re-enrollment form each year notifying the leadership of the Open Door Academy that they intend to stay at the school for the following year.

The Open Door Academy will have a limited number of seats available for students. If there are more applicants than open seats for a particular grade a random selection process, called a lottery, will be held to determine which students will be enrolled. The lottery will be held during a public meeting. Preference will be given to students already attending the school and their siblings. To facilitate this process the initial lottery will start at the lower grade levels and work up to the top grade level giving siblings open slots and then selecting for other students to fill slots by grade level.

There will be wait list for each grade level with a preference given to the older sibling if a younger sibling is enrolled. The openings will be filled immediately after a formal separation process for withdrawals are completed. Re-enrollment and transfers in will be treated like a new student unless a younger sibling is enrolled.

Attachment 7 includes the Enrollment Policy

Student Discipline

The foundations of the Open Door Academy discipline policy are based on research by Dr. Rudolf Dreickurs an Adlerian psychologist whose life work who suggested that human misbehavior is the

result of feeling a lack of belonging to one's social group. When this happens the child acts from one of four "mistaken goals": undue attention, power, revenge or avoidance (inadequacy). Dreickurs' overall goal was that students would learn to cooperate reasonably without being penalized or rewarded because they would feel that they are valuable contributors to the classroom. This simple theory is the basis for student success and the root of discipline issues in a school. The power of relationships between the teacher and the scholar is the foundation of academic and life success of the scholar. To simplify the theory the Teddy Roosevelt quote; 'People won't care how much you know until they know how much you care.' opens the door to learning and is modeled in all aspects of Open Door Academy.

Continuing with Dr. Dreickur's theory, Dr. William Glasser laid out Choice Theory which is the idea that the behavior of children is related to five basic needs; survival, love and belonging, power and significance, freedom and autonomy, and fun.

Both Dreickurs and Glasser offer concrete techniques to be employed in the classroom to manage discipline issues and set the classroom up for a year of success.

The Open Door Academy Discipline Policy reflects who we are as an organization and remains compliant with the legal mandates of school discipline. We believe it to reflect:

Our Discipline Mission: Consistent with the values we pursue in our mission statement.

Core Values: Academic Excellence, Partnering with Families and Children & Learning

Relational Discipline highlighting the parent-teacher-scholar relationship to bring out the best in the child. Teachers and scholars developing meaningful relationships will only increase the scholar's sense of belonging to the school.

Guiding Principal:

- Life lessons, accountability, responsibility and discipline are taught through natural consequences, rather than "punishment".
- Teachers and scholars developing meaningful relationships will only increase the scholar's sense of belonging to the school.
- Developing positive relationships is based on the Golden Rule – "Treat others as you would want to be treated yourself".

School Operation:

Learning is fun in a safe, interactive, vibrant and challenging environment.

- Everyone has the responsibility to contribute to the greater good of the school community.
- Recognizing the value of discipline policies and procedures in order to meet the Mission of our school for all stakeholders.

Prior to starting the school year, the teaching staff receives cultural training on the foundation of Dr. Dreickersand Dr. Glasser and how their theory on relationships best serves students. During this training, the school Principal will explain the levels of infraction and the teacher's role in discipline. A breakdown of tactics by infraction will be presented and a clear definition of what actions will be sent to the administration for further discipline up to and including suspension and expulsion.

Each parent will be provided a school discipline handbook as part of their parent handbook. All Parent/Student handbooks, including the discipline metrics will be available on the Cato Academy web site.

See Attachment 8 for Discipline Policy

Grievance Policy

It is the desire of the Open Door Academy to resolve any complaints in a fair and prompt manner. Attachment 9 Grievance Policy is included.

Parent and Community

School	Miles	Type	Enrollment	Grade	Levels
Burriss Lab School	1.5	University	669	A	K-12
East Washington Academy	1.2	Traditinal	558	B	K-5PK-5
Inspire Academy	3.1	Charter	178	D	PK-8
Longfellow Elementary School	1.2	Traditinal	360	D	PK-5
North Side Middle School	1.3	Traditinal	551	F	6-8'
North View Elementary School	1.0	Traditinal	325	D	PK-5
South View Elementary School	2.4	Traditinal	545	D	PK-5
Southside Middle School	3.4	Traditonal	584	D	6-8'
St Mary Elementary School	1.8	Private	163	A	PK-8
West View Elementary School	2.3	Traditinal	366	B	PK-5
		TOTAL	4,299		
		30% more	6,141		
		Difference	1,842		

30% of the Muncie students attend schools outside of Muncie. (see transfer report). The first year enrollment would target just 10% of the Difference in the school chart above.

Muncie is lower income and higher minority than surrounding nearby communities. The data below is from 2017-2018 and is expected to be even more extreme today. These other communities are enticing Muncie community members that can provide transportation to the nearby communities away from Muncie.

	Indiana	Indiana	Indiana	Indiana			
	Muncie	Marion	Noblesville	Fishers Town	Carmel City	Westfield	Brownsburg Town
Population	70211	29308	75450	86325	92198	39493	25911
Pop under 5	5.50%	6.40%	9.30%	8.90%	5.80%	7.10%	6.40%
Pop under 18	17.80%	21.10%	30.20%	33%	26.80%	31.00%	24.30%
White	84%	78.10%	91.10%	85.60%	84.00%	89.90%	91.50%
Black	10.90%	14.70%	3.60%	5.60%	2.50%	3.90%	3.60%
Hispanic	2.30%	5.50%	4.30%	3.40%	3.20%	4.70%	3.10%
Bachelor or Higher Ed	22.40%	16.30%	45.70%	61.10%	71.00%	56.50%	35.60%
Houses	31958	13715	21120	28511	33158		
Home Ownership	50.30%	58.50%	70.80%	83.10%	85.80%	81.40%	75.00%
Med Home Value	\$73,200	\$65,500	\$170,400	\$210,800	\$320,400	\$232,300	\$163,000
Med Household Inc	\$29,287	\$33,324	\$67,939	\$91,646	\$109,201	\$89,144	\$68,986
Below Poverty	33.40%	26.80%	6.80%	3.30%	3.70%	6.70%	3.40%

Our marketing plan addressed the engagement process. In short, starting in Fall of 2020, the leadership team will host two open houses per month (both in person and remotely). All marketing efforts will communicate these events and we have found them to be great ways to meet prospective parents and answer their particular questions. These events will be scheduled during times that are convenient for families. Each event will have handouts of Frequently Asked Questions and materials where families can raise questions or offer feedback on our plan. All the information in Spanish and English. Sign up interest lists will be an important part of building our communication list. Events will be recorded and the videos available for on demand viewing online.

Additionally, community outreach events are being considered. Job fairs, food drives, and family centric mental health opportunities are part of these types of efforts.

There will be efforts to develop and support community outreach efforts. Including setting up a school foundation. Dr. Sonnenberg has been involved in setting up foundations for schools and once the charter is in place a charitable foundation will be established, not for the school alone, but for the education of the whole community.

Support documents can be found in Attachment 10. This includes a letter from Mayor Dan Ridenour supporting approval of the Open Door Charter school.

Performance Management

1) Apart from the indicators and measures described above, what other student performance goals does the governing body expect the school to achieve by the end of the first five year charter term?

I would guess that Joe Higgins has answered this somewhere in another application. From a business standpoint I would say growth in number of students per class. Growth in number of grade levels offered. Growth in numbers of subjects taught. Growth in standardized test scores. Growth in parent satisfaction surveys. Growth in student satisfaction surveys.

2) Identify the primary interim assessments the school will use to assess student learning throughout the year.

The primary interim assessment to be used will be Northwest Evaluation Association (NWEA).

NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Our tools are

Measures of Academic Progress - MAP Growth is designed to measure student achievement in the moment and growth over time. MAP Growth can also track students' individual growth over time, wherever they are starting from and regardless of the grade they are in. These computerized tests are adaptive and offered in Reading, Language Usage, Science, and Mathematics.

3) Explain how the school will collect and analyze student academic achievement data.

Student midterm reports, report cards, results of NWEA testing will set alongside student beginning of the year goals to show growth toward those goals and toward state standards and toward the goals of passing the state assessment.

The idea is to have students take ownership of their learning with parental guidance and teacher leadership.

The position of the person in charge of this will be someone in the instructional quadrant from the areas of Curriculum, Assessment, Professional Development and Instruction. This person has yet to be identified.

4) Describe the information system the school.

The Open Door Academy is planning to use PowerSchool for the SIS and Schoology is integrated with PowerSchool. The following chart shows the capacity to support our school through PowerSchool.



<https://www.powerschool.com/wp-content/uploads/2020/01/wheel-with-zoom-new.png>

5) Explain the training.

The Student Intervention Team (SIT) is a general education function. It is a school-based, problem-solving group designed to provide schools with an efficient, effective and clearly defined procedure for providing assistance to students, teachers and parents.

The Student Assistance Team (SAT) is a team made up of a student's school administrator, a current teacher, and other appropriate professional staff (such as the school counselor, a social worker, or speech pathologist) whose job it is to help a student with issues that are interfering with learning

Teacher In-service

The teacher in-service that is offered at the beginning and end of every school year is the time when teachers are brought together to learn as much as possible in short bursts. There are many things that may be learned over a few days, and this article takes a look at what is possible when the in-services are built to serve the teacher instead policies and procedures. Someone who

wants to learn must have a look at which in-services are available, and they must choose those that are most-helpful to their teaching.

Teaching Delivery

There are many delivery issues that must be covered with teachers with regard to content, and teachers may learn a new way of approaching their students. Students may learn well in a certain manner, but it is helpful to show teachers another way to do things. They may reach more students in this manner, and they will find it fun to see another side of their lesson plan.

New Techniques

Teachers may be taught about brand new teaching techniques that address certain problems in the classroom. The children who are in the classes are struggling to learn certain items, and the items that are taught differently will show improvement on tests. There are many tests that must be administered to ensure students are learning, and the tests become a measure of the effectiveness of each new technique.

Working Together

Working together is a part of every teacher in-service that helps the teachers get to know each other, learn how group projects will work and offer the same experience to their students. Students who are taught after these experiences will receive the same sort of compassion and engagement teachers got in the in-service, and they will have a fresh perspective on the activities.

Planning for The Future

Teachers are engaged in many exercises that help them plan for the future. They must learn how to make lesson plans, and they are often taught a better way to make each plan. They may deliver from their lesson plans in a better way, and they will have a plan they may repeat in years to come when it has been set up properly. The finest teachers are planning far in-advance, and they will learn the best techniques based on research while in their in-service.

6) Describe the corrective actions.

Given the type of in-service, training and support this will be an ongoing and built in model to always strive to self-correct. There should not be a “trigger for corrective action” it is built into out model and is continuous.

Section III: Implementation Plan

At this time the Webster Foundation is a non-profit entity whose sole charitable purpose is to operate the Open Door Academy. All of the current board members, mission and bylaws and IRS designation are to support the Open Door Academy.

Please note that the By-Laws include the following statement:

“Upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.”

Legal Status and Governing Documents

Attachment 11a

501(c)(3)

Attachment 11b

Articles of Incorporation

Attachment 11c

Board Bylaws – Contains Dissolution Language

Attachment 11d

Code of Ethics policy

Attachment 11e

Conflict of Interest Policy

Attachment 12 – Exhibit E

School Staffing Structure

Attachment 13

School Learnership and Staff Hiring, Management and Evaluation

Strategy and timeline for recruiting and hiring teachers

Staffing plan (e.g., leadership, instructional, and support roles)

Evaluate the performance of the school leader and teachers

handle unsatisfactory leadership or teacher performance/turnover

overview of the school’s compensation system (including benefits) and how this aligns with the performance evaluation process

Professional Development

The Open Door Academy believes great teachers are critical to achieving our mission. Teachers matter more to student achievement than any other aspect of schooling. Many factors contribute to a student’s academic performance, including individual characteristics, family dynamics and their support community. But research suggests that, among school-related factors, teachers matter most. When it

comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and even leadership.²³

The teacher lifecycle (recruiting, hiring and supporting teachers, bonus and career advancement) is a key priority of our school operation plan. Our school has agreed to partner with the Ethos Logos Classical Professional Development (Ethos Logos PD) team for teacher hiring, training and monitoring. Ethos Logos PD focuses exclusively on the Classical Education pedagogy and helps teachers advance their professional skills by combining prior knowledge with the nuances of teaching in a Classical Education environment.

The Ethos Logos PD team has opened and supported Classical based public charter schools in Arizona and Colorado. Their efforts helped one of the fastest growing charter schools in the US grow from 500 scholars and 30 teachers to just under 6000 students and a teaching staff of 450 by year five. During their contract, all campuses received an “A” or “B” rating and the teacher retention rate was between 89.1 and 91.7%.

The Ethos Logos PD team’s success is directly related to their focus on hiring and training the quality teachers. Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school, whether they are licensed, or how long they have taught. The Ethos Logos PD attributes their success to their system that assess teachers’ effectiveness. Their team has developed a comprehensive process to monitor a teacher’s on-the-job performance using objective measurements that include what they do in the classroom and how much progress academic growth is achieved.²⁴

The Ethos Logos PD team’s professional development offerings are deliberate and intentional and blend:

- Teacher – campus wide – new hire and school launch trainings
- Early release, weekly PD sessions, each scaffolded to first, introduce good teach practices and how a teacher’s prior knowledge integrates with Classical Education instruction.
- Personalized, real time feedback from the Ethos Logos PD team. This feedback is logged and tracked in our proprietary system (LoTi pop in observation) for review and to identify trends.
- A ‘train the trainer’ model that helps on site administration sustain and manage the PD methods.
- Virtual PD classes delivered in a cloud based platform which allows teachers to work on micro-credentials that help them to advance their professional skills.

The Ethos Logos PD works closely with school administrators using data driven instruction reports to ensure fidelity in curriculum delivery and content coverage.

The Open Door Academy implementation strategy will address and include;

Continual and collaborative professional learning

An Academic Oversight Committee that meets quarterly and monitors benchmark and teacher observation data and takes corrective action as needed.

Frequent Pop In Observations (LoTi) and Bi-Annual Formal Observations

Individualized coaching and mentoring

Weekly, school-based professional development workshops

Virtual Professional Development Library.

The Professional Development (PD) staff has the primary responsibility for programming of the PD training schedule on the campus.

The teacher contract calendar includes a one week teacher orientation during the week of July 27 to July 31 for teachers to become familiar with the system. Because Ethos Logos PD is available thru a cloud

²³ Chetty, Raj, John N. Friedman, and Jonah E. Rockoff, “Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood,” *American Economic Review*, Vol. 104, No. 9, May 2014, pp. 2633–2679.

²⁴ Rockoff, Jonah E., Brian A. Jacob, Thomas J. Kane, and Douglas O. Staiger, “Can You Recognize an Effective Teacher When You Recruit One?” *Education Finance and Policy*, Vol. 6, No. 1, 2011, pp. 43–74.

based, Learning Management System (Schoology LMS) whereby teachers can access professional development opportunities on demand based on time availability.

The PD schedule will be tailored quarterly based on feedback from teachers, school administrators and the Ethos Logos PD efforts. Data from; LoTi pop in observations as well as NWEA Map benchmarks will be reviewed by the administration in determining areas of focus for teacher training. The Open Door Academy on site PD team supports these efforts and includes training and implementation of the Classical Curriculum tools which include timely and pointed feedback, designed to make the teacher's instructional planning as focused as possible.

The PD staff and lead teachers at Open Door Academy work closely with the site Principal to ensure fidelity in curriculum delivery and content coverage. In combination, the training and content modules found in the LMS help foster strategies to bring passion, student engagement, thematic units and deeper learning to every lesson.

The governing board's responsibility is the hiring and supporting and of the Principal. The Principal is charged with the day to do the handling of school functions. The schools Principal's primary focus is on the academic and cultural effectiveness of the school. By reviewing a number of performance data points, the governing board can determine if the Principal is achieving their leadership objectives. Some of the data points the governing board will be reviewing on a quarterly basis include:

- Student benchmark assessments (NWEA-MAP)
- Indiana required State Exams – (As this has changed, we will support whichever test is required.)
- Teacher turn over and exit interviews
- Net Promoter Score (NPS) data
- LoTi teacher evaluation pop-in scores
- PTO feedback (reported to the board annually)
- Academic performance data from the Learning Management System
- Enrollment targets established by the Governing Board
- Academic growth – including cohorts, ELL and Special Needs populations
- Community involvement and impact narratives

Onboarding

Open Door Academy is compliant with all statutes relating to fingerprint clearance cards. Pursuant to Indiana, employment offers are contingent upon receipt of the candidate's fingerprint clearance card. Personnel policies will be developed and approved by the Governing Board, prior to hiring the Open Door Academy staff. The school will select a PEOs that specialize in Human Resource Management services payroll processing, state and federal tax compliance, and benefits administration. These tasks are complicated and crucial to employee satisfaction. PEOs provide a unique co-employment model that grants small employers like Open Door Academy access to Fortune 500-level benefits, standardized HR policies and practices, risk management support, and workers' compensation coverage, plus an extensive library of training resources to educate employees and partners on an array of topics.

Typically, a PEO will provide the framework for personnel policies and procedures as they serve in a co-employment role. The Superintendent will contract with an HR attorney to ensure the State of Indiana policies and laws are addressed.

All people who perform services for Open Door Academy will be considered 'at-will' employees. Open Door Academy understands this to mean that employment may be terminated by either party without notice or reason. Teacher contracts will be provided as they are customary in the teaching profession. The contracts will spell out the report date for trainings, the start date of school and the prescribed days

off the teachers will be granted. The total contract length will be for a full year, to include classroom instruction and in-service training.

The Professional Development Calendar:

1. Summer Prior to Opening of School

Open Door Academy leadership and the Ethos Logos PD team will host a 5-day orientation and in-service training program for teachers and other staff to kick off the Classical pedagogy program (typically at the beginning of the year). Teachers will work individually and in teams according to grade level, as well as with a group of teachers in order to align the curriculum, assessments, and standards across grade levels so that they teach a rich, coherent curriculum tied to state standards.

The start-up budget reflects the cost of paying teachers for the new teacher orientation.

After year 1, the teacher contracts will include at least 5, summer in-service days. A dual-track for new teachers (after the first year) and returning teachers will be created to address both needs.

2. Early Release Days - Weekly, In Service, Early Release PD

Once per week, at the campus, students are dismissed early and schools hold professional development workshops targeted toward improving school-wide practice. Workshops deliberately build key skills across practical, relevant topics such as culture, instruction, analysis of student work, and curriculum. The site Principal will work with the PD Team to tailor offerings to meet the needs of the teachers. A sample schedule will be produced for the entire semester with adjustments made to the PD course programming based on specific needs that are observed in the classrooms.

3. Virtual Professional Development Courses

Mini-lessons on various aspects of instruction are available online and may be accessed or assigned based on needs identified. These mini-lessons will be found in the Schoology LMS. Content is compiled and organized based on the particular learning objective of the mini-course. Teachers can access professional development opportunities on-demand based on time availability.

The Professional Development Program:

Five Day Orientation – New School and or New Teacher

Open Door Academy will host a five-day orientation and in-service training program for our teachers and other staff in July each year (costs included in the annual budget). Teachers will work individually and in teams according to grade level, as well as with a group of teachers in order to align the curriculum, assessments, and standards across grade levels so that they teach a rich, coherent curriculum tied to state standards. The orientation will address the following topics:

- About Open Door Academy
 - Mission, vision and core values
 - How mission, vision and core values impact teachers and scholars every day
 - Classical education
 - Classroom environment in a Classical/Charlotte Mason School
- Academics & Teaching
 - Indiana Academic standards
 - Academic excellence in a Classical School
 - Planning and preparation strategies
 - Lesson implementation with outcomes aligned to standards
 - Best teaching practices

- Curriculum resources, usage and supplementation
- Using Schoology LMS
- Curriculum maps and pacing
- LoTi Teacher Pop In Observation – What is Expected
- NWEA – MAP Testing System
 - Accessing MAP reports
 - Interpreting and implementing MAP results in the classroom
 - Academic oversight committee will evaluate and report to the Superintendent
- Assessments & Instruction
 - Scholar assessment data
 - Types of assessments – Exit Tickets – Grading Strategy
 - Benchmark Assessment (NWEA-MAP)
 - Instructional decision-making based on data
 - Setting goals in relation to scholar learning and the standards
 - Developing and implementing action plans
 - Establishing objectives related to standards
 - Differentiated instruction
 - Instructional material/resources for differentiated instruction
 - Strategies for Gifted and Talented
 - ELL best practices in the traditional classroom

In addition to the 5-day orientation and in-service, teachers will attend professional development sessions throughout the year focused on Indiana Standards, differentiation and classical education.

Year Round Teacher Training and Evaluation
Classical Education – Online Teacher Training Program.

Over 75 Professional Development courses have been developed by Ethos Logos PD and are in the Schoology Learning Management System. These courses range from particular tools and nuances of Classical Education, Charlotte Mason philosophies to practical examples of real-world teacher challenges in a Classical Education. The PD Course offerings are used to intentionally introduce new staff members to basic aspects of our culture and expectation. Once onboard, the PD Course offering is used to train a teacher on a theory or practical aspect of their profession. The Ethos Logos PD department will observe an issue or coachable moment, assign the corresponding Virtual PD mini-course to the teacher and then follow up with the teacher to ensure understanding and implementation. A sampling of the courses offered includes:

- Relating with Parents
- Relational Discipline Strategies (Dr. Dreikers and Dr. Glasser)
- Narration and Recitation at various grade levels
- Socratic Instruction - Intro, Level 1 and Level 2
- Classroom Management
- Understanding Classical Curriculum Resources
- Data interpretation and grouping
- Differentiation in the classroom

Open Door Academy through attending in-person Professional Development classes and achieving mastery through various observations, one on one coaching and mentorship.

Master Teacher Program – Beginning in Year 2 -OpportunityCulture.org –

In year two of operations, Open Door Academy intends to implement the Master Teacher program outlined in **OpportunityCulture.org**. The OpportunityCulture.org program was underwritten by the Bill and Melinda Gates Foundation and the Walton Fund among others. The driving mission of OpportunityCulture.org is to keep great teachers in the classroom but allow them to mentor other teachers at their grade level or at their school. The Open Door Academy Master Teachers are paid an additional stipend and have a lighter teaching load. Each grade level has a Master Teacher whose responsibility it is to mentor their team, disseminate information, analyze and correct teaching techniques and integrate the data-driven instruction protocols identified by the Administration and Professional Development staff.

Open Door Academy intends to write grants starting in years two and three to expand the OpportunityCulture.org program. The focus of the grant would include the ability to expand the role of Master Teacher by utilizing technology that would allow the top Master Teachers in the Open Door Academy network to mentor and coach all the teachers at a particular grade level. This technology would also allow for Master Teachers to lead virtual Socratic discussions all around the Country using a standard Google Hangout connection. The best teachers, mentoring and instructing at the highest level is the goals of the OpportunityCulture.org system.

Tracking and Monitoring Teacher Performance:

Open Door Academy will implement the LoTi Teacher Evaluation System, (Levels of Teaching Innovation), teacher evaluation and student engagement system. Through pop in observations and calibrated scoring by multiple admin team members, LoTi delivers consistency in teacher training and curriculum implementation. The LoTi observation and tracking platform allow the PD Team and the site Administration to score and observe teaching staff. The scoring metrics are consistent and measurable and allows the Open Door Academy admin to identify issues and put in corrective actions. The target of no less than 10 LoTi pop-ins will be established for each teacher in a quarter.

To successfully implement and track a training program, their needs to be a common and measurable results-based analysis. LoTi delivers consistency in teacher training, curriculum implementation and classroom observations become critical. These scoring metrics are consistent and measurable and allows the site Administration to identify issues and put in additional training, more one on one coaching or corrective actions.

LoTi was designed by Dr. Chris Moersch as a way to assess the most critical aspect of a scholar's education, a great teacher in the classroom. Dr. Moersch is the author of *Beyond Hardware: Using Existing Technology to Promote Higher Level Thinking*. Dr. Moersch has developed his program using the Danielson Rubric model which also incorporates a student engagement component known as H.E.A.T. (Higher order thinking, Engaged learning, Authentic connections, Technology use).

H.E.A.T is used as a lens to go beyond the lesson plan to what is actually happening with students. Many times, the activities that the teacher plans do not result in the expected output from students. H.E.A.T. provides a common language to discuss and measure student output in a way that is tied to evidence-based practices.

LoTi involves teacher drop-in observations, real-time and engaging feedback from the PD. These tools and the feedback systems ensure that the teacher, Principal and PD team are speaking a common language of what is expected and what quality instruction looks like at the school. LoTi builds a map for teachers, coaches, and leaders to create successful collaborative learning environments. The LoTi program helps refine a teacher's skills and ensures a program of instruction is being followed and delivered at a high level.

All teachers will be required to post State aligned learning objectives for each of their lessons. These are available to the teachers inside the Schoology LMS in the form of 'I Can Statements' aligned to each core subject.

To ensure standard adherence, quality instruction, fidelity on curriculum Open Door Academy will employ a series of overlapping systems to include;

1. Standards-aligned curriculum delivered via Schoology
2. Lesson planning auditing and monitoring
3. Data assessment via NWEA-MAP testing.
4. Ongoing teacher evaluation and feedback using the LoTi teacher evaluation tool. This tool will be used by the administration and the Ethos Logos PD team and cross-compared to each other.
5. Master Teacher or Lead Teacher support at particular subject areas or grade levels
6. A comprehensive Professional Development department managed and delivered in person or through any of 75+ courses on individual teaching skills located in the Schoology LMS Library.
7. Administration training and board oversight of the Administrators role.

All teachers at the school will receive training on the LoTi observation tool and expectations for what the administration is looking for as mastery. The LoTi tool includes a teacher observation form that is filled out by the teacher after each pop in. The comparison of Ethos Logos PD/Admin observation and teacher observation notes make an excellent starting point to coach teacher best practices.

Student Data - Intervention – Differentiation – RTI/MTSS Training

Data informed instruction is a focus at Open Door Academy. The data driven instruction becomes an identification tool to help with our differentiated instruction inside the classroom or as an intervention tool. The PD team and school administration will provided dedicated teacher training in the process and underlying philosophies related to student achievement.

Each teacher will follow a prescribed, 8 point plan for analyzing their student (NWEA-MAP) benchmark data. This process includes the teacher's strategy to address learning gaps, addressing of special populations and establish S.M.A.R.T. goals to achieve prior to the next NWEA Benchmark test. For all students, testing data will be analyzed and broken down by learning strand. A series of intervention programs will be employed to achieve maximum student growth.

Differentiation will be a focus of the teacher training program as this is the first two tiers of an academic intervention strategy. Specific training on differentiation, small group and ways that a classroom can implement differentiation in their classroom will be provided to all teachers.

Training on RTI/MTSS will be conducted including the theory and usage of the Hexagon Tool²⁵ as a framework to ensure a comprehensive RTI/MTSS program is best serving the needs of the students.

Academic Accountability Committee: The curriculum selection, curriculum training and fidelity of curriculum use in the classroom will be monitored by the school Principal. An Academic Accountability Committee (AAC) will be established and made up of the Principal, administration, master teachers, PD coach and ELL/Special Education team. The AAC will meet quarterly to review curriculum, data driven

²⁵ Metz, A. & Louison, L. (2018) The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013).

instruction (in particular the quarterly NWEA-MAP benchmark assessment data), teacher professional development strengths and weaknesses (using the LoTi teacher pop in scores explained in section 18 of this application) and recommend corrective actions in curriculum, pacing or professional development should the available data point to an issue. The school Principal will report to the Cato Governing Board the results, goals and progress after each quarterly NWEA benchmark assessment.

Start-Up and Operations

Attachment 14 - Detailed start-up plan for the period leading up to the first day of student attendance

Transportation – Students will transport themselves to the school via parents, walking, or using the MITS which is free to public students in Muncie. To McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43- 1(u), the Open Door Academy will provide private transportation as needed through a qualified vendor.

Safety and security for students, the facility, and property.

Safety is a major reason parents chose a school. A recent GOAL²⁶ survey 754 parents as to why they chose a private school and school safety was in the top 5.

Top Five Reasons Parents Chose A Private School:

1. Climate, and classroom management – Classroom discipline (50.9)
2. Better learning environment (50.9)
3. Smaller class sizes (48.9)
4. Improved student safety (46.8)
5. More individual attention to my child (39.3)

That result is consistent with study after study. A parent’s child is their most precious asset, at Cato Academy, we share that belief. The Cato Academy School Safety Plan include;

Emergency Plan – Approved By Governing Board An Emergency Organizational Plan (EOP) contains policies and procedures to follow before, during and after an emergency. The EOP integrates emergency preparedness activities into one document. It is the focal point for school planning and preparedness procedures.

Security Technology - The Open Door Academy campus will be built using a Gigabit Passive Optical Network (G-PON) fiber optics backbone. This system allows for the latest technology and highest speed potential available in schools today. GPON is a point-to-multipoint access network. Its main characteristic is the use of passive splitters in the fiber distribution network, enabling one single feeding fiber from the provider to serve multiple connection points on a campus. The scalability and customization of the security system prior to construction of the campus and more importantly, after the campus is operation is one of the main reasons GPON makes such a great platform for security.

The door access controls, security systems (window break points, door contacts, panic buttons) are all managed through the GPON network. Any of these nodes can be expanded, moved or added to without minimal cost and effort. The Cato Academy campus will also have an IP based camera system with coverage on hallways, outside play areas and entry points. All of the cameras and security systems can be

²⁶ 2018 SCHOOLING IN AMERICA Public Opinion on K–12 Education, Parent and Teacher Experiences, Accountability, and School Choice, DiPerna, Shaw (2018)

monitored remotely and or on a hand held device using an APP. The leadership team will be in constant monitoring of the system even if they are off campus.

Building Security Measures - The Cato Academy campus will be designed and built with the latest security measures built into the construction. Perimeter doors and gates are locked with push bar exit options in case of a fire. The single entrance point, once the campus is secured will be the front office. The front office will have a double access door system where visitors are buzzed into a secure holding area then allowed to proceed onto campus. 95% of the visitors to the campus will never leave the secure holding area.

Raptor System – The Cato Academy campus will open with the Raptor Security System is the gold standard for visitor tracking and clearance. Raptor has the most reliable and up-to-date U.S. sex offender database check available. Each and every visitor is instantly screened against the registered sex offender databases in all 50 states. The Raptor Visitor Management system generates reports for the school to show the details of who has been on campus and when. The governing board of Cato Academy will approve a visitor/volunteer policy which will be administered by the school Principal and Business Manager.

Technology Specifications and Requirements for the Open Door Academy’s Blended Learning

Technological equipment and services:

Each student k-8 will have access to a Chromebook or laptop device and internet access via WiFi at school and at home. Those students on free and reduced lunch program will be supported with the Comcast Internet Essentials program and a Low-Cost Computer program. If students can show in ability to pay the nominal cost the Open Door Academy will provide subsidized funding.

The school will also seek eRate funding for infrastructure and connectivity costs.

Technical support :

In addition to a technology staff a student technology team will be implement in each house. Students will support students and teachers. This support team structure will be both a support program and a career pathway for IT for students. A full time staff member to support technology will be a critical role and will have both teacher skills and credentials and technology skills and credentials. CETL and ISTE certifications will be preferred.

School’s data retention, security, and confidentiality procedures:

The Open Door Academy will develop a detailed AUP for all students and staff. The Open Door Academy recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the Open Door Academy encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of the Open Door Academy.

The AUP will be based on the IES/NCES example (https://nces.ed.gov/pubs2005/tech_suite/app_a.asp)

Procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. And who will pay for Internet connectivity:

The Open Door Academy no longer accepts the concept of the technology not performing. Backup systems will be available for all students and staff. In the rare case that technology limits learning the

solution will be to adjust the students schedule or calendar to compensate. The Open Door Academy believes that ubiquitous access is no longer an option and alternative learning options are a poor substitute for a successful system. Just as traditional schools had “snow days” students will individually have “tech disruption days”. Funding for the student technology will be a partnership with the parents and subsidized for families that cannot afford the nominal cost.

Data protection and recovery procedures in event of catastrophic system failure:

All of the Open Door systems will utilize cloud computing. These systems are now the gold standard for technology and afford better reliability, security and recovery processes.

Indemnify ICSB and insurance Attachment 15

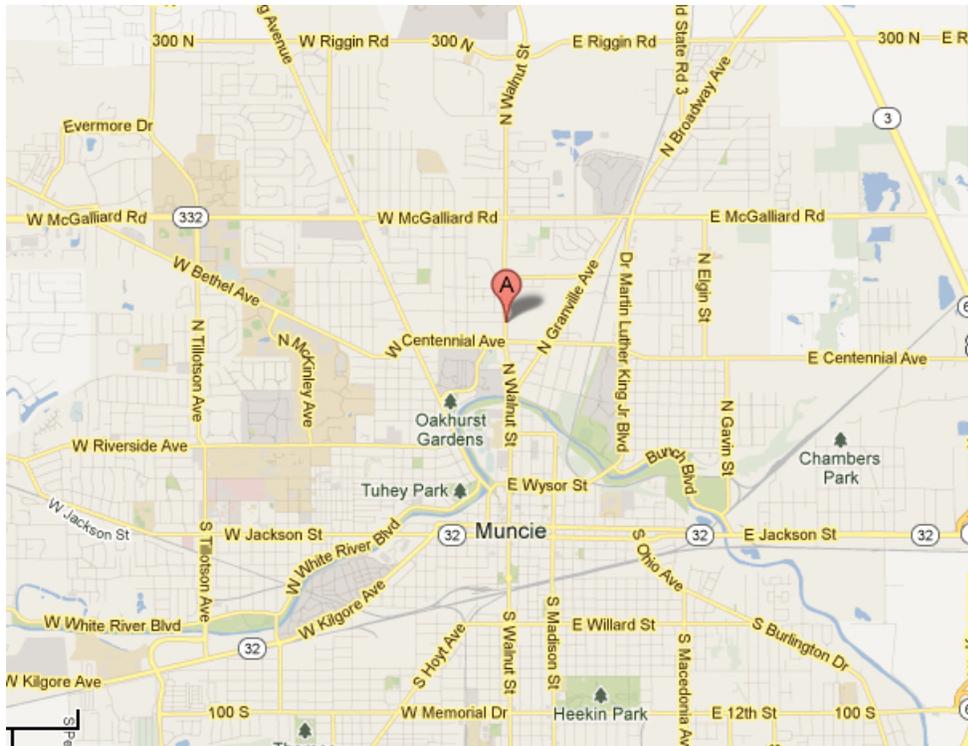
The Webster Foundation is in the process of securing insurance agent for the risk management of all aspects for the program. We will provide proof of insurance including all requirements of the ICSB.

Facility Plan

The Riley Elementary School has been selected for the site of the Open Door Academy. It is centrally located in Muncie with a MITS bus stop and a major road, Walnut St. for easy access from anywhere in Muncie. Several other locations were reviewed, but this not only was an outstanding site perfectly situated for the Open Dorr Academy, but the owner was very supportive and willing to help finance the startup costs. The key members of listed all have extensive backgrounds in school facility management and were impressed with the quality of this location. Since it was recently a school, complying with all codes and completing cosmetic repairs will be low cost and not delay the opening of school. We have already begun working with the city and the Mayor (letter attached) is very supportive. We have budget \$80,000 for the initial repairs.

Describe the facility

Riley Elementary School is located at 1901 N Walnut St, Muncie In., notice the central location.



The building has 15 classrooms, cafeteria, gym with a stage, two office areas, kitchen and various smaller rooms for meetings. The school is on six acres of fenced property with five main entrances for flexibility. Only one will be used during school hours and secured. It is all on one floor for handicap access. The images below are a sample of the location's assets.



Budget and Finance

Schools chartered by ICSB are required to adhere to Generally Accepted Accounting Principles (“GAAP”) and use the accrual-basis method of accounting. Schools are also required to comply with all

relevant policies as required under Indiana statute by the Indiana State Board of Accounts (“SBOA”): <http://www.in.gov/sboa/>. For multi-site operators or networks, ICSB requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school’s finances must be transparent and distinct from the network level. For more specific information, refer to SBOA’s charter school webpage: <http://www.in.gov/sboa/4845.htm>.

Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit.

Attachment 16 detailed five-year pro-forma budget

Attachment 17 - high-level summary of the budget and how the budget aligns with the five-year business plan

The Attachment 16 and 17 provide information on the five year plan for operations of the Open Door Academy. Assumptions are provided and a conservative revenue is forecasted. The documents display a five year growth plan with a balanced budget and small surplus each year. If financial issues occur the contingency plan will accommodate a slowing of the expenditures over the development of the program to meet the barriers presented. The staffing has been designed specifically to provide the unique educational mission and vision of the Open Door Academy. An initial funding source from the building owner through a secured loan that will be integrated in the rental agreement has been arranged. Funds have been allocated for various required services including special education. Transportation will be minimal as the school is centrally located, near a MITS bus stop and There is space for drop off and pick up if needed. The ICSB included benefits in the calculations, but additional benefits will be provided such as a 401B plan for staff.

Attachment 18 3 year financials

Please note that the Webster Foundation was founded to support a Camp in Indiana that closed over five years ago. There has been no activity in the foundation until the Open Door Academy project. 3 years of zero financials attached.

Attachment 19 is a compilation pdf file of all documents.

END

drdballinger@gmail.com, joe@joehigginsinc.com, ayost66@comcast.net, tmarg6@outlook.com,
mikebaur20@gmail.com,

John Sonnenberg, EdD

Mission

Transform Education through Technology

Profile

Dynamic educational, government and business leader with extensive abilities to develop and expand innovative strategic efforts in educational settings.

Relevant Professional Experience (20+ years)

eDynamic Learning

Regional Manager Midwest (2018 - current)

- Supports career and elective virtual learning solutions for multi - state region.
- Work with state and community leaders on transforming education to career first focus.
- Work with superintendents and school administration on virtual learning planning, contracts, proposals, marketing, selling and implementation of comprehensive digital learning environments.

Pearson

Regional Manager Online and Blended Learning / Senior Solutions Sales Specialist (2014–2018)

- Supported virtual learning solutions for multi - state region.
- Worked with superintendents and school administration on virtual learning planning, contracts, proposals, marketing, selling and implementation of comprehensive digital learning environments. Including establishment and operations of virtual programs and virtual schools.
- Significantly grew territory and exceeded all goals every year.

National 1:1 Learning Manager (2012–2013)

- Managed business development team (sales) that supported transformation of progressive school systems to digital educational environments.
- Worked with superintendents and school administration on 1:1 Learning planning, contracts, proposals, marketing, selling and implementation of comprehensive transformational digital learning environments to close multi-million-dollar complex projects.

Tutor.com

National Director of Fidelity (2011–2012)

- Supported virtual learning in K12 market and Department of Defense schools.
- Developed and significantly grew Tutor.com into a K12 market leader for online tutoring.

Absolute Software

Midwest Executive (2005–2009)

- Educational and other market sales and support in the Midwest.
- Consistent dramatic growth in territory.
- Sales meeting all annual goals.
- Averaging over 229 percent quarter-to-quarter growth in just four years.
- Managed team including sales, marketing, support, law enforcement liaisons, and professional services.

Riverdeep

Midwest Regional Director (2004–2005)

- Instructional Software sales and support in the Midwest.
- Sold solution to Racine Unified School District for all 22 schools and lead the implementation to develop project into a lighthouse site for Riverdeep.
- Led regional sales team of field and inside sales.

Telecomp/JDL Technologies

National Customer and Quality Director (1999–2003)

- Supported all aspects of the customer facing operations for IBEW electrical contractor with more than 150 A and C Card installers.
- Targeted over 400 schools across the country with eRate infrastructure projects.
- Shifted company from dot.com installers to education industry.

National Implementation Manager

- Supported IT programs in schools.
- Worked with schools to update IT implementations.

Other Projects

Consultant to, or employed by leading instructional and technology companies, including the following:

- Alphasmart, Consultant
- Apple, Consultant
- ASI Inc. , Consultant
- Compass Learning
- Telecomp, Customer Relations Manager (Sales)
- Educational Resources, National Sales Director
- School Technology Services
- Siboney

Education Experience: State Level

Illinois State Board of Education, Director of eLearning

Directed K12 Technology for Illinois (2003-2004)

- Implemented the Enhancing Education Through Technology \$90M grants for three years
- Managed the School Technology Loan Program, \$50M per year
- Implemented accounting system to monitor School Technology Loan Program
- Developed and implemented an online technology planning system used by all Illinois school districts
- Supported, coordinated, and managed more than \$6M per year virtual learning through the Illinois Virtual High School, Learning Technology Centers, and Northwestern University Collaboratory Project

Education Experience: Public Schools (20+ years)

North Chicago SD 187

Business Manager; Treasurer; Director of Technology (2009–2011)

- Managed all operations and technology support of \$50M annual budget.
- Restructured finances in nine months to balance budget from \$8M deficit
- Establish a \$40M surplus.

Libertyville Community High School District 128

Director of Technology (1996–1998)

Managed all technology and operations of the district.

Northbrook Elementary School District 27

Assistant Superintendent for Technology and Buildings and Grounds (1994–1996)

- Directed all technology and operations of the district.
- Managed the budget and staff for both areas.

Bensenville New American School

Project Technologist (1992–1994)

- Directed all aspects of technology for the project.
- Facilitated all technology related functions.

Lake Forest School District 67

Assistant Superintendent for Technology and Buildings and Grounds (1984–1992)

- Managed all computer related activities (instructional and administrative), staff evaluation, staff salaries, buildings, and grounds.
- Assistant to Business Manager and other administrative tasks.

Other Related Activities

- Elected School Board Member
 - Villa Park School District 45 Board of Education (1984–1988).
 - Hawthorn School District 45 Board of Education (2007–2010).
- Private Schools
 - Founder, Christ Lutheran School (Vernon Hills, IL) with more than 200 students (1993).
 - President, Christ Lutheran School Board 1993–2001.
 - Treasure, Round Lake Area School District #116 Education Foundation (2014-2017).
- Executive Director of Education – JB Foundation (2019 – current)

Education

- EdD, Educational Leadership, National Louis University
- EdS, Educational Leadership, National Louis University
- MEd, Educational Administration, Northern Illinois University
- BS, Biological Science Education, The Ohio State University

Certificates/Continuing Education

- Illinois Superintendent Endorsement # 2493037
- Illinois Chief School Business Official (CSBO) Endorsement #1260580
- Illinois Type 75 Administrative Certificate #1163350
- Illinois Standard Secondary Teaching Certificate for Science #2493037
- COSN – Certified Educational Technology Leader (CETL)
- ISTE – International Society for Technology in Education Certification (ISTE)
- Illinois Insurance Producers Licenses #16381518
- Computer Science at National Louis University, College of DuPage, Illinois, College of Lake County

Professional Affiliations

- Consortium for School Networking (COSN)
- International Society for Technology in Education (ISTE)
- Organized and continued to support Illinois Computing Educators, (first Membership Chairperson)

Recent Publications and Presentations

- SXSW presentation – “*Disrupting the School to Prison Pipeline.*”
- Dissertation – *Educating Incarcerated Youth in Illinois: A Blended Learning Model*
<http://digitalcommons.nl.edu/diss/233>
- National At-Risk Forum – “Proven Blended Learning Education”
- iNaCOL National Conference – Illinois Department of Juvenile Justice Panel
- Indiana Blended and Online Learning Users Group – “The Future of Blended Learning”
- Illinois Computing Educators – “*How is the IL Department of Juvenile Justice succeeding at educating extreme youth? Can you do this? “*

Douglas E. Ballinger, Ph.D.

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Education Administrator

Student Success / Staff Development / Community Leadership

Professional Summary:

- Offering 20+ years of extensive, hands-on experience in the development and oversight of varying PK-12 and higher education curricula, academic programs, and strategic initiatives to accelerate student growth and success.
- Superior leader in training and mentoring more than 200 faculty members across multiple schools, with expertise in management, discipline, instruction, assessment, and technology.
- Expert communicator and problem-solver, with a passion for designing inspiring and challenging curriculum, targeted to meet the academic and personal goals of each student while maintaining regulatory standards compliance.

Areas of Expertise:

- School Safety Certified (IDOE)
- Curriculum Development
- Budget Administration
- Relationship Building
- Community Outreach
- Instructional Methodologies
- Informative Technologies
- Industry Networking
- Conflict Resolution

Career Experience

Math Instructor Marion High School and IVY TECH Dual Credit Instructor | 8/2017 – Present

Implement instructional strategies that have successfully improved student NWEA and ISTEP scores. Piloted a MATHSPACE program to assist struggling learners. Write and implement effective curriculum for the Dual Credit Course through Ivy Tech. Coach athletics.

Adjunct Professor | 6/2012 – 6/2014

Indiana Wesleyan University, /Marion IN, IVY Tech, /Marion IN, University of San Diego, /San Diego, CA

Effectively design and implement the curriculum and coursework related to the Education Department. Research differentiated learning styles and create lessons based on meeting the academic needs of each individual student enrolled. Proactively update course syllabi, instructional methodologies, and technologies to keep course(s) engaging. Mentor students and encourage their goals through open communication, constructive criticism, and support.

Selected Accomplishment:

- Successfully developed and implemented an induction program for new teachers and staff members.

PK-12 Superintendent | 6/2011 – 8/2017

Lakeview Christian School, Marion, IN

Managed daily program and process operations to include administrative oversight of HR relations, budgets, academic/special programs, and planning for short- and long-range success of school programs. Mentored and evaluated faculty and staff in all performance areas; performed detailed curriculum evaluation for all grades and all levels of academic study. Sustained deep knowledge of Title I funding regulations. Coordinated and communicated with faculty, staff, parents / family members, and students. Implemented effective outreach tactics, securing pertinent relationships with key community leaders and corporate partnerships, bringing in \$500-\$1k monthly. Successfully received a state-funded grant resulting in 200 computers school-wide. Designed and implemented the first online education program for grades 6-12, with over 140 dual credits available. Implemented The Cultivate Project- Life on Life, which offers mentoring with adults to children.

...continued...

Douglas E. Ballinger, Ph.D.

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Selected Accomplishments:

- Instrumental in enrollment growth of 275% within the first 12 months of hire, and 500% by the second year.
- Sustained a successful partnership with Indiana's State Superintendent, resulting in an on-campus visit and devotional.

Principal/Curriculum Developer/Athletic Director | 1997 – 2011

MSD of Wabash County, Wabash, Indiana

Developed school-wide curriculum and textbook adoption across all subject areas for students K-12. Evaluated teachers on an annual basis for consistent work performance and to improve teacher success. Served as the P.L 221 Chairperson, and successfully administered Special Education conferences. Oversaw the complete full life-cycle hiring process from initial screening and interviewing, through training and final placement. Sustained deep leadership knowledge and skillset through directing the SES/LES basketball Feeder Program, Perception and Demographic Team, Students with Needs Team, Student Learning Team, and School Process Team.

Selected Accomplishments:

- Successfully received a 4-star school award on three separate calendar years under my leadership.
- Served as a member on varying instructional committees including Assessment Council, Technology Council, Elementary Council, Secondary Council, Legislative Council, Superintendent's Advisory Committee, Athletic Council, Legal Advisement Council, Guidance Council, Finance Council, School Safety Council, School-Community Relations Council, Region 8 Curriculum Development Council, Reading Recovery Council, and Professional Development Council.

Assistant Principal/Athletic Director | 1994 – 1997

Manchester Elementary School, North Manchester, IN

Served as an instructional leader for new and existing employees on discipline tactics, classroom management, supervision strategies, and technological methodologies. Advocated continued faculty growth and success by conducting annual evaluations. Participated in various memberships throughout the school including the MES Staffing Committee, Organization/Leadership of Curriculum Committee, and Wabash County Child Protection Team. Assessed and improved curricular activities to accelerate student engagement and productivity.

Selected Accomplishments:

- Slashed discipline referrals by 68%! Served as the PBA Correlate Chairperson.

Math Teacher | 1991 – 1994

Oak Hill United Corporation/Jr./Sr. High School, Converse, IN

Promoted interdepartmental collaboration through participating in a multitude of school district-based organizations such as the Advisor/Advisee Committee, Junior High Discipline Committee, Performance Based Accreditation Committee, and Alternative Education Committee. Served as the primary presenter to the school board on associated mathematics software. Utilized varying technical software in the classroom, including the introduction of new calculators for the Jr. and Sr. Schools; implemented unique and effective conflict resolution tactics to help students make the connection between math and real-life scenarios. Designed age-appropriate and engaging curriculum based on the differentiated learning styles of the room.

Selected Accomplishments:

- Successfully implemented curriculum continuity and positive staff relations between the Junior and Senior High Schools.

Additional Experience

- **Math/English/Computer/P. E Teacher,** 1988 to 1991
Mississinewa Community Schools/R. J Baskett Middle School
- **Student Staff,** Ball State University 1985 to 1987

Douglas E. Ballinger, Ph.D.

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- **Custodian**, Mississinewa Community Schools 1985 to 1987 (*summers*)
- **Water Safety Instructor**, Gas City Pool 1981 to 1985 (*summers*)
- **Business Owner**, Self-Employed (Painting, Tutoring, Marketing, Sales...) 1986 to Present

Educational Background

Doctor of Philosophy in Educational Administration | Indiana State University

Master of Arts in Educational Administration | Ball State University

Bachelor of Science in Math Education | Ball State University

Certificates:

Superintendent License Eligible, Principal Certification for Educational Administration, K-12

Professional Development:

Certified ALICE Trainer (Alert, Lock-down Inform Counter Evacuate), Certified Trainer of Positive Classroom Management and Instruction, Teen Suicide Prevention, School Safety Specialist, CPR/First-Aid, IDOE Certified Four Block Literacy Model Trainer.

Community Leadership

Kinwell Academy, Board Member	Feeder Program for SHS, <i>Supervisor/Volunteer</i>
Feed My Starving Children, Director	Huntington Basketball, <i>Head Coach</i> , 2009-Present
Grant County Chamber of Commerce, Board*	Amateur Athletic Union Basketball, <i>Coach</i> , 2007-09
LEAD Inc. , Leadership Grant County, Member	Upward Basketball, <i>Head Coach</i> , 2006-2008
Circles of Grant County, Board Member	Oak Hill Baseball, <i>Pitching Coach</i> , 2005-2009
Lakeview Wesleyan Church, <i>Board Member</i>	All Star Baseball, <i>Pitching Coach</i> , 2005-2007
Habitat for Humanity, <i>Helper & Provider</i>	LaFontaine Volleyball, <i>Head Coach</i> , 2000-2010
Lakeview Christian School, <i>Board Chairman</i>	LaFontaine Basketball, <i>Head Coach</i> , 2000-2010
Freedom Academy & DCA, <i>Educational Consultant</i>	Oak Hill Football, <i>Asst. Coach</i> , 1991, 1992
Archery, <i>Coach and County Coordinator</i>	Mississinewa Basketball, <i>Head Coach</i> , 1988-1990
Ball State University, <i>Tutor</i>	Mississinewa Basketball, <i>Asst. Coach</i> , 1988
Wheels West Bike Ministry, <i>Counselor</i>	Mississinewa Football, <i>Asst. Coach</i> , 1988

Publications

{Golden Section} "Historical Modules for Mathematics Classroom", *co-author*

{Dissertation} "A Study of Elementary Principals Knowledge and Implementation of the Five Balanced Leadership Framework Responsibilities and their Impact on Student Academic Achievement"

Published, drafted and revised 90+ articles to the Editor regarding education.

Technical Proficiency

Douglas E. Ballinger, Ph.D.

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PowerSchool, MATHSPACE, SDS, NWEA MAP, Real Data Systems, Kauffman Software, Basic Programming/MECC Software, IBM Math Practice Software, Microsoft Office Suite, IMB Advanced Computer Workshop

Software:

IBM – Microsoft Works, Microsoft Office, Word Perfect, Express Publisher, Linkway, SDS, File Maker Pro

Macintosh – MacWrite II, Microsoft Works/Word, Superpaint, Hypercard, SCL Marks Gradebook, ClarisWorks

Joe Higgins is a serial entrepreneur, COO and CEO.

As one of the founders and CEO of Leman Academy of Excellence, Joe is the driving force who put together the team members and focuses on all aspects of operations, expansion and regulation.

In 2018, Joe left the position of CEO after opening 6 campuses in Arizona and Colorado with a staff of 425 and 4500 students enrolled. Under his leadership, the network doubled in enrollment every year, the teacher retention rate was 90% and he developed over \$80m in real estate.

Joe is taking his knowledge and building out operation systems that help charter schools open and thrive in a highly regulated and complex market. His new venture, Ethos Logos Partners LLC., has five modules that current or prospective charter schools can use to open and operate a successful school. The modules include; Curriculum Offerings, Character Education, Teacher/Admin training, New School Launch Support (financing, board governance training, construction), School Operations (HR, Special Ed, Lunch Program, Front Office etc.).

Over the past 20 years Joe has founded and grown over a dozen businesses in multiple fields. He served as COO of a medical practice which grew from four to fourteen medical Providers with staff of 80. Joe spent two years as at turn around CEO of a high complexity medical laboratory with full service microbiology, chemistry and hematology division and a staff o 34.

Outside of the medical field Joe has been a serial entrepreneur with startups ranging from a chain of twelve cell phone stores in Arizona and New Mexico and a chain of nine hair cut stores in Tucson. Joe has over 15 start ups under his belt including a trash company, developer of a retail center on Tucson's west side, an outdoor advertising company and medical practice service company.

Joe is married to Chris Higgins and they have two kids, a daughter and son.

EDUCATION BOARDS & COMMISSIONS

Pima Prevention Partnership – Alternative Charter Middle/High School – New Turn Around - Board Member - 2019

Salpointe Catholic High School – Board Member – Executive Committee – 13 year member.

Southwest University of Visual Arts – HLC Accredited - 4 Year University – Board Chair

Banner UofA Merger - Appointed by Gov. Brewer to oversee the \$1 billion merger of the University of Arizona Hospital to Banner Health's hospital network.

COMMUNITY INVOLVEMENT

Arizona Small Business Association – Board President of 40 year old, group. Launched and chaired ASBA's public policy efforts to affect small business issues at a state level. ASBA was Arizona's largest trade association with 11,000 members.

Catholic Community Services – VP Board Member for 6 years of a \$35m social service agency.

Pima County Board of Supervisors – Candidate for public office 2008 – lost in primary.

Tucson Chamber Of Commerce –2004 Small Business Leader of the Year

Arizona Daily Star –2005 40 Under 40 inaugural honoree.

ASBA - Business Leader of the Year – Arizona 2008 – Marketing

Banner Health of Arizona – Clinical Research - Institutional Review Board – Member - Current

ALAN W. YOST

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Muncie, IN 47304

Phone: (765) 744-3684
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GM / DISTRICT MANAGER / MULTI-UNIT OPERATOR
Creative Sales & Marketing Strategies / Customer Focused
Industry Experience: Retail Convenience Stores / Restaurant / Finance / Staffing

QUALIFICATIONS

- Restaurant Startups
 - Construction / Remodeling
 - Needs / Process Analysis
 - Continuous Improvement
 - Multi-Project Management
 - Led Profitability Task Force
 - New Product Introductions
 - Artistic / Passion for Sports
 - Human Resource Functions
 - Team Leader / Coach
 - Employee Development
 - Entrepreneurial Spirit
-

EXPERIENCE

People Ready, Inc., Muncie & Anderson, Indiana **2003 - Present**
Multi-Branch Manager

Managing daily operations providing temporary labor throughout East Central Indiana. Responsible for day to day branch operations, dispatching and recruiting workers, team building, performing outside sales activities by visiting potential, new, and existing customers to increase sales levels of the branch.

Check Into Cash, Inc., Southern Indiana Region **1998-2002**
District Manager

Managed daily operations at up to 15 payday loan centers. Maintained a 25-person staff: hired, trained, coached, developed. Controlled all P&L functions. Incorporated new Indiana Small Loan Regulations.

Marsh Supermarkets, Inc., Indianapolis, IN **1996-1998**
District Manager - Village Pantry Division

Launched two Village Pantry super stores. Supervised eleven convenience stores in Anderson. Staffed all stores. Controlled P&L.

EDUCATION

Over 60 hours towards Bachelor of Science, *Pre-Engineering / General Business Studies*
Ball State University, Muncie, IN

ADVANCED TRAINING

Extensive Interactive Management Training
Business Operations ♦ Customer Service ♦ Salesmanship ♦ Promotional Displays
Human Resources ♦ Diversity ♦ Sexual Harassment
Microsoft (Word, Excel)

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: *Open Door Academy*
2. Your full name: *Douglas Eric Ballinger*
3. Your spouse's full name: *Brenda Lynn Ballinger*

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): *Clothiersville Community Schools*
6. List the name(s) of your spouse's employer(s) and the nature of the business: *St. Paul Catholic School*
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

~~_____~~

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
 No.
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 No.
 Yes. Please describe the nature of the business that is being, or will be, conducted:
If the charter is approved I may apply to be the administrator.
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
 Not applicable.
 No.
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
 Not applicable.
 No.
 Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
 Not applicable.
 No.
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
 No.
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
 No.
 Yes. Please describe the nature of the potential conflict(s):
Not that I know of.

9. 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 and the Access to Public Record Act?
- Yes.
- Don't Know/ Unsure.

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

Douglas Eric Ballinger
Name

Douglas E. Ballinger
Signature

9/22/2020
Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: *Open Door Academy*
2. Your full name: *Joseph T Higgins*
3. Your spouse's full name: *Christine L. Higgins*

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): *Ethos Logos Partners LLC.*
6. List the name(s) of your spouse's employer(s) and the nature of the business:
N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
Ethos Logos Partners - Professional Development services
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business: *Ethos Logos Partners*

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

- No.
- Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
Potential Professional Development Vendor

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

- Not applicable.
- No.
- Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

- Not applicable.
- No.
- Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

- Not applicable.
- No.
- Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

- No.
- Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

- No.
- Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?

- Yes.
- Don't Know/ Unsure.

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

Joseph T Higgins

Name

Joseph T Higgins
Signature

9.22.2020
Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form
(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:

2. Your full name: THOMAS D MARGOLIS



3. Your spouse's full name: N/A

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): SELF EMPLOYED

6. List the name(s) of your spouse's employer(s) and the nature of the business: N/A

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business: THOMAS MARGOLIS LAW PRACTICE

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
 - No.
 - Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 - No.
 - Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
 - Not applicable.
 - No.
 - Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
 - Not applicable.
 - No.
 - Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
 - Not applicable.
 - No.
 - Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
 - No.
 - Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
 - No.
 - Yes. Please describe the nature of the potential conflict(s):

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: *OPEN DOOR ACADEMY*
2. Your full name: *John Sonnenberg*
3. Your spouse's full name: *Beth Sonnenberg*

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): *eDynamic Learning*
6. List the name(s) of your spouse's employer(s) and the nature of the business: *NA*
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business: *Litac LLC*
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
dynamic Learning
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?
- Yes.
- Don't Know/ Unsure.

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

John Sonnenberg

Name

John Sonnenberg

Signature

9/24/20

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: *open door Academy*
2. Your full name: *Alan Wade Yest*
3. Your spouse's full name: *Thelma Manique Yest*

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):
People Ready / True Blue - Temp Agency
6. List the name(s) of your spouse's employer(s) and the nature of the business: *N/A*
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
 - No.
 - Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 - No.
 - Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
 - Not applicable.
 - No.
 - Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
 - Not applicable.
 - No.
 - Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
 - Not applicable.
 - No.
 - Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
 - No.
 - Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
 - No.
 - Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?
- Yes.
 Don't Know/ Unsure.

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

Alan West
Name

[Signature]
Signature

2/24/2020
Date

Exhibit D

Governance and Operational Structure

Function	Governing Board	ESP	School
Performance Goals	X	NA	
Curriculum	X	NA	
Professional Development		NA	X
Data Management and Interim Student Assessments		NA	X
Grade Level Promotion Criteria	X	NA	
Culture	X	NA	
Budgeting, Finance, and Accounting	X	NA	
Student Recruitment		NA	X
School Staff Recruitment and Hiring		NA	X
HR Services (payroll, benefits, etc.)	X	NA	
Development		NA	X
Community Relations		NA	X
Information Technology		NA	X
Facilities Management		NA	X
Vendor Management / Procurement		NA	X
Other Operational Functions, if any		NA	X

Culture Time - Change and Continuity Geography and Place The People -impacts - Knowledge Transfer Groups and Institutions Government Form Function Effectiveness Economics Science and Technology Global Connections - Interconnections Citizens Role In Government and Society
--

	By End of 2nd Grade	By End of 5th Grade	By End of 8th Grade	By End of 12th Grade
Essential Question	D1.1.K-2 Explain why the compelling question is important to the student.	D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
Supporting Questions	D1.4.K-2. Make connections between supporting questions and compelling questions.	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling supporting questions emerge.
Sources To Answer Questions	D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Citizens Role In Civics	D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. Explain how all people, not just official leaders, play important roles in a community. Explain the need for and purposes of rules.	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. D2.Civ.2.6-8. Explain specific roles of members of the armed forces, petitioners, protesters, and office-holders played by citizens (such as voters, jurors, taxpayer).	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
Citizens Role In Civics	D2.Civ.5.K-2. Explain what governments are and some of their functions. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. D2.Civ.6.3-5. Describe ways in which people are challenged by working together, including from and through government, workplaces, voluntary organizations, and families.	D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.	D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.
Process and Rules Made	D2.Civ.7.K-2. Apply civic virtues when participating in school settings. D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings. D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.	D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings. D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Process and Rules Made	D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. D2.Civ.10.K-2. Compare their own point of view with others' perspectives.	D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings. D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
Process Rules and Laws	D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.	D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. D2.Civ.13.3-5. Explain how policies are developed to address public problems. D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.	D2.Civ.11.6-8. Differentiate among procedures for making decisions in the class room, school, civil society, and local, state, and national government in terms of how civic purposes are intended. D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems. D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.	D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
Exchange and Markets	D2.Eco.1.K-2. Explain how scarcity necessitates decision making. D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	D2.Eco.1.3-5. Compare the benefits and costs of individual choices. D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefit for different groups. D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
Exchange and Markets	D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. D2.Eco.5.K-2. Identify prices of products in a local market. D2.Eco.6.K-2. Explain how people earn income. D2.Eco.7.K-2. Describe examples of costs of production. D2.Eco.9.K-2. Describe the role of banks in an economy.	D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. D2.Eco.5.3-5. Explain the role of money in making exchange easier. D2.Eco.6.3-5. Explain the relationship between investment in human capital, productivity, and future incomes. D2.Eco.7.3-5. Explain how profits influence sellers in markets. D2.Eco.8.3-5. Identify examples of external benefit and costs. D2.Eco.9.3-5. Describe the role of other financial institutions in an economy.	D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy. D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs. D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes. D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits and labor unions in a market economy.	D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system. D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. D2.Eco.5.9-12. Describe the consequences of competition in specific markets. D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. D2.Eco.7.9-12. Use benefit and costs to evaluate the effectiveness of government policies to improve market outcomes. D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
The National Economy	D2.Eco.10.K-2. Explain why people save. D2.Eco.12.K-2. Describe examples of the goods and services that governments provide. D2.Eco.13.K-2. Describe examples of capital goods and human capital.	D2.Eco.10.3-5. Explain what interest rates are. D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment. D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing. D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation total production, income, and economic growth in the economy. D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups. D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy. D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
The Global Economy	D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries. D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.	D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations. D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
Perspective of History				

Change over Time	D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.	D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
Compare to Today	D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. D2.His.6.K-2. Compare different accounts of the same historical event.	D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
Use Historical Source Evidence	D2.His.9.K-2. Identify different kinds of historical sources. D2.His.10.K-2. Explain how historical sources can be used to study the past. D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself. D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.	D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.10.3-5. Compare information provided by different historical sources about the past. D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.
Causation and Argument of Thesis	D2.His.14.K-2. Generate possible reasons for an event or development in the past. D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.	D2.His.14.3-5. Explain probable causes and effects of events and developments. D2.His.16.3-5. Use evidence to develop a claim about the past. D2.His.17.3-5. Summarize the central claim in a secondary work of history.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
Find Evidence for Thesis Tie it all Together				
Geography Representation	D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places. D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.	D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human and Geography Interaction	<p>D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>	<p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p>	<p>D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influence that occur among them. D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>
Human Population: Movement	<p>D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place. D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs. D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.</p>	<p>D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	<p>D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>
Global Connections	<p>D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions. D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places. D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.</p>	<p>D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions. D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places.</p>	<p>D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.</p>	<p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>

Ethos Logos Curriculum

Kinder - Scope and Sequence

ELA - History - Science - Arts - Value/Virtue

	Read Aloud	Recitations	History	Science	Artist - Composer	Value of the Month
Aug	The Trumpet of the Swan, EB White	The Apple Song, Frances Frost	Ancient Times - Mummies - First Paper - Egypt/Nile	All About Me Botany Apples Plant Cycles - Flowers - Stems - Leaves - Roots	Beethoven and Cezanne	Intro to Values & Virtues Excellence - Respect
Sept	Charlotte's Web, EB White	The Cow, Robert Louis Stevenson	Middle Ages, Knights - Castles	Botany Farms (Feudal System) Community Helpers - Work Citizenship 5 Senses (ties in with Journey's)	Schubert and Monet	Silence - Order
Oct	Stuart Little, EB White	Rain, Robert Louis Stevenson	Explorers - Marco Polo - Columbus - Magellan	Physics Magnets Compass - Navigation Simple Machines - Pulley - Gravity Static Electricity - Incline Plane	Mozart and Seurat	Resolution or Perseverance (Grit) -
Nov	The Lion, the Witch & the Wardrobe, CS Lewis	The Pilgrims Came, Annette Wynne	Halloween - Early America - 1st Thanksgiving - Native Americans	Meteorology - Pumpkins - Water Cycle - Weather - Season - Wind - Tornado - Thermometer	Bach and Teacher Choice - Regional/American Artist	Humility - Cleanliness
Dec	Author Study (Eric Carle, Jan Brett, Eve Bunting..)	A Hundred Ripples, Anonymous	Gold Rush - Mexico - Wagon Trains Holidays - Christmas, Hanukkah - New Years	Meteorology - Sun Solar System - Astronauts Zoology Arctic Habitat	Handel and Cassatt	Honor - Citizenship
Jan	Mr. Popper's Penguins, Atwater 0316058432	Ladybug, Joan Walsh Anglund	Jazz - Americana (art/music/Radio/TV) Freedom Fighters - MLK, Chavez - Rosa Parks - Gandhi	Zoology - Habitats for Animals - Insect - Ladybug - Ants - Flying Insects - Butterfly	Rimsky-Korsakov and Picasso	Truth - Beauty - Goodness
Feb	Charlie & the Chocolate Factory, Dahl 0142410314	A Wish For February, Donovan Marshall	Presidents - Washington and Lincoln Local Holiday or Customs	Zoology Dinosaurs - Reptiles - Desert Habitat (AZ) - Mountain Habitat (CO) - Local Habitat Mammals - Birds - Fish	Hayden and Gilbert Stuart	Justice - Service
March	The Chocolate Touch, Catling	I Meant To Do My Work Today, Le Gallienne	National Symbols - Local and State Symbols	Human Body - Muscles - Heart - Lungs - Nerves - Skeleton (Moved from Oct)	Chopin and Van Gogh	Moderation - Generosity
April	Mrs. Piggie Wiggle, MacDonald & James and the Giant Peach, Dahl	The Swing, Robert Louis Stevenson	Modern World - Tech, iPhone, Transportation	Geology Rocks - Soil - Water - Geologist Physical Properties - Man Made vs Natural - Relationship and Movement - Reduce/Reuse - Earth Day - Rainforest - Frogs	Vivaldi and Renoir Jackson Pollock Andy Warhol	Integrity - Loyalty
May	The BFG, Dahl, Fantastic Mr. Fox, Dahl & The Enormous Crocodile, Dahl	Singing, Robert Louis Stevenson	Intro to Geography	Geology Continents - Oceans - Globes Ocean Habitat - Rocks - Fossils - Volcano - Sedimentary Rocks	Tchaikovsky and DaVinci	Courage - Trust

Ethos Logos Curriculum

1st Grade Scope and Sequence

ELA - History - Science - Arts - Value/Virtue

	Read Aloud	Great Books Foundation	Recitations	History	History Add Ins	Science	Artist - Composer	Value of the Month
Aug	The Tales of Peter Rabbit, Beatrix Potter		Caterpillar, Rosetti	What is history - Archeology Prehistory - Early agriculture Hieroglyphs - Hunter Gatherers	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Week 1-3 Welcome To Science - Expose scholars to the Basics (Optional) Unit 1: Habitat and animal behavior Focus	Beethoven and Cezanne Hildegard von Bingen (1098- 1179) Donatello (1386-1466)	Intro to Values & Virtues Excellence-Respect
Sept	Pyramids and Mummies, Simon		The Rooks, Brown	Ancient Egypt Mummies Hammurabi's Code - Gilgamesh	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Mammals - 8 Part Unit Bats - Kangaroo - Elephant Birds - Reptiles Lizards - Snakes - Alligator	Beethoven and Cezanne Hildegard von Bingen (1098- 1179) Donatello (1386-1466)	Silence - Order
Oct	Jack and the Beanstalk, Beneduce		Now We Are Six, Milne	Middle Kingdom of Egypt New Kingdom of Egypt Africa - Judaism	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Fish - Dolphins - Whales - Sharks	Beethoven and Cezanne Hildegard von Bingen (1098- 1179) Donatello (1386-1466)	Resolution or Perseverance (Grit) -
Nov	Who Was King Tut? Edwards		Little Things, Camey	Ancient China - Shang Dynasty Silk road, Indus Valley, Hinduism	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Invertebrates Octopus - Worms - Snails - Jellyfish	Beethoven and Cezanne Hildegard von Bingen (1098- 1179) Donatello (1386-1466)	Humility - Cleanliness
Dec	Aesop's Fables		Winter-time, Stevenson	The Phoenicians Nineveh Babylon Early Crete	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Insects - Included in Invertebrates Lady bugs - Spider - Ants Bees	Beethoven and Cezanne Hildegard von Bingen (1098- 1179) Donatello (1386-1466)	Honor - Citizenship
Jan	Prince Caspian C.S. Lewis		Winter-time, Stevenson	The Early Greeks Olympics Athens, Life in Sparta Greek Gods	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Unit 2 The Human Body Skeletal - Muscular Nervous	Schubert and Van Gogh DuFay (1397-1474) Giotto (1266-1377)	Truth - Beauty - Goodness
Feb	Prince Caspian C.S. Lewis		Did you Ever, Stein	Alexander the Great The Rise of Rome The Roman Empire	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	5 Senses Circulatory - Respiratory Digestive	Schubert and Van Gogh DuFay (1397-1474) Giotto (1266-1377)	Justice - Service
March	Tales from the Odyssey Osborne		Encouragement, Hess	China Writing and Ghe Qin Confucian	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Teeth Urinary Immune	Schubert and Van Gogh DuFay (1397-1474) Giotto (1266-1377)	Moderation-Generosity
April	Ancient Rome and Pompeii Osborne		A Good Play, Stevenson	The Rise of Julius Caesar Cesar the Hero The First Roman Prince The Beginning of Christianity Rome and the Christians	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Unit 3 - Leaves Flowers Fruits and seeds	Schubert and Van Gogh DuFay (1397-1474) Giotto (1266-1377)	Integrity - Loyalty
May	Who Was Julius Caesar? Medina		At the Seaside, Stevenson	Rome Begins to Weaken The Attacking Barbarians The End of Rome	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Nuts cones and spores Stems roots	Schubert and Van Gogh DuFay (1397-1474) Giotto (1266-1377)	Courage - Trust
			Beginning Cursive					

Ethos Logos Curriculum

2nd Grade Scope and Sequence

ELA - History - Science - Art - Value/Virtue

	Literature	Read Aloud	Great Books Foundation	Recitations	History	History Add Ins	Copy Books - Geography Focus	Science	Artist - Composer	Value of the Month
Aug	Vacation Under the Volcano, Pope	The Jungle Book, Kipling		The Arrow and the Song, Longfellow	400 - 500 AD Fall of Rome - Barbarians (Beowulf), Christianity comes to Britain	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Barbarians, Beowulf, Monks, Writing Books by Hand GEO: World Map, Roman Empire Divided, Rome to Canterbury	Week 1-3 Welcome To Science - Expose scholars to the Basics (Optional) Unit 1: Habitat and animal behavior Focus	Mozart and Raphael Palestrina (1525-1594) daVinci (1452-1519)	Intro to Values & Virtues Excellence - Respect
Sept	Vacation Under the Volcano, Pope	Call it Courage, Sperry		Where Go the Boats, Stevenson	500 - 600 AD Byzantine Empire Rise of Islam	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Constantinople, Monks in Caves, Muhammad, City of Baghdad, GEO: Byzantine Empire, Birthplace of Islam, Spread of Islam, Iran, Iraq, Syria.	Mammals - 8 Part Unit Bats - Kangaroo - Elephant Birds - Reptiles Lizards - Snakes - Alligator	Mozart and Raphael Palestrina (1525-1594) daVinci (1452-1519)	Silence - Order
Oct	Viking Ships at Sunrise, Osborne	Voyage of the Dawn Trader, C.S. Lewis		The Land of Counterpane, Stevenson	600 - 700 AD Dynasties of China Japan	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Tang Dynasty, GEO: China and the Grand Canal, Korea, China, Japan, (Optional)Australia, New Zealand) Height of the Islamic Empire	Fish - Dolphins - Whales - Sharks	Mozart and Raphael Palestrina (1525-1594) daVinci (1452-1519)	Resolution or Perseverance (Grit) -
Nov	Viking Ships at Sunrise, Osborne	Voyage of the Dawn Trader, C.S. Lewis		The Land of Counterpane, Stevenson	700 - 800 AD Norseman, Viking First Kings of England	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Charlemagne, Eric the Red, Thor, Alfred the Great. GEO: Empire of Charlemagne, Viking Lands, England and Normandy	Invertebrates Octopus - Worms - Snails - Jellyfish	Mozart and Raphael Palestrina (1525-1594) daVinci (1452-1519)	Humility - Cleanliness
Dec	The Minstrel in the Tower, Skurzynski	The Wind in the Willows, Grahme		The Wind, Stevenson	800 - 1000 AD England After Conquest Kings and Samurai	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Stone Castles, Knights, Samurais GEO: England After the Conquest, From England to Japan	Insects - Included in Invertebrates Lady bugs - Spider - Ants Bees	Mozart and Raphael Palestrina (1525-1594) daVinci (1452-1519)	Honor - Citizenship
Jan	Robin Hood (adventures of)- McGovern	The Cricket in Times Square		Forest of Moonlight, Mary Shepherd	1000 - 1400 AD Ottoman Empire Black Plague	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Robin Hood, Sheep Rocks, Genghis Khan, Plague GEO: The Crusades, Mongol Empire, Ottoman Empire, Europe Time of Black Death	Unit 2 The Human Body Skeletal - Muscular Nervous	Bach and Vermeer Thomas Weelkes (1576-1623)	Truth - Beauty - Goodness
Feb	Robin Hood (adventures of)- McGovern	The Cricket in Times Square		The Moon, Stevenson	1400 - 1500 AD Martin Luther's The Reformation	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Martin Luther, Gutenberg, Council of Trent, Galileo, Council of Trent, 30 year war GEO: Europe at the Time of Luther, Henry VIII, Europe at the Time of Renaissance, Reformation	5 Senses Circulatory - Respiratory Digestive	Bach and Vermeer Thomas Weelkes (1576-1623)	Justice - Service
March	The Whipping Boy, Fleischman	The Door in the Wall, de Angeli	4th Grade: The Whipping Boy unit	My Shadow, Stevenson	1500 - 1600 AD New World - EXPLORATION	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Christopher Columbus, Mayans, Slave Trade GEO: Routes of the Great Explorers, Mayan, Aztec, Inca Empires, Empires of Spain and Portugal	Teeth Urinary Immune	Bach and Vermeer Thomas Weelkes (1576-1623)	Moderation-Generosity
April	Stage Fright on a Summer Night, M.P. Osborne	Gulliver's Stories, Swift		My Shadow, Stevenson	1600 -1700 AD The Enlightenment Thinkers Shakespeare 1st Industrial Revolution	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Shakespeare, Gutenberg, Magellan, Astronomy, DaVinci, Michelangelo, Adam Smith, John Locke, Hobbs, Rousseau, GEO: Italy, Florence, Venice, Rome	Unit 3 - Leaves Flowers Fruits and seeds	Bach and Vermeer Thomas Weelkes (1576-1623)	Integrity - Loyalty
May	Stage Fright on a Summer Night, M.P. Osborne	Bard of Avon, Stanley		A Fairy Song, Shakespeare	1600 - 1700 AD The Renaissance	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	GEO: English Settlements, Newfoundland, Spain and England	Nuts cones and spores Stems roots	Bach and Vermeer Thomas Weelkes (1576-1623)	Courage - Trust
			Beginning Cursive							

Ethos Logos Curriculum
6th Grade Scope and Sequence
ELA - History - Science - Arts - Values/Virtues

	Literature	Independent Reading	Recitation	Great Books Foundation	History	History Add Ins	Projects - Journal - Geography Focus	Science	Famous Scientists	NCSS - State Testing Year	Artist - Composer	Value of the Month
Aug	Adam of the Road, Gray	Student Choice - Specify page length and check for understanding	A Song of Enchantment, de la mare		400 - 500 AD Fall of Rome - Barbarians (Beowulf), Christianity comes to Britain	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Barbarians, Beowulf, Monks, Writing Books by Hand GEO: World Map, Roman Empire Divided, Rome to Canterbury	Expose scholars to the Basics - Unit 1: Space, Universe Big Bang Galaxies Stars Constellations	Edwin Hubble (1929) Cosmic Background Explorer (1992) • Charles Messier (1784) Lord Rose (1845) Edwin Hubble	Colorado - Florida - 5th Grade Science is a TESTING year -	Monteverdi (1567-1643) Van Eyck (1395-1441)	Intro to Values & Virtues Excellence - Respect
Sept	Adam of the Road, Gray	Student Choice - Specify page length and check for understanding	Success, Longfellow		500 - 600 AD Byzantine Empire Rise of Islam	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Constantinople, Monks in Caves, Muhammad, City of Baghdad, GEO: Byzantine Empire, Birthplace of Islam, Spread of Islam, Iran, Iraq, Syria.	Unit 2 Solar System Sun Inner planets Earth Moon	Bernard Lyot (1930) George Hale (18-68-1938) Mariner 10 (1974-7) Magellan (1990-4) Pathfinder, Sojourner (1997) Spirit and Opportunity (2004)	Colorado - Florida Topics To Cover: Mixtures (Chem/Physical - 3rd and 7th and 4th and 8th) Simple mixtures physical	Monteverdi (1567-1643) Van Eyck (1395-1441)	Silence - Order
Oct	King Arthur and His Knights of the Roundtable, Green	Biography - Specify page length and check for understanding	Travel, Stevenson	12th Grade Hero Journey: Need to adjust to Grade Level	600 - 700 AD Dynasties of China Japan	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Tang Dynasty, GEO: China and the Grand Canal, Korea, China, Japan, (Optional Australia, New Zealand) Height of the Islamic Empire	Outer planets Dwarf planets Comets and meteorites	Galileo (1610) Robert Hooke (1660) Christian Huygens (1655) Pioneer II (1979) The Galileo (1995) Cassini (2004)	Colorado - Florida Topics To Cover: Biology (1st and 5th) Ecosystems; how organs function and are	Monteverdi (1567-1643) Van Eyck (1395-1441)	Resolution or Perseverance (Grit) -
Nov	King Arthur and His Knights of the Roundtable, Green	Biography - Specify page length and check for understanding	Travel, Stevenson	12th Grade Hero Journey: Need to adjust to Grade Level	700 - 800 AD Norseman, Viking First Kings of England	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Charlemagne, Eric the Red, Thor, Alfred the Great. GEO: Empire of Charlemagne, Viking Lands, England and Normandy	Unit 3 Astronomers and their tools. Looking into space Exploring space Satellites	Galileo (1609) Karl Janley (1931) Keck I (1992) Robert Goddard (1926) Sputnik (1947) Hipparcos (1989)	Colorado - Florida Topics To Cover: Earth (2nd and 6th) Weather;	Monteverdi (1567-1643) Van Eyck (1395-1441)	Humility - Cleanliness
Dec	Samurai's Tale, Haugaard	Gap Month NONE	Basho Matsuo (haiku) An old silent pond	12th Grade Hero Journey: Need to adjust to Grade Level	800 - 1000 AD England After Conquest Kings and Samurai	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Stone Castles, Knights, Samurai GEO: England After the Conquest, From England to Japan	Unit 4 Geography Maps Mapping Inside earth Volcanoes	Gerhard Mercator (1538) Tuzo Wilson (1965) Mount Vesuvius (79 AD) Mount St. Helens (May 18 1980)	Colorado - Florida Topics To Cover: Earth (2nd and 6th) Sun - Earth, Resources generated by the sun.	Monteverdi (1567-1643) Van Eyck (1395-1441)	Honor - Citizenship
Jan	Samurai's Tale, Haugaard	Classical Teacher Choice - Specify page length and check for understanding	Can't, Guest	12th Grade Hero Journey: Need to adjust to Grade Level	1000 - 1400 AD Ottoman Empire Black Plague - Intro To Logic	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Robin Hood, Sheep Rocks, Genghis Khan, Plague GEO: The Crusades, Mongol Empire, Ottoman Empire, Europe Time of Black Death	Earthquakes Rocks Soil Rocks and weathering	The first seismograph (132) Charles Richter (1935)	Colorado - Florida Topics To Cover: Earth (2nd and 6th) Earth Changes; Plate tectonics, erosion.	Vivaldi Thomas Morley (1557-1602) Durer (1471-1528)	Truth - Beauty - Goodness
Feb	The Lion, The Witch, The Wardrobe, C.S. Lewis (Option 2)	Classical Teacher Choice - Specify page length and check for understanding	Can't, Guest	5th Lion Witch Wardrobe	1400 - 1500 AD Martin Luther's The Reformation - Intro To Logic	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Martin Luther, Gutenberg, Council of Trent, Galileo, Council of Trent, 30 year war GEO: Europe at the Time of Luther, Henry VIII, Europe at the Time of Renaissance, Reformation	Unit 7 - Oceans and Rivers Groundwater Ocean Coral Reefs Glaciers (move to align more effectively)	Evangelista Torricelli (1643) Svante Arrhenius (1896) Stabo (5 BC)		Vivaldi Thomas Morley (1557-1602) Durer (1471-1528)	Justice - Service
March	The Lion, The Witch, The Wardrobe, C.S. Lewis (Option 2)	Historical Fiction Teacher Choice - Specify page length and check for understanding	Sonnet 18, Shakespeare	5th Lion Witch Wardrobe	1500 - 1600 AD New World - EXPLORATION - Intro To Logic	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Christopher Columbus, Mayans, Slave Trade GEO: Routes of the Great Explorers, Mayan, Aztec, Inca Empires, Empires of Spain and Portugal	Unit 5 - Climate Atmosphere and Currents Natural Cycles Climates		Colorado - Florida Topics To Cover: Biology (1st and 5th) Human Body and Systems; basic human	Vivaldi Thomas Morley (1557-1602) Durer (1471-1528)	Moderation- Generosity
April	Treasure Island	Historical Fiction Teacher Choice - Specify page length and check for understanding	The Things That Haven't Been Done Before, Edgar Guest	5th The Making of Scientist	1600 -1700 AD The Enlightenment Thinkers Shakespeare 1st Industrial Revolution - Intro To Logic	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	Shakespeare, Gutenberg, Magellan, Astronomy, DaVinci, Michelangelo, Adam Smith, John Locke, Hobbs, Rousseau, GEO: Italy, Florence, Venice, Rome.	Rainforests Monsoon Tropical forests and Deserts Temperature and Polar regions	Tetsuya Fujita (1971) President McKinley (Dec. 19th, 1898) Christian Doppler (1842)	Colorado - Florida - 5th Grade Science REVIEW	Vivaldi Thomas Morley (1557-1602) Durer (1471-1528)	Integrity - Loyalty
May	Treasure Island	Gap Month NONE	'You are old, Father William' (1865) Lewis Carroll	5th The Making of Scientist	1600 -1700 AD The Enlightenment Thinkers Shakespeare 1st Industrial Revolution - Intro To Logic	Great Men and Women of History - Source Documents - Econ/Pol Systems Government - Role of Religion	GEO: English Settlements, Newfoundland, Spain and England	Unit 6 Weather and Clouds, Thunder and wind storms Extreme weather Forecasting	Egyptians (1800 BC) Indus Valley Civilization (3300 BC) Cornelis Drebbel (1620) Trieste (1960)		Vivaldi Thomas Morley (1557-1602) Durer (1471-1528)	Courage - Trust
					US Citizenship Exam - 25 Questions			Data Analysis in Science				

Ethos Logos Curriculum
7th Grade Scope and Sequence
 Literature - History - Science - Art - Values Virtues

	Literature	Independent Reading	Recitation	Great Books Foundation	History	History Add Ins	Copy Books - Geography Focus	Science	Famous Scientists	NCSS - State Testing Year	Artist - Composer	Value of the Month
Aug	Call of the Wild, London	Student Choice - Specify page length and check for understanding	Hope is a Thing with Feathers, Emily Dickinson		1500 - 1600 Early America - Pre Columbus - From Inca to Nya to American Indian tribes.	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Charles V, Mary Queen of Scots, King James, Samuel Champlain, Henry Hudson GEO: World Map (Oceans & Continents), Charles's Inheritance, Phillip's Inheritance from Charles, Champlain's Exploration, Hudson Explores North America	(Optional) Week 1-3 Welcome To Science: Expose scholars to the Basics - Unit 1: The Periodic Table, Elements, Atoms, & Ions Periodic Table Metals Poor metal - semi-metals Non metals	Aristotle (340 BC) John Dalton (1766-1844) J.J. Thompson (1897) Rutherford (1909) Neils Bohr (1913) Dmitri Mendeleev (1869) Lead and silver have been melted from ore since 4000 BC Morris Tanenbaum (1954) Antoine Lavoisier (1772) Carl Schweie (1772 & 1774)	Colorado - Florida - 5th Grade Science is a TESTING year -	Haydn (1732-1809) Vermeer (1632-1675)	Intro to Values & Virtues Excellence - Respect
Sept	Call of the Wild, London	Student Choice - Specify page length and check for understanding	Love & Friendship, Emily Bronte	8th Call of the Wild	1600 - 1618 New Beginnings (Early Settlement in America) - Jamestown - Triangular Slave Trade - Pilgrims land at Plymouth Rock/Mayflower Compact/The First Thanksgiving	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Jamestown, Pocahontas, Triangular Slave Trade, Mayflower Compact, The First Thanksgiving, Squanto GEO: Jamestown Settlement, Plymouth Plantation, Triangular Slave Route (Slave Ships Cross the Atlantic), Voyage of the Mayflower	Unit 2 Matter, States of Matter Properties of matter Kinetic theory and gases Crystals	Sir William Crookes (1897) Irving Langmuir (1928)Archimedes (287-212 BC) Robert Brown (1827) Ludwig Boltzmann (1860) • William Bragg (1915)	Colorado - Florida - 5th Grade Science is a TESTING year -	Haydn (1732-1809) Vermeer (1632-1675)	Silence - Order
Oct	The Witch of Blackbird Pond	Biography - Specify page length and check for understanding	Jabberwocky, Lewis Carroll	6th Witch Blackbird	1618 - 1650 Tragedy & Destruction - Thirty Years' War - Battle, Fire and Plague in England	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Thirty Years' War, Gustavus II, Battle, Fire and Plague in England GEO: Countries of the Thirty Years' War, Charles I's England	Unit 3 - Solutions molecules and mixtures. Solutions Separating mixtures and compounds Chemical analysis	Pierre Gassendi (1649) Joseph-Louis Proust (1798-1808) • Humphry Davy (1778-1829) Michael Faraday (1832) Francis Ashton (1919)	Florida Topics To Cover: Biology (1st and 5th) Ecosystems; News and Events	Haydn (1732-1809) Vermeer (1632-1675)	Resolution or Perseverance (Grit)
Nov	The Witch of Blackbird Pond	Biography - Specify page length and check for understanding	The Chimney Sweeper, William Blake	6th Witch Blackbird	1650-1775 Unrest - A New World in Conflict (King Philip's War and Saving New France) - Ideas of John Locke - French & Indian War AND 1763-1775 Rebellion Events leading up to the American Revolution: Stamp Act, Boston Massacre, Boston Tea Party, Paul Revere, Continental	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	King Philip, John Locke, French & Indian War GEO: Colonizing North America, England and the Netherlands, Fighting Over North America	Unit 4 Chemical reactions, Bonding Reactivity Catalysts Oxidation and Reduction	Isaac Newton (1704) Gilbert Lewis (1916) Linus Pauling (1954) • Francis Bacon (1620) Robert Boyle (1661) Antoine Lavoisier (1789) Amedeo Avogadro (1811) Jean Perrin (1926) Henry Luis Le Chatelier (1850-1936) Joseph Priestley (1767) Wilhelm Ostwald (1909)	Colorado - Florida Topics To Cover: Earth (2nd and 6th) Weather; News and Events	Haydn (1732-1809) Vermeer (1632-1675)	Humility - Cleanliness
Dec	My Brother Sam Is Dead, James Lincoln Collier	Gap Month NONE	In Flanders Fields, John McCrae	11th Undaunted Courage	1763-1775 Rebellion - Events leading up to the American Revolution: Stamp Act, Boston Massacre, Boston Tea Party, Paul Revere, Continental Congress	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Stamp Act, Boston Massacre, Boston Tea Party, Paul Revere, Continental Congress GEO: Great Britain and Her Colonies, Paul Revere's Ride	Unit 5 Acids and bases Measuring acidity pH Neutralization and salts	Robert Boyle (1675) Antoine Lavoisier (1770's) Svante Arrhenius (1887) Guillaume-Francois Rouelle (1754) Soren Sorenson (1909) Johannes Bronsted & Martin Lawry (1923)	Colorado - Florida Topics To Cover: Earth (2nd and 6th) Sun - Earth, Resources News and Events	Haydn (1732-1809) Vermeer (1632-1675)	Honor - Citizenship
Jan	My Brother Sam Is Dead, James Lincoln Collier	Classical Teacher Choice - Specify page length and check for understanding	Stopping by the Woods on a Snowy Evening, Robert Frost	11th Undaunted Courage	1775-1781 Revolution! - Battle of Lexington & Concord, Battle of Bunker Hill, Thomas Paine's Common Sense, Declaration of Independence, Washington Crossing the Delaware, Winter at Valley Forge, Yorktown	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Lexington & Concord, Battle of Bunker Hill, Common Sense, Declaration of Independence, Washington Crossing the Delaware, Winter at Valley Forge, Yorktown GEO: Battle Sites; Washington Crosses the Delaware	Unit 6 Chemistry of Life - Organic Chem - Chem of the Body	Jons Berzelius (1808) Friedrich Wohler (1828) Anselme Payen (1833) Bio-Chemistry (1950's)	Colorado - Florida Topics To Cover: Earth (2nd and 6th) Earth Changes; Plate Tectonics, erosion, News and Events	Schubert (1797-1828) Caspar David Friedrich (1774-1840) Gauguin	Truth - Beauty - Goodness
Feb	Scarlet Pimpernel - Orzcy	Classical Teacher Choice - Specify page length and check for understanding	Sonnet #29, William Shakespeare	9th Laughter Unit	1781- 1789 A New Country - Constitution, First President, Three Branches of Government	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Constitution, First President, Three Branches of Government GEO: The 13 Colonies	Chemistry of Food - Fermentation	Sir Humphry Davy (1813) Yeast used to make alcoholic drinks (3000 BC) Yogurt made through the use of bacteria (200)	Colorado - Florida Topics To Cover: Biology (1st and 5th) Human Body and Systems, Basic Business	Schubert (1797-1828) Caspar David Friedrich (1774-1840) Gauguin	Justice - Service
March	Scarlet Pimpernel - Orzcy	Historical Fiction Teacher Choice - Specify page length and check for understanding	A Red, Red Rose, Robert Burns		1789- 1815 Another Revolution (French Revolution) - Storming of the Bastille, Marie Antoinette, The Reign of Terror, Rise and Fall of Napoleon Bonaparte	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Storming of the Bastille, Marie Antoinette, The Reign of Terror, Napoleon Guillotine, Star Spangled GEO: Fighting in France; Napoleon, Europe, and North America; Napoleon in Russia, Europe, and the US	Unit 7 Chemistry of Industry Soaps and detergents Polymers - Adhesives Iron - Steel - Alloys	Alexander Parkes (1850's) Stephanie Kwolek (1965) • Alloy made during the Bronze Age (3000 BC) Henry Bessemer (1856)	Colorado - Florida Topics To Cover: Biology (1st and 5th) Human Body and Systems, Basic Business	Schubert (1797-1828) Caspar David Friedrich (1774-1840) Gauguin	Moderation- Generosity
April	Gulliver's Travels, Swift- Signet Classic	Historical Fiction Teacher Choice - Specify page length and check for understanding	Daffodils, William Wordsworth	12 Grade: Gullivers Unit	1803 - 1849 Movement (Westward Expansion) Invention of the Steam Engine, Louisiana Purchase - Lewis & Clark - War of 1812 - Monroe Doctrine - Mexican Independence - The Alamo - U.S/Mexican War - Manifest Destiny - The Gold Rush	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Invention of the Steam Engine, Lewis & Clark, War of 1812, The Alamo, The Gold Rush GEO: US Territories/Louisiana Purchase; Lewis & Clark Explore the West; New Spain and North America; Mexico, the Republic of Texas, and the US; The California Gold Rush; Oregon Trail (The Way West)	Cool and Oil Products Chemistry in Farming	Oil wells drilled in China (347) The first commercial oil refinery (1850's) - JD Rockefeller Fritz Haber (1908)	Colorado - Florida - 5th Grade Science REVIEW	Schubert (1797-1828) Caspar David Friedrich (1774-1840) Gauguin	Integrity - Loyalty
May	Gulliver's Travels, Swift- Signet Classic	Gap Month NONE	Daffodils, William Wordsworth	12th Grade Gullivers Unit	1808 - 1850 Injustice - Invention of the Cotton Gin - Slavery/Abolitionists - Missouri Compromise - Trail of Tears - Nat Turner's Revolt	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Invention of the Cotton Gin, Trail of Tears, Nat Turner's Revolt GEO: The Slave Trade, Native American Relocation (The Trail of Tears)	Dyes Pigments Cosmetics Fibers and Paper Ceramics and Glass	Egyptians (5000 BC) Dyes in China (2600 BC) Murex (400) William Henry Perkin (1856) Egyptians (5000 BC) Dyes in China (2600 BC) Murex (400) William Henry Perkin (1856) Egyptian pottery (5000 BC) Glass in the Bronze Age (3000 BC)		Schubert (1797-1828) Caspar David Friedrich (1774-1840) Gauguin	Courage - Trust
					US Citizenship Exam - 25 Questions			Data Analysis in Science				

Ethos Logos Curriculum
8th Grade Scope and Sequence
 ELA - History - Science - Arts - Economics - Capstone

	Literature	Independent Reading	Recitations	Great Books	History	History Add Ins	Copy Books - Geography Focus	Science	Famous Scientists	NCSS - State Testing Year	Artist - Composer	Value of the Month	Economics	Capstone Project
Aug	Huckleberry Finn, Mark Twain	Student Choice - Specify page length and check for understanding	The Road Not Taken, Robert Frost (1916)	5th Shutting Out the Sky, 8th Grade Sugar (Econ and Slavery)	1825-1861 HEADING TOWARDS WAR - Expansion Underground Railroad, Uncle Tom's Cabin Compromise of 1850, Dred Scott Decision, Lincoln/Douglas Debates, 1860 Election	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Underground Railroad, Uncle Tom's Cabin Compromise of 1850, Dred Scott Decision, Lincoln/Douglas Debates, 1860 Election Rivers, Oceans and Railways of the North and South.	(Optional) Week 1-3 Welcome To Science - Expose scholars to the Basics Unit 1 Motion Forces Friction Motion Speed and Acceleration	Zacharias Janssen (1595) Robert Hooke (1665) Matthias Schleiden (1839) Carolus Linnaeus (1707) Sir Alec Jeffreys (1984)	Colorado - Florida - Arizona - 8th Grade Science is a TESTING year - Arizona is tested in 4th Grade - Florida and Colorado - 8 th and 5 th .	Verdi (1813-1901) Renoir (1841-1919)	Intro to Values & Virtues Excellence - Respect		To Be Developed by Middle School Team and Administration. Schedule of options available.
Sept	Huckleberry Finn, Mark Twain	Student Choice - Specify page length and check for understanding	Gettysburg Address, Abraham Lincoln	5th Shutting Out the Sky, 8th Grade Sugar (Econ and Slavery)	1861-1865 THE CIVIL WAR	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	South Against North, Abraham Lincoln, Battles, Forts, 1860: America in 1862 during the Civil War (memorial), Southern States, Railroads	Unit 2 Energy, Energy and Work Energy Sources Pressure - Simple machines	Blending -Al Jahiz (781-868) Lorenzo Camerano (1880)	Colorado - Florida - Arizona Topics To Cover: Mixtures (Chem/Physical - 3rd and 7th and 4th and 8th) Physical vs Chemical changes, Molecular and atomic structures, Water cycle and physical change, bio cycle of waste	Verdi (1813-1901) Renoir (1841-1919)	Silence - Order		
Oct	Red Badge of Courage, Stephen Crane	Biography - Specify page length and check for understanding	Robert E. Lee's Farewell Address (1865)	6th Steve Jobs (DONE)	1865-1914 Post War MOVEMENT Transportation, Immigration, Westward Expansion, Industrial Society, Gilded Age Teddy Roosevelt, Progressivism	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Rails, Bull Moose, Labor, Suffrage, Sherman Antitrust, Roosevelt Campaign for Progress - Robber Baron Ellis Island, Measuring Post, 1860: Railroads and Time zones, American Imperialism Countries	Unit 3 - Thermodynamics, Energy Conversion Heat Thermodynamics Engines	Camels Ernst Haecckel (1866) Polar Bears Giambattista della Porta (1588) Miles Joseph Berkeley (1836)	Colorado - Florida - Arizona Topics To Cover: Physics (4th and 8th) Ecosystems; how organs function and are important for animals and plants. What structures are important for survival of plants and animals (habitats). Plant or animal systems	Verdi (1813-1901) Renoir (1841-1919) Blues - Bluegrass and Folk	Resolution or Perseverance (Griff)		
Nov	All Quiet on the Western Front - Erich Remarque	Biography - Specify page length and check for understanding	If, R. Kipling (1895)	6th Steve Jobs (DONE)	1914-1929 EXCESS and ABUNDANCE - 2nd Industrial Revolution, World War I The Roaring 20's, Prohibition, Jazz, Entertainment, Immigration Restrictions Stock Market Crash	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	The Peace of Versailles, Restorations Society, World War I, End of World War I, Lusitania, Russian Rev, Stalin Rise 1920: Europe Before World War I, Europe During World War I, India During The Time of Mohandas Gandhi	Unit 4 Sound Sound Sound waves Hearing Sounds Acoustics	Alexander Fleming (1928) Warm Blooded Charles Kingsley (1855)	Colorado - Florida - Arizona Topics To Cover: Physics (4th and 8th) Energy Conversion, Delivery, Generation; forms of energy or energy transfer. How electricity is made and transferred. Renewable, nuclear, wind solar.	Verdi (1813-1901) Renoir (1841-1919) - Blues and Big Band	Humility - Cleanliness		
Dec	All Quiet on the Western Front - Erich Remarque	Gap Month NONE	In the Arena, Teddy Roosevelt	6th Out of the Dust (DustBowl)	1929-1941 THE BUST The Great Depression, Roosevelt's New Deal	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	The New Deal, Dust Bowl, Flappers, Jazz, Hoovervilles Great Gatsby 1925: The Spanish-American War, Claiming the West in the USA, The Fight for Persia	Unit 5 Light Reflections and Refractions Vision and Color Optics		Colorado - Florida - Arizona Topics To Cover: Physics (4th and 8th) Force and Motions; movements happen, speed, acceleration, Newton's laws,	Verdi (1813-1901) Renoir (1841-1919) - Swing Era and Showtunes	Honor - Citizenship	Unit 1: Economics Topics Covered: What is Econ? Market Economy, Price and Competition, Incentives, Division of Labor.	
Jan	To Kill a Mockingbird - Harper Lee	Classical Teacher Choice - Specify page length and check for understanding	America the Beautiful, K. Bates (1910)	7th Behind the Scenes (Lincoln)	1930-1945 NATIONALISM Rise of Dictators World War II Beginning WWII	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Joseph Stalin, Fascism in Italy, Reparation leads hyperinflation, Rebuilding the Fatherland, Japan militarizes, 1900: Russia Under the Rule of Stalin, Mission, March to Rome, Europe During Hitler's Rise to Power, Europe During Hitler's Rule	Unit 6 Electricity - Electric current Conductors and Insulators Batteries Circuits		Colorado - Florida - Arizona Topics To Cover: Earth (2nd and 6th) Earth and Sun; moon and effect on tides, eclipses, shapes of moon	Charles Ives (1874-1954) Picasso (1881-1973) - Norman Rockwell, Radio, Leonard Bernstein	Truth - Beauty - Goodness		
Feb	To Kill a Mockingbird - Harper Lee - Start Night by Elle Wiesel (1960)	Classical Teacher Choice - Specify page length and check for understanding	Never Shall I Forget from Night by Elle Wiesel	7th Behind the Scenes (Lincoln)	1941-1945 WORLD WAR II America enters - Pacific theater Hiroshima Marshall Plan	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	The Holocaust, Third Reich, Allied Powers, Propaganda, Air Raids, Churchill The Atom Bomb, 1940: The Second Sino-Japanese War, Germany During the Holocaust, The End of World War II, D-Day/Normandy	Magnetism, Electromagnetism Motors and Generators		Colorado - Florida - Arizona Topics To Cover: Earth (2nd and 6th) Solar System; identify planets, formation, star and sun life cycle.	Charles Ives (1874-1954) Picasso (1881-1973)	Justice - Service		
March	Night by Elle Wiesel (1960)	Historical Fiction Teacher Choice - Specify page length and check for understanding	Mother to Son, Langston Hughes	8th Grade: Hope Disappear Misery	1945-1961 - COLD WAR - Baby Boom, Suburbs, Automobiles, Korean War Civil Rights Movement The Cold War, Eisenhower	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Storming of the Bastille, Marie Antoinette, The Reign of Terror, Napoleon Guiltine, Star Spangled 1800: Fighting in France; Napoleon, Europe, and North America; Napoleon in Russia, Europe, and the US	Unit 7 Engineering and Robotics Bridges Tunnels Robotics		Colorado - Florida - Arizona Topics To Cover: Earth (2nd and 6th) Earth Climate: How it changes over time, why are they different, what's weather and climate, tools, humans and climate. Weather prediction, weather models	Charles Ives (1874-1954) Picasso (1881-1973) - Pop - Mowtown - Elvis	Moderation-Generosity		
April	1984 - George Orwell	Historical Fiction Teacher Choice - Specify page length and check for understanding	I Have A Dream by M.L.King Jr. (1963) Start mid: "I say to you today my friends"	8th Grade: Tell Tale Heart	1961-1973 TURBULENT 1960's Kennedy, Space Race, Vietnam War, Woodstock, Civil Rights	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Ho Chi Minh, The Space Race, Death of John F. Kennedy, Martin Luther King Jr., The Vietnam War 1950: Vietnam and Korea Divided, The Cold War, Struggles and Assassinations in the United States, Communist Vietnam	Actuators and effectors Sensors and controllers		Colorado - Florida - Arizona Topics To Cover: Biology (1st and 5th) Genetics; how is it transferred, phenotype and genotype, predicting genetic outcomes. Cloning Ecosystems and Environments; Human impact on eco, cutting forests, polluting waters	Charles Ives (1874-1954) Picasso (1881-1973) - Marvin Gaye, Beatles, Rolling Stones, Beach Boys, Jimmy Hendrix, Folk Rock, Protest Music	Integrity - Loyalty		
May	1984 - George Orwell	Gap Month NONE	I Have A Dream by M.L.King Jr. (1963) Start mid: "I say to you today my friends"	8th Grade: Tell Tale Heart	1973 - To 9/11 AGE OF TERRORISM - 1970's, Watergate, terrorism Iran Hostage Crisis, Reagan 9/11	Great Men and Women of History - Source Documents - Economic Systems - Forms of Government - Role of Religion	Terrorism, Iran and Iraq, Persian Gulf War 1990: Terrorism in Europe and the Middle East, War in Kuwait	Unit 8 Nuclear Physics Radioactivity Nuclear Energy			Charles Ives (1874-1954) Picasso (1881-1973) Salvador Dali - Top 40 - Pop	Courage - Trust	Unit 2 - Economics Topics Covered: Global competition and the effects on the US, Effects of Change in the US Economy, The role of the US Government in the	
					US Citizenship Exam - 25 Questions			Data Analysis in Science						

Attachment 5 – Exit Standards Prompts

The proposed grades served at the Open Door Academy school will be K to 8th. Promotion to the next grade will require an average of 70% or greater in Math, ELA, Science and Social Studies of the Indiana College and Career Ready Academic Standards. Scholars that fall below on their final grade will have the option of making up the core subject class during their personal break periods or to be retained and repeat the grade again. Prior to retention and failure, a detailed and robust system of interventions and oversight will have been implemented. Our mission is to provide a rigorous Classical Education to all students and mastery of core subjects is our goal. During student breaks, options will be made available for ELA and Math instruction as needed. Teachers will be offered stipends to provide intervention support options. Should parents wish to seek online options, prior approval from the school Principal will be required to accept the make-up credits. All online options will be under 50% blended learning.

Before Graduating 8th grade students will also have to complete a Graduation Plan. Starting in Grade 6, students and their parents or guardians shall develop an “initial graduation plan,” The plan must include:

- A statement of intent to graduate from high school.
- An acknowledgement of the importance of:
 - Good citizenship;
 - School attendance;
 - Diligent study habits.

The plan becomes part of the “student’s permanent school record.”

School Calendar
2021-2022

Total Days Students required to attend 180 days
280 5 hours for K-6 and 6 hours for 7-8

Week	M	T	W	R	F	S
1						
2		1	1	1	1	1
3	1	1	1	1	1	1
4	1	1	1	1	1	1
5	1	1	1	1	1	1
6	1	1	1	1	1	1
7	1	1	1	1	1	1
8	1	1	1	1	1	1
9	1	1	1	1	1	1
10	1	1	1	1	1	
11		1	1	1	1	1
12	1	1	1	1	1	1
13	1	1	1	1	1	1
14	1	1	1	1	1	1
15	1	1	1	1	1	
16		1	1	1	1	1
17	1	1	1	1	1	1
18	1	1	1	1	1	1
19	1	1	1	1	1	1
20	1	1	1	1	1	1
21	1	1	1	1	1	1
22	1	1	1			
23	1	1	1	1	1	1
24	1	1	1	1	1	1
25	1	1	1	1	1	1
26						
27						
28	1	1	1	1	1	1
29	1	1	1	1	1	
30		1	1	1	1	1
31	1	1	1	1	1	1
32	1	1	1	1	1	1
33	1	1	1	1	1	1
34	1	1	1	1	1	
35		1	1	1	1	1
36	1	1	1	1	1	1
37	1	1	1	1	1	1
38	1	1	1	1	1	1
39	1	1	1	1	1	1
40	1	1	1	1	1	1
41	1	1	1	1	1	1
42	1	1	1	1	1	1
43	1	1	1	1	1	1
44	1	1	1	1	1	1
45	1	1	1	1	1	1
46	1	1	1	1	1	1
47	1	1	1	1	1	1
48	1	1	1	1	1	
49		1	1	1	1	1
50	1	1	1	1	1	1
51	1	1	1	1	1	1
52	1	1	1	1	1	1
53	1	1	1	1	1	

- Monday, June 28, 2021
- Monday, July 5, 2021
- Monday, July 12, 2021
- Monday, July 19, 2021
- Monday, July 26, 2021
- Monday, August 2, 2021
- Monday, August 9, 2021
- Monday, August 16, 2021
- Monday, August 23, 2021
- Monday, August 30, 2021
- Monday, September 6, 2021
- Monday, September 13, 2021
- Monday, September 20, 2021
- Monday, September 27, 2021
- Monday, October 4, 2021
- Monday, October 11, 2021
- Monday, October 18, 2021
- Monday, October 25, 2021
- Monday, November 1, 2021
- Monday, November 8, 2021
- Monday, November 15, 2021
- Monday, November 22, 2021
- Monday, November 29, 2021
- Monday, December 6, 2021
- Monday, December 13, 2021
- Monday, December 20, 2021
- Monday, December 27, 2021
- Monday, January 3, 2022
- Monday, January 10, 2022
- Monday, January 17, 2022
- Monday, January 24, 2022
- Monday, January 31, 2022
- Monday, February 7, 2022
- Monday, February 14, 2022
- Monday, February 21, 2022
- Monday, February 28, 2022
- Monday, March 7, 2022
- Monday, March 14, 2022
- Monday, March 21, 2022
- Monday, March 28, 2022
- Monday, April 4, 2022
- Monday, April 11, 2022
- Monday, April 18, 2022
- Monday, April 25, 2022
- Monday, May 2, 2022
- Monday, May 9, 2022
- Monday, May 16, 2022
- Monday, May 23, 2022
- Monday, May 30, 2022
- Monday, June 6, 2022
- Monday, June 13, 2022
- Monday, June 20, 2022
- Monday, June 27, 2022

Enrollment Policy

Open Door Academy

Enrollment Policy-

Enrollment at the Open Door Academy will be open to all students interested in attending the academy. Enrollment will be on a first-come, first served basis. As a free public charter school, the Open Door Academy will follow the guidelines outlined in our charter regarding admissions and enrollment of students. All procedures will be designed to provide a fair opportunity for all students to apply to the Open Door Academy, regardless of race, ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, home language, or disability. Enrollment and admission practices will comply with all applicable state and federal laws.

Open enrollment will be from November 1, 2020 (or after charter is awarded) until May 31, 2021. Applications received after the deadline will be placed on the wait list on a first-come first-served basis, if there are no additional seats available at the requested grade level.

Letter of Intent to Enroll will be accepted from November 2020, parents interested in enrolling their children to attend the Open Door Academy must complete the Letter of Intent to Enroll. The Letter of Intent is designed to gauge the interests of the parent and the grade level of the prospective students to identify staffing and instructional resource needs. A list of the names of students by grade level will be maintained with the date that the enrollment was confirmed.

Priority will be given to children of staff members.

The Open Door Academy will have a limited number of seats available for students. If there are more applicants than open seats for a particular grade a random selection process, called a lottery, will be held to determine which students will be enrolled. The lottery will be held during a public meeting. Preference will be given to students already attending the school and their siblings. To facilitate this process the initial lottery will start at the lower grade levels and work up to the top grade level giving siblings open slots and then selecting for other students to fill slots by grade level.

There will be wait list for each grade level with a preference given to the older sibling if a younger sibling is enrolled. The openings will be filled immediately after a formal separation process for withdrawals are completed. Re-enrollment and transfers in will be treated like a new student unless a younger sibling is enrolled.

The last business day in February and May will be used for the lottery date.

Students on the wait list may fill vacant seats of students who are considered to be “No Shows” or when a seat becomes available due to a transfer-out or withdrawal.

A student is a “No Show” if the registration packet is not completed. Or the student fails to report within the first 10 days of the students selected start of school. Seven (7) consecutive absences without medical or justifiable reason will also be considered a “no Show”.

Students enrolled at the Open Door Academy will be able to attend the following school year without having to reapply.

Attachment – Discipline Policy

The foundations of the Open Door Academy discipline policy are based on research by Dr. Rudolf Dreickurs an Adlerian psychologist who's life work who suggested that human misbehavior is the result of feeling a lack of belonging to one's social group. When this happens the child acts from one of four "mistaken goals": undue attention, power, revenge or avoidance (inadequacy). Dreikurs' overall goal was that students would learn to cooperate reasonably without being penalized or rewarded because they would feel that they are valuable contributors to the classroom.¹ This simple theory is the basis for student success and the root of discipline issues in a school. The power of relationships between the teacher and the scholar is the foundation of academic and life success of the scholar. To simplify the theory the Teddy Roosevelt quote; 'People won't **care** how much **you know** until they know how much **you care**.' opens the door to learning and is modeled in all aspects of Open Door Academy.

Continuing with Dr. Dreickur's theory, Dr. William Glasser laid out Choice Theory² which is the idea that the behavior of children is related to five basic needs; survival, love and belonging, power and significance, freedom and autonomy, and fun.

Both Dreickurs and Glasser offer concrete techniques to be employed in the classroom to manage discipline issues and set the classroom up for a year of success. Some of these techniques include:

1 Dr. Rudolf Druikers

WHY Children Act Out:

1. Attention Getting
2. Power and Control
3. Revenge
4. Feeling Helpless or Inadequate

Druikers Techniques for Teachers

Rudolf Dreikurs was an Austrian psychiatrist and educator who developed psychology

Alfred Adler's system of individual psychology into a pragmatic method for understanding the purposes of reprehensible behavior in children and for stimulating cooperative behavior without punishment or reward.

1. Encourage **IMPROVEMENT** not **PERFECTION**
2. Encourage students to **HELP ONE ANOTHER**
3. Emphasize student **STRENGTHENS** and minimize **WEAKNESSES**
4. Help students **LEARN FROM MISTAKES**, as valuable lessons
5. Encourage **INDEPENDENCE** and student **RESPONSIBILITY**
6. Always speak in **POSITIVE** terms, never **NEGATIVE**
7. Be **OPTIMISTIC & ENTHUSIASTIC** - a positive outlook is contagious!

ETHOS LOGOS

Dr. Dreikurs

1. Always speak in positive terms, never be negative
2. Encourage students to strive for improvement, not perfection
3. Emphasize student strengths while minimizing weaknesses.

¹ Rudolf Dreickurs – Wikipeda - https://en.wikipedia.org/wiki/Rudolf_Dreikurs

² William Glasser Institute – Choice Theory - <https://wglasser.com/our-approach/choice-theory/>

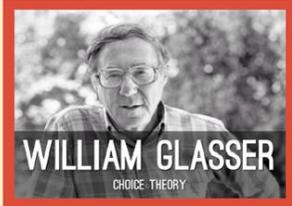
4. Help students learn from mistakes, which are valuable in learning
5. Encourage independence and the assumption of responsibility
6. Encourage students to help each other
7. Be optimistic and enthusiastic – a positive outlook is contagious.

2 Dr. William Glasser - Choice Theory

Choice Theory is the idea that the behavior of children is related to five basic needs: survival, love and belonging, power and significance, freedom and autonomy, and fun.

Glasser's Techniques for Teachers

1. Stress student **RESPONSIBILITY**
2. Set classroom **RULES**
3. Accept **NO EXCUSES**
4. Help students make **VALUE JUDGEMENTS**
5. Suggest **ALTERNATIVES** and lay out **CONSEQUENCES**
6. Be **CONSISTENT** and **REVIEW** your **STRATEGY** often.



Following in the tradition of Alfred Adler, he has long been dedicated to teach our children how to develop their own healthy relationships with self and others, believing healthy, loving, and strong relationships are the core of happiness and mental health.

ETHOS LOGOS

Dr. Glasser

1. Stress Student Responsibility
2. Set Classroom Rules
3. Accept NO EXCUSES
4. Teach Students to Make VALUE JUDGEMENTS
5. Suggests Reasonable ALTERNATIVES – lay out CONSEQUENCES
6. Be CONSISTANT and REVIEW your STRATEGY often

These philosophies are the basis for the discipline policy training for school leadership and teaching staff.

Once the foundations are understood then training will move to tactics. Open Door Academy will use the following practical teaching outlines for day to day classroom management;

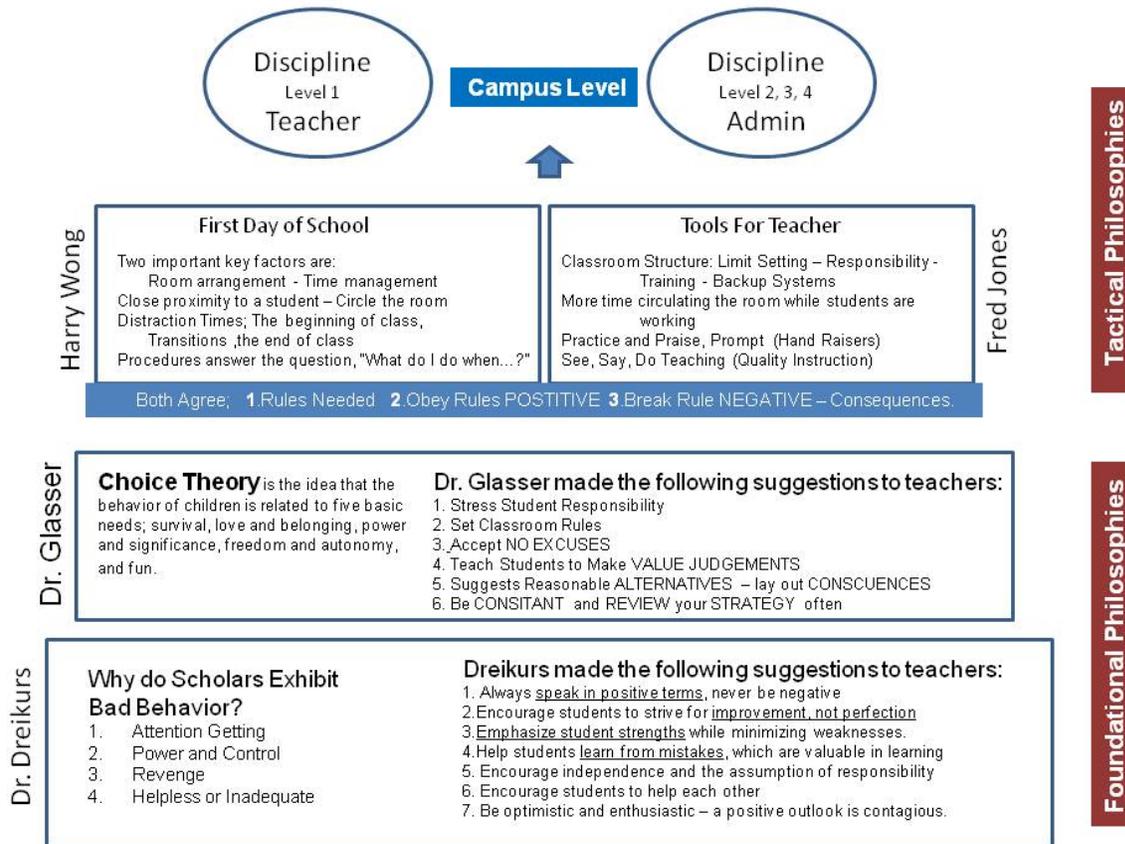
Harry Wong – First Day of School³

1. Two important key factors are:
 - Room arrangement - Time management
2. Close proximity to a student – Circle the room
Distraction Times; The beginning of class, Transitions, the end of class
3. Procedures answer the question, “What do I do when...?”

³ Effective Teaching – Harry Wong <https://www.effectiveteaching.com/>

Fred Jones – Tools for Teachers⁴

1. Classroom Structure: Limit Setting – Responsibility - Training - Backup Systems
2. More time circulating the room while students are working
3. Practice and Praise, Prompt (Hand Raisers)
4. See, Say, Do Teaching (Quality Instruction)



Framework for Open Door Academy Discipline Policy

The Open Door Academy Discipline Policy reflects who we are as an organization and remains compliant with the legal mandates of school discipline. We believe it to reflect:

Our Mission: Consistent with the values we pursue in our mission statement.

Core Values: Academic Excellence, Partnering with Families and Children & Learning

Relational Discipline highlighting the parent-teacher-scholar relationship to bring out the best in the child. Teachers and scholars developing meaningful relationships will only increase the scholar’s sense of belonging to the school.

Guiding Principal:

⁴ Tools for Teaching – Fred Jones <http://www.fredjones.com/tools-for-teaching>

- Life lessons, accountability, responsibility and discipline are taught through natural consequences, rather than “punishment”.
- Teachers and scholars developing meaningful relationships will only increase the scholar’s sense of belonging to the school.
- Developing positive relationships is based on the Golden Rule – “Treat others as you would want to be treated yourself”.

School Operation:

Learning is fun in a safe, interactive, vibrant and challenging environment.

- Everyone has the responsibility to contribute to the greater good of the school community.
- Recognizing the value of discipline policies and procedures in order to meet the Mission of our school for all stakeholders.

Open Door Academy’s Discipline Policy is divided into levels of infraction. These cover most of the issues that will arise in a K8 school setting

LEVEL 1 Misconduct

Level 1 misconduct is dealt within the setting the behavior took place in. Staff discretion regarding natural consequences and/or referral to administration or communicating with parents is afforded. If a pattern of Level 1 misconduct develops, it escalates the misconduct to a Level 2 and is dealt with accordingly.

Examples: (not limited to):

- Dress Code
- Minor Class Disruption
- Dishonesty
- Disrespect to staff, scholars, visitors and property
- *Rough-housing: pushing, shoving, wrestling*
- Inappropriate Display of Affection
- Profanity and/or inappropriate language or gestures
- Insubordination
- *Irresponsible in learning: tardies, excessive absences, incomplete homework, lack of effort and attentiveness, loitering in halls/bathrooms*

Level 1 Natural and Logical Consequences - Responsible Party: Teacher/Staff Member

Natural consequences occur without any enforcement on the part of the adult. Often, allowing the natural consequence to occur will prevent a teacher/scholar argument and the child will learn the right lesson. Logical consequences involve action taken by the adult.

Level 1 misconduct will result in a scholar filling out a Habit of the Heart Reflection Form and a Level 1 teacher given consequences. The teacher will keep a copy of the form in the scholar folder.

Examples (not limited to):

- 1. Friendly Reminder
- 2. Gentle Touch

- 3. *Use of Proximity - get closer to scholar*
- 4. Use the "Thinking Chair" (set amount of time)
- 5. *Practice following directions on Scholar time (Recess, specials, etc.)*
- 6. Hold in for lunch/recess (eat with teacher)
- 7. Go to "Buddy Teacher" classroom
- 8. Make up wasted time, during scholar time.
- 9. Uniform Violation results in loss of dress down
- 10. *Create plan for behavior refinement on their own time*
- 11. *Ignore scholar's behavior, when they want to do something, they do not get the opportunity to make up tardies minutes, on scholar time.*
- 13. Complete incomplete homework, receive no credit

****The aforementioned list contains just a few of the possible consequences for Level 1 Misconduct. The implementation of consequences are given at the sole discretion of the administrator, teacher or administrator designee.****

LEVEL 2 Misconduct

Level 2 misconduct will result in a referral to school administration and consequences will be assigned accordingly. Parents/Guardians will receive communication regarding this incident.

Examples (not limited to):

- Level 1 misconduct with staff referral
- Cheating
- *Inappropriate clothing*
- Defacing school property and/or equipment
- Plagiarism
- Racial slurs or derogatory comments
- Pushing and shoving with the intent to harm
- Defiance
- Theft
- Forgery
- Misconduct during events that include community participation

Level 2 Natural and Logical Consequences: Responsible Party: Administration

Level 2 misconduct will result in administrative referral, scholar filling out a Habit of the Heart Reflection Form, scholar calling home to inform parent of misconduct, and a Level 2 consequence. The teacher will supply any and all previous documentation to administration and they will keep a copy of all documentation in scholar folder.

Examples (not limited to):

- Any Level 1 consequence for an extended period of time
- Community Service
- *In School Suspension*
- *Short Term Out of School Suspension (1-2) Days*

****The aforementioned list contains just a few of the possible consequences for Level 2 Misconduct. The implementation of consequences are given at the sole discretion of the administrator, teacher or administrator designee****

LEVEL 3 Misconduct

Level 3 misconduct will result in an IMMEDIATE referral to school administration and inquiry completed by administration designee to verify misconduct and determine consequence. Scholar, with presence of administrator, will call parent/guardian to inform of misconduct and possible consequence.

Examples: (not limited to)

Level 1 and/or Level 2 misconduct with staff referral or pattern of misconduct

- Fighting
- Physical Aggression toward another
- Cheating on an exam or major assignment
- Defiance
- Use of vulgarity/swearing
- Theft
- Vandalism
- Weapon
- Safety Concern of a dangerous nature
- Sexual behavior or intimations of such

Level 3 Natural and Logical Consequences: Responsible Party: Administration

Level 3 misconduct will result in IMMEDIATE administrative referral, scholar filling out a Habit of the Heart Reflection Form, scholar calling home to inform parent of misconduct, and a Level 3 consequence. The teacher will supply any and all previous documentation to administration and they will keep a copy of all documentation in scholar folder.

Examples (not limited to):

- In School Suspension
- Short Term Out of School Suspension (3-5) Days
- Behavior Contract upon Return (at discretion of Principal)

****The aforementioned list contains just a few of the possible consequences for Level 3 Misconduct. The implementation of consequences are given at the sole discretion of the administrator, teacher or administrator designee and should be progressive in nature. ****

Level 4 Misconduct

Level 4 misconduct will result in an immediate referral to school administration and requires immediate investigation and possible law enforcement involvement, long-term suspension or expulsion.

Example (not limited to):

- Possession of a Weapon with the Intent to Harm
- Endangerment or Aggravated Assault
- Physical and Verbal Abuse of School Employee

- Arson/Explosive Devices
- Bomb Threats or any threat that impedes and/or disrupts the educational process
- *Bullying: Physical, Verbal, Emotional, Cyber or Sexual*
- Intimidation
- Sexual Harassment of any school community member
- *Harassment of any school community member based on gender, sexual orientation, race, religion or ethnicity*
- Possession of Illegal Substances
- *Use of Illegal Substance on School property*
- Intent to Sell or Distribute Illegal Substances

Level 4 Natural and Logical Consequences: Responsible Party: Administration

Level 4 misconduct will result in IMMEDIATE administrative referral, scholar filling out a Habit of the Heart Reflection Form, scholar calling home to inform parent of misconduct, and a Level 4 consequence. The teacher will supply any and all previous documentation to administration to be kept in scholar folder.

Examples (not limited to):

- *Long Term Suspension (5 or more Days)*
- *Expulsion*

****The aforementioned list contains just a few of the possible consequences for Level 4 Misconduct. The implementation of consequences are given at the sole discretion of the administrator, teacher or administrator designee****

HARASSMENT AND BULLYING

Open Door Academy will employ the following definition for harassment and bullying: systematic and/or continued unwanted and annoying actions by a person or group, including threats and demands. This behavior includes, but is not limited to, verbal, physical, or sexual harassment. All forms of harassment and bullying are strictly prohibited and result in severe disciplinary consequences. Behavior must meet these criteria to be defined as harassment and bullying:

Bullying – Harassment Policy

Open Door Academy will implement a set of “appropriate disciplinary consequences for students who bully other students”. The policy will include consequences apply not only to students who bully other students, but also “for any person who takes any retaliatory action against a student who reports in good faith an incident of bullying”. These consequences “shall comply with all applicable state and federal laws”

The finalized policy will include a survey of students to gather data on their impressions of the severity of bullying in their schools. Open Door Academy will employ the Ethos Logos Character Building program as part their bullying prevention policies . The Ethos Logos Character Program provides instructional materials, methods, and strategies, that have been

crafted into interdisciplinary curricular themes. These themes are broken down into 9 elements that empower teachers to create meaning while allowing students time for purposeful exploration and self-reflection. Character development provides a foundation upon which we can build respect for human dignity and create twenty-first-century schools that will empower students to achieve excellence.

As part of a comprehensive culture program, the Principal will designate a team with the purpose of advising the school administration on the severity and frequency of bullying . Several different stakeholders are listed as potential team members including, but not limited to, law enforcement officials, social workers, prosecutors, health professionals, mental health professionals, counselors, teachers, administrators, parents, and students.

Each school year, the Open Door Academy Principal will submit a report to the Governing Board that includes the number of conduct and discipline code violations at each school . Included in this report is the number of incidents and the actions taken in response to those incidents for several types of violations. Reporting includes behaviors that are detrimental to the safety of other students or school personnel, “including but not limited to incidents of bullying...and other behavior that creates a threat of physical harm to the student or to other students” .

The team will monitor annual results on how the culture is performing at the school and review any reported issues of bullying. The Ethos Logos character education platform and their 9 point plan will be the framework the subcommittee uses to efficacy of the program.

In-School Suspension

In School Suspension is used when a child continues to misbehave or disregards school expectations. While on in-school suspension, we hope to remove all distractions so that the child can focus strictly on academics. The parents will be notified when the decision to invoke in-school suspension is made. The parent/guardian may be expected to come to school for a conference within 48 hours if their child is placed on in-school suspension. The length of the in-school suspension is directly related to the offense, whether the scholar has taken responsibility for their actions, and potentially whether a parent has come up for a conference.

A scholar on ISS will not be permitted to:

- Attend field trips
- Eat lunch in cafeteria
- Attend class with peers
- Participate in recess, PE, Art, Music or Language class
- Participate in after-school sports, music, or enrichment programs

Procedures for Short Term Suspensions

A short-term suspension is a denial to a scholar of the right to attend school and to take part in any school function for any period of time up to and including ten cumulative school days.

Step 1: The scholar will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

- After having received notice, the scholar will be asked for an explanation of the situation.
- The authorized School personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

Step 2: Provided that a written record of the action taken is kept on file, authorized School personnel may:

- Suspend the scholar for up to ten (10) days.
- Choose other disciplinary alternatives.
- Exonerate the scholar.
- Suspend the scholar for ten (10) days pending a recommendation that the scholar be given a long-term suspension or expulsion or both.

When suspension is involved:

- A parent must be notified before the scholar is allowed to leave campus. If no parent contact can be made, the scholar may be isolated until dismissal time and then given a written message to the parents.
- A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting prior to the scholar returning to school.

No appeal is available from a short-term suspension and is provided at the discretion of the Principal.

Procedures for Long-Term Suspensions and Expulsions

A long-term suspension is a denial to a scholar of the right to attend school and to take part in any school function for any period of time equal to or exceeding eleven cumulative school days. An expulsion is the denial to a scholar of the right to attend school and to take part in any school function permanently.

When a scholar commits an offense that is eligible for long-term suspension or expulsion, the school shall (not necessarily in this order):

Investigation

- Notify the scholar of the charge(s)
- Accept information from the scholar and other persons who have knowledge of the incident. The scholar involved shall have the opportunity to express his/her side of the problem.
- Determine the accuracy of the charge(s) based on this information.
- Send written notification, by the end of the school day when possible, to the parent or guardian, or arrange for notification to be hand-delivered or sent certified mail within one

school day informing him or her of the disciplinary infraction, the date and time for the Suspension or Expulsion Hearing, the right to appeal the outcome of the Suspension or Expulsion Hearing, and the scholar's status pending the hearing. A written notification of the outcome of the Bullying/Harassment A copy of this notification is filed in the scholar's cumulative folder in the school.

- The Principal will generally schedule the Suspension or Expulsion Hearing within two school days of the disciplinary infraction. The scholar may be represented at the hearing only by parents or guardians and one additional adult, who may be legal counsel, a member of the clergy, a social worker, etc. The hearing will be conducted by the Principal. The hearing shall be closed to the public and may include the presentation of evidence, testimony, and questioning of those present. The hearing will not be recorded verbatim by stenographic, tape, or other means. The Principal will normally notify the parent or guardian of the discipline decision within one school day of the Suspension or Expulsion Hearing.

Implementation

Once the Principal or Principal's Designee have determined that a long-term suspension or expulsion is warranted, he/she shall proceed as follows:

- Inform the scholar of the decision and the reason(s).
- Notify the parent by telephone or in person.
- Send written notification, within one school day of the Suspension or Expulsion Hearing to the parent or guardian, or arrange for notification to be hand-delivered or sent certified mail within 24 hours informing him or her of the suspension, the reason for the suspension or expulsion, the length of the suspension, the right to appeal, and the scholar's right to return to school at the end of the suspension, and any conditions for that return (a re-entry conference with the parent or legal guardian is mandatory). A copy of this notification is filed in the scholar's cumulative folder in the school.

Right of Appeal

A parent or guardian may make a written request to the school Principal to appeal a long-term suspension or expulsion within one school day of receiving notification of the suspension. The Principal will generally schedule the Appeal Hearing within two school days of receiving the written request. The scholar may be represented at the hearing only by parents or guardians and one additional adult, who may be legal counsel, a member of the clergy, a social worker, etc. The hearing will be conducted by the Principal. The hearing shall be closed to the public and may include the presentation of evidence, testimony, and questioning of those present. The hearing will not be recorded verbatim by stenographic, tape, or other means. The Principal will normally notify the parent or guardian of the decision within one school day of the Appeal Hearing. If the suspension is overturned, the cumulative record of the scholar and any other school-maintained records will reflect that conclusion. If a parent or guardian fails to appear for a scheduled appeal hearing, the right to appeal is waived, and the original disciplinary decision will stand. If the suspension or expulsion is upheld and the parent or guardian wants to continue the appeal process, the parent or guardian may make a written request to the Open Door Board Designee, stating why the suspension should be reversed or modified within two school days receiving the

Open Door Discipline Committee Appeal Hearing decision. The Hearing Officer will generally schedule the Appeal Hearing within two school days of receiving the written request. The scholar may be represented at the hearing only by parents or guardians and one additional adult, who may be legal counsel, a member of the clergy, a social worker, etc. The hearing will be conducted by the Open Door Board Discipline Committee. The hearing shall be closed to the public and may include the presentation of evidence, testimony, and questioning of those present. The hearing will not be recorded verbatim by stenographic, tape, or other means. The Open Door Board Designee will normally notify the parent or guardian of the decision within one school day of the Appeal Hearing. If the suspension or expulsion is overturned, the cumulative record of the scholar and any other school-maintained records will reflect that conclusion. If the Open Door Board Discipline Committee upholds the suspension, the suspension shall be imposed, and such decision will be final. If a parent or guardian fails to appear for a scheduled appeal hearing, the right to appeal is waived, and the original disciplinary decision will stand.

Special Notes Concerning Suspension

Counting of Suspension Days

Suspension days shall be counted as follows:

- The day the scholar left school should be counted as a part of the suspension, provided he/she was denied class participation before 12 noon of that day.
- The suspension shall terminate at midnight on the day listed as the last day of suspension.
- Times when school is not officially scheduled are not to be counted as part of the suspension time. (Should school be cancelled for any reason during a scheduled suspension day, the suspension will lengthen to include the time school was actually in session.)

Make Up Work for Suspension

Scholars who are suspended shall be offered make-up work assignment. It is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. In the case of long-term suspensions, unless other arrangements are made, teachers are to give work in two-week increments, and scholars must complete and return work before receiving additional work. All IDEA mandates will be followed for scholar with disabilities.

Participation at School and School Related Activities

Scholars who have been suspended from school shall not be eligible to participate in any school functions for the entire period of their suspension.

Repeat Offenders

Scholars who continue to be suspended whether in-school or short or long term may be expelled from Open Door. Scholars who have been suspended for 3 separate offenses or more times in their entire duration at Open Door may be expelled.

Discipline for Scholars with Disabilities (Qualifying under IDEA or 504)

Suspension for ten days or less.

Short-term suspension (ten [10] days or less) may be used for special education scholars for disciplinary reasons on the same basis as for a regular education scholar. (It is not considered a change of placement.)

Step 1: The scholar will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

- After having received notice, the scholar will be asked for an explanation of the situation.
- The authorized School personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

Step 2: Provided that a written record of the action taken is kept on file, authorized School personnel may:

- Suspend the scholar for up to ten (10) days.
- Choose other disciplinary alternatives.
- Exonerate the scholar.
- Suspend the scholar for ten (10) days pending a recommendation that the scholar be given a long-term suspension or expulsion or both.

When suspension is involved:

- A parent must be notified before the scholar is allowed to leave campus. If no parent contact can be made, the scholar may be isolated until dismissal time and then given a written message to the parents.
- A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

No appeal is available from a short-term suspension.

Suspension for over ten days

If a special education scholar is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

Steps 1 and 2 above apply

Step 3: A recommended suspension of a special education scholar for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference will be for the purpose of determining whether or not the scholar is a manifestation of the scholar's disability and whether or not the school followed the scholar's IEP and/or 504.

Step 4: If the offense is not a manifestation of the scholar's disability and the school was in compliance with the scholar's IEP or 504, the scholar may be suspended by following the School

policies for scholars in general, provided that educational services are continued during the period of disciplinary removal for a scholar with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A scholar with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services will not be provided, if nondisabled scholars in similar circumstances do not continue to receive educational services.

Step 5: If the behaviors are a manifestation of the disability of the scholar, the School may not extend the suspension of the scholar beyond the initial ten (10) school days.

Right of Appeal – Grievance Policy

Students and family have a right of appeal as outlined in Governing Board policies found in Grievance Policy and in the Parent/Student Handbook.

Grievance Policy

It is the desire of the Open Door Academy to resolve any complaints in a fair and prompt manner. Prior to the initiation of a grievance, the parent or student will discuss the concern/problem with the person directly involved in an attempt to resolve the problem. If the matter pertains to the classroom instruction or the discipline of a student, it should be resolved with the Principal/Superintendent. If the matter is not resolved that matter shall be presented in writing to the Principal/Superintendent. The Principal/Superintendent will acknowledge receipt of the complaint in writing.

The Principal/ Superintendent will meet individually with all parties to get a clear understanding. The Principal/ Superintendent will provide a written response on the complaint and return it to all involved parties. Withing five days of the initial meeting.

If the parent/student is not satisfied the parent or student may appeal directly to the Board of Directors. The Board will hear the grievance and responds within five days.

If the there is a failure of the Board of Directors to respond or the parent or student will then appeal to the Indiana Charter School Board. At indianacharterschoolboard@icsb.in.gov.



300 North High Street • Muncie, Indiana 47305
www.cityofmuncie.com • Phone: (765) 747-4845

Dr. John Sonnenberg, Chairman
Webster Foundation, Inc.
1509 N. Kimberly Lane
Muncie, IN 47304
847-922-5572

Dear Dr. Sonnenberg,

It has come to my attention that your group, the Webster Foundation, is making a charter school application to the Indiana Charter School Board (ICSB). Although I am not familiar with the aspects of your application, I want to encourage the ICSB to give your application close inspection and approval if it meets all their requirements.

The data is overwhelming that we need more parental school choice options in Muncie. IN DOE data reports that 2282 of the 7147 children (and parents) in the Muncie Community School (MCS) district have chosen to transfer out of the MCS district (1379 students) or into other non-MCS schools (904 students). Many, many other families have just chosen to move out of Muncie city limits to be near the schools they want for their children. We desperately need more parental school options in Muncie.

MUNCIE CITY HALL
If there is anything else I can do to support your application, please let me know.

A handwritten signature in black ink, appearing to read "Dan Ridenour". The signature is fluid and cursive.

Sincerely,
Dan Ridenour,
Mayor of Muncie

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

DEPARTMENT OF THE TREASURY

Date: **DEC 23 2009**

WEBSTER FOUNDATION INC
1509 N KIMBERLY LN
MUNCIE, IN 47304

Employer Identification Number:
26-4253792
DLN:
17053328386009
Contact Person:
PAULA J MOLL-MALONE ID# 31262
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
February 4, 2009
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.

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

Letter 947 (DO/CG)

WEBSTER FOUNDATION INC

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, looped initial "R".

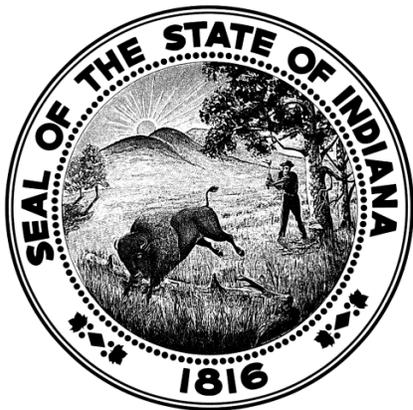
Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

State of Indiana
Office of the Secretary of State
Certificate of Reinstatement
of
WEBSTER FOUNDATION INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that an Application for Reinstatement of the above Domestic Nonprofit 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 Code.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, September 15, 2020.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 15, 2020.

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

2009020400928 / 8722638

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

APPLICATION FOR REINSTATEMENT

NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 2009020400928
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME WEBSTER FOUNDATION INC.
PRINCIPAL OFFICE ADDRESS 1509 N. Kimberly Lane, Muncie, IN, 47304, USA

DATE WHEN THE BUSINESS WAS ADMINISTRATIVELY DISSOLVED (OR REVOKED)

DATE 08/04/2017

YEARS FILED

YEARS 2017/2018, 2019/2020

REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE Business
NAME MAPLERIDGE PARTNERS LLC
ADDRESS 1509 N Kimberly Lane, Muncie, IN, 47304, USA
SERVICE OF PROCESS EMAIL 3810river@gmail.com
SERVICE OF PROCESS EMAIL 3810river@gmail.com

PRINCIPAL(S)

TITLE agent
NAME J S
ADDRESS 1509 N. Kimberly Lane, Muncie, IN, 47304, USA

ASSUMED BUSINESS NAME(S) RETURNED TO ACTIVE STATUS

No records.

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
09/15/2020 03:52 PM

ASSUMED BUSINESS NAME(S) ADMINISTRATIVELY CANCELLED

The following Assumed Business Names remain administratively cancelled due to the fact that they are not distinguishable on the record. See IC 23-0.5-3-1(a).

No records.

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **September 15, 2020**

SIGNATURE NB
TITLE Authorized Agent

Business ID : 2009020400928
Filing No. : 8722638

I am not submitting a certificate of clearance based on Executive Order 20-23.

ARTICLES OF INCORPORATION (updated)

OF

Webster Foundation, Inc.

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

ARTICLE I. NAME

The name of this corporation is Webster Foundation, Inc.

ARTICLE II. REGISTERED OFFICE

The physical address of the registered office for this corporation is at: 1509 N. Kimberly Lane, Muncie, IN 47304.

ARTICLE III. REGISTER AGENT

The name and address of the initial register agent is: Mapleridge Partners LLC, 1509 N. Kimberly Lane, Muncie, IN 47304. Email: 3810river@gmail.com

ARTICLE IV. DURATION

The period of duration is: Perpetual

ARTICLE V. PURPOSE

The purposes/nature of the business: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future tax code.

Distribution of assets on dissolution or final liquidation: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

BY-LAWS
OF
Webster Foundation, Inc.
An Indiana Public Benefit Nonprofit Corporation

As adopted

ARTICLE 1

Name

The name of this Corporation shall be WEBSTER FOUNDATION, INC., hereinafter referred to as the "Corporation".

ARTICLE 2

Purposes and Powers

Section 2.1. General Purposes. The Corporation is organized exclusively for charitable and educational purposes including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law).

Section 2.2. Prohibited Purposes and Acts.

(a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any of its members, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above.

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

(c) Notwithstanding any provision of the Articles of Incorporation of the Corporation or any other provision of these By-Laws, the Corporation shall not:

(i) Carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a) or 2522(a) of the Internal Revenue Code.

(ii) Engage in any act of self-dealing, as defined in Section 4941(d);

(iii) Make any taxable expenditure, as defined in Section 4945(d);

(iv) Make any investment which jeopardizes the charitable or educational purposes of the Corporation, within the meaning of Section 4944;

(v) Retain any excess business holdings, within the meaning of Section 4943; or

(vi) Make any distribution which would subject the Corporation to a tax under Section 4942.

(d) References in this section to a provision of the Internal Revenue Code shall be deemed to refer to the provision of the Internal Revenue Code of 1986, as amended, and also to the corresponding provision of any future federal tax law.

Section 2.5. Powers. Except as provided otherwise by the Articles of Incorporation or by these By-Laws, or by the Internal Revenue Code, the Corporation shall have all powers which a public benefit not for profit corporation may have if organized under the Indiana Nonprofit Corporation Act of 1991, as amended, and shall have such additional powers as are permitted by any applicable law.

ARTICLE 3

Registered Office and Agent

The Corporation shall have and continuously maintain in the State of Indiana a registered office and a registered agent whose business office is identical with such registered office, and may have other offices within or without the State of Indiana as the Board of Directors may from time to time determine.

ARTICLE 4

Members

Section 4.1 Members. The Corporation shall have three to five members who shall initially be Dr. John Sonnenberg, chairman, Doug Ballinger, Al Yost, Joe Higgins, and Thomas Margolis. The members shall have such powers as are set forth in the rest of these By-Laws and the Articles of Incorporation, and as provided by law. References herein to "member" shall mean and include all members whenever more than one member has been designated and is acting as such in accordance with this Article.

Section 4.2 Successor Member or Members. A majority of current members shall have the right to appoint or remove members.

Section 4.3 Incapacity. For purposes of these By-Laws, an individual shall be deemed incapacitated when two physicians familiar with the individual's condition certify in writing to the President and Secretary of the Corporation that the individual is unable to conduct ordinary business prudently. No individual who is incapacitated shall have the power to appoint a member or members.

ARTICLE 5

Board of Directors

Section 5.1. General Powers. The Board of Directors shall direct the management of the business and affairs of the Corporation. All corporate powers shall be exercised by or under the authority of the Board of Directors.

Section 5.2. Directors.

(a) Election. Directors shall be elected annually by the members of the Corporation at the annual meeting of the Corporation, or as soon thereafter as conveniently possible.

(b) Number. The number of Directors shall be three (3) to five (5). Upon approval of the members, the Board of Directors may increase or decrease the number of directors, but to not less than three (3), by amendment of these By-Laws.

(c) Terms. Each director shall serve a term of one year and until a successor is duly elected and qualified, or until such director's earlier death, incapacity, resignation or removal in the manner hereinafter provided. Directors may be elected to

successive terms. An incumbent director's term shall not be shortened by a decrease in the number of directors or term of office. The term of a director filling a vacancy expires at the end of the unexpired term that the director is filling.

(d) Resignation. A director may resign at any time by delivering written notice to the president of the Corporation or any two directors. A resignation shall be effective when the notice is effective under these By-Laws, unless the notice specifies a later effective date. If a resignation is made effective at a later date, the Board of Directors may fill the vacancy before such date, provided the successor does not take office until such later effective date.

(e) Removal. A director may be removed with or without cause by the members of the Corporation.

(f) Vacancy. The members of the Corporation shall fill a vacancy created for any reason by electing a director to fill such vacancy, in the same manner as provided in these By-Laws for the election of any other director.

Section 5.3. Meetings.

(a) Regular Meetings. A regular annual meeting of the Corporation and of the Board of Directors shall be held without other notice than these By-Laws, on any day agreed upon by the members and the board. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution.

(b) Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the corporation's members, the board President or any two directors. The person or persons authorized to call special meetings of the Board may fix any place, either within or without the State of Indiana, as the place for holding the special meeting.

(c) Meeting by Telephonic or Other Communication. The Board of Directors may authorize one or more directors, or all directors, to participate in any regular or special meeting, or to conduct a meeting, through the use of telephonic or other means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means shall be considered to be present in person at the meeting.

Section 5.4. Notice of Meetings.

(a) Regular Meetings. Any regular meeting may be held without other notice than these By-Laws or a resolution of the Board of Directors.

(b) Special Meetings. Notice of any special meeting of the Board of Directors shall be given at least two (2) days before such meeting by written or oral notice given as provided in these By-Laws. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or any waiver of notice of such meeting, unless specifically required by law or these By-Laws.

(c) Waiver of Notice. Any director may waive notice of any meeting by signing a written waiver which shall be filed with the minutes or the corporate records. The attendance or participation of a director at any meeting shall constitute a waiver of notice of such meeting, unless the director at the beginning of the meeting or promptly upon the director's arrival objects to holding the meeting or transacting business at the meeting and does not vote for or assent to action taken at the meeting.

Section 5.5. Majority Vote as Act of Board; Quorum. The affirmative vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the affirmative vote of a greater number of directors is required by these By-Laws or law. A majority of the directors in office immediately before a meeting begins constitutes a quorum.

Section 5.6. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if the action is approved in writing by all members of the Board of Directors. The action shall be evidenced by at least one written consent which describes the action taken, is signed by each director, and is included in the minutes or filed with the corporate records. An action taken by written consent shall be effective when the last director signs the consent, unless the consent specifies a prior or subsequent effective date. A signed written consent shall have the effect of a vote taken at a meeting and may be described as such in any document.

Section 5.7. Proxy Prohibited, Presumption of Assent. No director may act by proxy on any matter. A director who is present at a meeting at which action on any corporate matter is taken by the Board of Directors, or by a committee thereof acting on its behalf, is conclusively presumed to have assented to the action taken unless such director's dissent is entered in the minutes of the meeting or unless such director files his or her written dissent or abstention to such action with the person acting as the secretary of the meeting before the adjournment of such meeting or forwards such dissent or abstention by registered or certified mail to the Secretary immediately after the

adjournment of such meeting. Such right to dissent or abstain does not apply to a director who voted in favor of such action.

Section 5.8. Compensation. The corporation members and/or Board members shall not receive compensation.

Section 5.9. Interested Directors.

(a) A director who is directly or indirectly a party to a transaction with the Corporation (an "interested director") shall disclose the material facts of the transaction and his or her interest in or relationship to such transaction to the members entitled to vote, to the Board of Directors and to any committee of the Board considering such transaction prior to any action by such members, the Board or such committee to authorize, approve or ratify such transaction. A director is "indirectly" a party to a transaction if the entity which is a party is an entity in which the director has a material financial interest or of which the director is an officer, director or general partner.

(b) An interested director shall not vote upon the transaction to which the director is directly or indirectly a party, but the interested director may be counted in determining the presence of a quorum at a meeting of the Board of Directors at which the transaction is authorized, approved or ratified.

ARTICLE 6

Committees of the Board of Directors

Section 6.1. Creation and Members. The Board of Directors may create one or more committees of the Board and appoint directors or such other persons as the Board shall designate to serve on the committee or committees. Creation of a committee and appointment of members to the committee must be approved by a majority of all directors in office when the action is taken.

Section 6.2. Authority. Each committee may exercise the authority of the Board of Directors to the extent permitted by law and as specified by the Board of Directors or in the Articles of Incorporation or these By-Laws. To the extent authorized, the committee and its members shall have the duties and responsibilities of the Board of Directors, and shall be considered as such to the extent permitted by law. The Board of Directors shall be relieved from the duties and responsibilities so delegated to a committee, subject to such limitations as are imposed by law.

Section 6.3. Membership. Each such committee shall have two or more directors as members and a majority of its membership shall be directors.

Section 6.4. Action of Committees of the Board. Actions and meetings of any committee of the Board of Directors shall be conducted in accordance with and subject to the provisions of these By-Laws for actions and meetings of the Board of Directors.

Section 6.5. Advisory Committees. The Board of Directors may also create one or more advisory committees or other advisory bodies and appoint persons to such advisory committees or bodies who need not be directors. Such advisory committees or bodies may not act on behalf of the Corporation or bind it to any action, and shall have no authority of the Board of Directors, but may make recommendations to the Board of Directors or to the officers.

ARTICLE 7

OFFICERS

Section 7.1. Officers Named. If so desired, the officers of the Corporation shall be a President, one or more Vice Presidents, a Secretary/Treasurer. The Corporation also shall have such other officers as the Board of Directors may determine from time to time, including without limitation an Assistant Secretary or Assistant Treasurer. Officers whose authority and duties are not prescribed in these By-Laws shall have the authority and perform the duties prescribed from time to time by the Board of Directors, or by an officer duly authorized by the Board of Directors to prescribe the duties of other officers.

Section 7.2. Officers.

(a) Qualification. Each officer shall be an individual who is also a director of the Corporation.

(b) Election. Officers shall be elected annually by affirmative vote of the Board of Directors at the Board's annual meeting, or as soon thereafter as conveniently possible. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors.

(c) Term. Each officer shall hold office for one year and until a successor is duly elected and qualified, or until such officer's earlier death, disability, resignation or removal in the manner hereinafter provided. Officers may be elected to successive terms.

(d) Dual Offices. Any two or more offices may be held by the same individual, except the offices of President and Secretary.

(e) Resignation. An officer may resign at any time by delivering written notice to the Board of Directors, the President, or the Secretary of the Corporation. A resignation shall be effective when the notice is effective under these By-Laws, unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Board of Directors accepts the future effective date, the Board of Directors may fill the vacancy before such date, provided the successor does not take office until such later effective date.

(f) Removal. An officer may be removed with or without cause by the Board of Directors whenever in the judgment of the Board the best interests of the Corporation will be served thereby.

(g) Vacancy. The Board of Directors shall fill a vacancy created for any reason by electing a successor in the same manner as provided in these By-Laws for the election of any other officer.

(h) No Contract Rights Created. The election of an officer shall not create any contract rights. Removal or resignation of an officer shall not affect any contract rights of the officer or the corporation otherwise existing.

Section 7.3. Compensation. The Board of Directors, by affirmative vote of a majority of directors then in office and irrespective of any personal interest of any director, shall have authority to establish reasonable compensation of all officers for their services. No officer shall be prevented from receiving such compensation by reason of being a director or member.

Section 7.4. President. The President shall be the principal executive officer of the Corporation. Subject to the direction of the Board of Directors, the President shall in general supervise and control the business and affairs of the Corporation and shall perform all duties incident to the office of President and such other duties as may be assigned from time to time by the Board of Directors. The President may sign, alone or with the Secretary or any other proper officer of the Corporation as duly authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases in which the Board of Directors or these By-Laws have expressly delegated the execution of an instrument to some other officer or agent of the Corporation, or is required by law to be otherwise executed. The President may vote all securities which the Corporation is entitled to vote except as and to the extent the Board of Directors has

vested such authority in a different officer or agent of Corporation. When present, the President shall preside at all meetings of the members and of the Board of Directors.

Section 7.5. Vice President. In the absence of the President or in the event of the President's inability or refusal to act, the Vice President (or, if more than one Vice President, the Vice Presidents in the order determined by the Board of Directors or, in lieu of such determination, in the order of their seniority) shall perform the duties of the President. When so acting, such Vice Presidents shall have all the powers of and be subject to all the restrictions upon the President. The Board of Directors may also designate by resolution certain Vice Presidents as being in charge of designated operations of the Corporation and may add an appropriate description to their titles and further specify such Vice Presidents' duties and powers. Any Vice President shall perform such duties as the Board of Directors or the President may assign from time to time.

Section 7.6. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond (which shall be renewed regularly) in such sum and with such surety or sureties as the Board of Directors shall determine for the faithful discharge of his or her duties and for the restoration to the Corporation, in case of such Treasurer's death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in such Treasurer's possession or under such Treasurer's control belonging to the Corporation. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with these By-Laws; and (c) disburse the funds of the Corporation as ordered by the Board of Directors or as otherwise required in the conduct of the business of the Corporation and render to the President or the Board of Directors, upon request, an account of all his or her transactions as Treasurer and on the financial condition of the Corporation. The Treasurer shall in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 7.7. Secretary. The Secretary shall (a) keep the minutes of meeting of members and of the Board of Directors and committees of the Board of Directors in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (c) be custodian of the corporate records and of the seal, if any, of the Corporation; (d) affix the seal, if any, of the Corporation and attest the affixing by his or her signature to all documents the execution of which on behalf of the Corporation under its seal is duly authorized by the Board of Directors or otherwise in accordance with the provisions of these By-Laws; (e) keep a register of the post office address of each member, director or committee member,

which shall be furnished to the Secretary by such member, director or committee member; and (f) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or the Board of Directors.

Section 7.8. Assistant Treasurers and Assistant Secretaries. The Assistant Treasurers shall, respectively, if required by the Board of Directors, give bonds (which shall be renewed regularly) for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as shall be assigned to them by the Treasurer or the Secretary, respectively; but such assignment or delegation shall not relieve the principal officer of the responsibilities and liabilities of his or her office. In the absence of the Secretary or in the event of his or her inability or refusal to act, the Assistant Secretaries in the order determined by the Board of Directors (or if there be no such determination, then in the order determined by the President) shall perform the duties and exercise the powers of the Secretary. In addition, the Assistant Treasurers and Assistant Secretaries shall, in general, perform such duties as may be assigned to them by the President or the Board of Directors.

Section 7.9. Delegation of Powers. For any reason deemed sufficient by the Board of Directors, whether occasioned by absence or otherwise, the Board may delegate all or any of the powers and duties of any officer to any other officer or Director, but no officer or Director shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE 8

Contracts and Financial Transactions

Section 8.1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in the name of the Corporation unless authorized by a resolution of the Board of Directors or by action of a duly empowered committee of the Board. Such authority to make loans may be general or confined to specified instances. No loan shall be made by the Corporation to a director or officer of the Corporation.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness, issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination, such instruments may be signed by the Treasurer or an assistant treasurer and countersigned by one other officer.

Section 8.4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 8.5. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE 9

Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, Board of Directors and committees having any authority of the Board of Directors, and shall keep at its registered office or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any director, any member entitled to vote, or any director's or such member's agent or attorney, for any proper purpose at any reasonable time.

ARTICLE 10

Fiscal Year

The fiscal year of the Corporation shall be the calendar year.

ARTICLE 11

Notices

11.1. Oral or Written Notice. Any notice may be given orally or in writing, unless written notice is required by a by-law, the Articles of Incorporation or law.

11.2. Means of Communication. Any notice, if otherwise in the proper form and subject to the requirements of any other by-law, the Articles of Incorporation or law, may be communicated in person, by any means of telecommunication, or by mail.

11.3. Effective Date of Notice. Any oral notice shall be effective when given. Any written notice required to be given under these By-Laws shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; and
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified postage affixed, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

11.4. Specific Other Notice Requirements Control. The notice requirements of this Article shall be subject to any specific other notice requirements for a particular circumstance required by any other by-law, the Articles of Incorporation, or law.

ARTICLE 12

Liability, Indemnification and Insurance

Section 12.1. Limited Liability. No director or officer serving without compensation and no member or other person who renders service to or for the Corporation without compensation, other than reimbursement for actual expenses, shall be liable, and no cause of action may be brought, for damages resulting from the exercise of judgment or discretion in connection with the duties or responsibilities of such director, officer, member or other person unless the act or omission constituted willful or wanton conduct. "Willful or wanton" conduct means a course of action which shows an actual or deliberate intention to cause harm or which, if not intentional, shows an utter indifference to or conscious disregard for the safety of others or their property.

Section 12.1. Indemnification. Each person who at any time is or was a director, officer, employee or agent of the Corporation shall be indemnified by the Corporation in accordance with and to the full extent permitted by the Indiana Nonprofit Corporation Act of 1991 as in effect at the time of adoption of this by-law or as amended from time to time, and by any subsequent Indiana nonprofit corporation law. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which an individual seeking indemnification may be entitled under any by-law, agreement, vote of members or disinterested directors, or otherwise.

Section 12.2. Insurance. If authorized by the Board of Directors, the Corporation may purchase and maintain insurance on behalf of an individual who is or was a director, officer, employee or agent of the Corporation against liability asserted against or incurred by such individual in such capacity, whether or not the Corporation would have the power to indemnify the individual against the same liability.

ARTICLE 13

Amendments to By-Laws

A majority of the Board of Directors at a meeting at which a quorum is present may alter, amend, or repeal the By-Laws or adopt new By-Laws, upon approval of the member of the Corporation, provided that no amendment of these By-Laws or of the Articles of Incorporation may be made which would cause the corporation to not qualify as an exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law). Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given.

ARTICLE 14

Dissolution

Upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the above and other liabilities of the Corporation, dispose of all of its assets exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, religious, scientific, literary, or educational purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States internal revenue law), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Court of general jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Approved:

DATE: _____

John Sonnenberg, Member and Director

DATE: _____

Al Yost, Member and Director

DATE: _____

Doug Ballinger, Member and Director

DATE: _____

Tom Margolis, Member and Director

DATE: _____

Joe Higgins, Member and Director

Corporate board of ethics and conflict of interest policy – Attachment

The Open Door Academy governing board will undergo training on the roles and fiduciary duties of a Charter School Board. Each governing board member must complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility.

New members joining a charter school board must complete the four (4) hour training within 90 days of their appointment to the board.

The culmination of the training will include the acknowledgment, in writing to the following items which will be covered in the Board of Directors training;

Board member understand their scope of loyalties and duties;

- Duty of utmost loyalty
- Duty to refrain from self-dealing
- Duty not to take unfair advantage
- Duty to act in best interest – Duty of good faith
- Duty to disclose material facts
- Duty to use skill, ability and industry or diligence
- Duty to keep an accounting and accurate records

The role of a board member as agent of the Open Door Academy governing board:

- An agent is forbidden from acting for himself or herself in relation to the subject matter of the agency
- An agent cannot act for another whose interest is adverse to that of the principal
- An agent must not compete with the principal concerning the subject matter of the agency
- All the profits or advantages gained in the context of a principal-agent relationship belong to the principal

The following will be discussed in the training and signed acknowledgement will be kept on file in the Board documents binder.¹

- Do not hold any employment or contractual relationship with a business or agency which is subject to the regulation of, or is doing business with your school.
- Do not hold any employment or contractual relationship that will create a continuing or frequently recurring conflict between your private interests and the performance of your public duties or that would impede the full and faithful discharge of your public duties.
- Do not disclose or use information not available to members of the general public and gained by reason of your official position, except for information relating exclusively to governmental practices, for your personal gain or benefit or the benefit of another person.
- Do not solicit or accept anything of value including a gift, loan, reward, promise of future employment, favor or service based upon any understanding that your vote, official action, or judgment will be influenced thereby.
- Do not accept and do not allow your spouse or minor child to accept any compensation, payment or thing of value when you know, or with the exercise of reasonable care, should know, that it was given to you to influence a vote or other action in which you are expected to participate.
- Do not corruptly use or attempt to use your position or any property or resource which may be within your trust, or perform your official duties to secure a special privilege, benefit, or exemption for yourself or others.
- The Governing Board may not include: – a school employee or spouse or – charter management company employee or spouse.
- Do not, either directly or indirectly, purchase, rent or lease any realty, goods or services for your own agency from any business entity of which you or your spouse or child is an officer, partner, director or proprietor or has a material interest.
- Do not rent, lease or sell any realty, or services to your own agency.
- A public official may not appoint, employ, promote or advance or advocate for appointment, employment, promotion or advancement, in or to a position in the agency in which the official is serving or over which the official exercises jurisdiction or control any individual who is a relative of the public official.
- An individual may not be appointed, employed, promoted, or advanced in or to a position in an agency if such appointment, employment, promotion, or advancement has been advocated by a public official, serving in or exercising jurisdiction or control over the agency, who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by a collegial body of which a relative of the individual is a member.

¹ Holland and Knight ESQ – Charter School and EMO Ethics. (2015)

- Relatives include husband/wife, parents, parents-in-law, step parents, children, step children, siblings, step siblings, uncle/aunt, first cousins, and nephews/nieces.
- A charter school has an obligation to report to its sponsor (school district) its financial status at a level of detail that allows for analysis of the school's ability to meet financial obligations and timely repayment of debt.
- Failure to meet generally accepted standards of fiscal management is a ground to terminate a charter.
- The failure to pay loans within the same fiscal year may lead to a determination of financial emergency, imposition of a financial recovery plan in coordination with the school district and Commissioner of Education, and close oversight.
- A charter school has an obligation to indemnify the state and school district from any and all liability for the payment of indebtedness, and "are payable solely from the sources of funds pledged by such agreement."
- Extends protection to five categories of employees including those who:
 - Disclose information on their own initiative in a written and signed complaint – Are requested to participate in an investigation, hearing or other inquiry conducted by any agency or federal government entity
 - Refuse to participate in any adverse action prohibited by the act
 - Initiate a complaint through the whistleblower's hotline or the hotline of the Medicaid Fraud Control Unit of the Department of Legal Affairs
 - File any written complaint to their supervisory officials or employees who submit a complaint to the Chief Inspector General, agency inspector general or Florida Commission on Human Relations

Exhibit E

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 Indiana Code ("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 receiving federal Charter School Program Grant funds 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 *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015*, 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 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 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, fiscal management, or legal and operational 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.

John Sonnenberg

Name

Chair Person

Title

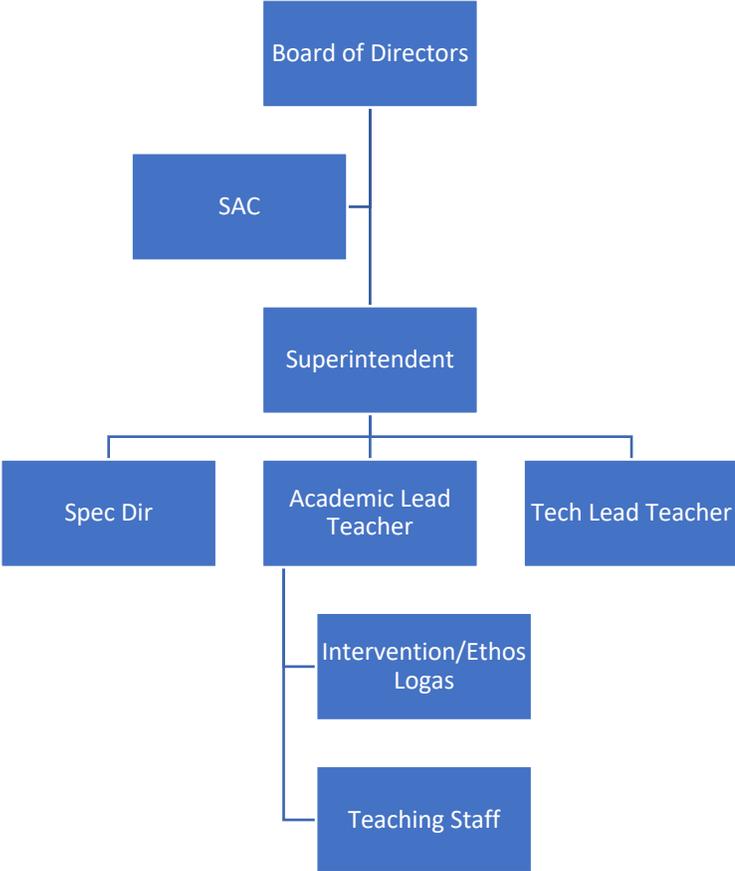
John Sonnenberg

Signature

9/24/20

Date

Proposed Organizational Chart



Assumptions;

By year three, scholars will rotate in middle school with teacher specialists for ELA, Math, History and Science.

Special Education staffing will depend on scholars with IEP’s that enroll. ELL will be managed by Latin with assistance from Special Ed/Spec Ed Para as certified.

Interventionist department may increase or decrease depending on NWEA-MAP test results.

FACILITIES AND STARTUP COSTS

The Open Door Academy features the remodeled construction of a school facility on an identified parcel of land that is approximately six acres. The school is to be remodeled with private financing in 12 months prior to the school opening date of August 2021.

The Open Door Academy features the redecoration of a school facility on an identified parcel of land that is approximately six acres. The school is to be cosmetically remodeled with private financing in 12 months prior to the school opening date of August 2021. Open Door Academy is working with Normal City Realty, LLC, a private real estate firm. Normal City Realty, LLC is willing to investigate the possibility of financing for facility development and start-up costs incurred prior to the school opening. Normal City Realty, LLC potentially would provide financing thru a Build to Suit Lease. The Three-Year Budget assumes a lease rate of 15% of total revenue. As noted above, the Open Door Academy site has been identified, the school will be located the Riley Elementary School in centrally located in Muncie, Indiana. The property is adequately zoned and all utilities are available.

As noted above, the Open Door Academy site has been identified, the school will be located the Riley Elementary School in centrally located in Muncie, Indiana. The property is adequately zoned and all utilities are available. Site control is currently held thru a purchase option with a closing date that extends beyond the review and results of this charter application.

C.1.a. Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.

Assuming an approved charter from the Indiana Charter School Board, the development timeline is as follows:

- *September 2020/December 2020*
 - Development Activities*
 - Initial due diligence completed (property appraisal, Phase I report, zoning review, density calculations), conceptual design development (floor plans, elevations, renderings) have been completed;
 - Financing Activities:*
 - Development budget, feasibility study, and initial underwriting completed;
 - Legal structures:*
 - Open Door Academy is part of the Webster Foundation;
 - Articles of Incorporation-filed;
 - Annual Report- filed;
 - Bylaws-filed;
 - IRS EIN-filed;
 - Board of Directors-in place;
 - Minutes of Action/Resolution to apply for charter-approved;

- *September 25 2020*
 - Submission of initial Charter School Application/ soft deadline

- *September 2020-December*
 - Submission of Charter School Application
 - Complete financing due diligence requirements
 - Financing thru a Build to Suite Lease and Purchase Option- term letter;
 - Development activities will begin: remodeling design, site plan design, civil engineering, on/off sites and construction documents created and submitted for construction approvals

- *December 2020*
 - Board Consideration of Charter Contract

If Charter is granted

- *January 2021*
 - Governing activities will resume (i.e. policies and procedures for school will be finalized, applicable administrative requirements for compliance with Charter contract, State of Indiana School Charter Board and State of Indiana law will be implemented as required.)

- *February 2021/July 2021*
 - Closing of financing;
 - Construction start;
 - Marketing activities will be taking place;
 - Key school staff will be identified and hired in advance of school opening as required;
 - Professional Development Activities/Teacher Orientation/
 - Start Up Costs Incurred

- *August 2021*
 - School opening

C.1.b. Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.

Based on the enrollment per year, the facility planned will have the number of classrooms and staffing as described below:

Category	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Students	150	250	350	350	350	350
Grades Served	K-6	K-7	K-8	K-8	K-8	K-8
Classrooms	7	12	16	16	16	16
Staffing:						
Teachers	10	17	24	24	24	24

Principal	1	1	1	1	1	1
Vice Principal/ Athletic Director	0	.5	1	1	1	1
Administrative	1	1	1	1	1	1
Reception	1	1	1	1	1	1
Registrar	0	.5	1	1	1	1
Counselor	1	2	3	3	3	4
Specialized Rooms:						
Gymnasium/Performance	2	2	2	2	2	2
MakerSpace/Library	1	1	1	1	1	1
Offices	1	1	1	1	1	1
Kitchen	1	1	1	1	1	1
Storage	1	1	1	1	1	1
Janitor	1	1	1	1	1	1
Meeting room	2	2	2	2	2	2

Below is a summary of the expenditures through each Section of this application:

Facility Development and Startup Costs

The total facility development costs are budgeted as \$80,000 which include the following costs:

Permits & Fees	\$ 2,000
Architect & Engineering	\$ 2,000
Direct Construction	\$ 74,000
Property/Casualty Insurance/Liability	\$ 2,000
Enrollment Marketing	\$ 50,000
Purchase Services	\$ 20,000
Technology Equipment Supplies Other	\$ 15,250
Salaries and Benefits	<u>\$ 25,000</u>
Total startup Costs	\$190,250

Instructions for 5-Year Pro Forma Budget Submission

 = Information should be entered into light gray shaded cells.

Name of Proposed Charter School: Open Door Academy
 Planned Opening School Year (YYYY): 2021
 Planned Location: Muncie Community Schools

1. Instructions	<ul style="list-style-type: none"> All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the 5-Year Pro Forma Budget Template. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells.
2. Enrollment Projection	<ul style="list-style-type: none"> Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.
3. Staffing Plan	<ul style="list-style-type: none"> Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets. The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). "Other Insurance" includes health care, long-term care, life, disability. "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
4. Year 0 - Budget and Cash Flow	<ul style="list-style-type: none"> Please provide budget and cash flow projections for the start-up year (Year 0).
5. 5-Year Budget	<ul style="list-style-type: none"> Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.
Notes:	<ul style="list-style-type: none"> Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network. This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name:	Open Door Academy	
Planned Opening Year:	2021	REQUIRED
Planned Location:	Please enter Planned Location on Tab 1.	REQUIRED

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	19	38	38	38
Grade 1	22	33	39	39	39
Grade 2	22	33	39	39	39
Grade 3	22	33	39	39	39
Grade 4	22	33	39	39	39
Grade 5	22	33	39	39	39
Grade 6	22	33	39	39	39
Grade 7		33	39	39	39
Grade 8			39	39	39
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Adult					
Total Adult Enrollment:	0	0	0	0	0
Total K-12 Enrollment:	150	250	350	350	350
Special Education #	15	25	35	35	35
English Learners #	7	12	17	17	17
FRL #	102	170	238	238	238
K-12 Distribution	\$ 1,096,621.88	\$ 1,827,703.13	\$ 2,558,784.38	\$ 2,558,784.38	\$ 2,558,784.38
Adult Distribution	\$ -	\$ -	\$ -	\$ -	\$ -
Total Distribution	\$ 1,096,621.88	\$ 1,827,703.13	\$ 2,558,784.38	\$ 2,558,784.38	\$ 2,558,784.38

The above calculations are estimates based on projected enrollment and applicable grants.

The actual distribution to the school will be based on an ADM count of eligible pupils enrolled in the school on two count dates (in September and February).

Basic Tuition Support is equal to the following formula: ([Foundation Amount] (\$5,703 for FY2021) X [ADM]) + ([Complexity Multiplier] (\$3,675 for FY2021) X [Complexity Index]) X ADM. Students in Full Day Kindergarten should be treated as 1 student, students in 1/2 day kindergarten should be treated as 0.5 student. Complexity provides additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of a school corporation's students receiving SNAP, TANF, or foster care services. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity amount will likely differ. The Total Distribution also includes the "special education grant" assuming students with mild/moderate disabilities (\$2,300 for FY2021).

The Adult Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult

REVENUES		July	August	September	October	November	December	January	February	March	April	May	June	Year Total
Total Professional Purchased or Contracted Services:		\$ -	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 16,000.00	\$ 16,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 80,000.00
Facilities Expenses														
45	Rent of Buildings, Facilities, and Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
46	Purchase of Furniture & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,000.00
47	Electric/Gas	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
48	Water & Sewage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
49	Repair and Maintenance Services (not provided by school personnel)	\$ -	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 16,000.00	\$ 16,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 80,000.00
50	Custodial Services (not provided by school personnel)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
51	Waste Disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
52	Debt Service for Facilities (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
53	Debt Service for Equipment (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
54	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities Expenses:		\$ -	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 16,000.00	\$ 16,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 24,000.00	\$ 96,000.00
Other Expenses														
55	Indiana Charter School Board Administrative Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
56	CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
57	Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
58	Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
59	Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENSES:		\$ -	\$ -	\$ -	\$ -	\$ 16,000.00	\$ 32,000.00	\$ 32,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 16,000.00	\$ 32,000.00	\$ 176,000.00
SURPLUS / (DEFICIT):		\$ -	\$ -	\$ -	\$ -	\$ 184,000.00	\$ (32,000.00)	\$ (32,000.00)	\$ (16,000.00)	\$ (16,000.00)	\$ (16,000.00)	\$ (16,000.00)	\$ (32,000.00)	\$ 24,000.00

Projected New School Annual Operating Budget - YEARS 1 - 5 (Fiscal Year July 1-June 30)

School Name: Open Door Academy
 Projected Operating Year: 2013

Revenues

Please include a note in the assumption column and budget narrative if any of the listed amounts include additional services, consulting, facility, or training fees paid by a management company or affiliate of a management company that are not included in Line 97 (MCO/STO Fee). For example, you should add any additional fees for instructional or support, facility and services, training fees for materials, software, or educational programming, or fees received by the organization, staff, or users of the facility, inside and outside whether they belong to a school or purchased from a management company or affiliate of a management company.

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption
State Revenues - See 8000000						
1 State Under Support (Form 100 J)	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	
2 State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	
3 Professional Development Grant	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	
4 Technology Grant	\$ -	\$ -	\$ -	\$ -	\$ -	
5	\$ -	\$ -	\$ -	\$ -	\$ -	
6 Other and Unrestricted Program	\$ -	\$ -	\$ -	\$ -	\$ -	
7 Technical Benchmarking	\$ 11,000.00	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	
8 Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	
9 Charter and Innovation National School Grant (I)	\$ 111,500.00	\$ -	\$ -	\$ -	\$ -	
10	\$ -	\$ -	\$ -	\$ -	\$ -	
11 Promoting Assessment Grant	\$ 2,500.00	\$ 3,375.00	\$ 4,250.00	\$ -	\$ -	
12 Performance Based Analysis	\$ -	\$ -	\$ -	\$ -	\$ -	
13 Open State Revenue (Grant Enclosed)	\$ -	\$ -	\$ -	\$ -	\$ -	
14 Special Education Grant - from TAB 2	\$ 84,000.00	\$ 87,500.00	\$ 90,500.00	\$ 90,500.00	\$ 90,500.00	
15 Special Education Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
16	\$ -	\$ -	\$ -	\$ -	\$ -	
Total State Revenues						
	\$ 1,204,500.00	\$ 1,111,075.00	\$ 1,121,550.00	\$ 1,121,500.00	\$ 1,121,500.00	
Federal Revenues						
Federal Revenues - Not Restricted						
17 Title I Charter School Program Grant (I)	\$ -	\$ -	\$ -	\$ -	\$ -	
18 Charter Federal Assistance Program Grant	\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	\$ 1,750.00	
19 (ESEA - Title I Grant (Special Education))	\$ 84,275.00	\$ 87,125.00	\$ 91,450.00	\$ 91,450.00	\$ 91,450.00	
20 Title I	\$ 5,540.00	\$ 5,575.00	\$ 5,575.00	\$ 5,575.00	\$ 5,575.00	
21 Title I	\$ 71,890.00	\$ 73,925.00	\$ 76,725.00	\$ 76,725.00	\$ 76,725.00	
22 Federal Lunch Program	\$ 55,887.00	\$ 55,887.00	\$ 55,887.00	\$ 55,887.00	\$ 55,887.00	
23 Federal Breakfast Assistance	\$ -	\$ -	\$ -	\$ -	\$ -	
24 Open Door Services (Direct Services) (I)	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal Revenues						
	\$ 142,592.00	\$ 146,737.00	\$ 149,062.00	\$ 149,062.00	\$ 149,062.00	
Other Revenues						
25 Contribution and Donations from Private Sources	\$ -	\$ 11,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	
26 Student and Adult Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
27 Other Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
28 Other Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
29 Other Revenue (Special Services)	\$ 200,000.00	\$ -	\$ -	\$ -	\$ -	
Total Other Revenues						
	\$ 200,000.00	\$ 11,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	
TOTAL REVENUES						
	\$ 1,404,500.00	\$ 1,268,072.00	\$ 1,315,612.00	\$ 1,315,612.00	\$ 1,315,612.00	

EXPENSES

Administrative Staff - See Footnotes

30	Executive Administration: Office of Superintendent (A)	\$	104,000.00	\$	107,120.00	\$	110,333.60	\$	113,643.61	\$	117,052.92
31	School Administration: Office of the Principal (S)	\$	30,000.00	\$	61,800.00	\$	61,654.00	\$	61,563.82	\$	67,530.58
32	Other School Administration (Please describe) (S)	\$	-	\$	-	\$	-	\$	-	\$	-
33	Business Manager/Director of Finance	\$	15,500.00	\$	15,901.00	\$	22,887.90	\$	31,874.54	\$	34,890.77
Total Administrative Staff:		\$	149,500.00	\$	184,885.00	\$	206,875.50	\$	213,081.77	\$	229,474.22

Instructional Staff - See Footnotes

34	Teachers - Regular (T)	\$	380,000.00	\$	693,250.00	\$	1,090,291.00	\$	1,081,799.73	\$	1,114,353.72
35	Teachers - Special Education	\$	45,000.00	\$	69,525.00	\$	143,221.50	\$	147,518.15	\$	151,943.69
36	Substitutes, Assistants, Paraprofessionals, Aides	\$	9,000.00	\$	18,540.00	\$	34,193.40	\$	39,338.17	\$	40,518.32
37	Summer School Staff	\$	-	\$	-	\$	-	\$	-	\$	-
Total Instructional Staff:		\$	414,000.00	\$	781,315.00	\$	1,231,704.90	\$	1,268,636.05	\$	1,306,715.73

Total Instructional Staff:

Non-Instructional/Support Staff - See Footnotes

38	Social Workers, Guidance Counselors, Therapists (B)	\$	27,500.00	\$	56,650.00	\$	58,349.50	\$	60,099.99	\$	61,002.98
39	Other Support Staff (Please describe) (B)	\$	-	\$	-	\$	-	\$	-	\$	-
40	Nurse Services	\$	9,000.00	\$	46,350.00	\$	47,740.50	\$	49,172.72	\$	50,647.90
41	Instructional Support Staff (I)	\$	20,000.00	\$	41,200.00	\$	63,654.00	\$	65,563.62	\$	67,530.53
42	Librarian	\$	-	\$	-	\$	-	\$	-	\$	-
43	Technology Support	\$	45,000.00	\$	46,350.00	\$	47,740.50	\$	49,172.72	\$	50,647.90
44	Maintenance of Buildings, Grounds, Equipment	\$	40,000.00	\$	41,200.00	\$	42,486.00	\$	43,799.08	\$	45,020.35
45	Security	\$	-	\$	-	\$	-	\$	-	\$	-
46	Athletic Coaches	\$	-	\$	-	\$	-	\$	-	\$	-
Total Non-Instructional/Support Staff:		\$	141,500.00	\$	231,750.00	\$	239,920.50	\$	247,718.12	\$	255,749.66

Total Non-Instructional/Support Staff:

Subtotal Wages and Salaries:

\$	705,000.00	\$	1,199,950.00	\$	1,698,500.90	\$	1,749,435.93	\$	1,801,939.60
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Payroll Taxes and Benefits - From TAB 3

47	Social Security/Medicaid/Unemployment	\$	71,557.50	\$	121,794.93	\$	172,397.84	\$	177,569.78	\$	182,896.87
48	Health Insurance	\$	62,800.00	\$	108,000.00	\$	152,000.00	\$	152,000.00	\$	152,000.00
49	Retirement Contributions	\$	31,400.00	\$	54,200.00	\$	76,000.00	\$	76,000.00	\$	76,000.00
50	Other Compensation	\$	-	\$	-	\$	-	\$	-	\$	-
Total Payroll Taxes and Benefits:		\$	165,757.50	\$	283,994.93	\$	400,397.84	\$	405,569.78	\$	410,896.87

Total Payroll Taxes and Benefits:

Total Personnel Expenses:

\$	870,757.50	\$	1,483,744.93	\$	2,098,898.74	\$	2,155,025.70	\$	2,212,836.47
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Instructional Supplies and Resources - See Footnotes

51	Textbooks	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00
52	Library/Media Services (Other than Staff)	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00
53	Instructional Supplies	\$	10,000.00	\$	15,000.00	\$	30,000.00	\$	30,000.00	\$	30,000.00
54	Technology Supporting Instruction (11)	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00	\$	15,000.00
55	Student Assessment	\$	11,750.00	\$	18,750.00	\$	26,750.00	\$	26,750.00	\$	26,750.00
56	Computers used for instruction	\$	35,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00
57	Instructional Software	\$	15,000.00	\$	25,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00
58	Enrichment Programs (12)	\$	8,000.00	\$	8,000.00	\$	8,000.00	\$	8,000.00	\$	8,000.00
Total Instructional Supplies and Resources:		\$	111,250.00	\$	133,750.00	\$	166,750.00	\$	166,750.00	\$	166,750.00

Total Instructional Supplies and Resources:

Support Supplies and Resources													
59	Administrative Computers	\$	-	\$	3,000.00	\$	3,000.00	\$	3,000.00	\$	3,000.00	\$	3,000.00
60	Administrative Software	\$	-	\$	2,250.00	\$	2,250.00	\$	2,250.00	\$	2,250.00	\$	2,250.00
61	Administrative Technology Services	\$	-	\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	5,000.00
62	Administration Dues & Fees	\$	-	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00
64	Operational Supplies	\$	-	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00
65	Professional Development	\$	-	\$	20,000.00	\$	20,000.00	\$	20,000.00	\$	20,000.00	\$	20,000.00
66	Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Support Supplies and Resources:		\$	-	\$	33,250.00	\$	34,250.00	\$	34,250.00	\$	34,250.00	\$	34,250.00

Governance Board Expenses													
68	General Board Services	\$	-	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00
69	Legal Services	\$	-	\$	1,000.00	\$	3,000.00	\$	3,000.00	\$	3,000.00	\$	3,000.00
70	Board Supplies	\$	-	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00
67	Dues & Fees	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
68	Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Board Expenses:		\$	-	\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	5,000.00

Purchased or Contracted Services													
69	Audit Services	\$	-	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00
70	Payroll Services	\$	-	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00
71	Financial Accounting	\$	-	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00
72	Other Fiscal Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
73	Printing, Publishing, Duplicating Services	\$	10,000.00	\$	3,000.00	\$	3,000.00	\$	3,000.00	\$	3,000.00	\$	3,000.00
74	Other Professional/Technical Services	\$	20,000.00	\$	40,000.00	\$	50,000.00	\$	60,000.00	\$	60,000.00	\$	60,000.00
75	Telecommunication Services	\$	-	\$	30,000.00	\$	30,000.00	\$	30,000.00	\$	30,000.00	\$	30,000.00
76	Insurance	\$	-	\$	20,000.00	\$	20,000.00	\$	20,000.00	\$	20,000.00	\$	20,000.00
77	Travel	\$	-	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00	\$	2,000.00
78	Postage	\$	-	\$	1,000.00	\$	1,500.00	\$	2,000.00	\$	2,000.00	\$	2,000.00
79	Special Education Administration	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
80	Student Information Services	\$	-	\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	5,000.00	\$	5,000.00
81	Food Services	\$	-	\$	77,896.00	\$	129,428.00	\$	181,826.00	\$	181,826.00	\$	181,826.00
82	Contracted Transportation Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
83	Other Transportation Services (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
84	Promotion Expenses	\$	-	\$	50,000.00	\$	10,000.00	\$	-	\$	-	\$	-
85	Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Professional Purchased or Contracted Services:		\$	80,000.00	\$	193,896.00	\$	246,328.00	\$	308,826.00	\$	308,826.00	\$	308,826.00

Facilities Expenses													
86	Rent of Buildings, Facilities, and Equipment	\$	-	\$	164,693.28	\$	274,155.47	\$	383,817.66	\$	383,817.66	\$	383,817.66
87	Purchase of Furniture & Equipment	\$	16,000.00	\$	-	\$	-	\$	-	\$	-	\$	-
88	Electric/Gas	\$	-	\$	60,000.00	\$	60,000.00	\$	60,000.00	\$	60,000.00	\$	60,000.00
89	Water & Sewage	\$	-	\$	1,200.00	\$	1,200.00	\$	1,200.00	\$	1,200.00	\$	1,200.00
90	Repair and Maintenance Services (not provided by school personnel)	\$	80,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00	\$	4,000.00
91	Custodial Services (not provided by school personnel)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
92	Waste Disposal	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
93	Dues Service for Facilities (Principal & Interest)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
94	Dues Service for Equipment (Principal & Interest)	\$	-	\$	20,000.00	\$	30,000.00	\$	40,000.00	\$	40,000.00	\$	40,000.00
95	Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Facilities Expenses:		\$	96,000.00	\$	243,693.28	\$	369,355.47	\$	489,037.66	\$	489,037.66	\$	489,037.66

Other Expenses - Ind Expenses													
56	OSR Administrative Fee (1)	\$	-	\$	2,127.40	\$	7,043.37	\$	9,865.37	\$	9,865.37		
57	OSR/OSRD Fee (2)	\$	-	\$	-	\$	-	\$	-	\$	-		
58	Book Fees	\$	-	\$	-	\$	-	\$	-	\$	-		
59	Depreciation Expense	\$	-	\$	-	\$	-	\$	-	\$	-		
60	Reserve Expense (3)	\$	-	\$	-	\$	-	\$	-	\$	-		
Total Other Expense:		\$	-	\$	2,127.40	\$	7,043.37	\$	9,865.37	\$	9,865.37		
TOTAL EXPENSES:		\$	374,000.00	\$	3,485,986.59	\$	2,379,472.18	\$	3,112,159.67	\$	5,168,335.68	\$	4,376,045.46
BUDGET / VARIANCE:		\$	24,000.00	\$	32,300.80	\$	38,965.97	\$	107,538.79	\$	26,039.76	\$	3,823.37

Footnote:

- (1) Beginning in FY2020, new charter schools are entitled to (1)50 per student to be used for capital, technology, and transportation costs. Students are also to depend on continued funding of the part of the annual budget. See IC 20-26-13 for additional criteria and more detail.
- (2) This is a competitive fund. Funding is not guaranteed. The funding for the OSR grant is distributed through a reimbursement process. Contact LOCAL Director of Risk Control and Support for more information.
- (3) Unrestricted federal revenue from the Federal Department, Reimbursed Federal Revenue from the State Department, Reimbursed Federal Revenue through the State, etc.
- (4) Includes the kind of school, school leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions.
- (5) Includes Vice- and Assistant Principals.
- (6) Includes Chief Academic Officer, Director, Equity, and Coordinator of Curriculum, Instruction, Faculty, Student, Learning, Student Affairs, Budget Administration, and other positions.
- (7) Includes a Coordinator of Instruction and/or a Coordinator of Instruction, Principal - 12025, and/or Superintendent - 12260, Elementary School - 11100, Middle/Junior High School - 11200, and High School - 11300. Other relevant certified salaries - 110, Non-Certified Salaries - 120, Temporary/Limited Employees - 130, Temporary Non-Licensed Employees - 130, Speech - 131, and Temporary or Permanent Overhead Salaries - 140.
- (8) Includes Social Workers, Counselors, Physiotherapist, and Speech, Occupational, and Physical Therapist.
- (9) Secretary, Receptionist, Attendance Clerk, Office Manager, Clerical Worker, and other full or part-time employees not specifically described.
- (10) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (11) Includes Student Analysis and Planning, Application Development, Systems Operations, Network Support, and Facility Management and Support.
- (12) Expenses associated with extra-curricular or athletic activities.
- (13) One half percent (0.5%) of the Budget/Actual/Unaudited gross income.
- (14) Include only those fees for school, computer, or fund paid to a management company for educational or management services and describe how the fee is included in the budget entries, all other amounts paid to a management company or affiliate of the management company must be accounted for separately in this worksheet.
- (15) School are required to maintain a record of revenues to cover expenses for school closing. \$30,000 should be added in reserve during year 2 with a balance of \$20,000 by year 4.

Open Door Academy Budget Discussion:

The Open Door Academy pro-forma budget has several important assumptions. Notable among the assumptions are:

- enrollment of 150, 250, and 350 students in years 1, 2, and 3.
- Muncie district complexity funding for the budget assumption.
- State tuition support = ADM funding times ADM count
- Potential availability of private loan (via our building lease) to fund operations from day zero to date of next earliest receipts.
- Salaries for teachers is \$45,000.
- Open Door Academy attempts to keep administrative staff to a minimum. We want to use limited resources for customer-facing staff as much as possible.

Brief Discussion:

Revenue: Largely, the revenue of a school depends on two main factors: 1) what “complexity” level (and ADM funding) the children come from; and 2) how many children are in the school. Other than determining where the school is located and the size of the school, management has little control over a school’s revenue: “you get what you are entitled to get.”

Expenditures: The expenditure side is where management is most valuable. How one spends the revenue is what distinguishes a high performing school. The biggest expenditure item is salaries. The mix of staff positions and the type of employment contract with each are important. The school that has the optimal organizational structure and optimal employment contracts with its staff will have a big advantage over its competitors. It will be able to attract the best staff for any given amount of money.

For Open Door Academy, the school has 15.7, 27, 38, 38 and 38 staff members, respectively, during years zero, 1, 2, 3, 4 and 5. Revenue increases gradually as children are added each year, but expenses are “chunky” as staff comes aboard discretely as opposed to continuously.

With the educational innovations of blended curriculums, and expanding the “special education” model (teach students where they are, and not what grade they are in), the staff can – in theory -- economically educate a smaller enrollment school.

Our budget confirms this idea: the Open Door Academy operates in the black and generates a cumulative surplus that grows every year. This is a healthy contingency fund for unforeseen expenses or other purposes.

Although many of our costs are rough estimates, we believe they are conservative estimates and there is sufficient amounts in the cumulative surplus to feel confident that we can make this school economically sustainable for the long-term.

Contingency plan: 1) use the cumulative surplus; 2) cut expenses even further; 3) grow the school to a size that can cover all the fixed costs.

The best way to ensure all expenses are met is to watch one’s expenditures very carefully, and to carry a sufficiently large cumulative surplus for unforeseen circumstances.

Note: Open Door Academy's budget does not assume increases in funding from private or public sources.

Spreadsheet/accounting note: We did not use a Statement of Cash Flows because most of the items on the "income statement" were already cash-based items. The Statement of Cash Flows theoretically converts an accrual-based income statement to reflect actual cash flows. Since the "net income" on the spreadsheet was closer to a cash-based statement than an accrual-based accounting statement (e.g., items like "loans" and such are counted as revenue), it was unnecessary to adjust a "net income" number that already reflected cash flows. We did not have any depreciation, capital purchases, accounts receivable/payable and such that were not cash.

Webster Foundation, Inc.
Historical financial Statements

Income Statement:	2017	2018	2019
Revenue:	0	0	0
Expenses:	0	0	0
Profit(loss)	0	0	0

Balance Sheet:			
Assets	0	0	0
Liabilities	0	0	0
Equity	0	0	0

Please note that the Webster Foundation was founded to support a Camp in Indiana that closed c
There has been no activity in the foundation until the Open Door Academy project.

over five years ago.