

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Legal name of group applying for charter(s):

Indiana Math and Science Academy-South Indianapolis
Charter School, Inc.

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

Salim Ucan, Founding Team Member
Vice President-Concept Schools
Bilal Eksili, Board President
Executive Director-Niagara Foundation Indiana
David W. Holt, Board Member
Vice President, Connexus Indiana
Virgil Madden, Board Member
Policy Advisor for Indiana Lt. Governor Becky Skillman
Oznur Dundar, Board Member
Instructor, ELS Indianapolis
Bulent Guler, Board Member
Assistant Professor-Indiana University at Bloomington
Jeanette Moody, Consultant
Implementation Consultant, Scholastic, Inc

Designated applicant representative:

Salim Ucan

Address:

2250 East Devon Avenue Suite 215

Des Plaines, IL 60018

Office and cell phone numbers:

847 824-3380 Office 224 678-5547 Cell

Email address:

ucan@conceptschoools.org

Provide the requested information for each school included in this proposal.

(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Indiana Math and Science Academy-South (IMSA-South)	2012	College Preparatory	2710 Bethel Avenue, Indianapolis, IN 46203	Indianapolis Public Schools (IPS)	K-12

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

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	Indiana Math and Science Academy-South (IMSA-South)	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	K-5 (2012)	225
Year 2	K-6	325
Year 3	K-7	425
Year 4	K-8	525
Year 5	K-9	625
At Capacity	K-12 (2019)	950

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes ☒ No ☐

If yes, identify the ESP or other partner organization: Concept Schools, NFP

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

Yes ☐ No ☒

If yes, identify the authorizer(s):

Planned submission date(s):

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

Authorizer(s):

Ball State University and Mayor of Indianapolis

2006 and 2009. Both applications were approved as Indiana Math and Science Academy-West and Indiana Math and Science Academy-North respectively by the authorizers above.

Submission date(s):

EXECUTIVE SUMMARY

Walk through the doors of any successful charter school and you feel a palpable sense of something unique and strong. Students' faces of all nationalities, race, economic backgrounds, and scholastic levels exude unspoken confidence. Hallways buzz with excitement, and the moment you are introduced to students and faculty, it becomes clear that this is a school that changes lives. It has a culture built on a common set of values, student, teacher, and parent accountability, and high expectations for all resulting in high levels of student achievement. Administrators, teachers and guardians expect the most from their students and students hold the same raised expectations for their teachers. There is a sense of teamwork involving everyone from parents, administrators, businesses, and bus drivers because everyone is working toward a single goal. Teachers have a thirst for teaching and students develop a thirst for learning. Uncertain futures now brim with unlimited opportunity. Students sparkle when talking about their school, their success, and their future.

That is exactly what anyone would witness when visiting Indiana Math and Science Academy West and North, two existing charter schools in Indianapolis. Both schools are managed by a high-performing, not-for-profit charter management organization, Concept Schools (Concept). Authorized by Ball State University, Indiana Math and Science Academy-West (IMSA-West) was opened in 2007 with 200 middle school students. IMSA-West is now at full capacity, K-12, serving over 500 students with more than 200 on its waiting list. Indiana Math and Science Academy-North (IMSA-North) was authorized by the Mayor of Indianapolis and opened in 2010. IMSA-North currently serves 400 students in Kindergarten through eighth grade.

We, the board of directors of the proposed school, witnessed such effective learning environments firsthand and saw what a life changing experience it was for so many children and families. We have seen what an invaluable asset a high-performing school can do for its community. That is what motivated us to propose the replication of the IMSA/Concept model one more time in Indianapolis in order to reach out to more students and families, to make greater differences in our community and change more lives. The proposed charter schools, Indiana Math and Science Academy South Indianapolis (IMSA-South) will provide students with an innovative world-class education, rich in math, science and technology focused on preparing students to become bold inquirers, problem solvers and ethical leaders, and skill-ready for post-secondary education. IMSA-South will be located in the City of Indianapolis and will serve underprivileged urban children who, as a result of low expectations, are functioning below aptitude.

IMSA-South is modeled on the school design developed by Concept. Concept established its first school in Ohio in 1999, and has since expanded to 27 charter schools spread across Ohio, Indiana, Illinois, Michigan, Missouri, Minnesota, and Wisconsin. In this short time, Concept has earned a reputation for establishing effective learning environments; a reputation substantiated in standardized test scores, graduation and college acceptance rates, attendance and retention rates, and parent/student satisfaction.

In such a short time, Concept has earned a reputation for establishing effective learning environments. The accolades that Concept-managed schools have received over the years include, but are not limited to, a Blue Ribbon Award by the U.S. Department of Education, the Federal Title I Distinguished School Award, Excellent and Excellent with Distinction ratings by the state Departments of Education, and being portrayed in the research about high-performing schools such as "Needles in Haystack" of the Fordham Foundation. Students in Concept-managed schools perform significantly higher than those of typical district schools. High schools within the network

have 100% college acceptance rates and around a 90% college attendance rate. Students in Concept-managed high schools are regularly accepted to top-tiered schools such as MIT, Notre Dame, Cornell, and Purdue University.

Serving about 8200 students, Concept-managed schools are located in urban areas in Ohio, Indiana, Michigan, Wisconsin, Minnesota, Missouri, and Illinois. Although the grade span may vary from school to school, Concept-managed schools serve students from Kindergarten to 12th grade. Out of 8200 students, 78% are minority, and 81% come from economically disadvantaged families. Due to their non-selective nature, Concept-managed schools serve students with diverse academic backgrounds, too. Within the Concept network, 8% of the students have special education services and 5% are English language learners. This is very similar to the community in which IMSA-South will be located. Based on Concept's strategic business plan, they are able to open three to four schools a year in the Midwest. Upon strategic discussions with Concept we hope that at least one of these schools will be in the state of Indiana within the next five years whether with the same board members or other community leaders who are committed to improving the high quality, free, public educational options for the children in Indiana. We hope that we can open five more charter schools in Indiana that implement the proven successful Concept model within the next five years.

By implementing the proven, successful Concept design, the mission of IMSA-South is to prepare its students for a rigorous high school program by creating an effective learning environment of higher standards and expectations with a challenging college preparatory curriculum that focuses on mathematics, science, and technology. The main characteristics of IMSA-South will be as follows:

- Rigorous college preparatory curriculum with Math, Science, and Technology emphasis
- Longer school days and extended school year
- Small school and class sizes
- Personalized education
- Data-driven instruction through ongoing assessment of learning
- A comprehensive academic support system for all students
- Higher standards and expectations for all students
- Knowledgeable, dedicated, and skilled staff
- Increased student engagement beyond classroom
- Increased parental involvement
- Sustainable relationships with students and parents
- Community partnerships

Concept's design employs a standards-based, college-preparatory curriculum that focuses on Mathematics and English in lower grades and then focuses on math, science, and technology through middle and high school. In terms of pedagogy, Concept's design uses many proven teaching methods to maximize classroom learning, rather than subscribing to only one method. Standard-based curriculum allows teachers to teach in an environment that supports their successful practices and strategies so that each teacher can customize his/her teaching materials according to their particular group of students' needs.

IMSA-South's clearly defined high expectations for academic achievement and conduct make no excuses for students based on their backgrounds. Through an extended school day, week, and year, we provide students more time in the classroom to acquire the academic knowledge and skills that will prepare them for the nation's best colleges and the world beyond. Through our small class sizes, we personalize relationships between teachers and students.

Higher standards and expectations are reflected through grade-promotion standards, school-wide discipline policies and graduation requirements. Students' participation in after-school activities,

extracurricular activities, school-wide events, and showcases are not only expected but are mandatory in most cases. Such high expectations and standards are clearly communicated to our students, parents, and the larger community on an ongoing basis.

A comprehensive selection process of staff members allows us to find teachers who are committed to urban education and willing to go beyond their call of duty in order to meet the needs of our students. The staff selection process requires demonstration-lessons, classroom visits, online screening tests, comprehensive interviews, review of transcripts, referrals, and reference checks. Since finding high-quality math and science teachers has been a challenge for urban schools, Concept Schools also recruits some of the best and brightest math and science teachers from overseas and recommends them to the schools within the network.

IMSA-South will engage students with many opportunities beyond academics. The staff will sponsor after-school clubs, math Olympiad teams, science project teams, debate teams, after-school tutoring, and weekend classes for students who need extra help. IMSA-South also will organize local, national and even international trips for students, parents, and staff members. Students will be able to participate in a summer cultural exchange programs created by Concept Schools.

Through exposing our students to a rich diversity of American and international perspectives, IMSA-South will promote respect for diversity and create a context where teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. Such high caliber staff will be supported with professional development opportunities, teamwork, and the adequate tools needed to maximize their teaching capacity. IMSA-South's organizational structure treats teachers as professionals and includes them in the decision-making process within the school. Teachers are given the autonomy to implement their own teaching methods and strategies with the expectation that their students will show a certain level of progress throughout the year, measured by formative assessments and even nationally recognized norm-referenced tests like the Measures of Academic Progress (MAP) and Northwest Evaluation Association (NWEA).

The design team and governing board have an impressive track record indicative of their collective ability to start, grow, and manage a high-performing school. Our team has a wealth of experience spanning education, science, business, government and community development thereby giving us the ability to create a dynamic community school that builds on strong public-private partnerships. Most of the board members have served or are serving on charter school and other nonprofit boards. They are local individuals with invaluable experiences and networks, which they will be able to utilize for the benefit of our students. The Board of Directors of IMSA-South is very familiar with the Concept design. Board President, Bilal Eksili, has been serving on the board of Indiana Math and Science Academies for the past two years. Others have visited the Concept-managed schools in Indianapolis and elsewhere and reviewed the network-wide performance.

IMSA-South will open its doors in the fall of 2012 with 225 students in Kindergarten through grade five. Kindergarten will have three sections. First grade will have two sections and the rest of the grades will have one section each in the first year. IMSA-South will add one grade each year, eventually becoming a K-12 school in 2019. At full capacity IMSA-South will serve 950 students.

With the enrollment plan beginning with 225 students, the first year operating budget is close to \$ 2.5 million and is expected to increase each year as the student enrollment raises. Based on the management agreement between IMSA-South's board of directors and Concept, the principal and business manager of the school will be employees of Concept, and the rest of the staff will be the employees of the school. The purchasing power and preferred vendor program of Concept will also

be utilized. Therefore, administrative costs will be kept low. Furthermore, the school will be able to attract and retain high-quality teachers by providing starting salaries and benefit packages that are compatible with the charter schools in Indianapolis.

IMSA-South will be located at 2710 Bethel Avenue. IMSA-South has been working with New Plan Learning, a not-for-profit facility service provider that provides services to Concept-managed schools. 2710 Bethel Avenue is a former IPS building that has been vacant only for a few years. It is a 47,000 square feet facility with a gymnasium and a 60+ parking facility. The building is in a good condition that does not require major renovations. New Plan Learning is in the process of purchasing the facility by working with IFF. IFF is a Chicago-based not-for-profit lender and real estate consultant dedicated to strengthening nonprofits and the communities they serve. IFF helps nonprofits finance, plan, and build facilities that are critical to their mission and success. IFF has been a long partner and supporter of Concept-managed schools in Illinois, Missouri, Wisconsin, and Indiana. Our plan is that the New Plan Learning will purchase the facility and lease it to IMSA-South.

IMSA-South will seek and provide opportunities for colleges and universities, community organizations, museums, businesses and professionals from all fields of expertise to be engaged in the school and provide support for our students. We believe that IMSA-South will be a strong asset to the community, the City of Indianapolis, and the broader world in which we live.

Within the 5-mile radius of 2710 Bethel Avenue there are a total of 56 schools of which data was available. The remainder of the schools did not have data available or were too small to be addressed. Three different public school districts are represented within the 5-mile radius where IMSA-South will be located. Private and charter schools are scattered throughout the area. The Table below is a summary of the data from each district, as well as private and charter school data:

School District	# of Schools	# of Students	Percentage	# Met AYP in 2011
Indianapolis Public Schools	24	14700	55%	3
Beech Grove City Schools	5	2650	10%	1
MSD Perry Township	5	3600	14%	2
Charter Schools	6	3100	12%	2
Private Schools	16	2500	9%	NA
TOTAL	56	26550	100%	9

The average free and reduced lunch percentage in the IPS schools on the table is around 85%. The average IPS school size is 600. 17,300 people live within the 3-mile radius. 61% has less than a \$40,000 annual household income. Most of the students are coming from economically disadvantaged families. Racial demographics are more diverse than academic achievement of the schools in this area. 70% of the population is White, 20% is African American, and 9% is Hispanic.

Several of the 56 schools have a college preparatory focus. However, none of them have a specific focus on math and science. Therefore, we believe that the math and science focus within a rigorous college preparatory curriculum will make IMSA-South appealing to students in all three districts, as well as in private schools.

In addition to the study that we conducted to show the need for a college prep charter school focusing on math, science, and technology in our target community, we also asked for the support of community members and the parents at the current Indiana Math and Science Academies. There

are more than 800 parents at both schools, some who live close to Bethel Avenue. Hundreds of parents showed great interest in replicating Indiana Math and Science Academies, committed to helping us with community outreach, student enrollment, and community partnership once the charter is approved.

Moreover, the continuity that IMSA-South offers is attractive to many parents. Students can stay within the same campus from Kindergarten through high school. Such continuum will also allow parents to place multiple children on the same campus with consistent high expectations and standards. We believe that IMSA- South Indianapolis will be a viable public school choice for the families in our target area.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Our founding group and governing board have an impressive track record indicative of their collective ability to start, grow, and manage high-performing schools. Our team has a wealth of experience spanning education, government, business (front and back-office knowledge and skills), and community development. We have the ability to create a dynamic community school that builds on strong public-private partnerships. IMSA-South's governing board consists of five individuals with diverse background and experience. The founding group also includes individuals from Concept who have unique experience in starting charter schools and implementing the Concept design. Independent education consultant, Jeanette Moody, who was a founding board member of IMSA-West and North, worked on the development of the proposal.

The design of IMSA-South will benefit from the recent establishment of similar institutions, IMSA-West and North. IMSA-West and North are two existing, successful charter schools, located in Indianapolis. Managed by Concept, IMSA-West and North serve over 900 students. As their biographies indicate below, most of the board members have been involved in charter schools at various capacities. Aside from the experience, knowledge, and capability of the board of directors, Concept's 13 year long experience in managing high-quality charter schools, and their particular experience in Indiana, ensures confidence about the success of IMSA-South.

Please find information regarding our founding group and the advisory board below. Their full resumes are available in **Attachment 1 Resumes and Bios of the Founding Group**.

Name	Title/Department	Organization	Involvement in IMSA East Indianapolis
Bilal Eksili	Executive Director	Niagara Foundation-Indiana	Board President
David Holt	Vice President	Connexus Indiana	Board Member
Virgil Madden	Policy Advisor for Indiana Lt. Governor, Becky Skillman	State of Indiana	Board Member
Oznur Dundar	ESL Instructor	ELS Indianapolis	Board Member
Bulent Guler	Assistant Professor Department of Economics	Indiana University at Bloomington	Board Member
Salim Ucan	Vice President	Concept Schools	Founding Group Member
Jeanette Moody	Implementation Consultant	Scholastic, Inc.	Consultant

As the Board members' biographies and resumes suggest, our Board possess the experience, knowledge, and skills necessary for the successful opening and operation of high-quality charter schools. Bilal Eksili, who is the Executive Director of Niagara Foundation, has strong relationships in the community as he organizes events and activities throughout Indiana to bring people and communities together around common values. David Holt has long been involved in school choice and public education in Indiana. He used to be a board member at the Indiana Public Charter School Association and School Choice Indiana. In his current role, he has strong relationships with the business community in Indianapolis and looks forward to leveraging his resources and network for the benefit of our students at IMSA-South.

Virgil Madden has invaluable experience in government. He was also involved in charter schools in different capacities in the past. Other board members are valuable individuals from the higher education sector and have been involved in charter schools in the past. All the board members share the vision of creating superior educational options for youth who otherwise have a very small chance of being successful, given the resources, choices, and opportunities in their communities.

We, the Board of Directors of IMSA-South, are deeply committed to education, school choice, and creating unprecedented opportunities for underprivileged youth. What brought us together is the opportunity to replicate a proven successful school design one more time in Indianapolis. We are even more excited about our partnership with Concept because Concept brings an immense amount of experience, resources, and knowledge into this noble endeavor.

The Board Members of IMSA-South have approached many organization and businesses and received verbal support once the school is approved. These organizations range from the Eli Lily Foundation to Indiana University, Ivy Tech College and private businesses. Now that we have developed the proposal for IMSA-South, we will reconnect with such organizations and receive formal commitments and support letters, which we plan to present to the Indiana Charter School Board during the applicant capacity interview.

The school leader is perhaps the most critical and influential factor in the overall success of the school. The principal is responsible for establishing the culture of the school and modeling the values that guide behaviors on a day-to-day basis. The principal also is responsible for articulating the vision and keeping everyone focused on implementing the actions necessary to accomplish the vision. As part of the Concept design, the principal is the employee of Concept. When starting a new school, Concept reviews principals who have demonstrated success in their role as principals, in addition to looking at strengths and qualities that complement the community of the new school and students being served. Concept then recommends one or two candidates to the local school board. The local school board then reviews and approves Concept's recommendation for principal and holds that individual, along with Concept, responsible for the leadership and operational management of the school. The principal will operate as the educational leader and chief educational officer of the school while implementing policies set by the IMSA-South Board of Directors. The principal assumes administrative responsibility for the planning, operations, supervision and evaluation of the educational programs, services, facilities, and the annual evaluations of the school staff.

Concept has a leadership development program, cultivating individuals within the organization that demonstrate the ability to become school leaders. This is a comprehensive program for about 25 selected individuals who have demonstrated leadership skills, currently serve in a position with some administrative responsibilities, and commit to participate five weekends during the year and two weeks during the summer for an intensive program. Most participants are either enrolled in or

have completed a graduate program. Through this sequential professional development program, mentoring and internship opportunities, Concept is able to produce highly qualified leaders who have been immersed in the Concept model and are prepared to become highly successful principals.

Concept presented Ali Kuran as the principal of IMSA-South to the Board. Mr. Kuran is a skillful school leader who has been with Concept network since 2003. He held various administrative and teaching positions in Concept Ohio schools. The following qualities were taken into consideration by Concept when presenting Ali Kuran as the principal:

- A successful track record in the Concept Schools' network
- Successful teaching experience in urban environments
- Successful administrative experience in urban environments
- Charter school start-up experience
- Experience in elementary education
- Advanced degrees
- Strong community relations
- Positive rapport with student, teachers, and parents
- Strong feedback by applicable charter school authorizers and officials

Ali Kuran is currently the Director at Horizon Science Academy Dayton Elementary in Dayton, Ohio. Mr. Kuran has spent his entire educational career at Horizon Science Academies, managed by Concept, in Ohio. He started as a mathematics teacher in 2003 at Horizon Columbus and became the Dean of Academics at the Horizon Columbus High School in 2005. From there he moved to Horizon Science Academy Dayton as the Dean of Academics in 2006. He undertook the Director position at the same school in February 2009.

He graduated from Bosphorus University, Istanbul where he received his Bachelor's degree in Mathematics. He later continued his education at University of Dayton and earned his Master's Degree in Educational Leadership. Mr. Kuran currently holds an Ohio 5-yr Professional Principal License and a 5-yr Professional Teaching License in Mathematics. As a committed educator, Mr. Kuran is dedicated to seeing youth receive a quality education in a caring community school while learning the importance of shaping their own future. He has a great deal of passion for working with students, parents, staff and the entire community. Over the past 3 years, he played a key role in the expansion of Horizon in Dayton. The number of Horizon Academies in Dayton increased from one to three and their enrollment increased from 175 to 600. Mr. Kuran has built relationships with area colleges, and due to his personal efforts, Horizon now partners with the University of Dayton, Wright State University and Cedarville University. His resume is included in the proposal as **Attachment 2: Principal Resume.**

Based on our start up plans, the principal selection will be finalized early May and the principal will begin working full time by mid-May. Until then the IMSA-South Board will work with Concept on the startup tasks and checklist. The principal's salary for May and June has been included in the start-up (year 0) budget. IMSA-South plans to borrow \$150,000 non-interest bearing seed money from Concept for start-up expenses such as the principal's salary for May and June. We received verbal commitment from Concept regarding this seed money. IMSA-South plans to pay it back in two years as included in the 5-year financial projections.

The administrative team of IMSA-South will consist of the principal, dean of academics, dean of students, business manager, development director, and social worker. The principal will serve as both the educational and business leader of the school. Reporting to the principal, the dean of academics will manage the academic program. The business manager will manage all business and

fundraising programs, and the dean of students will manage student relations and discipline. Although IMSA-South is a small school, it will be offering its students and parents many opportunities beyond a traditional public school. In order to oversee all these services, IMSA-South needs the appropriate number of administrative positions. The administrative positions may have teaching responsibilities in early years of IMSA-South. Below are the key responsibilities and components of IMSA-South that will be handled by the administrative team:

- Establishing and maintaining a strong and healthy school culture
- Parent relations
- Academic support system
- National and international exchange programs and trips
- Formative assessments and analysis
- Professional development and instructional support for teachers
- Technology integration into the full curriculum
- Community partnerships and fundraising

IMSA-South will have an extended leadership team that includes grade chairs, social worker, technology coach, and members of the administrative team. This structure will allow more individuals to be involved in the decision-making process at IMSA-South.

IMSA-South has not filled any administrative positions yet. Once on board, the principal will recruit the administrative team of IMSA-South. IMSA-South's Board will have the final approval of such positions. We plan to fill these positions by early July of 2012. We will first recruit all management-level staff. IMSA-South's criteria in recruiting for these positions will include but is not limited to administrative experience in urban settings, technology skills, flexibility, work ethic, successful track record, communication skills, and commitment to urban education.

Once administrative positions have been filled, these individuals along with the principal will be responsible for recruiting, interviewing, and hiring the staff, with final decisions being made by the IMSA-South Board of Directors. The goal is to have all teachers hired by late July 2012 with recruitment efforts in subsequent years beginning in February. The number of faculty and other staff members at IMSA-South will increase with the addition of one grade each year. The hiring process for the IMSA-South will not discriminate based on race, color, creed, religion, national origin, gender, marital status, disability, sexual orientation, or age.

Governance

IMSA-South is incorporated in the State of Indiana as a not-for-profit organization. The legal name of IMSA-South is *Indiana Math and Science Academy-South Indianapolis Charter School, Inc.* **Attachment 4: Governance Documents** provides corporate documents including a statement about the status of the 501 (c) 3 application, Articles of Incorporation and copy of Board By-Laws. **Attachment 5: Statement of Assurances** includes Board members' statement of assurances.

The Board of Directors will be the governing board of the non-profit Indiana Math and Science Academy-South Indianapolis Charter Schools, Inc. and will hold and be responsible for the charter. We will sign a management agreement with Concept, which will manage the school on our behalf. The Board of Directors will consist of a diverse group of five to nine local community leaders with a variety of backgrounds and experiences, with the responsibility of providing oversight and accountability in the management of the school.

The board will protect the public interest and uphold the public trust by applying the highest standards of service in governing the school according to its bylaws, the charter contract, and relevant state and federal statutes. It is the duty of the board of directors to:

- **Provide general oversight** – Overall responsibility for management of IMSA-South to include approval of all staff hired
- **Oversee finances** – Establish fiscal policy and boundaries, approve the budget, exercise financial controls, and review and approve major expenditures. The board will exercise their fiduciary responsibility to ensure that there are adequate resources for IMSA-South
- **Promote IMSA-South's mission** – Advocate for IMSA-South by promoting its mission and goals not only within the school environment but also within the larger community
- **Identify and supervise the principal** – Identify and supervise the IMSA-South principal mutually with Concept to provide vision and leadership to the school
- **Establish IMSA-South policies** – Develop and approve all IMSA-South policies and monitor implementation of the same. The board also will engage in long-range strategic planning
- **Assesses the performance of the school** – Use internal and external accountability tools to assess performance goals of school
- **Develop and approve the IMSA-South strategic plan**
- **Develop community partnerships**- As appropriate, board members will respond to opportunities to make personal and organizational resources and talents available for the benefit of the school
- **Engage and evaluate the Charter Management Organization (CMO)** - The Board of Directors of IMSA-South already has a relationship with Concept. The relationship built between the board and Concept as well as the satisfaction and impression with the performance of Concept has led the Board to apply for the proposed charter school. However, the board understands that it is our responsibilities to either find another CMO or a school leader to realize our vision for the school if Concept underperforms.

In order to successfully undertake all these responsibilities, the Board will organize, manage, and assess itself in an efficient, business-like manner. The IMSA-South Board will meet the each month throughout the year.

The IMSA-South Board of Directors represents a significant range of personal and professional expertise and community involvement and leadership. It should be noted that the bylaws provide for up to nine board members and currently there are only five. As the school progresses through the start-up and implementation phases, additional board members will be recruited under the leadership of the president of the board, seeking specific skills or expertise such as legal, finances, fundraising, and education. It is the board of directors' desire to have their membership as representative of the student population as possible. When the charter is approved, all board members will go through board training developed and facilitated by a nationally recognized

trainer such as Brian Carpenter. Additional board training will be planned, based on the needs identified by the Board.

The IMSA-South will form an Advisory Board. The Advisory Board will be a diverse group of volunteers that offer advice and counsel to the IMSA-South Board of Directors on various aspects of school development and implementation and recommend resources to support the mission of the school. Advisory Board members must believe in the school's mission and stay apprised of its progress in achieving its goals. They will not make policy decisions, as that right is reserved for the board of directors. It is anticipated that representatives from organizations with partnerships may serve on this group, along with other community leaders, parents, and interested citizens.

The board will have in place at a minimum, the following committees, which will schedule meeting times and report directly to the full board.

- **Finance/Audit** – Meet regularly to review financial reports, annual budget, monthly bank statements, and prepare reports to the board. This committee will conduct an internal audit at least once a year, reviewing the school's compliance with laws, regulations, and policies set forth by federal and state government and also internal board policies. The committee will evaluate the school's performance against the financial goals set by the board. The internal audit also will serve as a preparation for the annual audit by an independent audit firm. The committee will communicate its findings to Concept per the management agreement.
- **Community Partnerships** – Community involvement and partnerships play a significant role in the success of the school, not only by providing in-kind services but also by providing opportunities for students such as internships, job shadowing, service learning/community service, just to name a few. Board and committee members will be asked to leverage their contacts to access resources that exist throughout the Indianapolis community.
- **Start-up Committee** -- Prior to the new school opening, a start-up committee will be formed, consisting of the school administration, school staff, selected IMSA-South Board members, Concept, and selected community members. This committee will assist the administration and Concept Schools in setting up the school and opening doors to students in August 2012.
- **Parent Teacher Organization** -- Once students have been enrolled, the board of directors and school administration will be responsible for the development of a Parent/Teacher Organization, allowing parents to have a voice and serve as a communication and education strategy between parents and the school staff. The school administration will be responsible for establishing and maintaining this organization.

IMSA-South has been officially incorporated and has developed by-laws that serve as the legally binding framework for the school's governance and decision-making processes. The bylaws will help prevent or resolve conflicts and disagreements and protect the board and the school from potential problems by clearly outlining rules and procedures, rights and powers. **Attachment 7: Code of Ethics & Conflict of Interest Policy** includes the Conflict of Interest section of the by-laws along with the Code of Ethics adapted from *Resources for Governing Board on Codes of Ethics* of Community College League of California. The board will be responsible for following the Indiana Open Door Law. Board meetings will be open to the public. Agendas will be posted in advance of

meetings on the website and within the school. The community is welcome to comment during the public comment session, available at every meeting.

IMSA-South Board of Directors will also comply with Indiana's Access to Public Records Act by adhering to the following:

- Understanding the definition of "public record" by the law
- IMSA-South will require individuals to submit a request in writing
- IMSA-South will make reasonable efforts to provide a copy of electronic data to a person
- Electronic mails will be maintained in accordance with IMSA-South's records retention schedule that will be developed in compliance with the law
- Responding to requests made in person or via telephone in 24 hours of receipt
- Responding to mailed, faxed, or e-mailed requests within seven days
- Responding to written request in writing
- Stating reasons for denial with citation to authority, if the access is denied
- Producing records in a reasonable time

The principal will handle all public record requests. Concept uses a dashboard for monthly board meetings that includes the public record requests and how they were handled. This will ensure that IMSA-South Board is abreast of all the public record requests.

As the monthly meetings of the IMSA-South are open to public, parents may bring complaints to the Board at any time. The Board will first ensure that the school administration was notified of the issue and given ample time to address it. If that is not the case, depending upon the urgency of the issue the complaint will be directed to the principal. If the school administration is not able to address the issue in a given time, the IMSA-South Board will notify Concept superintendent to resolve the issue. Our goal is to create an effective learning environment where school staff works with parents and students to address their issues or seek resources that can help resolve it. IMSA-South Board always reserves the right to address the complaints if Concept is not able to resolve it in a timely manner.

IMSA-South will have a web site. IMSA-South's web site will have the Board policies including the grievance process. The web site will have the Board members' names and contact information giving parents direct access to the Board of Directors. Annual Reports, annual audit reports, charter proposal, 990 forms, student and personnel handbooks, articles of incorporation and by-laws, board and school policies, board minutes will be made available to parents free of charge upon a written request to the principal. The school will keep all of the aforementioned documents in a folder labeled "Public Folder" and keep in the main office accessible to staff, parents, and public.

IMSA-South will implement the proven, successful Concept design; therefore, we will have a contractual relationship with Concept. The management agreement that is to be signed between IMSA-South and Concept may be found in **Attachment 8: ESP Documentation**. This agreement is an annual agreement that the IMSA-South Board has the ability to terminate or not renew if there is a breach or lack of performance. The management agreement clearly outlines the responsibilities of Concept, term, scope of services, performance evaluation measures, financial control and oversight, and conditions for renewal and termination, propriety issues and more.

Concept provides comprehensive management services, in which they are accountable to the IMSA-South Board for all aspects of the school including but not limited to financial management, curriculum and school design, student achievement, assessment, student information system, marketing, evaluations, policies, compliance, and professional development. Concept attends the

monthly board meetings and reports to the school boards. Concept has a proven track record of managing and operating successful charter schools. Their dedicated staff brings collective ability, determined focus, and an action mentality to create an excellent school. They also possess the skills to sustain IMSA-South's success into the future. The Concept staff has more than a half-century of combined experience in education and administration. Concept has the means, judgment, and integrity to manage IMSA-South with high expectations, fiscal responsibility, and innovation.

Based on the Concept management structure, the school principal and business manager are on Concept's payroll. However, they will be as equally accountable to the IMSA-South Board of Directors as to Concept. Although the principal is an employee of the Concept, IMSA-South Board of Directors will evaluate the principal annually and report it to Concept Schools. Concept will utilize such evaluation in combination with other criteria and utilize it in professional development as well as re-hiring process.

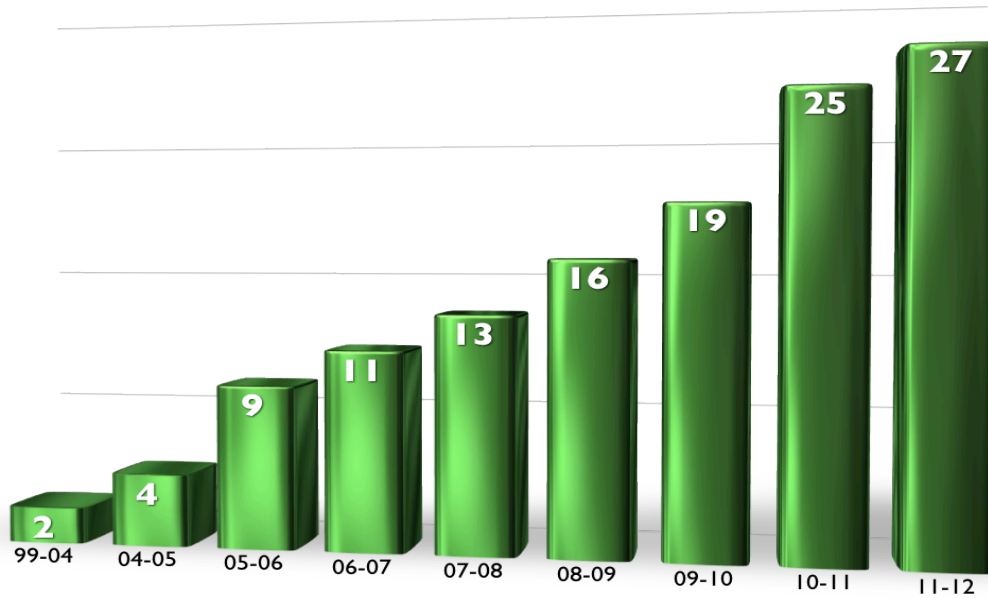
Concept charges a management fee in exchange to the services that accountability that they provide. The management fee is 12% of the per capita tuition annually and does not apply to categorical funding, fundraising, and other additional revenue that the school receives. The management fee includes the salaries of the principal and the business manager. The board of Directors of IMSA-South will have the discretion of reducing or increasing the management fee two percent to 8% or 14% based on the performance of Concept. This practice keeps everyone accountable to each other and fosters high performance. Please refer to **Attachment 8: ESP Documentation** for more information about Concept including the overview of the organization, leadership team, current geographic footprint, and services provided in details.

To the best of our knowledge, the IMSA-South Board of Directors does not have any existing or potential conflicts of interest with Concept or any affiliated business entities. In the meantime, Concept currently operates in Indiana managing IMSA-West and North.

Network Vision, Growth Plan & Capacity

Currently, Concept is involved in opening two schools for 2012-2013. They are IMSA-South and Gateway Science Academy-South in St. Louis, MO. Gateway Science Academy will be the second school that Concept manages in St. Louis. Opened two years ago, the first Gateway Science Academy became one of the highest performing charter schools in St. Louis in its first year of operation. Gateway Science Academy South has already been approved by Lindenwood University and is ready to open with 350 students in K-5 in August 2012.

Concept has the capacity to grow as the school start-up process is constantly refined and streamlined. The rigorous operation of starting a school is one in which Concept brings both experience and success, having opened 27 schools in 13 years. Each school start-up is more successful than last, as effective strategies are implemented and concerns are address in a pro-active fashion. Such growth is also in line with Concept Schools' strategic plan, which was developed through a process by Concept Schools Board of Director and staff members. Please refer to **Attachment 9: Organization's Business Plan** for more information about Concept and its 5-year strategic business plan. Concept was able to even provide financial support in terms of short-term loans to the start-up schools in the amount exceeding 400 K this year. Therefore, Concept Schools is fully capable of handling such expansion operationally and financially. Below is a chart that shows growth of the Concept Schools for the last ten years:



Network Management

Concept's management style is a comprehensive one rather than service based. Therefore, the management fee is a flat fee rather than itemized fee per services. On behalf of the IMSA-South Board, Concept undertakes all the responsibility and accountability for management. IMSA-South Board governs the school through policies and provides oversight to Concept and evaluates Concept's performance annually toward the performance matrix set by the charter agreement. Concept will report to the IMSA-South Board on a monthly basis about academics, discipline, financials, compliance, human resources, and services provided within each month.

IMSA-South's Board is conscientious of its ultimate responsibility and accountability to the state of Indiana and the public. Therefore, we will make sure that it is the Board that makes ultimate decisions regarding IMSA-South. For instance, already managing 27 successful schools across the Midwest, Concept has all the personnel and other policies to manage the school. However, Concept will not and cannot implement any policy without the approval of the IMSA-South Board. The table below defines school and organizational level decision making authority as it relates to key functions, including curriculum, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	Chief Academic Officer, Regional Superintendent, and Principal	The Board approves them
Curriculum	Chief Academic Officer	The Board approves it
Professional Development	Chief Academic Officer and Regional Superintendent	Principal develops school specific pd plans
Data Management and Interim Student Assessment	Concept Student Information System and Concept Interim Assessments	The Board agrees on this as part of the Concept design
Grade Level Promotion Criteria	Chief Academic Officer	The Board approves it as part of the student handbook

Culture	Concept has a protocol for culture	Principal with the administrative team through fidelity to the Concept design
Budgeting, Finance, Accounting	Concept regional office, Chief Financial Officer, and Regional Superintendent	IMSA-South Board approves and oversees it
Student recruitment	Concept	IMSA-South Board oversees it
School staff recruitment and hiring	Principal and Regional Superintendent	The Board approves all the hiring decisions. No staff is officially hired until the board approval
HR services	Concept regional office, Chief Financial Officer, and Regional Superintendent	The Board approves and oversees it
Development	Vice President and Regional Superintendent	The Board
Community relations	Regional Superintendent and principal	The Board
Information technology	IT Director and principal	The Board
Facilities management	Regional Superintendent and principal, and business manager	The Board approves and oversees it
Vendor management/procurement	Concept regional office, Regional Superintendent, and business manager	Business manager
Auditing	-	The Board selects and independent auditor

Attachment 10: Organizational Charts include the organizational charts for both Concept and IMSA-South at full capacity.

SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design:

IMSA-South will implement a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies in order to meet the needs of the students. The curriculum is based on a model developed and successfully implemented by Concept in 27 charter schools in 7 states (Ohio, Illinois, Michigan, Missouri, Wisconsin, Minnesota, and Indiana). Concept currently manages two other schools in Indiana, IMSA-West, authorized by Ball State University, and serves over 500 students in Kindergarten through grade 12. IMSA-North serves 400 students in Kindergarten through 8th grade this year, adding one grade each year toward becoming a K-12 school. Both schools showed “Exemplary” progress last year in ISTEP+.

The learning environment at IMSA-South will be classroom-based. The maximum class size will be 25 and departmentalization will begin as early as fourth grade. Fourth grade students will have one teacher for math and science, another teacher for language arts and social studies. They will additionally have different teachers for art, music, physical education, computer, and foreign language.

The school will be structured in a manner that requires teachers to work in teams to plan lessons, analyze data, and develop strategies to increase student learning. The core features of IMSA-South are based on ten features of good small schools outlined in *Redesigning High Schools: What Matters and What Works* (2002), a publication of the School Redesign Network at Stanford University. The core features of IMSA-South will include:

- **Personalized approach** – Each student will have daily, individualized support for achieving milestones toward their own goals and school goals. Research shows that social supports are as important as academic supports for improving student achievement and preparing students for life beyond high school graduation (Alliance for Excellent Education, 2007; Pathways to College Network, 2007). Social supports can include small learning communities, structured peer interactions, and faculty advisors for small groups of students (Herlihy&Quint, 2006). Other forms of social support increase students’ access to college information through post-graduation planning sessions, financial aid and college application assistance, and generally establishing a college-going mindset among high school students (Hoyt, 2001; Nagaoka et al., 2006; Corwin & Tierney, 2007).
- **Continuous relationships** – Effective small schools are designed to nurture relationships with students. IMSA-South will have an advisory system. Each teacher will be assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers will organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors will conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors will be the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students’ sense of belonging and community will increase self-esteem and lead to greater success.
- **High standards and performance-based assessments** – IMSA-South will clearly define the expectations for academic achievement and conduct for all students regardless of background. Students, parents, teachers, and staff will create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior. With an extended school day, week, and year, students will have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive colleges.
- **Adaptive pedagogy** – Teachers will use multiple instructional strategies to adapt teaching to students’ backgrounds, talents, interests, and the nature of their past performance. The teacher will not assume that students have mastered skills. Students will be taught how to study, how to approach academic tasks, and how to evaluate their own and others’ work. By carefully scaffolding tasks, teachers will work students through a step-by-step process resulting in a finished product.
- **Multi-cultural teaching** – By exposing students to a rich, diversity of American and international cultures, IMSA-South will promote respect for diversity and create a context in which teachers’ and students’ experiences can be understood, appreciated, and connected to the curriculum. By drawing upon Concept Schools’ relationships in and outside of the country, IMSA-South will hire a diverse faculty and administration.
- **Knowledgeable and skilled teachers** – IMSA-South will recruit highly qualified math and science teachers that will be among the brightest, most talented in their field. Their demonstrated technological skills will be infused in their curriculums. Many will have advanced degrees and understand the multifaceted needs of different learners.

- **Collaborative planning and professional development** – Because so much is expected of IMSA-South teachers, professional development and collaborative planning will play a critical role at IMSA-South. The Summer Institute and seven professional development days will provide time for teachers to work together in teams and by grade levels to develop curriculum, review assessment data, and develop teaching strategies.
- **Family and community connections** – Students, parents, teachers and staff will be part of a school culture that fosters strong communication between school and families. Everyone will be asked to uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The school will host community breakfasts and student-centered exhibits to create a sense of community and build community support. Families and educators will share responsibility for student learning and they will rely on each other to contribute to the learning process. High-quality interactions among educators and families can build trust, increase adult support for learning, and improve student performance (Adams & Christenson, 2000, Perna & Titus, 2005).
- **Democratic decision-making** – Day-to-day decision-making is made as close to the classroom as possible. Teachers share responsibility for groups of students adapting teaching strategies to meet student needs. Students will be encouraged to attend parent-teacher conferences. Both parents and students will have the opportunity to serve on school committees and plan school events. Parents and teachers will have the opportunity to participate in professional development to enhance their ability to contribute to student success.
- **Authentic curriculum** – Students will be engaged in active learning set in a real world context and requiring higher-order thinking. Students will consider alternatives in developing solutions and present them to an appropriate audience.

In order to prepare every IMSA-South student to succeed in college, the curriculum is “mapped backwards” from a clear set of college-readiness standards. However, the curriculum will be modified based on assessment results and the identified needs of the students. Students lacking grade level skills will be provided with the necessary academic support services.

IMSA-South will utilize the Atlas Curriculum Mapping Program to facilitate curriculum mapping. Atlas is an online, knowledge transfer system for teaching and learning that helps schools to see what is being taught, who is teaching it, what standards are being aligned, and how this is important for the classroom. As all Concept-managed schools utilize Atlas, GLMSA teachers will have access to lesson plans, activities, and other innovative teaching methods that are currently being utilized in schools within the Concept network. Curriculum mapping will focus on skills, strategies, content, and testing to ensure that students are provided a balanced and carefully sequenced curriculum designed to maximize student achievement across grade levels. Students will practice critical skills years in advance of the need for mastery of them. In this manner a student will also begin to explore and internalize a skill in an earlier grade and then develop increased mastery over that skill in more sophisticated ways in each subsequent grade.

Scientific studies indicate that elementary school lays the foundation for a rigorous secondary curriculum. The elementary program at IMSA-South will emphasize communication arts, math, science and social studies and follow a cross-disciplinary approach that will allow for the integration of art and technology into these core areas. Elementary students will work on science-fair projects, art portfolios, and presentation skills to increase their understanding of concepts and to develop self-reliance. The school will serve as a model where technology will be widely and scientifically used as a student-oriented learning tool. The school will have computer labs and multimedia computer labs where students will be able to use multimedia and the Internet as part of a

lesson plan in core subject areas. The board strongly believes that exposure to technology at a young age is essential for elementary school students.

IMSA-South's elementary program will use strategies predicated on diverse research-based approaches for this age group. Individual learning preferences will determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). Special needs students and students speaking other languages will learn along with their peers and will not be segregated to learn a second curriculum. Additional services will be contracted to provide a comprehensive program for identified special learners (i.e. special education, ESL, etc.)

IMSA-South's core elementary curriculum will integrate and require mastery and skill development in the areas of science, computers, technology applications, language arts, social studies, and mathematics. In addition, IMSA-South will incorporate an enrichment program, which includes a secondary language, fine arts, health and physical education, especially hands-on instruction to accompany the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games. The elementary curriculum of IMSA-South will combine traditional teaching methods with student-based curriculum in an inter-disciplinary, collaborative classroom environment. These interdisciplinary projects will allow the students to prepare for real-world challenges, connecting the core subjects instead of segmenting them.

Before- and after-school services will be provided to facilitate working households and single parent families at the school. The programs will deepen the educational offerings of the school and will extend the learning time for the students through an atmosphere that is both relaxed and supportive. Students will experience situations that are both structured and student-driven.

IMSA-South is well cognizant of the positive relationship between instructional time and student learning outcomes. Results from significant amount of research studying the impact of instructional time on desired learning outcomes appear to be consistent and particularly beneficial to at-risk students. For example, the Expanded Learning Time Initiative in Massachusetts, launched in 2005 and implemented by more than 10,000 students in 19 schools, contributed to impressive student achievement gains in math, reading, and science compared with their peers attending other public schools in the state. Additionally, considerable number of teachers reported satisfaction with the amount of time available for instruction. In their in-depth examination of 30 extended-time schools serving high-poverty populations, Kaplan and Chan report impressive track records of student success. In order to build a strong foundation and assure future academic success, unlike many other programs, IMSA-South's elementary program starts with a full day Kindergarten allowing more student-teacher interaction, engagement through project-based learning, and additional time for high-quality teaching early on.

Educational field trips are one of the indispensable components of the IMSA-South's elementary program design and they start as early as at the Kindergarten level. IMSA-South designs academically oriented field trips to various educational sites as an extension of the hands-on and interactive learning opportunities offered in regular classroom. IMSA-South's field trips target students' diverse learning styles and contribute to their individual success whether they are visual, auditory or kinetic learners. Popular field trip sites include but are not limited to zoos, museums, fire stations, libraries, hospitals, government agencies, and local businesses.

R. Marzano, D. Pickering, and J. Pollock conducted a comprehensive examination of the research within the past 35 years to determine which teaching strategies have positive effects on student

learning. According to this study, among others, identifying similarities & differences, summarizing & note taking, reinforcing & recognition, nonlinguistic representations and cooperative learning groups have been identified as the most effective teaching strategies. The members of IMSA- South teaching staff will receive ongoing professional development on these strategies to assure their successful implementation in their lesson plans and delivery of content.

To address general classroom standards-based reading in early grades, IMSA-South will use the Treasures basal textbook series published by MacMillan McGraw-Hill to serve as the foundation for classroom reading and instruction. While we do not intend for teachers to rely solely on the textbook, Treasures provides a sound resource for many genres of passages and a wide range of support materials. It allows for great flexibility for teachers to choose what the whole class will read based on needs and interests. Additionally, there is also a leveled reader series that complements the textbook, should some teachers need greater support for some students.

IMSA-South will implement DEAR (Drop Everything and Read) time for all primary grade students. The effect of individual reading on students overall success is invaluable. Like other Concept-managed schools, IMSA-South will organize additional activities to promote reading throughout the school. A prime practice to emulate would be Laura Nelson, a Kindergarten teacher at IMSA-West, who set a goal for her class; 5,000 books in 100 days. Not only they approach their goal fast every day, she invites prominent figures from the community to read to her students. Among the community leaders who came to her class and read to students were First Lady Cheri Daniels, State Superintendent Tony Bennett, and Indianapolis Mayor Greg Ballard. At Chicago Math and Science Academy, another Concept- managed charter school in Chicago, they recently rewarded a student who read close to 13,000 pages in 2 months as a part of school's reading contest.

To address the writing component in our curriculum IMSA-South will use the Traits Writing program, which has over two decades of research devoted to it. The Traits Writing program, widely regarded as the gold standard of classroom-based analytical writing assessment and targeted writing instruction, is organized as a spiraled sequence of the 7 traits and their 4 key qualities. Key qualities define the traits in detail through scoring rubrics and give concrete concepts for targeting writing instruction. The rubrics can then be shared across grades and content areas so all teachers know exactly what to expect from their students' writing. The program is structured so that all the traits are covered systematically and intermittently throughout the year rather than covering one trait at a time. Nine Units, including a "Getting Started" unit at the beginning of the year and a "Wrapping Up" unit at year's end, ensure comprehensive, well-rounded instruction. However, the units are interchangeable and allow for built-in flexibility should the teachers require it. Prompts are provided that encourage writing across a range of genres, including newer ones like blogs and tweets.

In Concept's design for Elementary School level Math, we emphasize learner-centered approach which places children at the center of their own learning, engaging children in constructivist teaching practices-hands on learning, problem solving and communicating their mathematical reasoning. This approach draws children into mathematics concepts and guides them as they construct for themselves the mathematical principles as they come to know. The vision of IMSA-South in teaching math is to make students mathematically literate both in a world that relies on calculators and computers to carry out mathematical procedures and in a world where mathematics is rapidly growing and is extensively being applied in diverse fields. The approach to teaching math in Concept Schools is guided in part by the principles set forth by the College Board and the National Council of Teachers of Mathematics. Students are exposed to concepts in a number of ways:

- Graphically/visually: Students work with a graph or a diagram to relate visually to the concepts being studied.
- Numerically: Students recognize the patterns within data collected from real world phenomena.
- Analytically: Students manipulate the symbolic structure of mathematics efficiently and correctly.
- Verbally: Students express their understanding of problems and concepts well in both spoken and written language.

Homework will be an essential part of a successful educational program at IMSA-South. Doing homework will help students develop valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework to foster individual learning and growth that is appropriate for the subject area. Through meaningful assignment of homework, IMSA-South teachers will give students a chance to try new material, further practice skills they have recently learned, and review something they already know. IMSA-South teachers will take students' age into consideration when determining the amount of homework to assign. Students will receive constructive feedback. Students are more apt to complete assignments and advance their learning when they get consistent and constructive feedback. Teachers will provide written comments on student work that lets them know what they did well and what they need to improve. The teachers will communicate such information and feedback to parents in a timely manner.

In addition to aligning the curriculum to the National Common Core Standards, the high school curriculum will also be aligned with the ACT College Readiness Standards and the American Diploma Project. Please refer to **Attachment 11: Course Scope and Sequence** to see the curriculum alignment.

The achievement level of the current Concept-managed schools speaks to the effectiveness of the curriculum. Rather than adhering to a single teaching philosophy or instructional model, the curriculum design will draw on best practices from the field and research to define a set of core instructional practices. IMSA-South teachers will utilize a unique mix of the following research-based instructional strategies:

- **Direct teaching** - a systematic way of planning, communicating, and delivering information in the classroom. In direct teaching, the teacher transmits to students what is known via the teacher, a book, a video or other repository of knowledge.
- **Differentiated instruction**- a student-centered approach that provides multiple paths to learning content and processes. It blends whole-class, group, and individual instruction, offering opportunities to establish common understandings and to pursue additional investigation and/or re-teaching. Differentiated instruction recognizes and honors diversity of learning styles as well as differences in past learning. Teachers study how their students are learning through a variety of ongoing classroom assessments, and continuously adjust instruction to maximize understanding. (Tomlinson, 01; Gaddy, Dean, & Kendall, 2002; Gregory & Chapman, 2002) IMSA-South teachers, using strategies adapted from Differentiation in Practice (Tomlinson and Eidson, 2003), will differentiate their instruction in the three areas of content, process, and product. The dean of academics will monitor such differentiation by reviewing lesson plans and observing instruction.
- **Problem-based learning** - an educational approach that organizes curriculum and instruction around carefully crafted problematic situations adapted from real-world issues. Learners are

guided to gather and apply knowledge from multiple disciplines in their quest for solutions. IMSA-South will draw on the expertise of professionals in the fields of math and science to challenge students with problems from their fields.

- **Project-based learning** - a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. In this learning approach, students undertake challenging projects with defined outcomes, and use the project as a means to learn the necessary content and skills to complete the project. Projects are complex tasks based on challenging questions or problems with a variety of potential solutions. Students become involved in research, design, problem solving, group collaborations, and production activities, such as projects or presentations. Project-based learning fosters critical thinking and applications of knowledge (Thomas, 2000).
- **Collaborative learning** – involves two or more students working together to solve problems and complete tasks. Collaborative learning techniques include round robin, think-pair-share, three-step interview, team word webbing, and reciprocal teaching.
- **Data-driven instruction** - uses standards-driven assessment to drive instruction. Progress towards standards is tracked on a daily basis, and teachers use assessment data to guide every instructional decision.
- **Transformational use of technology** - an essential pedagogical tool integrated intentionally into curriculum and instruction not merely to enhance, but to transform, learning. As noted elsewhere, teaching staff will spend a significant portion of the Summer Institute working on the use of technology in the classroom and ways to integrate it throughout the curriculum to assist in teaching and learning.

Use of these techniques will provide an engaging, dynamic learning environment for students to explore the questions they have about the world and ways to positively contribute to the world around them. IMSA-South will recruit students of all academic backgrounds and will differentiate instruction to address the needs of each student. The Board of Directors of IMSA-South established the vision for the schools as: “A charter school that will provide students with an innovative world class education, rich in math, science and technology; focused on preparing students to become bold inquirers, problem solvers and ethical leaders; skill-ready for post-secondary education and to meet the challenges of a competitive global workforce.”

Technology

IMSA-South will have a dedicated Technology Coach to assist faculty members at the school in enhancing learning through technology. Technology instruction at IMSA-South will emphasize content learning while strengthening technology skills of students, teachers and staff. The Technology Coach will identify recent technologies in education for teachers to pilot. For example, teachers may decide to pilot the use of Kindles in the classroom. The Technology Coach will create resources for teachers and students, provide training and additional support, and oversee the integration of technology in instruction.

Integration of Technology in Content Areas

Teachers will use these methods and tools in to order enhance instruction in the content areas:

- Collaborative Environments, i.e. social networking platforms, community websites, classroom management systems, multiplayer gaming environments, or virtual worlds

- Online Communication Tools, i.e. instant messaging, online conferencing, micro-blogging platforms, and online broadcasting
- Mobiles, graphing calculators, and laptops
- Cloud Computing, i.e. Flickr, Google, and YouTube, which are virtual servers available over the Internet
- Smart Boards
- Smart Objects, i.e. devices that use quick response codes and are connected to larger information sources or interactive books and maps
- Personalized Web pages, blogs, and blackboard-type online communication tools through which teachers can tag, categorize, publish, and review work online
- Virtual learning

Increased Access to Computers

IMSA-South plans to ultimately have two multi-purpose computer labs. In addition to the stationary computer labs, IMSA-South will have mobile labs which teachers will be able to wheel into their classroom and utilize in their rooms. The computer labs will also be used for career and college research by high school students, for classroom teachers working with a class project or assignment, Project Lead the Way, and for students doing research, to name a few.

Laptops will have instructional software such as GeoPad, Master the Facts, Educational Games, Infinite Physics Simulator, Curvilinear, StressAlyzer, Scholar's Desktop, and MS Photo Story. All students will receive training in how to take care of the computers.

Each IMSA-South staff member will receive a laptop as well. Teachers will utilize the laptops for planning lessons, accessing the Concept Schools' Student Information System, communication, and presentations in their classrooms. All computers at IMSA-South, including laptops, will have the appropriate filtering programs and firewall system.

Teaching and Learning Systems

IMSA-South will leverage its technology infrastructure to create operational efficiencies to transform all school systems and practices, making them more efficient and effective. IMSA-South will implement the Concept Schools' Student Information (CSSI) system to provide parents access to classroom records. Parents, by using their passwords, will be able to access homework, assignments, current grades in each class, attendance and tardiness, class schedule, and discipline data as well as communicate with the teachers. Parents will have access to Concept Schools' interim assessment data, as well. On the CSSI, parents will see how their child is doing on the assessments, standard by standard, as well as their progress throughout the year. The CSSI will provide parents with the questions that were on the test, as well. Concept Schools' student information system gives access to such personal information only to authorized personnel and has reporting capacity for compliance purposes.

IMSA-South will utilize an array of database applications to generate reporting and data systems to maximize student and teacher learning. For example, Examview will be used to analyze writing. It will allow teachers to generate question banks, quizzes, tests, and mastery checks in multiple question forms.

IMSA-South teachers will use the Atlas Curriculum Mapping program. Atlas is an online, knowledge transfer system for teaching and learning that helps schools to see what is being taught, who is teaching it, what standards are being aligned, and how this is important for the classroom. As all Concept-managed schools utilize Atlas, IMSA-South teachers will have access to lesson plans,

activities, and other innovative teaching methods that are currently being utilized in schools within the Concept network.

IMSA-South will use another online tool for teacher evaluation and performance management, Bullseye Evaluation. Bullseye is an employee management system with detailed reports, data view and statistics, instant access, and goals and training modules. It gives access to current and past evaluations for both employees and the management team with dashboards and visual enhancements.

Gateway to Technology and Project Lead The Way programs, which IMSA-South Indianapolis students will go through, also utilize a great deal of technology as they are project/design based and technology focused. Classes such as game design, digital electronics, robotics, web programming, computer based manufacturing will give our students the opportunity to even further their knowledge and skills ever changing in world of technology.

Pupil Performance Standards:

IMSA-South is dedicated to providing a diverse population of students with an outstanding education focused on math, science and technology. The standards, which are much higher than most of the traditional public schools in Indianapolis, are developed to ensure student proficiency on state standards as well as a 100% graduation rate and acceptance into colleges. IMSA-South will communicate such high standards to parents and students at the informational meetings during student recruitment period. Upon acceptance IMSA-South will organize small group orientations and communicate such standards and expectations to parents and student in more details. IMSA-South student handbook and web site will include the student performance standards, too.

Middle and elementary school grades will have 40 periods a week; each period will be 45 minutes long. This will allow us to include a greater number of periods allotted to science, math and communication arts. Below is number of classes that middle and elementary school students will take in a week:

Subject	K-2	3-5	6-8
Mathematics	225 minutes a week	450 minutes a week	450 minutes a week
Language Arts	450 minutes a week	450 minutes a week	450 minutes a week
Science	225 minutes a week	225 minutes a week	225 minutes a week
Social Studies/Citizenship	450 minutes a week	225 minutes a week	225 minutes a week
Physical Education/Health	225 minutes a week	180 minutes a week	135 minutes a week
Music	180 minutes a week	90 minutes a week	135 minutes a week
Computer	45 minutes a week	90 minutes a week	135 minutes a week
Art	-	90 minutes a week	135 minutes a week
Life Skills/Character Ed	-	-	45 minutes a week
Total	1800 minutes a week	1800 minutes a week	1800 minutes a week

Middle School students are required to pass all core courses in order to be promoted to the next grade level. The core courses are English, Mathematics, Science and Social Studies. Middle School Students who fail to pass more than 1 core class must repeat the same year. Students are also supposed to pass at least 4 out of 6 non-core classes in order to be promoted to next grade.

Promotion policy of IMSA-South will be also tied into discipline and attendance; students with a high number of detention/suspension and absentees will not be promoted to the next grade level. IMSA-South will implement a school-wide discipline policy that the 19 charter schools within the Concept network currently implement. However, Board of Directors of IMSA-South will review and approve the policies before their implementation. Please refer to Attachment 15: Student Discipline Policy for more information and details about the discipline at IMSA-South. Below is the grading scale that IMSA-South will use:

98 - 100 = A+	87 - 89 = B+	77 - 79 = C+	67 - 69 = D+	0 - 59 = F
93 - 97 = A	83 - 86 = B	73 - 76 = C	63 - 66 = D	
90 - 92 = A-	80 - 82 = B-	70 - 72 = C-	60 - 62 = D-	

At IMSA-South, students will receive report cards that will show their academic performance four times a year at IMSA-South. The average of all four quarters will determine a passing grade for each subject.

High school students will also have 40 periods a week, which will include a greater number of periods allotted to science, math, and communication arts. High school has a promotion policy as well to ensure that students are equipped with the necessary academic skills to be successful in college when they graduate from IMSA-South. If students cannot get a passing grade in any of their courses, they need to retake the course. Students who fail to pass a class are not permitted to take summer school, night school or online courses outside of IMSA-South.

High school graduation requirements will exceed a traditional public school in Indiana and will include service learning, summer internship, digital portfolio and a senior thesis. In order to earn a diploma, each high school student must meet all of the following requirements. Below are the criteria for IMSA-South students to graduate from high school:

Criteria	Core Academic Program
Coursework	Completion of all required courses
GPA	Overall C or higher
Standardized tests	Completion of PSAT
Digital Portfolio	Creation and maintenance of a digital portfolio that meets the school standards
College Portfolio and Applications	Completion of a college plan, resume, and necessary college applications
Internship	Completion of a summer internship during the course of high school
Service learning	40 hours of service learning
Senior Capstone Project	Completion of a senior capstone project

Below also is a list of high school graduation credit requirements at IMSA-South:

Mathematics	8 credits including Algebra I (may be taken in 8th grade), Geometry, Algebra II, Pre-Calculus
Science	8 credits including Physics, Chemistry, Biology
English	12 credits including Survey of Literature, World Literature, American Literature, British Literature, and 2 credits of Writing
Social Studies	6 credits including World History, American History, and Government

Computer Technology	2 credit
Fine Art	2 credit
Physical Education	2 credit
College Pathway	4 credits including ACT Prep and College Path
Electives	12 credits; 1 must be in Technology; 2 must be in Foreign Languages; 0.5 must be Cons Ed/Economics, and 0.5 in Health and Wellness
Total	56 credits

IMSA-South' minimum graduation requirement is 56 credits, which is greater than Indiana public school requirements. Only students earning a diploma will be permitted to participate in graduation activities. The high school curriculum will continue to undergo design refinements prior to the first ninth grade class entering IMSA-South so that the minimum high school course requirements provide students with the opportunity to meet the entrance requirements for top-tiered colleges and universities. Additional credits may be obtained through university partnerships and dual credit post-secondary options, which will allow our student to earn both high school and college credits. IMSA-South will offer Advanced Placement (AP) courses to prepare its students for college as well. Please refer to **Attachment 12: Academic and Exit Strategies** for IMSA-South students.

IMSA-South students in grades three through eight will be provided with 90 minutes of mathematics a day. The extra time students will spend on math will make it possible for all students to take Algebra I in eighth grade in our third year in operation and on. Qualifying students will earn high school credit and start with Geometry in their freshman year. Students will still be required to take four years of math in high school, in addition to any math credit earned in eighth grade. All IMSA-South students in Kindergarten through grade eight will have 45 minutes a day of science instruction. Students will develop an understanding of the process of inquiry working in teams to investigate problems.

Project Lead the Way (PLTW) will be a critical component of the educational experience of all IMSA-South students. PLTW is a series of middle and high school courses that are project-centered, problem-based, and technology-integrated, preparing students to excel in high-tech fields. According to an evaluation by High Schools That Work (2005), PLTW students scored significantly higher in both mathematics and science high school assessments. The National Center for Education Statistics 2006-07 True Outcomes Report found that students who participated in PLTW were five times more likely to graduate college as science, technology, engineering, and mathematics (STEM) majors. IMSA-South intends to implement Project Lead the Way (PLTW) at both high school and middle school levels. All middle school students will participate in the Gateway to Technology, the middle school component consisting of five nine-week units embedded into the science and computer curriculum in grades 6 through 8. All high school students will be required to take two "Project Lead the Way" classes. The two credits earned through PLTW will count toward the technology graduation requirement. Students interested in the program will have the option of taking an additional PLTW class.

IMSA-South students through grade eight will receive 90 minutes of English Language Arts curriculum to build the necessary foundation for success in a college preparatory curriculum. The curriculum will utilize a theme-based structure including traditional literature and grammar as well as addressing 21st century illiteracies. The school year for each grade will be divided into four

distinct theme-based units with literature designed to address the specific theme. Teachers will integrate a variety of media as well as connect their study to other subjects. The aim is to move beyond the academic ELA standards through a relevant and dynamic curriculum that meets the students' academic, technological and cultural background.

All IMSA-South students will, at a minimum, graduate with pre-calculus in math. In terms of science, the school will adopt the practice, endorsed by the National Science Foundation, of teaching physics in the 9th grade. Many scientists contend that all modern sciences depend on knowledge of physics. By teaching physics first, students are better prepared to make sense of other science disciplines because of that foundation. A physics first approach will allow IMSA-South teachers to integrate instruction across the disciplines, particularly with math and technology, thereby improving not only students' science skills but their math skills as well. This approach also incorporates much more analysis, application, problem solving, and inquiry than a more traditional curriculum sequence and approach. Electives in science and mathematics will provide additional opportunities for students to excel in science and math. Graduation requirements will necessitate students taking two years of writing in addition to the four English classes. IMSA-South will offer classroom drivers education and health.

The IMSA-South high school curriculum will include unique classes such as ACT Prep and College Path. These classes will prepare juniors and seniors for college. College Path is designed to walk students through the college application process in a lab setting. Students will apply to colleges and write for scholarships. They also will write essays and meet with college admission officers, career consultants, and college students. College guidance, starting during the freshmen year, ensures that IMSA-South students are on the right track and that they stay on course until they finish high school. AP classes will be offered in calculus, statistics, biology, physics, chemistry, literature, world history, and American history. Writing is also incorporated into our high school curriculum. IMSA-South students will take two years of writing in addition to their college prep language art curriculum. This will guarantee that IMSA-South students graduate with the appropriate writing skills ready to handle college writing, which is a key component of college success.

Electives in science and mathematics (including genetics, microbiology, environmental biology, earth science, engineering models, astronomy, organic chemistry, statistics and trigonometry) will provide opportunities for students to excel in science and math. IMSA-South will offer additional electives in order to address a wide spectrum of interests. Two factors will drive what electives are offered: student interest and staff credentials.

Each year, students will be surveyed to gauge interest for the following year's classes and thus determine the staffing needs. Full-time staff will be utilized to the highest capacity, but it may be necessary to hire a part-time teacher for some electives. Expense for any part-time teachers would not be significant enough to include in the multi-year budget projections. They would be taken into consideration during the annual budgeting process however. Below are IMSA-South Elective Course Offerings:

Accounting	Drawing	Latin-American Literature
African-American History	Film	Personal Finance
African-American Literature	Game Design	Philosophy
Animation and Graphic Design	HTML	Robotics
Art History	International Studies	Sculpture

Database Programming	International Politics	Sociology
Digital Electronics	Journalism	Speech
Digital Photography	Latin-American Culture	Web Programming

Concept Schools' curriculum was first implemented in 1999. Since that time, Concept Schools has continuously improved the curriculum by utilizing feedback from teachers, department heads, parents, and school administrators. Analysis of the schools' performance in state standardized tests, Concept Schools' interim assessments, and the nationally recognized norm-referenced assessments such as NWEA MAP played a crucial role in improving the curriculum to its current state.

IMSA-South Indianapolis teachers will differentiate their instruction by content, process, and product in order to meet the needs of accelerated students. IMSA-South Indianapolis teachers will receive training in differentiated instruction at the Summer Institute, Concept Schools' annual conference, and professional development days. The dean of academics will monitor lesson plans and observe in the classroom to ensure that teachers differentiate instruction.

High school students requiring acceleration will be enrolled in academically challenging Mathematics, Science, and English Language Arts classes. Students will have the opportunity to take AP courses, and dual-credit courses. Accelerated students will have the opportunity to participate in special interest after-school programs. These programs will have a project-based, challenging curriculum and provide students the opportunity to participate in local, national, and international competitions. Examples of programs/activities include Math Counts, Math League, robotics team, science fairs, Olympiads, bridge building, Destination Imagination, and Word Masters. IMSA-South Indianapolis will also organize winter and summer programs for accelerated students in order to meet their needs and challenge them to perform to their full potential.

School Calendar and Schedule

IMSA-South will have longer school days and extended school year. School hours will be between 8 a.m. and 3:19 p.m. IMSA-South will have 185 instructional days, when all the students are in attendance in a school year. With longer school days and extended school year, IMSA-South students will be spending 20% more instructional time in a year than their counterparts in most traditional public schools.

Students in Kindergarten through grade five will arrive at school in the morning between 7:15 and 8:00 a.m. with breakfast being served between 7:30 and 7:50 a.m. Students will be allowed to go to his/her locker and to prepare for class 10 minutes prior to school beginning at 8:00 a.m. Class periods will be 45 minutes long. There will be a 45-minute lunch/recess period with recess being outside when weather permits. Students will have a 10-minute homeroom period daily from 8:48 to 8:58 a.m. The second period teacher will serve as the homeroom teacher.

Following lunch/recess, student will have four classes, for a total of eight 45-minute periods of instruction per day. Dismissal will be at 3:19 p.m. Upon dismissal, students may choose to stay in school until 4:10 p.m. to attend after school activities or tutoring. After-school programs will be offered four days a week. Once a week, students will go home at dismissal time to allow for staff meetings. The high school day will also begin at 8:00 a.m. and conclude at 3:19 p.m. with a 10-minute homeroom period prior to the start of classes. Juniors and seniors with successful academic records and parent permission will be allowed to leave campus after seventh period.

Students in kindergarten up to fourth grade will not have after school activities other than tutoring and academic support programs. Traveling between classes will begin in sixth grade. Students in kindergarten through fifth grade will be educated in self-contained classrooms. However, they will have more than one teacher teaching core subjects and specials such as art, computer, and physical education. Please refer to **Attachment 13: School Calendar and Schedule** to conceptualize a typical day of an IMSA-South Indianapolis middle school student.

School Culture

The Board of Directors of IMSA-South recognize that the success of students is dependent upon the school's ability to create a culture that fosters meaningful, sustained relationships between teachers, students, and parents. IMSA-South will be very intentional about building this culture from the point of first contact with families and throughout the students' academic experience. To help parents decide about enrolling their children at the school, the goals, values, expectations, programs and services of IMSA-South will be communicated to both students and parents so that they clearly understand what will be offered them and what it will take to succeed.

IMSA-South will use six core values to guide its interactions with all members of the school community:

- **Respect** – All members of the IMSA-South community (students, parents, and staff) have equal worth and should be treated with respect.
- **Responsibility** – All people have choices, and teachers, parents, and students should be responsible for their actions.
- **Integrity** – Belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy.
- **Courage** – Having the courage to try new things expands minds and causes students, parents, and staff to reach beyond their own expectations.
- **Curiosity** – The ability to wonder and to create connections stimulates further learning. At IMSA-South, inquiry will be fostered on the part of parents, staff, and students.
- **Effort** – Success is accomplished when students, family, and staff are willing to do what it takes to accomplish their vision of the future.

Teachers and staff will be expected to model these core values in all behaviors inside and outside the classroom. These core values will provide the IMSA-South Indianapolis students with the opportunity for self-improvement, individual growth, and character development. They will define the rules and behavioral expectations for students. Students will be expected to encourage their peers to adhere to these values and school authorities will manage student conduct according to these values. Conduct which disrupts learning or threatens to disrupt the operation of the school, which interferes with the rights and privileges of students or other citizens, which endangers the health, safety or welfare of any person, or which damages property will not be tolerated.

IMSA-South Indianapolis students will be assessed on their understanding of and adherence to the core values on a quarterly basis and will receive both core values report cards and academic report cards. Each teacher will assess their students on the core values, and the average grade will be calculated and appear on the core values report card. Students also will evaluate their own performance as it pertains to the core values. At the end of each semester, students who adhere to the core values of IMSA-South Indianapolis will be rewarded.

IMSA-South Indianapolis teachers will review the core values in homeroom every day. They will mentor, model, and guide the students on the values. Homeroom will begin with announcements from the school administration. Students will be asked to recite the Pledge of Allegiance and the IMSA-South Indianapolis pledge. IMSA-South Indianapolis pledge reads as follows:

“As a valuable member of the IMSA-South Indianapolis community, today I commit myself to growth, achievement, and success. I am respectful, responsible, courageous, curious, honest, and hardworking. I pledge to use the tools I have been given to realize my talents, fulfill my dreams, and attain my goals. I am on a quest to be the best. “

During homerooms, students, parents and staff will be recognized for their achievements and upcoming events will be announced. Administrators will incorporate motivational quotes in the homeroom announcements for discussion by students and staff.

The overarching philosophy of the Concept design is the belief that “intelligence is not an innate ability and achievement is the outcome of effort, which is driven by motivation, not ability.” Therefore, academics will be engulfed in rich and meaningful auxiliary programs to motivate students to do better and be successful and to foster a thirst for learning. As one student remarked, “failure is not possible unless you really want to fail” at Concept- managed schools (Edwards Capp, junior at Horizon Science Academy Cleveland High School). Edward’s quote best describes the culture and philosophy of IMSA-South. The success of students, parents and staff who work hard and achieve success will be recognized and celebrated in a strategic way.

Carefully designed Concept interim assessments will make it possible for teachers to effectively focus instruction and appropriately place students in accelerated programs and/or support services. With frequent and systematic analysis of assessment results, there will be a “laser-like focus” on the skills to be taught so that students’ time is used effectively.

IMSA-South Indianapolis will focus on establishing a culture that values and celebrates success, teaches shared values, sets high expectations, builds pride, and fosters a sense of community and belonging. The culture and climate of the school incorporates five essential attributes:

- **Focus on Student Achievement** - IMSA-South Indianapolis will have a laser-like focus on student achievement and work relentlessly to help students excel in the classroom, on standardized tests and other objective measures.
- **High Expectations** - Students, parents, teachers, and staff will create and reinforce a culture of achievement and support, through a range of both formal and informal rewards and consequences for academic performance and behavior.
- **Commitment** - Students and parents will select IMSA-South Indianapolis as a choice. Because of the lengthened school day and year and the high standards the curriculum will require, the commitment of parents, teachers, staff, and students will be critical for each student’s success.
- **Determination** - Teachers will do what needs to be done to help students be successful but ultimately success rests on the determination of the student.
- **Involvement** - Successful schools require great student and parent/family involvement. Parents/families and teachers should expect to participate in helping students learn through projects, competitions, trips, educational camps, and other school-related activities.

Student assemblies will be used to build the culture in which IMSA-South Indianapolis students will thrive and attain their goals. Assemblies will be held immediately after school and will be done

daily during the first two weeks of school. Assemblies will be a time for recognition, training on IMSA-South Indianapolis core values, expectations, and standards, team and community building activities, motivational speeches, and an honest evaluation of each day by students and staff members. The goal of the daily assemblies will be to develop a level of comfort and emotional safety that will manifest itself throughout the school year. After the first two weeks of school, assemblies will be held monthly. The context of the assemblies will remain the same.

At assemblies, the student of the month will be recognized. Recognition also will highlight positive behavior, success in and out of school, and performance in specific areas. Staff members of IMSA-South Indianapolis will be actively involved in the assemblies to build a positive and strong relationship with the students. The assemblies also will integrate student accountability into activities.

Students, faculty, and staff will be encouraged to know everyone in the school and call them by name. IMSA-South Indianapolis will develop a tradition of the Long Walk in which members of the school community will attempt to identify each person at the school by first and last name. All IMSA-South Indianapolis students will be required to wear uniforms as part of establishing the school culture. Students will wear branded school shirts with an option of khaki or navy blue pants. School shirts will be available for sale from the school. Students scheduled to enroll in the school who cannot afford to purchase the school shirts will be able to request assistance.

As part of the culture, IMSA-South Indianapolis will have a closed campus. This will foster a stronger community on campus. A closed campus allows for greater supervision of students, keeping them focused on academics first and sending the message that community well being can be more important than individual choice. Middle school students will have a distinct environment separate from the high school students.

Supplemental Programming:

IMSA-South Indianapolis will utilize “Response to Intervention” (RTI), a three-tiered academic and behavioral support program as part of the IMSA-South/Concept model. As a non-selective school, some students will be academically behind their grade level and, in some cases, three to four years behind. Once enrolled at IMSA-South Indianapolis, students will be required to take diagnostic tests focusing on mathematics and reading. To understand each student’s academic background, administration and staff will analyze the results of these tests. Diagnostic tests are prepared by Concept in math and reading. In addition to the diagnostic tests, we will also review the students’ past school records and standardized test results to determine whether the students are below, at, or above our performance standards.

Students will be placed in the appropriate support program based on their grades, interim assessments, and standardized tests scores. IMSA-South Indianapolis will monitor the students’ progress in support programs. The following academic support programs will be provided:

- **Before- and after-school tutoring** - A student with a failing grade in a subject will stay after school or come to school before classes to receive additional help from their teachers. This tutoring will be mandatory and continue until the student raises the grade in the particular subject.
- **Saturday schools** - Saturday schools will address those students who need significant assistance to achieve at appropriate levels in major subjects. Students will attend school half-days on Saturday to work with teachers on fundamental skills.

- **Pull-out programs** - Some of the IMSA-South Indianapolis students will be pulled out of special classes to receive one-on-one instruction from either teachers or tutors from the partnering organizations.
- **Winter and Summer Academic Camps** - Winter and Summer Academic camps will be organized with enrichment activities for high-performing students and activities targeting the weaknesses of low-performing students.
- **Peer tutoring** - Peer tutoring will be available during lunch and recess time, as well as after school. Students in upper grades, especially high school, will be working one-on-one with students in lower grades. Tutors will earn service learning or community service hours for their time.
- **Lunch and recess learning programs** - Based on a schedule, IMSA-South Indianapolis teachers will be available to work one-on-one with students to provide help with homework, assignments, and other needs of the students.
- **Buckle Down Institutes** - IMSA-South Indianapolis will have a total of seven professional development days during the school year. Normally, students are not in attendance on professional development days because teachers are either attending workshops or involved in-group learning activities. Students who have missing assignments and tests will be asked to come to school on professional development days. They will work on their class work with help from tutors who will come from partnering organizations.

Increasing number of research depicts alarming statistical data pertaining to learning loss during summer months. The results suggest that especially low-income children experience greater summer learning losses due to lack and/or absence of engagement in educational activities and parental supervision. Summer programs at IMSA-South are designed not only to prevent summer learning loss but also to extend the school year for all students to enhance their learning and maximize their potentials. During the summer months, IMSA-South continues to provide a safe and engaging learning environment equipped with fun activities. The elementary programs offered during the summer break include:

- Reading Champions (on campus)
- Math Wizards (on campus)
- Reading Camp (off campus)
- Math and Science Camp (off campus)
- ELL Institute (on campus)
- Jump Start (on campus)

These programs are one week or two week summer programs that will be funded from the extra-curricular line item on the operational budget. We budget \$80 per student for extra-curricular activities in our 5-year financial projections.

Co-curricular programs will play a significant role in the culture of the school. Students will be engaged in projects and activities before and after school. IMSA-South Indianapolis students will participate in five main categories of events – clubs, special interest groups, annual school-wide events, field trips, and sports.

Clubs -- All teachers of IMSA-South Indianapolis will sponsor and lead at least one club. Individuals from partnering organizations, in particular those who can offer expertise in math, science, and technology, also will sponsor clubs. Clubs activities will last from 45 minutes to an hour after school. Some clubs may meet more than once a week or even on the weekends. Concept-managed

schools currently offer a wide array of clubs including yearbook, science, table tennis, cooking, world cultures, newspaper, chess, engineering, drama, movie, book, and folk dance.

Special Interest Groups -- These groups are specifically designed for students who are performing at higher levels and need more advanced academic activities. These groups will participate in local, regional or state competitions. One example of an advanced study group is a science project team that will compete in local and state science fairs. Other advanced study groups will include: Science Olympiad, Math Leagues (American, Continental), Lego League, Spelling Bee, Extreme Challenge Team, Robotics Team, and Power of the Pen.

Annual School-Wide Events -- IMSA-South Indianapolis will organize annual school-wide events geared toward the parents, students, and the larger community. School-wide events are critical to building community, school pride, and a culture of collaboration, learning, and excellence. The whole community gets involved in all aspects of events including the planning, marketing, and execution. Some of these events will include:

- **Community Breakfast** – Each year, community leaders, elected officials, and business leaders will be invited to attend a breakfast at the school and take a tour of the school when it is in session. Guests will meet with students, parents, board members, and staff. This event will engage the larger community and foster community partnerships
- **Annual School Showcase** – Students will have an opportunity to showcase what they have learned at IMSA-South Indianapolis. The community will participate in curriculum-related presentations, shows, and games that are interactive and fun. The showcase will be organized to celebrate and share the school's success with the community.
- **International Dinner** – This cultural event will involve the community in celebrating diversity and the cultures of the world through food, dance and presentations.
- **Honor Roll Parent Dinner** - IMSA-South Indianapolis will organize a dinner for parents of students who make the honor roll to recognize the parents' contribution to the success of their children. Parents and their children will attend the catered dinner, watch presentations, listen to speakers, and mingle with IMSA-South Indianapolis staff.

Local, National and International Trips – Resources within the community will be used to enrich the curriculum. IMSA-South Indianapolis will sponsor trips to venues such as museums, science centers, local colleges/universities, and hospitals to learn more about careers in science, math and technology as well as participate in problem-based learning activities. In addition, field trips will be planned to a national and/or international destination at a specific point in the curriculum. Both parents and teachers will be encouraged to accompany students on these trips. Concept students and parents have participated in trips to Malaysia, Thailand, Europe, Philippines, Turkey, Africa, Russia, New York City, Washington, D. C., Florida, California, and Niagara Falls.

Trips are on a voluntary basis with parents covering the expenses. Students will fundraise throughout the year to reduce the cost of trips. Students also must meet certain criteria related to GPA, discipline, and attendance in order to participate in such trips. IMSA-South Indianapolis will also have incentives such as discounts on these trips for high GPAs and excellent behavior.

Sports -- IMSA-South Indianapolis will have sports teams and compete in the appropriate leagues. IMSA-South Indianapolis will first seek its teachers to coach the sports teams. The school also will reach out to members of the community and involve partner organizations to provide in-kind services, coach, sponsor events, and provide facilities for the sports programs. IMSA-South Indianapolis is planning to have basketball, baseball, volleyball, track and softball teams when the

school is at full capacity. Teams will be developed as the school grows in number of students based on the levels of student interest.

Concept Inter-School Competitions – Within the family of Concept-managed schools, there are many opportunities to compete and work with students from other cities and states. These range from academic to arts to sports competitions.

Special Population and At-Risk Students: Special education programs and services at the IMSA-South will be provided in accordance with federal laws and regulations relating thereto, as well as the student's Individualized Education Plan ("IEP"). The IMSA-South will hire special education staff as needed to meet the needs of its special education students.

IMSA-South Indianapolis will establish a special education committee including the special education coordinator, director of school, teachers, and potentially outside evaluators. Professional training and development for staff involved with the education of students with disabilities will include the following: referral process to the special education coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with non-disabled students. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will have an equal opportunity with students in the regular education program to participate in and where appropriate, receive credit for nonacademic, extracurricular and ancillary programs, services, and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities and services as other students. Such programs, services and activities include, but are not limited to: art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, school-sponsored clubs or groups, etc.

A student suspected of having a disability will be referred in writing to the special education teacher/coordinator for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the school. Such referrals will: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any, (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such a referral, along with the procedural safeguards notice described in Federal Law, will be sent to the student's parents. Initial evaluations, re-evaluations and revisions of IEP's, and the procedures relating thereto are the responsibility of the special education coordinator. The IMSA-South will implement the IEP developed by the special education coordinator and committee for each student with a disability.

IMSA-South will provide substitute coverage for teachers as necessary to ensure that they are able to attend special education committee meetings. As required by IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. Indiana

Math and Science Academy will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the Special Education Committee. IMSA-South will send the mandated procedural safeguards notice to the parents. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and his or her specific responsibilities related to implementing the student's IEP.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student's parents. Parents will be informed of these policies in the parent/student handbook, the school website and newsletter, and in meetings with individual parents and their child.

To help ensure success, IMSA-South Indianapolis will provide to special education and at-risk students innovative extended programs, which are typically not found in the traditional school and provide additional support outside of the regular classroom. These programs include:

Camp Achieve Summer Program - An extended school year program serving fourth through eighth grade students provides an opportunity to participate in active, hands-on classes. The students use computers to practice their writing skills and surf the Internet to travel and learn about other cities and countries. The older children volunteer to assist the younger "campers" as counselors-in-training. To become a counselor-in-training, students must apply by writing a letter of application and must be interviewed by the director, providing life/work skill experiences.

It is Time to Shine Program - A two-day program includes both student and parental participation specifically designed to assist special needs students' transition from the self-contained fifth grade to the middle school departmentalized model. Fifth graders have the opportunity to practice being middle school students, complete with lockers, schedules, mock classes, and other activities that help them become acclimated to the middle-school environment. Anxious parents are given the opportunity to discuss their fears and apprehensions with the middle school staff and to learn what will be expected of their children.

Show Me - Show Me is designed to encourage positive self-images for special needs students while strengthening literacy, encouraging the performing arts, and promoting creativity. Students participate in two performances each year, writing plays based on an area of study or on characters they select from literature they have read. Students refine the script, memorize their lines, and participate in designing costumes and scenery.

English Language Learners: Students at IMSA-South with limited proficiency in English will achieve proficiency in the English language through the use of our schools services and teaching methods. IMSA-South will hire at least one ESL certified teacher in Indiana and will adapt staffing according to the student population. IMSA-South ensures that ELL (English Language Learner) students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Additionally, ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language so that IMSA-South will be able to encourage the participation of all parents in the IMSA-South community.

IMSA-South teachers (who will receive instruction on educating ELL students by the Indiana certified ELL teacher and/or a state approved professional development provider in this area) will

also be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. Any students classified and receiving educational services as an ELL student who subsequently tests above the 40th percentile will be deemed no longer in need of ELL services.

IMSA-South will educate ELL students following a model of English language transitional bilingual education and language immersion. We plan to provide all needed staff with specialized curricular materials to enable ELL students to achieve proficiency. We will also directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Proficiency in the English language of an ELL student will be measured at least once in every semester utilizing standardized assessment tools to determine whether continued special services are warranted. The school will also evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas as measured by administered diagnostic assessment and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, IMSA-South Indianapolis will look at disaggregated data for ELL students as a group to evaluate whether these students are acquiring the English language and progressing in core subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff

Limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in, and benefit from, the curriculum through teacher's providing accommodations based on the individual needs of the student. For example, the following general and specialized accommodations may be provided for a learner to ensure they benefit from the curriculum:

- Work with students individually.
- Work with students in small groups.
- Designate preferential seating.
- Work with students in quiet places.
- Increase the font size of the assessment.
- Read directions aloud for students.
- Provide extra or extended time.
- Use devices to assist students.
- Allow students to use specialized writing instruments.
- Use large print and Braille versions.
- Allow students to use a calculator or mathematics table on mathematic assessments.
- Have scribe record student responses.
- Utilize an interpreter.
- Allow students to type answers using a computer or word processor.

Student Recruitment and Enrollment:

IMSA-South will not have a very limited time between approval in May and opening in August. We will have a little more than 2.5 month to recruit 225 students. Due this challenge we lowered the projected enrollment from 350 to 225 for the first year. We, however, believe that we will overcome this challenge and start the school on time with 225 students in Kindergarten through grade 5.

When projecting enrollment we used data from the current IMSA-West and North. When we look at the enrollment data for the past years at IMSA-West and North we found out that they recruited 70% of their students in June, July, and August and they both recruited more than 225 students during such period in the past. We believe that we will overcome the time challenge by implementing the following strategies:

- Plan a more aggressive marketing plan and be prepared for it in terms of materials and funding
- Utilize the current marketing campaigns of the IMSA-West and North for our benefit
- Utilize the parents at IMSA-West and North for student recruitment for IMSA-South

We will actively disseminate announcements to the public in a variety of ways including:

- organizing open house meetings at local community gathering places
- posting and distributing flyers in various communities
- attending community organizations' meetings of all kinds
- direct mailings
- visiting public and private elementary schools, after-school programs, youth and community centers, and business and civic organizations in our target area
- working through churches
- disseminating materials door-to-door
- utilizing local news and media resources
- posting information on the school Web site
- e-mail distribution lists

Just as the school experience will be highly personalized, the recruitment process will also be personalized. The Board of Directors and others who are involved in recruiting students will reach out to meet students and parents where they are comfortable. Using the above methods will help ensure that the invitation to hear directly about IMSA-South is widely circulated. IMSA-South will also use all the methods described above to help ensure that students of all races, languages, and ability levels learn about the opportunities offered to children by the charter school. IMSA-South will not discriminate against any students based on academic ability, achievement level, athletic ability, disability, race, creed, national origin, religion, or on any other grounds.

IMSA-South is in the process of designing a Web site for the school to provide prospective parents and students a better understanding of the school. Prospective parents will be able to fill out an application online. Interested parents who are unable to attend one of the IMSA-South open house meetings will be provided with a packet of written materials covering all topics formally discussed at the open house, and a meeting will be scheduled with appropriate school staff to verbally review all materials and receive answers to outstanding questions. The school will develop bilingual and trilingual materials, translator services, and have an inclusive message in all school presentations and materials. All marketing materials will be available in Spanish and English as well as other languages, as needed.

Interested parents will be required to complete and submit an application form, which will be available at the school, open houses, the school's website, and at locations throughout the community. The application will be fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended). The school will make staff available to any parent who needs help completing the application. Completed applications will be required to be submitted to the school by a date to be set by IMSA-South. The school may extend the application submission period if the need exists, and it may hold a supplemental summer enrollment period if desired or needed.

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. The lottery will be open to the public. It will be conducted before a notary public and a representative Indiana Charter Board will be invited. The lottery process will also be videotaped and archived. Siblings of IMSA-South students will be given preference in order to keep families together.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission will serve to place students in preferential order on the waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student is still interested in enrolling at the IMSA-South before proceeding to the next name on the list. If the student's parents cannot be reached, the school may remove that student from the waiting list. The school will maintain documentation of the attempts made to contact the parents of any student removed from the waiting list.

Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be derived from the random lottery. Each year, the school will send a new enrollment application directly to the parents of each child on the prior year's waiting list. If there is continued interest on the part of the parents, they will apply again for the new grade level.

Upon admission, a school administrator will meet with students and parents to ensure that parents' and students' questions are answered concerning expectations, promotion policies, grading, discipline policies, graduation requirements, college acceptance procedures, post-secondary options, advanced study groups, local and international trips, tutoring, and school events. Parents will receive the IMSA-South Student Handbook, which clearly explains all the details of the school's academic and non-academic policies. They will be asked to sign the acknowledgement letter indicating their commitment to these policies.

Upon admission, students will also be required to take diagnostic tests created by Concept Schools. Diagnostic test results will help the principal and the dean of academics to understand each student's needs in order to co-create a personalized education plan for their future academic success. The diagnostic tests will include mathematics and reading.

Once enrolled at IMSA-South, students will not go through a lottery process again. However, each year they will have to complete re-enrollment forms indicating their intention to stay at IMSA-South for the next school year. Deadline for the re-enrollment will be close to the application deadline for new students. The re-enrollment deadline will be communicated to parents in different forms and multiple times in order to ensure that they are informed about the deadline. Communication will include letters sent home, newsletters, phone calls, meetings with students, and announcements.

IMSA South will charge a minimal fee (\$50) to parents for consumable materials per child. However, such fee will be waived for eligible parents given that they request a waiver. As IMSA South students are required to wear uniform, which they will be able to purchase at the school, the fee for uniforms will also be waived from eligible parents upon a written waiver request.

Student Discipline:

Discipline is a part of the school culture and climate. A challenging curriculum, dedicated teachers and proper materials are critical to learning but so is a safe and secure learning environment. The Dean of Students along with the principal will be responsible for maintaining discipline and safety at IMSA-South. IMSA-South will implement a school-wide discipline policy that reflects high standards and expectations. Staff will be trained on the school-wide discipline policy to ensure consistent, accurate, and fair application of the policy.

IMSA-South's discipline policy has been successfully implemented in all schools managed by Concept Schools. It has been improved and refined over the last ten years. The discipline policy will be communicated to all parents/families and students before the opening of school through small group presentations and training. A student handbook will be developed and modeled after the ones used in other Concept-managed schools. It will include an acknowledgment page that parents and students sign and return to the school within the first week of school indicating they have read and support the policy. Please refer to **Attachment 15: Student Discipline Policy** for a sample student handbook that includes the IMSA-South discipline policy.

The IMSA-South student handbook will include all disciplinary procedures such as detentions, suspension, expulsion, appeal to suspensions, and due process, as well as parents' and students' rights. The Board of Directors of IMSA-South will regularly review and approve any policy revisions that arise.

IMSA-South will apply consistent, fair, respectful discipline and due process procedures to all students. Due process procedures will be articulated to all students. IMSA-South will stay apprised of the current legislation and will comply with any federal or state laws regarding student discipline, including those students with disabilities.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, the student will be disciplined in accordance with those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. A student's family may elect to appeal a decision by the principal or dean of students to the IMSA-South Board of Directors. In all events of expulsion, the principal will work in conjunction with the family to find the best possible alternative setting.

IMSA-South will have a full-time social worker in its first year in operation. A social worker will work with students providing needed social and emotional support. The social worker will develop a policy by which teachers can confidentially refer students. Students also will be able to self-refer to the social worker as needed. The social worker will be able to see students for up to four times without parental consent; however, if the student requires additional sessions with the social worker, the parent will be contacted to grant consent.

The social worker/counselor will work with the dean of students closely, analyzing the school's discipline data to identify students with discipline infractions related to unmet social and emotional needs. Intervention strategies will be developed to help those students improve their behavior and succeed. Students needing more comprehensive assistance will be referred to outside agencies in collaboration with the parents/families.

The school social worker/counselor will develop seminars for students on various topics such as dating, relationships, sexually transmitted diseases, teen pregnancy, hygiene, peer pressure,

smoking and substance abuse, bullying, and mental health issues. Seminars will be integrated into the Life Skills and English Language Arts curriculum.

IMSA-South will focus on building a community where members feel comfortable with each other, support each other, and have a sense of belonging. Providing students with an environment that is socially and emotionally safe and supportive is critical to the success of the school. Therefore, IMSA-South will have an advisory system. Each teacher will be assigned a small group of students to advise, mentor, and help with academic, social, and emotional needs. Teachers will organize additional events with their group of students outside the school in order to build a sustainable and healthy relationship. Advisors will conduct home visits to their students to assist in building a relationship with their parents, as well. Advisors will be the primary contact for parents regarding their children. The advisory system, along with the homeroom, which is also focused on community-building activities, will foster an environment that allows students to be socially and emotionally safe. Students' sense of belonging and community will increase self-esteem and lead to greater success.

Parents & Community

Parental or family involvement is essential to the school's mission and student success. The following actions will contribute to an effective school-parent/family partnership at IMSA-South:

- The school will publish a clear policy welcoming parental involvement and post opportunities to become involved in an obvious place in the school building and on the school's Web site.
- Teachers will conduct home visits with parents to enhance parent education and build stronger relationships between students, parents and teachers.
- The school will provide parent/family education programs .
- The school office will be trained in customer service skills to ensure that they present a friendly and open environment. Parents/families will be treated with respect and will not be kept waiting unnecessarily.
- The school's Web site will provide clear and consistent communication. Parents/families will have access to daily homework assignments, grades, attendance, and other information via the school's secure Web page.
- The school will recognize the contribution of parents in their children's success by organizing events, such as the Honor Roll Parent Dinner.
- The school will set up a parent area in the school building, equipped with a comfortable seating area, a telephone, copy machine, computers, books on adolescents, etc.
- The school will provide translated materials and/or in-person contact with parents whose primary language is not English. Translators will be involved in all parent-teacher interactions as needed.

Involving parents often requires changing the major location of parent involvement from the school to the home. It requires that the focus be on the specific needs and skills of the particular student. The school's Web site will provide information and online presentations regarding the school and topics of interest to parents. It also will have frequent surveys and polls designed to solicit parent opinions and influence decision-making regarding issues important to the school. This site will become a very functional resource providing parents and students with in-depth coverage of school events, student progress, daily assignments, class notes, and useful links.

An online student information system will give parents and students access to classroom records. Parents will learn about their child's progress through assignments, homework, current grades,

upcoming tests and quizzes, attendance, and disciplinary action. The student information system also will include interim assessment data for each student. Parents will be able to monitor their children's progress throughout the year, as well as be able to help them study by using the tools provided within the system. IMSA-South will organize ongoing training for parents on how to use the student information system. IMSA-South also will make computer labs available for parents to use after school.

The school will keep a database of parent attendance/involvement in school activities, including but not limited to: volunteering at school activities or chaperoning field trips, serving on a board committee, attending parent classes, tutoring students, meeting with teachers and administrators, and logging onto the Web site using their secure login. A report will be generated quarterly to determine the overall level of parent involvement.

IMSA-South will organize four parent-teacher conferences in a school year. The parent-teacher conferences will be in the middle of each academic quarter so parents will have adequate time to work with their children to raise their grades if needed. Students will be encouraged to attend conferences with their parents. Parent-teacher conferences will be offered at flexible times such as Saturdays to accommodate parents' schedules.

IMSA-South will encourage parents to attend the parent-teacher conferences through incentives such as "dress-down days" for students whose parents attended the conference, raffles for parents, and awards for homerooms with the highest attendance rate. During the parent-teacher conferences parents will meet with all teachers, receive updates from the school, pick up interim report cards, and hear individual performance reports from each teacher. Administrators will be available to meet with the parents to address specific needs and concerns. Parents and students will be provided with snacks and drinks during the conferences. High school students will babysit small children during the conferences as part of their service learning/community service hours. Businesses and community organizations, such as banks, hospitals, social service agencies and others who offer services of interest to parents/families will be invited to the parent-teacher conferences, as well. Twice a year during the conferences, parents will complete a parent satisfaction survey, an important source of feedback for the school. Parent-teacher conferences will also serve as a platform to recruit volunteers and solicit members for the Parent-Teacher Organization (PTO).

The PTO will meet regularly and help the school increase parental involvement. They also will help the school by participating in fundraising events such as golf outings, book fairs, bake sales, pizza parties, etc. The PTO will also assist in recruiting new students by passing out flyers, sharing information with other parents about the school, and generally promoting IMSA-South in the community.

IMSA-South will develop quarterly newsletters that include information and updates about the school. The newsletters will be sent to parents and community partners by email and also will be available online and in hard copy format. They will highlight successful students, teachers, and parents/families. IMSA-South also will communicate on a regular basis with parents regarding their children's academic performance. Parents of children who are in danger of failing any of their classes will receive letters communicating the child's performance and available support.

Another innovative way that IMSA-South will increase parental involvement is through parent breakfasts. Small groups of parents will be invited to the school to eat breakfast with the principal in a less formal environment to discuss issues of importance to parents/families.

All students will be assigned to teachers in the grade level team, and each teacher will be responsible to call parents on his/her list once a month. Each parent will get at least one phone call from IMSA-South per month. Phone logs are checked at the team meetings, and teachers will share results of the phone calls at team meetings.

IMSA-South will organize home visits. Each year a target group will be selected and visited by the school staff. The purpose of the home visit will be to demonstrate the school's commitment to the parents and their children. In promoting a partnership between parents and teachers, home visits provide the means for improving students' achievement and school performance, observing children in their home environment, and encouraging parent involvement. While providing teaching services for students, a home visit is also a good opportunity for parents to get to know teachers. The latest National Education Goals (Goals 2000: Educate America Act) encourage schools to increase their efforts to involve parents or guardians in their children's education. Open communication between responsible, concerned adults in the home and at the school is essential to build this partnership.

A visit packet will be given to the parent being visited that includes information and updates about the school, articles for parents, a book as a gift for the student, and a small, symbolic gift for the family. Schools within the Concept network report that home visits are one of the most effective ways of building a stronger relationship with students and their families. Concept will provide training to our staff on the protocol of home visits. The purpose of home visits and the procedure will be communicated to parents before home visits begin, as they still have the right to refuse a visit.

In order to educate the entire family, IMSA-South will organize a series of classes, workshops, seminars, conferences, and training for parents under the "Parent University" program. Parent University will include seminars on parenting, communication, education, economics, health, technology training, computer training, identifying substance abuse or mental health issues, using the online student information system, monitoring homework, etc. Parent University will assist parents who want to enroll in community college courses or workforce readiness programs. Either IMSA-South staff or experts will lead these courses from community partners.

One of the most effective tools to increase parental involvement at IMSA-South will be the small group and individual meetings with parents and students upon their acceptance to IMSA-South. The purpose of the meeting will be to review the vision, policies, regulations, expectations, opportunities, and programs at the school and to answer their questions. The more involved are parents from the beginning, the more involved they will become in their child's education.

IMSA-South understands the importance of the ties between the community and the school. IMSA-South will pursue opportunities for community participation in order to give students a sense of belonging to their community and to give the community a sense of responsibility toward the students. Opportunities for community participation in the operation of IMSA-South may include, but are not limited by, the following:

- Members of the community may be recruited to sit on the Board of Directors as voting representatives and will be encouraged to serve on or chair committees,
- Members of the community will be asked to serve on a special Advisory Board,
- Community members will be involved in the recruitment of students and teachers,

- Community members will be involved in creating such opportunities for our students as internship, mentoring and summer jobs.

To assist with student achievement, IMSA-South will seek partnerships that provide mentoring and tutoring, enrichment opportunities for students, and classroom presentations by outside professionals. This will add to what is provided by the teaching staff, career exploration opportunities, job shadowing and/or internships with faculty to expand their knowledge, and to assist in their research and data analysis. As the school expands in future years and the student population gets older, many more partnering opportunities present themselves, such as use of lab equipment, workplace tours, job shadowing, internships, dual credit, and early college opportunities. Ultimately, all partnerships will need to impact increased student achievement and opportunity.

We will even pursue partnerships with corporate America, as Chicago Math and Science Academy did in Chicago. This school partnered with a Fortune 500 company, providing their students with many opportunities including, but not limited to, a mentorship program, a back-to-school drive, guest speakers in the classroom, and volunteers at the school.

IMSA-South plans to work closely with community leaders to recruit students for the school and announce this new option to parents and community members. We will continue to have meetings with influential community leaders to promote this effort. IMSA-South will continue to reach out to a wide range of organizations throughout the school development process and will evaluate our level of community involvement based on the number of contacts and partnerships established with agencies, organizations and individuals within the community.

IMSA-South will organize an annual community breakfast for the community leaders and business members to build a stronger relationship with the community. Community members will attend a breakfast, meet with some of our parents, students, and staff, and take a tour of classes in session. Our goal with this breakfast will be to show the community what a great asset IMSA-South will be to them. We will include the attendees in our database so they receive updates regarding the school. We will also follow up on partnership opportunities as they arise.

In addition to the community breakfast, IMSA-South will also organize another annual event called IMSA-South Showcase. Students give a variety of subject-related presentations, delivered through a theatrical format. The Annual Showcase involves many students in the school and aims to be interactive and engaging. IMSA-South students will prepare for the showcase with a supervising teacher who facilitates the presentation. Again, community leaders, elected officials, business members, and prospective parents are invited to the annual showcase. The annual showcase will publically demonstrate to the community the ongoing success and intellectual vibrancy of our students and teachers.

IMSA-South will create quarterly newsletters that include news and updates regarding the school, highlights of success, and information about the schools. Such literature will be utilized to communicate with the community and keep them involved in IMSA-South. IMSA-South will actively pursue affiliations with Science, Math, and Education Departments at universities so our students benefit from all the opportunities available to them. Other Concept Schools have partnered with Cleveland State University, Ohio State University, Ohio Northern University, and Ball State University.

Initially the board will play the primary role in developing partnerships. As the school moves forward, it is anticipated that the Development Director and the Principal will have an increasing role in partnership development and management. The board will then serve primarily as the door

opener for new partnerships. Although IMSA-South does not have any formal partnership with any organization at the moment, we believe that implementation of the best practices above will create strong partnerships between our school and the key organizations in Indianapolis. Our efforts in building such partnership will accelerate significantly once our charter is approved.

Board Members of IMSA-South have approached many organization and businesses and received verbal support once the school is approved. These organizations range from Eli Lily Foundation to Indiana University, Ivy Tech College and private businesses. Now that we have developed the proposal for IMSA-South we, will reconnect with such organizations and receive formal commitments and support letters, which we plan to present to the Indiana Charter School Board during the applicant capacity interview.

Performance Management

IMSA-South will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to measure students' progress over time and the school's goals. They include:

- Northwest Education Association (NWEA) Measure of Academic Progress (MAP)
- Pre-SAT and ACT at the high school
- Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)
- KTEA: Kaufman Test of Educational Achievement for special education students
- Concept Formative Assessments

NWEA will provide an in-depth analysis of student performance and compare it to the large national data pool. The report provides evidence to determine if students are making expected gains. IMSA-South teachers will analyze the data reports from NWEA as grade level teams and develop specific strategies to address data indicators. Teachers will share their analysis and plans with the dean of academics, who will monitor implementation of the plans.

The Pre-SAT (PSAT) is a standardized test that provides firsthand practice for the SAT Reasoning Test. It also gives our students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. We will have our students take the PSAT to receive feedback on their strengths and weaknesses on skills necessary for college study. This will serve our students as a guide to their preparation for college.

IMSA-South Indianapolis will require all juniors to take the ACT and will aim for an average score of 22. The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in writing a short essay. IMSA-South Indianapolis will organize summer and winter ACT Camps in collaboration with other Concept Schools and Saturday ACT classes. IMSA-South Indianapolis students will take sample ACT tests created by Concept Schools in grade 9 through 11 to monitor their progress.

The required ISTEP+ tests in grades 3 through 10 will be analyzed each year to determine the strengths and weaknesses of our students. Such test results will play an important role in determining which students will receive academic support. Our vision is to meet and exceed the state averages on the ISTEP+ tests.

In addition, Concept has designed and used interim assessments that are aligned with the Indiana state standards, now with Common Core, and mirror the state tests. Within a few days of the test, data from the interim assessments will be analyzed and uploaded to the online database created by Concept Schools. Teams of IMSA-South teachers will review the analysis from the interim assessments and develop specific strategies to address the students' learning deficiencies. As noted by J. McCaig, 6th grade language arts teacher at the Chicago Math and Science Academy, the highest performing charter school in Chicago, "There is no shooting in the dark...you know exactly how much your students have learned..." This systematic approach also shifts the focus from teaching to learning, treats teachers as professionals, and fosters collegial relationships among the staff.

Kulik, Kulik and Bangert (1984) reported that practice tests are not only beneficial to review course work, but also improves learning through familiarity with the test. Gretes and Green (2000) found a positive relationship between the number of practice exams taken and course grades, even when previous SAT scores were controlled. In their study, Gretes and Green indicated that practice tests helped more than 90% of students study for real examinations. These tests will allow students, teachers, and school administrators an opportunity to receive immediate feedback, ensuring quick responses for areas of improvement. Schools do not have to wait several weeks, or even an entire summer, for results and tracking over time. Results of the tests are scored using Scantron software and are analyzed on four levels: school, grade, student, and test question. Within the same week the tests analysis will be uploaded to the online student information system by Concept.

The IMSA-South teams of teachers will develop specific strategies based on the analysis of the test scores whether NWEA or the Interim Assessments. These strategies may include but are not limited to:

- Re-teach a particular topic or benchmark to the whole class
- Place students in appropriate academic support programs such as Saturday school, after school tutoring, and pull-out programs,
- Re-visit the curriculum and make necessary modifications if students throughout Concept-managed schools are failing to meet the same standards
- Re-visit the question to see if the question is misleading

At the Summer Institute, the annual Concept Schools' conference, and the professional development days, IMSA-South will provide extensive training to teachers regarding the use of data to plan instruction. IMSA-South faculty will be proficient in analyzing data and developing specific strategies to address negative trends. This will be accomplished by modeling, analyzing data as teams, reading, visiting other Concept-managed schools, and listening to presentations.

SECTION III:IMPLEMENTATION PLAN

Human Capital

Concept has developed a 5-year business plan, which is included in the proposal as **Attachment 9: Concept Business Plan**. Concept's Business Plan includes a table indicating the projected staffing needs for the entire network.

IMSA-South believes that the quality of personnel is one of the most important factors of a successful school. IMSA-South and Concept will make it a priority to aggressively screen and recruit only the best applicants. IMSA-South will conduct criminal background checks for each employee of the charter school prior to the employee's hire. We will not employ teachers whose certificate of

license to teach have been revoked or are currently suspended by the Indiana State Board of Education. Teachers will report to the dean of academics on all instructional matters. Special Education and ELL faculty will be hired based on the needs of the enrolled students. School administrators also may have teaching responsibilities, according to their areas of expertise. IMSA-South believes administrators need to have ongoing teaching practice to stay connected to the instructional setting and the goals of the school in a more personalized way. Teacher qualities that IMSA-South will seek are as follows:

- Minimum of bachelor's degree in subject that they will teach
- Certification in the State of Indiana (alternative certificates are accepted)
- Experience and success in working with under-served students
- Experience and success in multi-cultural settings
- Willingness to go beyond job descriptions to assist students
- Experience and success in teaming
- Commitment to teaching
- Experience and success with working with students in extra-curricular activities
- Good communication skills
- Deep pedagogical knowledge

Teachers will be recruited using various job postings, including the local paper, NPO.net, Idealist.org, and Teach for America. IMSA-South staff will post job descriptions to major universities/colleges for distribution through e-mail newsletters, bulletin boards, and other publication sources. Additionally, IMSA-South will recruit at local teacher job fairs.

IMSA-South will have a performance-based pay raises. The five criteria that determine pay raises and/or bonuses are listed below. These criteria are not listed in a priority order.

- Student academic achievement
- Student and parent relations
- Participation and leadership in tutoring, clubs, and sports activities
- Participation in fairs (i.e. city, state, national and international science fairs, art fairs)
- Participation and leadership on trips (city, state, national, and international)

Teachers will typically have a teaching load of 30 periods a week. Teachers will have two prep periods and a 45-minute lunch period on any given day. Teachers will officially complete their day at 4:30 p.m. Each teacher will have at least two days of tutoring and one club sponsorship after school. Clubs will meet once or twice a week. Teachers will attend meetings once a week after school to include grade team and leadership meetings. Teachers also may be assigned additional responsibilities such as lunch duty, hallway monitoring, and dismissal supervision on a need basis.

The school administrators will evaluate IMSA-South staff throughout the year. Staff members who do not perform up to clearly identified standards will be released. Concept Schools' academic team will also visit IMSA-South and observe faculty twice a year. The team will provide feedback on implementation of curriculum and provide valuable feedback through post-observation meetings. Staff evaluations will include:

- Walk-through
- Formal evaluations with advance notice
- Formal evaluations with no advance notice
- Informal observations
- Student performance data

Before the school opens, the teacher evaluation rubric, which IMSA-South will use in staff evaluations, will be shared with the staff in a training session. Evaluations will be combined with other benchmarks such as students' progress, professionalism and performance of assigned duties, additional responsibilities that have been undertaken by the teacher, and parent relations in order to make employment decisions. IMSA-South staff will be on an annual contract, which is performance based and outlines all responsibilities of our teachers.

Monitoring and evaluation is further ensured through a series of system-wide meetings led by Concept Schools' central office staff. Principals from all the Concept-managed schools will meet every month. College counselors and the dean of academics will meet every quarter with the Concept Schools' Chief Academic Officer.

IMSA-South believes in the importance of a sustainable and consistent teaching staff on student learning and achievement. Therefore, we will be implementing the strategies below as an effort to retain our teachers:

1- IMSA-South will conduct thorough and comprehensive recruitment process

IMSA-South will spend considerable amount of time on teacher recruitment and hire teachers that will further the mission and vision of IMSA-South. A comprehensive recruitment process will include online screening tests, written answers to a list of questions, formal in-person interview, reference check, and demo teachings. An employee referral policy will also help us recruit teachers of high quality. It will also help teachers keep each other and themselves accountable for the success of the school.

2- IMSA-South will offer a competitive and performance based compensation system

IMSA-South teachers will have opportunities to receive extra compensations based on high-performance, significant improvement in the students' achievement, test scores, undertaking additional responsibilities, etc.

3- Continuous, well developed professional development plan

IMSA-South believes that our comprehensive professional development plan, which is outlined in the professional development section of the grant application not only will attract teachers but also will helps us retain them. Our professional development program will include a tuition reimbursement policy to help our teacher pursue higher education opportunities.

4- Conduct staff surveys twice a year

Employee morale is part of school culture and it is very important. When teachers are happy, they tend to be more efficient and they enjoy their work. IMSA-South will survey its teachers twice a year and receive feedback in teacher needs and morale. Based on staff feedback and needs, IMSA-South will organize event to boost employee motivation and morale. Those activities will include but not limited to:

- Employee of the month program
- Tickets to movies, sport games, etc.
- Staff Thanksgiving dinner, new year dinner, and other celebrations
- Staff Bowling Day or Staff Movie Day
- Staff Birthday Celebration
- Early Release for some staff
- Extra Personal Day
- Celebrating Teacher Appreciation Week
- Staff International and National Trips
- Staff Home Visit Program

- Letters to Staff's Families (to show how important they are to the school.)
- Thanks You Notes or Letter

5- Empower teachers to make decisions related to the school

IMSA-South will make sure that teachers are part of the decision making process at IMSA-South. Our team oriented organizational structure fosters collegial relationships and enables teachers to be involved in decisions. IMSA-South, for example, will allocate a certain amount of money from its operational budget that will be at teachers' discretion. Teachers will decide how to use it. They may decide to use it for extra resources, support materials, staff gatherings, bonuses, etc. In such effort of empowering teachers, IMSA-South will organize staff retreats to discuss issues and solutions with all staff members in a strategic and organized way.

6- Professional Development program for new teachers that includes mentoring

IMSA-South believes that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. Our mentoring program will provide beginning teachers with support and assistance to help navigate the difficult early years of teaching as they perfect their teaching skills.

7- Provide teacher with continuous administrative support and feedback

We believe that it is inevitable that school administrators and supervisors be visible and provide frequent feedback about teachers performances through classroom walk through, classroom observations, attending school events and activities, meeting with teachers when necessary. Concept Schools has a leadership monitoring system that requires the school administration to do so. We believe that with consistent feedback, teachers will develop themselves and improve their practices every day, which will increase their likelihood of staying at IMSA-South for longer.

8- Create a physically and emotionally safe and secure working environment

IMSA-South will strategically work on creating a working environment that staff trusts each other and administrators, is collegial and collaborative, and where people feel emotionally and physically secure. Installation of security cameras, effective and constant student monitoring, training for emergency situations, administrative support and assistance with hard-to-deal with parents, having security personnel when necessary, implementation of school discipline policies consistently are measures that IMSA-South will take to create an environment that teachers will look forward to coming to.

9- Implement creative ways of staff benefits

IMSA-South will implement creative benefit packages that will value longer stays at IMSA-South. For instance, school will contribute 60% of medical insurance premium for first year at IMSA-South and 80% second and 90% for third year at IMSA-South. Similar increases will apply to retirement contribution, tuition reimbursement and other items that are included in the benefit package. The longer the staff stays at IMSA-South the larger their benefit package will be.

We believe that implementation of such strategies will help us retain high percentage of our teachers at IMSA-South. We are confident that our management organization Concept Schools will attain high percentage of teacher retention rate as other Concept managed-schools have staff retention rates between 70-90%.

A day in the life of a Teacher at IMSA-South:

A typical teacher will come to school at 7:45 a.m. and make final preparation for classes that begin at 8:00 a.m. Teachers will have maximum of 30 periods of teaching in a week. A typical teacher who

has a teaching load of 30 periods a week will have two prep periods and a lunch period on any given day. Lunch will be 45 minutes long as well. Teachers may choose to eat in the teacher's lounge, which will have the necessary settings to eat lunch such as microwave, plates, drinks, utensils, tables, and chairs. They also may choose to have off campus lunch.

Teachers are to stay at the school until 4:30 p.m. every day. Each teacher will have at least two days of tutoring and one day of club sponsorship after schools. The clubs that teachers sponsor may meet once or twice a week. The teacher will attend meetings once a week after school. Such meetings will be grade team meetings and leadership meetings. They will be on same day of the week. Teachers will also be assigned additional responsibilities such as lunch duty, hallway monitoring, and dismissal supervision at least once a week. Based on their teaching load they may be assigned such duties more than once a week.

All full-time employees will be provided with medical and dental insurance. Employees are eligible for this coverage 30 days after the date of hire. Both the school and the employee pay a portion of the premium for each eligible employee, spouse, domestic partner and dependents. IMSA-South will offer a short-term and long-term disability insurance coverage to all full-time employees. This coverage will become effective 60 days after the date of hire. The IMSA-South Board of Directors may change by the carrier or the carriers and/or the specifics of these benefits plans. Other benefits will include paid time off, sick time, and full benefits under such federal laws as USERRA and FMLA. IMSA-South will also have Educators' Legal Liability, Board Liability, and Employment Practices Liability to cover the employees at the school.

Professional Development

The principal of IMSA-South will work closely with the Regional Superintendent of Concept. Based on Concept's organizational structure, all 27 schools are divided into 5 clusters and each cluster has a superintendent. Sizes of the clusters range between three and eight. The superintendent provides leadership support and oversight to the principal. The principals attend regular meetings with the superintendent and reports to him. The superintendent also evaluates the principals based on Concept's principal evaluation protocol.

The school's culture, values, and learning expectations start with the school's staff. Staff members will form a strong team, unified by a common mission, vision, and set of values. Based on this shared foundation, staff will help create, maintain, and improve the school culture on an annual basis. The IMSA-South Summer Institute will take place two weeks prior to the start of school so that teachers are immersed in the mission, philosophy, vision, values, and key aspects of the school culture before they step foot in a classroom. Teachers will receive 8 full days of intense training prior to IMSA-South opening. During the first full week of the Summer Institute, teachers will learn about the IMSA-South /Concept model. They will deepen their understanding of the culture. Team building activities will foster trust and a collegial atmosphere. Teachers will be engaged in activities to enhance their ability to differentiate the curriculum. During the second week, the focus will be on technology. The technology coach and experts in the integration of technology will train the IMSA-South staff.

Four full days will be designated as professional development days and spread throughout the year. On those days, IMSA-South will either have experts come to the school and work with staff, or staff members will work in teams on areas of improvement. Professional development also will take place as a part of the team structure that will be integral at IMSA-South. The key to effective professional development is establishing a school culture where learning is valued among all members of the school.

IMSA-South Indianapolis Core Value Commitment - The core values will provide the foundation for the work of the team. Staff will discuss, agree, and commit to the IMSA-South Indianapolis core values at the beginning of each year and define behaviors that support these values. Throughout the year, staff will complete self-evaluations and team evaluations to determine how effectively each staff member is living the commitment. The strength of the school culture is directly and proportionately related to how consistently the staff lives the IMSA-South values. The evaluation on core values will play a crucial role in re-hiring decisions.

Communication - Clear, effective communication is essential to creating strong and productive teams. To assist with communication, IMSA-South will make use of regular staff meetings, leadership team meetings, retreats, and weekly memos. Students, faculty, advisors, parents, and administration will communicate regularly by e-mail, allowing assignments, appointments, and documents to flow quickly and efficiently and providing more time for instructional work. Shared tasks and calendars will allow IMSA-South to function with the efficiency of a modern corporation. Every minute will be maximized for teaching and learning.

IMSA-South will have a 4-tiered approach to foster collegial relationships through teamwork and monitors teaching and learning. The structure will include:

Grade teams-faculty who teach the same grade working across disciplines to focus on individual students

Subject/Instructional teams- faculty who teach the same subject focusing on best practices and curriculum

Leadership team-administration, grade team leaders, and instructional team leaders who work together to focus on school atmosphere, plan upcoming events and resolve issues raised in other team meetings.

Administrative team-principal, dean of students, dean of academics, development director, and staff who are responsible for guiding the processes critical to college preparation focus on the day-to-day operation of the school

Each team will have prescribed meeting agendas. Agendas will include sharing best practices, discussing educational articles, review of classroom observations, and collaboration to analyze student data. These meetings will foster collegial relationships and mutual respect among the faculty. IMSA-South grade level meetings incorporate collaboration opportunities as well. Each quarter, faculty in each grade team will outline the topics they will be teaching and seek collaboration opportunities with other teachers who have the same students for different subjects. The dean of academics will monitor planning time.

The administrative team, consisting of the principal, dean of academics, dean of students, and development director, will meet weekly to discuss broad administrative issues. The grade teams, consisting of all teachers in a particular grade, will meet bi-weekly to discuss individual student issues, such as behavior. The department teams, consisting of all teachers in a particular subject, will meet monthly to discuss academic issues, such as scheduling, assessment, and standards.

The leadership team, consisting of the entire administrative team, grade chairs, and department chairs, will meet bi-weekly to discuss and resolve issues that have been raised in the other team meetings. Thus, teaching and learning will be monitored weekly, bi-weekly, and monthly through a system of checks and balances. This structure will allow faculty to be part of the decision-making process at IMSA-South.

The principal and dean of academics will review the minutes or join meetings to ensure that meetings are effective. Each team will develop annual goals and benchmarks to measure progress. Teams will develop professional development plans based on their analysis of their students' academic data and the needs of team members. Teams will present their professional development plans at the leadership team meeting via their leaders. The leadership team will determine whether speakers and experts are brought to the school for workshops or whether staff members will attend conferences or seminars.

Additionally, current professional magazines, books, and films regarding innovative educational methods will be made available to faculty and staff. Faculty and staff also will be provided opportunities for study, travel, workshops and conferences, and teacher exchanges. The school will partially reimburse faculty for tuition that furthers their development as teachers. All professional development will have specific stated outcomes. Upon implementation, teachers will assess student knowledge/skills and make changes in classroom practice. For every professional development session, the assessment will be developed simultaneously.

Evaluation of the professional development program at IMSA-South will be a results-based process. Twice a year, data regarding classroom performance, discipline, collaboration between faculty, seminars and workshops, student achievement, parental involvement, community involvement, and technology integration will be reviewed. This data will be analyzed and shared at a staff meeting where staff will openly exchange ideas, thoughts, and solutions. Conclusions will drive the focus of future professional development. For example, if IMSA-South held a workshop on improving writing and critical thinking, classrooms will then be observed to find out how often faculty used the tools and strategies given to them. Writing scores of the students in interim assessments will be reviewed to connect the student growth to the strategies being implemented as a result of the professional development.

The findings of the benchmark assessments will drive the professional development plan. The IMSA-South teachers will go through an extensive training regarding data-driven instruction, benchmark assessments, and formative assessments during the Summer Institute and during professional development days. As results are obtained from the assessment, teachers will identify areas in which further professional development is necessary in order to improve student outcomes.

Start-Up & Operations

Based on our plan, IMSA-South will open to its doors to 225 students on Thursday, August 9, 2012. **Attachment 17: Start-Up Plan** lists all the tasks that we need to complete successfully along with the responsible parties for such tasks. **Attachment 19: Budget and Staffing Workbook** includes the staffing plans and funding for it during the start-up phase.

The IMSA-South Board of Directors will enter into a management agreement with Concept to manage IMSA-South. Concept has a proven track record of managing and operating charter schools. The dedicated staff brings collective ability, determined focus, and an action mentality to create an excellent school. They also possess the skills to sustain IMSA-South's successes into the future. Below are the key operational pieces and how they will be managed:

Human Resources - Approximately 50% of the proposed budget for IMSA-South is for salaries and benefits, including health insurance and retirement. The employees will be employees of IMSA-

South except the principal and the business manager who will be Concept employees. The teachers and administrators will participate in the Indiana Public Retirement System, INPRS.

Transportation - IMSA-South will develop a transportation plan that will provide transportation to an estimated 80% of its student population. It is assumed that the remaining 20% will come from the immediate neighborhood or will be delivered by parents. IMSA-South will contract with a private transportation service provider. We included an estimated cost in the budget based on data from other Concept-managed schools in Indianapolis.

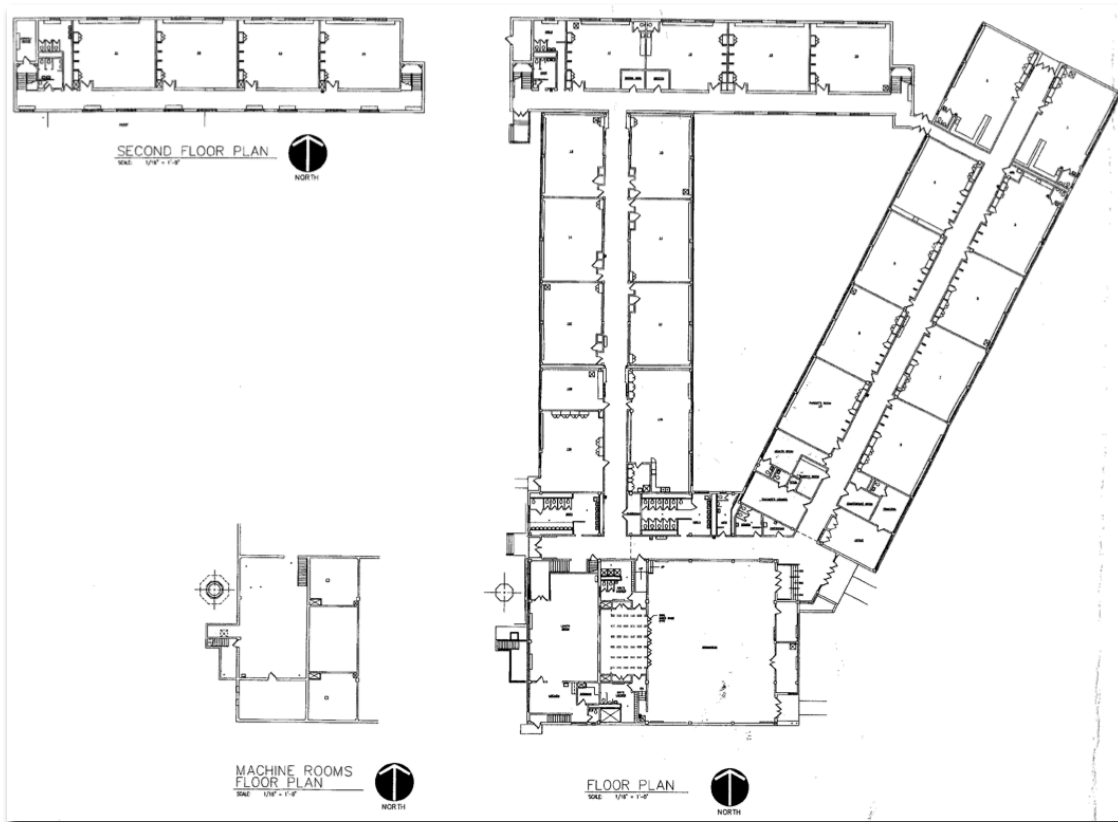
Food Services - IMSA-South will provide breakfast and lunch services to students. It is anticipated that 85% of students will be eligible for free and reduced lunch. This is based on the current demographics of schools in the community in which IMSA-South will be located. IMSA-South will determine eligibility for free and reduced lunch by using the parental information forms. IMSA-South will solicit bids from food service providers. IMSA-South will hire its own lunchroom personnel, however. IMSA-South used figures from school districts and other Concept-managed schools to estimate food costs for the budget projections. The assumptions are detailed in the financial projections. IMSA-South business manager will oversee the food services.

Facility Plan

We have identified a facility located at 2710 Bethel Ave Indianapolis IN 46203, which is formerly known as IPS School #64. The facility has 26 classrooms, a cafeteria, and a gymnasium, and is located next to a public park, Bethel Park. This gives immediate access to approximately 6 acre green area for student recess and other recreational activities. The building is one floor for the most part and has only four classrooms on second floor; therefore the school will be able to facilitate all of its services to disabled students and parents on the first floor giving them access to all school activities and classes. Below is the floor plan of the facility.

New Plan Learning Inc. ("NPL"), a 501(c)3 charter school development corporation, has the subject property under contract with an anticipated closing date of April 27th. NPL has successfully developed 13 schools for Concept Schools thus far. The subject property has been vacant for only two years, and is in good shape. NPL has commitment from the Illinois Facilities Fund (IFF) for this project, and will take care of necessary repairs to have occupancy by the end of July. The school has not budgeted and will not incur any facility related out of pocket expenses in order to get occupancy at this location other than furniture fixture and equipment.





Budget and Finance

Please refer to **Attachment 19: IMSA-South Budget and Staffing Workbook** and **Attachment 20: Budget Narrative** for details about the IMSA-South 5-year projections.

Financial Management - Concept will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. The school will use QuickBooks. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles. Concept and the IMSA-South will develop the annual budget and present it to the IMSA-South Board of Directors. There will also be a budget revision session in October of each year.

Audit-The IMSA-South Board of Directors will oversee the selection of an independent auditor and the completion of an annual. The Finance and Audit Committee will review any audit exceptions or deficiencies and report recommendations to the IMSA-South Board and the Concept regarding how they have been, or will be, resolved.

The financial, educational and other records pertaining to the charter school, whether or not generated by IMSA-South, are the property of the school. All such records shall be subject to inspection and copying under the provisions of Indiana's Access to Public Records Act. Concept will create a policy handbook for IMSA-South and present all policies to the IMSA-South Board for review and approval prior to implementation.

Specific financial controls that IMSA-South will have in place are summarized as follows:

- All requisitions must be approved by the IMSA-South principal.

- No purchase may be made without a purchase order approved by the principal and Concept.
- Purchase orders will not be issued unless there are sufficient unencumbered funds for payment.
- All payments for goods and services must be made from invoices that have been reconciled to purchase orders and approved by the business manager, the principal and Concept.
- No payments will be made unless there are sufficient funds available.
- IMSA-South will follow Generally Accepted Accounting Procedures

The business manager and Concept will monitor the school's cash balances on a weekly basis, insuring that unneeded funds are maintained in the highest interest bearing account available. The monthly financial reports will be submitted to the IMSA-South Finance and Audit Committee and on to the full Board. This report will include:

- Actual to budget revenues and expenses for the month and YTD.
- Anticipated cash needs for the next three months.
- Cash flow forecast for the same period.
- Plan to address any cash flow issues.

Fundraising - IMSA-South will employ a Development Director in year three to develop relationships with organizations engaged in funding charter schools or inner-city education. Additionally, he/she will work with local foundations, businesses and organizations. IMSA-South will seek funding from these sources as the school continues to develop and succeed. The development director will be responsible for organizing community events such as IMSA-South Showcase and IMSA-South Community Breakfast to help build partnerships locally. The development director will also organize annual fundraising activities such as an annual golf outing, raffles, and book fairs.

Cash Flow - The business manager will keep track of cash flow with a computerized accounting program such as Quick Books, which provides detailed financial. These documents will be reviewed at monthly board meetings. The business manager will track the cash flow carefully and report to the principal regularly.

Purchasing - There will be a purchasing protocol developed by Concept and approved by the IMSA-South Board. Orders will be completed via the school's purchase order form and will be submitted to the business manager for the principal's approval. Because of being part of the network of Concept-managed schools, IMSA-South will benefit from joint purchasing opportunities that will help control costs.

Payroll – Payroll will be done by Concept centrally and direct deposit will be offered to IMSA-South staff. IMSA-South will use an electronic system maintain staff attendance records. The business manager will verify the hours worked, confirm them with staff, and send it to Concept to process the payroll.

Risk Management - IMSA-South will maintain insurance policies with an independent insurance broker licensed in the State of Indiana providing at least the limits and coverage provisions as identified by the Charter School Board. We have contacted a local broker and received an estimate of the cost of insurance, which can be found in **Attachment 18: Insurance Coverage**.

The school will address risk management in many aspects of its operations: ensuring the safety and security of the physical environment, screening of all teachers and staff, training of all staff in emergency procedures and student management, maintaining adequate insurance policies,

implementing written procedures to ensure all monies and expenses are properly accounted for, following established procedures at all school events and by all groups associated with the school, and administering employee benefits correctly and fairly. Due process will be afforded to all students and staff.

Personnel Decisions - The IMSA-South principal will have the responsibility of staffing based on the approved annual budget. The IMSA-South Board of Directors will have the final approval on hiring decisions for all teachers. No individuals will be considered hired officially until the Board approves it. The principal will report to the board in advance about any employee dismissal with evidence of due process having followed.

IMSA-South will reviews its budget regularly and make necessary adjustments. Budget review will take place during start-up phase, too. IMSA-South will apply for a line of credit from a local bank to overcome unexpected cash flow problems. Being such a large organization, Concept is in a position to help the school overcome short-term cash flow issues. Concept and IMSA-South Board will address long-term financial concerns through implementing fiscally responsible strategies such as cuts and delays of certain secondary expenses. Concept's priority if the financial health of IMSA-South. It has been practiced in the past that Concept did not charge any management fee for the schools in their first year due to unexpected financial problems encumbered upon them. The schools received full services in such cases.

SECTION 5 PORTFOLIO REVIEW & PERFORMANCE RECORD

Attachment 21: Portfolio Summary includes detailed information about the Concept network. The information in the attachment is including but not limited to history of schools, number of students and grade levels they serve, demographics, performance on standardized state tests, and more.

A high performing, Concept managed school: Horizon Science Academy Cleveland High:

HSAC is one of the first schools to open in Concept's network in 1999, currently serving 450 students in grades 9-12.. In its 13 years of operation, HSAC has demonstrated outstanding student achievement and has been ranked one of the best schools in the nation. Some of the accomplishments are listed below:

- 2009 National Blue Ribbon School by U.S. Secretary of Education.
- Schools of Promise list for three years in a row by Ohio Department of Education
- "Excellent" rating by the Ohio Department of Education.
- National Title I Distinguished School Award for Closing the Achievement Gap in 2009.
- "America's Best High Schools" list by U.S. News & World Report twice, in 2008 and 2010.

The outstanding success of HSAC results from:

- Being a longstanding school within Concept's network
- Promotion of school leadership within the network
- Having the core administrative/teaching staff with the school for many years
- Strong financials stemming from the successful marketing and student recruitment strategies that allow the school to invest in necessary instructional resources and professional development
- Using data-driven instruction efficiently, making the school strive for excellence

- Being a pioneers in college guidance and preparation of its students for it
- The stakeholders' involvement as a high priority
- Recruitment of highly qualified teachers
- High fidelity to Concept design

A school with lower performance: Horizon Science Academy Denison Elementary School (HSAD):

Generally, charter schools experience lower academic performance in the years where they enroll a significant number of new students, whether that be a start-up school that enrolls new students, or an established school that goes through a grade span change; for example, a school that serves grades 6-12 starts accepting grades K-12.

It is commonly believed that a start-up community school needs a three year time period before any sponsor, authorizer, or other interested parties make a fair judgment on its academic and financial standing. This time frame is needed in order to establish a school culture and analyze students' academic potentials, strengths and weaknesses. As we are all aware, community schools have an open enrollment policy, which means students with low academic performance, special needs, and students who have not been academically challenged will make up the student body. We need to acknowledge that all of today's high-performing community schools have gone through the first two to three years of academic and financial struggle, which later does not seem to be the case for Concept Schools.

In this regard, one of our elementary schools, Horizon Science Academy Denison Elementary School (HSAD), received a failing rating in the 2010-2011 academic year in its third year of operation. The following provides the reason behind the failure;

- HSAD served around 170 students in grades K-5 in 2010-11 school year. HSAD had around 130 students in 2009-10 academic year with a student retention rate of 66%. This means 50% of the student body in 2010-2011 school year was new to the system and school.
- The principal assigned to lead the school was not a perfect match with essential elementary school experience.
- Some of the staff members lacked professional and educational skills needed to educate urban youth.
- The instructional coordinator did not demonstrate expected performance throughout the year.
- The administration failed to implement Concept Schools' Professional Development protocol.
- Staff members were not observed/evaluated periodically and were not provided with immediate feedback to improve their teaching skills.
- Technology use in class was not promoted adequately.
- School administrators failed to communicate with their stakeholders in an effective manner.

Concept Schools along with the board of directors have implemented the following remedies to overcome the aforementioned delinquencies:

- New principal assignment, who has better credentials and more elementary school experience

- Instructional coordinator was asked to resign, and the regional Instructional Coach will spend more time at this school
- Staff was provided sufficient amount of professional development in teaching strategies, data-driven instruction, and technology usage
- School principal prioritized the use of interim assessment data
- School secretary and special education teacher were replaced
- Staff members are being observed/evaluated by both school principal and central office personnel periodically and provided valuable feedback to make improvements on their teaching skills
- School has been implementing Concept Schools' communication protocol successfully
- The school implemented a mandatory Saturday school for students who are not at the required level of academic proficiency
- School staff has been utilizing ATLAS Curriculum Mapping Software effectively.

Concept managed schools have had no termination or non-renewal in its 13 years of history. No performance deficiencies or compliance violations that led to formal authorizer interventions either. Concept had not termination or non-renewal of its management contract with any school board either.

Attachment 24: Litigation Documentation, however, includes history of legal disputes of the Concept managed schools.

References

- Adams, K. S. & Christenson, S.L. (2000). Trust and the family-school relationship: examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology 38*(5), 477-497
- Alliance for Excellent Education (2007). *High school teaching for the 21st century: Preparing students for college*. Washington, DC.
- Barron, B.J.S. (1998). Doing with understanding: Lessons from research on Problem- and Project-Based Learning. *The Journal of the Learning Sciences 7*(3&4), 271-311.
- Corwin, Z. B., & Tierney, W. G. (2007). *Getting there -- and beyond: Building a culture of college-going in high schools*. Los Angeles, CA: USC Center for Higher Education Policy Analysis.
- Darling-Hammond, Linda (2002). *Redesigning High Schools: What Matters and What Works*. Stanford University: School Redesign Network.
- Gaddy, B.B., Dean, C.B., & Kendall, J.S. (2002). *Keeping the Focus on Learning*. Aurora, CO: Mid-continent Research for Education and Learning.
- Glenn, John – Commission Chairman (2000) *Before It's Too Late: A Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century*.
- Gregory, G.H. & Chapman, C. (2002). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks, CA: Corwin Press.
- Gretes, J.A. And Green, M. (2000). Improving undergraduate learning with computer-assisted assessment. *Journal of Research on Computing in Education, 33*(1), 46-56.
- Herlihy, C. M., & Quint, J. (2006). *Emerging evidence on improving high school student achievement and graduation rates: The effects of four popular improvement programs*. Washington, DC: National High School Center, American Institutes for Research.
- Hoyt, K. B. (2001). Helping high school students broaden their knowledge of postsecondary education options. *Professional School Counseling, 5*(1), 6-12.
- Kali, Y., Linn, M.C., & Roseman, J.E. (2008). *Designing Coherent Science Education*. New York: Teachers College Press.
- Kulik, James A., Kulik, Chen-Lin C. and Bangert, Robert L. (1984). Effects of Practice on Aptitude and Achievement Test Scores. The University of Michigan: *American Educational Research Journal*, Vol. 21, No.2, 435-447.
- Nagaoka, J., Stoker, G., Coca, V., & Roderick, M. (2006). *Results about postsecondary preparation from the 2005 survey: A report specially prepared to help schools help their students plan for life after graduation*. Chicago: Consortium on Chicago School Research.

- Pathways to College Network (2007) Social support: An essential ingredient to success. *College Readiness Issue Brief*. Available: <http://www.pathwaystocollege.net/pdf/support.pdf>, accessed 4/6/08.
- Perna, L.W. & Titus, M.A. (2005). The relationship between parental involvement as social capital and college enrollment: An examination of racial/ethnic group differences. *The Journal of Higher Education* 76(5),485-518.
- Savery, J.R. & Duffy, T.M. (2001). Problem-based learning: An instructional model and its constructivist framework. *CRLT Technical Report No. 16-01*. Indiana University: Center for Research on Learning and Technology.
- Snooks, Margaret K. (2004). Using Practice Tests on a Regular Basis to Improve Student Learning. *New Directions for Teaching and Learning*, Winter 2004, 109-113.
- Southern Regional Education Board (2005). *High Schools That Work: An Enhanced Design to Get All Students*. Atlanta, Georgia.
- Thomas, J.W. (2000). *A Review of Research on Project-Based Learning*. San Rafael, CA: The Autodesk Foundation.
- Tomlinson, C. *How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kaplan C. & Chan R. (2001) *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools*.

-###-

FOUNDING GROUP BIOS

Bilal Eksili- IMSA-South Board President

Bilal has extensive experience in community organizations. As the president of Holy Dove Foundation in Indianapolis he believes that education serves as the means to bring about the desired change in society, to develop a generation of virtuous individuals and thus contribute to the development of good human beings. He believes that IMSA-South will help the youth in Indianapolis to reach their goals and better the community. It is the mission of Niagara Foundation to serve societal peace, love and friendship by striving to bring forth the common values of humanity; values such as tolerance, respect, and compassion. We organize many events throughout Indiana to bring people and communities together around common values.

Bilal has been working for Niagara Foundation as a Community Outreach Director in Chicago before he moved to Indiana 5 years ago. Bilal received the FBI Community Leadership Award in 2009 for the contributions that he and Niagara made to the cultural and social fabric of Indiana. Prior to Niagara Foundation he owned and managed a travel business in Chicago successfully. He worked for well-known travel agencies around the world. Bilal received his BA in English from Dagestan State University, a former Soviet Union country. He is fluent in Russian. He is married.

David Holt- IMSA-South Board Member

David W. Holt is vice president of operations and business development for Conexus Indiana. In his role with Conexus, Holt drives the logistics agenda and developed, recruited and led the formation of the Conexus Indiana Logistics Council Executive Committee, a forum of prominent logistics executives, throughout the state of Indiana. Under his guidance and leadership, Holt developed Phase I: A Plan for Indiana's Logistics Future, ensuring that those things necessary for Indiana's transportation network are in place to enhance the environment for companies to grow their business, create a more attractive business environment to locate in Indiana, and create high paying jobs for Hoosiers.

Holt formerly served as the Indiana Chamber of Commerce's Vice-President of Health Policy and Federal Relations, acting as an integral part of that organization's governmental relations team at the federal and levels. Holt's professional career has also included service in Washington DC as Chief of Staff in the Office of Vocational and Adult Education at the U.S. Department of Education and a Senior Legislative Aide to a U.S. Representative on Capitol Hill.

Holt was awarded his Bachelor of Science from Ball State University in 1993 and a Masters in Business Administration from the University of Notre Dame in 2006. Holt is active in the community and serves on various boards including the Greater Indianapolis Foreign Trade Zone Board 72; I-67 Coalition; Indiana Public Charter Schools Association; Hoosiers for Economic Growth; and School Choice Indiana. He is also a member of St. Malachy Catholic Church in Brownsburg.

Holt and his wife Theresa have two children: Eli and Addie.

Virgil Madden- IMSA-South Board Member

317.232.4548

Sr. Policy Advisor

Office of Lt. Governor

200 West Washington St.

Indianapolis, IN 46204

vmadden@lg.in.gov

Virgil Madden serves as senior Policy Advisor for Indiana Lt. Governor Becky Skillman since 2006. In his role he advises Mrs. Skillman in the areas of public policy; education, women issues, faith initiatives, international and diversity affairs to name a few. . He oversees her education agricultural initiative: Hoosier Agribusiness Science Institute, which introduces first generation urban college, bound students to the entire world of Agribusiness. He serves as Lt. Governor Skillman's proxy on several statewide boards and commissions.

In addition he serves as the protocol liaison officer and travels on Trade Mission for the office.

Prior to joining the Lt. Governor's office, Mr. Madden held various administrative positions with in the Municipal Court, Superior Court of Marion County, Clerk of the Indiana Supreme Court Appeals Court and Tax Court. He also worked in public and private school administration. Mr. Madden's undergraduate and graduate work was at Butler University. He also studied at the University of Ghana, West Africa and is an alumnus of Randall L Tobias Center for Leadership Excellence at Indiana University - Hoosier Fellow, Niagara Foundation Ankara, Turkey, American Institute for Diversity, Atlanta GA. FBI Citizen Academy, Indianapolis, IN. and Confucius Institute, Beijing, China

Mr. Madden has served on various community boards including the Archdiocese Catholic School Board, Butler University Alumni Association and Founding member of Habit for Humanity - Indianapolis, Omega Epsilon Co-ed Fraternity - Butler University and St Vincent De Paul Society. Currently he is founding member and serves on Board for Stonegate Early College High School board member for Wellfield Education Corporation and Faith and Character -based Advisory Board for DOC.

In 2011 he was awarded the Center for Leadership Development - *Achievement in Public Service Award*. In 2006 Mr. Madden was awarded the Joseph Irwin Alumni Outstanding Service Award through Butler University.

Oznur Fidan Dundar- IMSA-South Board Member

Mrs. Dundar has a master degree in education from the University of Pennsylvania's highly prestigious TESOL program. She has been working as English as a Second Language (ESL) instructor for over four years, teaching grammar, listening, speaking, and writing classes to speakers of other languages. Mrs. Dundar currently works as an ESL instructor and assistant academic director at ELS Indianapolis.

She is a passionate promoter of math and science education at the K-12 level. She has been actively involved in K-12 education as an educator, and she was part of a project that led to the opening of the Truebright Science Academy charter school (TSACS) in one of the most underprivileged areas of Philadelphia. This project received approval from the School District of Philadelphia in 2006. The idea is to offer an educational model with a focus on math and science that will help students acquire knowledge and skills necessary to succeed in colleges. She has served as a board member of

the TSACS for two years before moving to Indianapolis in 2008.

Mrs. Dundar's extensive experience in education in general and second language education in particular will be essential for the planning and execution of second language programs at the school toward addressing the educational needs of several bilingual students expected to enroll from Hispanic families living in the region of the city where this new school will be opened.

Bulent Guler- IMSA-South Board Member

Bulent Guler holds a PhD degree in Economics from University of Texas at Austin, an MS degree in Economics from University of Rochester, an MA degree in Economics from Bilkent University and a BS degree in Industrial Engineering from Bilkent University. Currently Mr. Guler is employed as an Assistant Professor in Economics at Indiana University Bloomington Campus. He has been working on topics related to housing and labor markets. He has written several papers in these fields, and published some of his work in the prestigious Economics journals.

Mr. Guler's strong and remarkable educational background has brought him many awards and fellowships. He received a fellowship from Ministry of Education of Turkey to attend to one of the most prestigious high school of Turkey by ranking 120th out of 150,000 students in a National Exam. Again he received a tuition and stipend fellowship from Bilkent University after ranking 133rd out of more than one million students in a Nationwide University Entrance Exam. Later he received another tuition and stipend fellowship from Bilkent University to pursue his graduate studies in Economics at Bilkent University. Lastly, University of Rochester and University of Texas at Austin have awarded Mr. Guler several research fellowships and grants during his graduate studies in the US.

Mr. Guler has been actively involved in educational activities since his high school years. He was involved in the selection and preparation of the students to the National and International Mathematics Olympiad Exams for his high school, Ankara Science High School. He continued his involvement in tutoring the students of Ankara Science School for the Olympiads while he was pursuing his undergraduate and graduate studies in Bilkent University. When he came to the US for his graduate studies, Mr. Guler continued to engage himself in K-12 educational activities. During his year in Rochester, NY and Austin, TX, he actively tutored several middle and high school students in math and science topics through university student organizations and non-profit learning centers. In Rochester, he played an active role in the establishment of Spring Learning Center, a non-profit tutoring center for middle and high school students. He, voluntarily, worked for the Spring Learning Center between 2004 and 2006.

Jeanette Moody- Consultant

Jeanette has been an educator for her entire adult life. She increasingly concerned about the quality of education in Indiana's schools. The demands of the 21st Century require students to be exposed to a rigorous curriculum grounded in language arts with an ever-increasing emphasis on mathematics and science. Yet, in addition, students need to be aware of our global economy and cultural diversity.

Jeanette has served on the founding board of Indiana Math and Science Academy Indianapolis and has supported their initiatives. She advised the school leadership team in best practices in educational instructional strategies, as well as compliance with No Child Left Behind legislation.

Jeanette is the Founder and Chief Executive Officer of Literacy for Life, LLC. LFL provides support for schools in literacy and mathematics education through professional development and/or technical assistance as related to continuous school improvement.

Through Literacy for Life Jeanette contracted with Indiana Department of Education, Office of Academic Support to support schools transitioning from Targeted Assistance to School wide Title 1 status, to support school districts with Curriculum Mapping as related to continuous school and district improvement, and to review Title 1, Comprehensive School Reform, Reading First and School Improvement Grants.

She contracted with Indiana University's Center on Education and Lifelong Learning for Summer Institute. Jeanette was an adjunct assistant professor at Purdue University from 1993-2000. She consulted with school administrators, and school improvement teams to provide support in designing, implementing and evaluating professional development plans for schools and school districts. Jeanette presented at the Indiana Governor's Conference, 1999, 2000, and 2001 and at the National Title 1 Conference, 1999. She holds a BA in Music Education from Anderson University and M.S. in Early Childhood Education from Indiana University.

Salim Ucan- Founding Group Member

Salim has fifteen years of experience working the field of education most of which has been with Concept Schools. He helped design the very first Concept charter school proposal, which led to the authorization of Concept's first school in Cleveland in 1999. He taught at this school for three years before he moved to Chicago to become the principal of a small independent private school. During his two years as principal at the private school, he rejoined the original Concept team and worked on a charter proposal to Chicago Public Schools.

Upon approval by Chicago Public Schools of the proposal in 2004, Salim became the start-up coordinator and later the founding principal of the new Chicago Math and Science Academy (CMSA). He worked at that capacity for four years until the summer of 2008 when he moved to Concept as the Vice President. In his four-years' tenure at CMSA, he led the school grow to become the top non-selective public school out of 97 public high schools within the Chicago Public School system. He is a graduate of Kellogg Executive Scholarship Program and holds a Master's degree in Charter School Leadership from Central Michigan University.

BILAL EKSILI

11855 Springfield Ln,
Fishers, IN, 46038
(317)- 702-7117
bilalekshili@gmail.com

EMPLOYMENT HISTORY**2007 - Present**

Niagara Foundation, Indianapolis
Executive Director

- Organizing inter faith & inter cultural dialogue events
- Educational programs, Lecture series, Community events
- Friendship trips to Turkey

2005 – 2007

Niagara Foundation, Chicago
Community Outreach Director

- Reaching out to the diverse communities,
- institutions, civic organizations,
- Foundations in the greater Chicago area.

2003 – 2005

Ant Travel & Tours, Chicago
Manager

- Organizing cultural tours to Turkey
- Educational tours
- Business meetings

2000 – 2003

Artun Travel, Chicago
Travel Consultant

- Ticketing & Group Sales
- Tours to Turkey

1999 – 2000

Detur Tour Operator, Antalya/Turkey
Director of Russian Operations

- Managed the department of Russian operation for 35,000 visitors from Russia for the summer season
- Arranged all tours, guides, hotels, restaurants, shopping, events and entertainment

2005 – 2007

Niagara Foundation, Chicago
Community Outreach Director

- Reaching out to the diverse communities,
- institutions, civic organizations,
- Foundations in the greater Chicago area.

2003 – 2005

Ant Travel & Tours, Chicago
Manager

- Organizing cultural tours to Turkey
- Educational tours
- Business meetings

2000 – 2003

Artun Travel, Chicago
Travel Consultant

- Ticketing & Group Sales
- Tours to Turkey

1999 – 2000

David W. Holt

Experience

2008-Present Conexus Indiana Indianapolis, IN

Vice President, Operations & Business Development

- Doubled private funding from \$350,000 to \$750,000 in 1 Year
- Identified and recruited 45 statewide executives that formed the Conexus Indiana Logistics Council Executive Committee
- Drafted and designed a statewide strategic plan for Indiana's logistics industry by building consensus among the above executives
- Built successful collaboration with the state of Indiana regarding a statewide supplier database that will connect Indiana business
- Raised private and state funding to build a business case for the upgrade of Avon Rail Yard in Avon, Indiana
- Managed budgets between \$3.2 and \$4 million

1998-2008 Indiana Chamber of Commerce Indianapolis, IN

Vice President, Health Policy & Federal Relations (2007-2008)

Vice President, Workforce Development Policy & Federal Relations (2002-2008)

Director, Education Policy & Congressional Affairs (1998-2001)

- Elevated and positioned the Indiana Chamber to be a leading voice for health care legislation at the Indiana General Assembly by representing its constituents
- Defeated health care legislation that would have increased Indiana business costs by millions working with our constituent partners
- Successfully led coalition efforts to pass higher education standards, education accountability, charter school, transition to teaching, Core 40 education curriculum and drop out prevention legislation during tenure
- Developed and implemented strategy for securing votes of Indiana's Congressional delegation for passage of key federal legislation including class action lawsuit reform, reduction of capital gains tax, transportation reauthorization, bankruptcy reform, and others

2001-2002 U.S. Department of Education Washington, DC

Chief of Staff, Office of Vocational and Adult Education

- Schedule C Appointee for President George W. Bush
- Managed a staff of 125 and a budget of \$1.9 billion
- Drafted and designed a nationwide strategy on high school, community college and adult education reform for President George W. Bush
- Led reorganization of office that led to savings of \$20 million and overhaul of staff

1995-1998 U.S. House of Representatives Washington, DC
Senior Legislative Assistant and Project Director, Office of Former U.S. Representative David McIntosh (2nd District Indiana)

- Secured over \$25 million for Indiana's Second Congressional District
- Drafted and designed legislation that passed Congress including the Congressional Review Act and a cut in the Marriage Penalty Tax
- Developed speeches on all legislative topics for Representative
- Covered all committee assignments and legislative activity for Representative

1995-1998 U.S. House of Representatives Washington, DC
Senior Legislative Assistant and Project Director, Office of Former U.S. Representative David McIntosh (2nd District Indiana)

- Secured over \$25 million for Indiana's Second Congressional District
- Drafted and designed legislation that passed Congress including the Congressional Review Act and a cut in the Marriage Penalty Tax
- Developed speeches on all legislative topics for Representative
- Covered all committee assignments and legislative activity for Representative

1994 McIntosh for Congress Muncie, IN
Political/Field Director

- Developed and implemented grassroots strategy successfully attracting and managing over 500 volunteers
- Handled media relations with 50 media outlets
- Liaison with Republic party officials, and community/business/labor leaders
- Secured and managed a budget of \$1 million.

1993-1994 Leukemia Society Indianapolis, DC
Director, Residential Programs

- Increased fundraising by 150% in 1 year
- Developed and implemented strategy for statewide grassroots fundraising campaign attracting 400 volunteers
- Managed staff of 20
- Handled media relations with over 500 media outlets

Education

2004-2006 University of Notre Dame South Bend, IN

- Masters of Business Administration

1988-1993 Ball State University Muncie, IN

- Bachelor of Science in Journalism

Leadership

2011-Present

The Greater Indianapolis Foreign Trade Zone Board 72

(Appointed by the Indianapolis Airport Authority)

2011-Present

I-67 Coalition, Executive Committee

2011-Present

8th Congressional District Logistics and Transportation Advisory Committee

(Appointed by U.S. Rep. Larry Bucshon)

2011-Present

4th Congressional District Logistics and Transportation Advisory Committee

(Appointed by U.S. Rep. Todd Rokita)

2011

City of Indianapolis Board of Water Works, Board Member

(Appointed by Mayor Greg Ballard)

2010-2011

4th Congressional District Transition Team

(Appointed by U.S. Rep. Todd Rokita)

2009-2011

Indiana Professional Standards Board, Board Member

(Appointed by Gov. Mitch Daniels)

2008

Presidential Rank Review Board

(Appointed by U.S. Rep. Dan Burton)

2007-Present

5th Congressional District Advisory Committee

(Appointed by U.S. Rep. Dan Burton)

2006-Present

School Choice Indiana, Board Member

2006-Present

Hoosiers for Economic Growth, Board Member

2005-2007

Indiana Connections Academy, Board Member

2005-2007

State Workforce Innovation Council, Board Member

(Appointed by Gov. Mitch Daniels)

2004-2005

Early Learning Childhood Commission, Board Member
(Appointed by Gov. Joe Kernan)

2001-Present

Indiana Public Charter School Association, Board Member and Immediate Past Chair (08-10)

2000-2008

US Chamber of Commerce, Member of Employment and Workforce Committee and Labor Relations Committee

Honors

Who's Who in Transportation & Logistics, **Building Indiana**
(July/August 2010 and 2011 Editions)

Indy's Best and Brightest, **Indianapolis Star**
(September 12, 2006 and September 25, 2007 Editions)

American Swiss Young Leader (2006)

Who's Who in Education, **Indianapolis Business Journal** (September 2-8, 2002 Edition)

References

Mr. J. Mark Howell
President, Brightpoint Americas
Brightpoint, Inc.
501 Airtech Parkway
Plainfield, Indiana 46168
Phone: (317) 707-2600
eMail: mark.howell@brightpoint.com
Assistant: Joyce Zwerlein
Phone: (317) 707-2382
eMail: joyce.zwerlein@brightpoint.com

Mr. Chip Edgington
Executive Vice President, Operations
Redcats USA
2300 Southeastern Avenue
Indianapolis, Indiana 46201
Phone: (317) 266-3237
eMail: chip.edgington@redcatsusa.com

The Honorable David M. McIntosh
Retired U.S. Representative Indiana's 2nd Congressional District and
Current Candidate for Indiana's 5th Congressional District
McIntosh for Indiana
PO Box 1314
Anderson, Indiana 46015
Phone: (317) 414-3283
eMail: dmm@davidmcintosh.org

Virgil Madden
Sr. Policy Advisor - Office of Lt. Governor
State of Indiana

317.232.4548
200 West Washington St, Indpls. IN 46204
vmadden@lg.in.gov

Virgil Madden serves as senior Policy Advisor for Indiana Lt. Governor Becky Skillman since 2006. In his role he advises Mrs. Skillman in the areas of public policy; education, women issues, faith initiatives, international and diversity affairs to name a few. . He oversees her education agricultural initiative: Hoosier Agribusiness Science Institute, which introduces first generation urban college, bound students to the entire world of Agribusiness. He serves as Lt. Governor Skillman's proxy on several statewide boards and commissions.

In addition he serves as the protocol liaison officer and travels on Trade Mission for the office.

Prior to joining the Lt. Governor's office, Mr. Madden held various administrative positions with in the Municipal Court, Superior Court of Marion County, Clerk of the Indiana Supreme Court Appeals Court and Tax Court. He also worked in public and private school administration. Mr. Madden's undergraduate and graduate work was at Butler University. He also studied at the University of Ghana, West Africa and is an alumnus of Randall L Tobias Center for Leadership Excellence at Indiana University - Hoosier Fellow, Niagara Foundation Ankara, Turkey, American Institute for Diversity, Atlanta GA. FBI Citizen Academy, Indianapolis, IN. and Confucius Institute, Beijing, China

Mr. Madden has served on various community boards including the Archdiocese Catholic School Board, Butler University Alumni Association and Founding member of Habit for Humanity - Indianapolis, Omega Epsilon Co-ed Fraternity – Butler University and St Vincent De Paul Society. Currently he is founding member and serves on Board for Stonegate Early College High School board member for Wellfield Education Corporation and Faith and Character –based Advisory Board for DOC

In 2011 he was awarded the Center for Leadership Development – *Achievement in Public Service Award*. In 2006 Mr. Madden was awarded the Joseph Irwin Alumni Outstanding Service Award through Butler University.

Oznur Fidan Dunder

12119 Landwood Dr.
Fishers, IN 46037
Email: oznurfidan@yahoo.com
Phone: (484) 716-6510

EDUCATION

University of Pennsylvania, Graduate School of Education, Philadelphia, PA

Master of Science in Education, December 2006

- Teaching English to Speakers of Other Languages (TESOL)
- Cumulative GPA: 3.84/4.0

Relevant Courses: Structure of English, Curriculum and Material Design for TESOL, Teaching Writing to English as a Second Language Students. Approaches to Teaching English & Other Modern Languages, Language for Specific Purposes, Sociolinguistics in Education. Second Language Acquisition. Teaching Listening in a Second/Foreign Language. Educational Linguistics

Inonu University, Malatya, Turkey

Bachelor of Science in Public Administration, September 1995- June 1999

- Teaching Certificate in general for elementary and high school
- Ranked 3rd among approximately 50 graduates in 1999.

TEACHING EXPERIENCE

ESL Instructor, ELS English Language Centers, Indianapolis, IN

March 2010 - Present

- Academic Level Reading/Grammar
- Writing/Grammar
- Listening/Speaking
- Elective Beginner and Intermediate Level Grammar

ESL Instructor, Temple University Intensive Language Program (IELP), Philadelphia, PA, *September 2007- June 2008*

- Academic Level Reading/Grammar
- Writing/Grammar
- Listening/Speaking
- Elective Beginner and Intermediate Level Grammar
- Cultural Education Program; Watching and Discussing Movies, Role Playing and Game classes

Adjunct ESL Faculty, Camden County College, Camden, NJ, *December 2006 – May 2007*

- Advanced Grammar

Adjunct ESL Faculty, Middlesex County College, Edison, NJ, *December 2006 – May 2007*

- Academic Writing, Introduction to English for Academic Purposes.
- Reading/Vocabulary, Introduction to English for Academic Purposes, and Preparatory Reading.

ESL Instructor, Drexel University English Language Center (ELC), Philadelphia, PA, *September 2006 – June 2007*

- Beginner English Grammar
- Advanced English Grammar

ESL Instructor, English Time Language School & Overseas Education, Istanbul, Turkey,
June 2006 – August 2006

- Led activity classes for beginner, intermediate and advanced learners in conversation, grammar, reading and writing.

ESL Tutor, Volunteer Tutoring, Philadelphia, PA, *September 2003 – June 2005*

- Tutored Turkish Advanced grammar to American adults

RESEARCH EXPERIENCE

Graduate School of Education, University of Pennsylvania

- Ethnography in Education Research Forum Reviewer Training, *September 2006*
- Involved with the “Running Record: Reading Recovery Project” under the supervision of Dr. Yuko Butler. *September, 2005*

Drexel University English Language Center, Drexel University

- IELTS invigilation and the clerical marking Training, *November 2006*

ADDITIONAL EXPERIENCE

Board Member of the Truebright Science Academy Charter School, Philadelphia, PA, *December 2006 – January 2008*

PERSONAL

Fluent in both spoken and written Turkish.

REFERENCES:

References are available upon request.

BULENT GULER
<http://mypage.iu.edu/~bguler/>

Indiana University
Department of Economics
100 S Woodlawn Ave
Bloomington, IN, 47405

Office: (812) 855-7791
Fax: (812) 855-3736
email: bguler@indiana.edu

EMPLOYMENT

Assistant Professor, Department of Economics,
Indiana University at Bloomington

Aug 2009 - present

EDUCATION

Ph.D. Economics, University of Texas at Austin	May 2009
M.S. Economics, University of Rochester	May 2005
M.A. Economics, Bilkent University	May 2003
B.A. Industrial Engineering, Bilkent University	May 2001

FIELDS OF SPECIALIZATION

Macroeconomics, Housing Markets, Labor Markets

FELLOWSHIPS, HONORS, AND AWARDS

Professional Development Award, University of Texas at Austin	2007, 2008
Graduate Fellowship and Tuition Scholarship, University of Rochester	2003-2006
Undergraduate Fellowship and Tuition Scholarship, Bilkent University	1997-2001

PUBLICATIONS

“Is There A Flight To Quality Due To Inflation Uncertainty?,” (2005, *Physica A: Statistical Mechanics and Its Applications*, 345, 603-607, with Umit Ozlale.

WORKING PAPERS

“Joint-Search Theory: New Opportunities and New Frictions,” with Fatih Guvenen and Gianluca Violante, (revise and resubmit at JME)
“House Prices and Interest Rates: A Theoretical Analysis,” with Yavuz Arslan, (submitted).
“Innovations in Information Technology and the Mortgage Market”
“Homeownership and Unemployment: The Effect of Market Size,” with Ahmet Ali Taskin

WORK IN PROGRESS

“Accounting for the Increase in Foreclosures”, with Yavuz Arslan
“Marriage and Divorce Rates: The Role of Labor Search Frictions”

PRESENTATIONS AT CONFERENCES AND SEMINARS

2010 SED Montreal, St Louis Fed

2009	UT-Austin, Georgetown U, Indiana U, Syracuse U, Cleveland FED, Bank of Canada, CEMFI, EIEF, Koc U, Sabanci U, Central Bank of Turkey.
2008	UT-Austin, NYU, SED Boston, NBER Summer Institute
2007	UT-Austin, Midwest Cleveland, SED Prague
2006	University of Rochester

TEACHING EXPERIENCE

Undergraduate

Intermediate Macroeconomics (undergraduate)	Indiana University 2009, 2010
---	-------------------------------

Graduate

Macroeconomic Theory II (graduate)	Indiana University 2010, 2011
Computational Macroeconomics (graduate)	Indiana University 2009-2011

PROFESSIONAL SERVICE AND ACTIVITIES

Referee Service: *Review of Economic Studies, Journal of Economic Theory, Review of Economic Dynamics, Economic Inquiry, BE Journal of Macroeconomics, Labour Economics*

Member: American Economic Association

PERSONAL INFORMATION

Citizenship: Turkey
 Language: Turkish (native), English (fluent)

COMPUTER SKILLS

Fortran, MPI, OpenMP, Matlab, Stata

REFERENCES

Professor Fatih Guvenen (co-advisor)

University of Minnesota
 Department of Economics
 1925 Fourth St. South
 Minneapolis, MN, 55455
 (612) 625-0767
guvenen@umn.edu

Professor P. Dean Corbae (co-advisor)

University of Texas at Austin
 Department of Economics
 1 University Station C3100
 Austin, Texas 78712
 (512) 475-8530
corbae@eco.utexas.edu

Professor Burhanettin Kuruscu

University of Texas at Austin
 Department of Economics
 1 University Station C3100
 Austin, Texas 78712
 (512) 475-8451
kuruscu@eco.utexas.edu

Professor Gianluca Violante

New York University
 Department of Economics
 19 W. 4th Street
 New York, NY, 10012
 (212) 992-9771
gianluca.violante@nyu.edu

Jeanette Kay Moody

4969 Riley Mews

Carmel, IN 46033

317-581-9472

Fax: 317-581-9470

Email: lflmoody48@sbcglobal.net

OBJECTIVE

To support educational initiatives in the area of literacy and mathematics education through professional development and/or technical assistance as related to continuous school and community improvement.

SKILLS and ABILITIES

- Knowledge of No Child Left Behind legislation and implications for school and district improvement.
- Knowledge of curriculum, instruction and assessment as related to research-based school improvement models.
- Knowledge of best practices in literacy and mathematics education, specializing in early childhood.
- Knowledge of the school improvement process K-12 as it relates to skills necessary for collaboration between all stakeholders.
- Experience in development, implementation and evaluation of School Improvement Plans and Grants.
- Presents a strong professional appearance and demeanor.
- Exercises tact and expertise in oral and written communication with clients and colleagues.
- Knowledge of grant writing skills.

ACADEMIC ACHIEVEMENTS

Columbia University

Purdue University

Indiana State University

Indiana University

Anderson University

Teacher's College Reading and Writing Workshop

Reading Recovery Teacher Leader – 1994

Reading Specialist K-12 (30 hours) – 1975

M.S. in Early Childhood Education – 1973

B. A. Music Education K-12

PROFESSIONAL ORGANIZATIONS

Association for Curriculum and Development

International Reading Association

National Council of teachers of English

National Staff Development Council

RECENT PROFESSIONAL EXPERIENCE

- Founder and Chief Executive Officer of Literacy for Life, LLC. LFL provides support for schools in literacy and mathematics education through professional development and/or technical assistance as related to continuous school improvement.

- Vice President of founding Governing Board of Indiana Math and Science Academy - 2006-present.
- Contracted with Indiana Department of Education, Office of Academic Support to support schools transitioning from Targeted Assistance to Schoolwide Title 1 status.
- Contracted with Indiana Department of Education, Office of Academic Support to support school districts with Curriculum Mapping as related to continuous school and district improvement.
- Contracted with Indiana Department of Education, Office of Academic Support to review Title 1, Comprehensive School Reform, Reading First and School Improvement Grants, 2001- present.
- Contracted with Indiana University's Center on Education and Lifelong Learning for Summer Institute 2000 and 2001.
- Adjunct assistant professor at Purdue University from 1993-2000.
- Consulted with school administrators, and school improvement teams to provide support in designing, implementing and evaluating professional development plans for schools and school districts.
- Presented at the Indiana Governor's Conference, 1999, 2000, and 2001.
- Presented at the National Title 1 Conference, 1999.

Personal and professional references:

Lee Ann Kwaitkowski, Director
Office of Academic Support
Indiana Department of Education
151 Ohio Street
Indianapolis, IN 46204

Dr. Debbie Sullivan, Superintendent
MSD Decatur Township
5275 Kentucky Avenue
Indianapolis, IN 46221

Mrs. Cheryl West, Director
Indiana Youth Choral
Butler University
Indianapolis, IN

Mrs. Janice Newton, Consultant
716 East 14th Street
Indianapolis, Indiana 46202

Summary of Qualifications

- ❑ **Motivated and creative educator** with a demonstrated history of performance and leadership in a science and math focused environment.
- ❑ Highly effective school principal, experience in fostering a vibrant school community.
- ❑ Positive, collaborative leader who promotes shared team decision-making.
- ❑ Adapt at developing innovative programs and events.
- ❑ Dedicated, organized and goal driven with strong communication skills.
- ❑ Knowledgeable professional with well versed in planning, budgeting, and facilities management.

Expertise

- Staff development & supervision
- Planning & budgeting
- Communication and presentation
- Parent & Child involvements
- Community Building
- Creative science projects and programs
- Innovative programs & events
- Charter school organization

Professional Experience

CONCEPT SCHOOLS, INC., Des Plaines, IL
Vice President- 2008-Present

Achievements:

- Organized the first Annual Concept Schools Conference for more than 400 staff members within the Concept Schools network.
- Involved in writing and submittal of the charter proposal to Grand Valley State University in Michigan which has been approved to open in August 09. Currently working with the board of directors of the charter as well as authorizer to ensure a successful start-up process.
- Involved in the Chicago Math and Science Academy's new facility project which has \$12 million budget and to be completed in August 09.
- Provided board training to the board of directors within the Concept Schools network.
- Creating new and revamping and the current marketing materials of Concept Schools, Inc. including but not limited to annual report, informational packages, and web site.
- Developed professional seminars and workshops for international staff within the Concept Schools network
- Presented and facilitated various professional development programs for staff within the Concept Schools including administrators such as principals, dean of academics, and dean of students
- Working with various authorizers Illinois, Missouri and Michigan in opening new schools in such states

CHICAGO MATH AND SCIENCE ACADEMY CHARTER SCHOOL, Chicago, IL
Founding Principal- 2004- 2008

Achievements:

- Involved in creation of the charter school including developing the school model, writing proposal, going through selection process with Chicago Board of Education, acquiring a site for the school, and recruiting and working with board members.
- Recruited students by creating/designing promotional materials such as brochures and flyers and holding informational meetings and open houses.
- Recruited high caliber teachers and other staff members who played a major role in school's success.
- Created an atmosphere of high expectation; established and communicated mission statement, values, and goals for school.
- Enhanced parental/student involvement by initiating different programs for parents such as school wide parent visits, honor roll dinners, and ESL classes for parents.
- Advanced school technologically through programs that provided parents with access to their children's records via the Internet.
- Created an effective learning community where staff collaborates through team meetings, data analysis, and other small learning communities.

SCIENCE ACADEMY OF CHICAGO, Chicago, IL
Principal- 2001- 2004

Achievements:

- Created an atmosphere of high expectation; established and communicated a new mission statement, values, and goals for school; initiated and administered entrance exams and interviews of prospective students.
 - Eliminated discipline problems and created a safe environment; developed/maintained a new discipline policy and other procedures.
 - Enhanced parental/student involvement by initiating parent breakfasts at school. Also conducted home visits and invited parents to own home.
 - Played a key role in recruiting more students by creating/designing promotional materials such as brochures and flyers.
 - Dramatically increased standardized test scores of students by developing general assessment tests and after school programs to teach test taking skills.
 - Advanced school technologically through programs that provided parents with access to their children's records via the Internet.
 - Created a strong sense of community through extra-curricular time spent with students and parents outside the school. Organized international and domestic trips to Europe- Turkey, Washington DC and other locations. Also developed parent potlucks and other events.
 - Increased entrance rate of students into quality high schools; initiated a high school preparation including campus visits and weekly after school meetings.
-

- Helped school build a quality reputation through award-winning students in citywide science fairs and math competitions. Initiated advanced study groups that resulted in several first and second place math and science teams for two consecutive. Worked with students individually on their projects.
- Organized three school science fairs; brought in professors as judges and secured sponsors from area business and community sectors. Fostered strong teacher collaboration and parental involvement.

HORIZON SCIENCE ACADEMY, Cleveland, OH

Science Teacher - 1999-2001

Responsible for seventh through tenth grade.

Achievements:

- Revamp science curriculum in collaboration with other science teachers.
- Increased student excitement for science through visits to university/college labs and classroom visits by area professors.
- Created excellent student/parent rapport and involvement through exciting and diverse trips to local, national, and international sites including Thailand, Malaysia, and Singapore.
- Fostered student attitudinal change toward school through extensive extra-curricular involvement with students, including roller-skating, movie going, bowling, and fishing. Served as a positive role model.
- Worked with students on award-winning projects to participate in major science fairs.

Academic Advisor- 1998-1999

Achievements:

- Actively involved in planning and implementing school charter.
- Helped school achieve its goals by designing science labs.
- Contributed a multicultural perspective by designing related after school activities.

Education

LOYOLA UNIVERSITY, Chicago, IL

MA in Educational Leadership – Expected in 2010

JOHN CARROLL UNIVERSITY, Cleveland, OH

Post- Baccalaureate Teacher Certification Program - 2000

MARMARA UNIVERSITY, Istanbul, Turkey

B.S. In Biology with minor in Education- 1997

References

References are available upon request.

Ali Kuran

4361 Bridgeport Dr.
Dayton, OH 45440
937-238-5562
akuran@horizondayton.org

EDUCATION

University of Dayton – Dayton, OH, USA
Master of Science Degree in Educational Leadership (June 2006)

Bosphorus University - Istanbul, Turkey
Bachelor of Science Degree in Mathematics (June 2003)

CREDENTIALS

Ohio Principal License - 5-yr Professional, Grades K-12
Valid until June 2016

Ohio Teacher License - 5-yr Professional, Mathematics, Grades 7-12
Valid until June 2014

HONORS AND ACCOMPLISHMENTS

- 2004 - ETS Recognition of Excellence on “Mathematics: Content Knowledge” in Praxis Exam
- 2003 - Ranking 30th among 126712 candidates at Postgraduate Education Entrance Examination
- 1999 - Ranking 571st among 1.5 million candidates at University Entrance Examination
- 1992-1999 - Taking Turkish Republic Fellowship of Success for 7 years

WORK EXPERIENCE

Director, Horizon Science Academy Dayton (K-8)
(January 2009-Present) Dayton, OH

Supervised all school personnel. Reported to board, sponsor, management company and state department of education. Communicated with parents, and community. Responsible for overseeing all daily operations and routines of the school. Responsible for general planning and general coordination of the total school program. Actively involved in strategic planning and budgeting. Responsible for employment matters and professional development of staff. Responsible to oversee all curricular, extracurricular, and instructional matters. Responsible to oversee Special Education and ESL programs.

Dean of Academics, Horizon Science Academy Dayton (K-8)

(July 2006 – Jan 2009) Dayton, OH

Assisted in planning and assessing the educational programs. Did the planning of innovative education programs, assist teachers in implementing such efforts when appropriate. Guided students on academic improvement.

Dean of Academics, Horizon Science Academy Columbus (9-12)

(August 2005 – July 2006) Columbus, OH

Assisted in planning and assessing the educational programs. Did the planning of innovative education programs, assist teachers in implementing such efforts when appropriate. Guided students on academic improvement.

Mathematics Teacher, Horizon Science Academy (9-12)

(August 2003 - July 2006) Columbus, OH

Delivered daily instruction in mathematics class according to district curriculum standards. Taught high school students advanced elective classes like Trigonometry and Linear Algebra. Prepared students for Math League Contest, Science Olympiad and School Project Fair. Developed alternative measures of assessments such as problem based learning projects and games. Have been teaching 6th through 12th grade Mathematics.

Mathematics Tutor, FIRAT Education Center (9-12)

(Sept.2002-Jun.2003) Istanbul, Turkey

Prepared mathematics problems and made weekly Problem Sessions for students preparing for University Entrance Examination (OSS). Served as co-chair for Guidance & Psychological Counseling Services. Held weekly meetings with the members of the department evaluated the members based on teaching credentials, assessment test results, and academic performance. Made classification of classes based on student academic performance.

Mathematics Tutor, ANAFEN (6-8)

(1999-2001) Istanbul, Turkey

Made weekly Problem Sessions for grades 6-8

Helped students for preparing High Schools Entrance Examination

Guided students for high school applications

COMPUTER SKILLS

Proficient in programming in Software Language Pascal

Professional in using Mathematica

Experience on Microsoft Office applications

Experience on Quilt (A Software used in Cryptography)

PROFESSIONAL DEVELOPMENT

Employee Discipline
Teacher Observation and Formal Evaluation
Common Core Standards
Value Added
Formative Assessment
Public Relations
Child Abuse Recognition and Prevention
Cultural Diversity
Enhancing Relationships While Improving Classroom Management Strategies and Student Achievement
Connected Mathematics Project
NCTM Annual Meeting (Apr 2005)

OTHER

Basketball
Fishing
Traveling
NCTM Member (National Council of Teachers of Mathematics)

THE ADMINISTRATIVE TEAM OF IMSA-SOUTH

The administrative team of IMSA-South will consist of the principal, dean of academics, dean of students, business manager, development director, and social worker. The principal will serve as both the educational and business leader of the school. Reporting to the principal, the dean of academics will manage the academic program. The business manager will manage all business and fundraising programs, and the dean of students will manage student relations and discipline. Although IMSA-South is a small school, it will be offering its students and parents many opportunities beyond a traditional public school. In order to oversee all these services, IMSA-South needs the appropriate number of administrative positions. The administrative positions may have teaching responsibilities in early years of IMSA-South. Below are the key responsibilities and components of IMSA-South that will be handled by the administrative team:

- Establishing and maintaining a strong and healthy school culture
- Parent relations
- Academic support system
- National and international exchange programs and trips
- Formative assessments and analysis
- Professional development and instructional support for teachers
- Technology integration into the full curriculum
- Community partnerships and fundraising

IMSA-South will have an extended leadership team that includes grade chairs, social worker, technology coach, and members of the administrative team. This structure will allow more individuals to be involved in the decision-making process at IMSA-South.

IMSA-South has not filled any administrative positions yet. Once on board, the principal will recruit the administrative team of IMSA-South. IMSA-South Board will have the final approval of such positions. We plan to fill these positions by early July of 2012. We will first recruit all management-level staff. IMSA-South's criteria in recruiting for these positions will include but is not limited to administrative experience in urban settings, technology skills, flexibility, work ethic, successful track record, communication skills, and commitment to urban education.

Once administrative positions have been filled, these individuals along with the principal will be responsible for recruiting, interviewing, and hiring the staff, with final decisions being made by the IMSA-South Board of Directors. The goal is to have all teachers hired by late July 2012 with recruitment efforts in subsequent years beginning in February. The number of faculty and other staff members at IMSA-South will increase with the addition of one grade each year. The hiring process for the IMSA-South will not discriminate based on race, color, creed, religion, national origin, gender, marital status, disability, sexual orientation, or age.

April 9, 2012

To Whom It May Concern:

I prepared the Form 1023, Application for Federal Income Tax Exemption, for Indiana Math and Science Academy Charter School, Inc. (the "School"), in its entirety. I provided the completed form of application to Salim Ucan with the understanding that he would forward the application to the appropriate contact with the School and that the application would be executed on behalf of the School and filed with the appropriate office of the Internal Revenue Service.

Sincerely,

A handwritten signature in cursive script that reads "J.C. Stewart".

J.C. Stewart

**State of Indiana
Office of the Secretary of State**

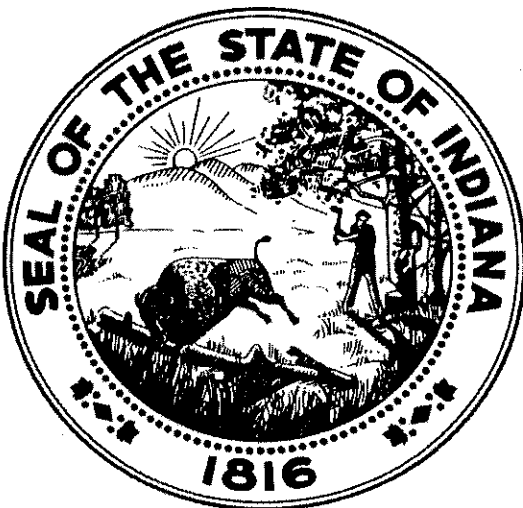
CERTIFICATE OF INCORPORATION

of

**INDIANA MATH AND SCIENCE ACADEMY-SOUTH CHARTER SCHOOL
INC.**

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, April 04, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, April 4, 2012.

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2012040900107 / 2012040991576



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R11 / 2-11) Corporate Form No. 364-1 (October 1984)

Approved by State Board of Accounts, 1995

CHARLES P. WHITE
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

NOTES:

1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
2. Article VII must be completed appropriately. Please see (1) above.

INSTRUCTIONS:

1. Use 8 1/2" x 11" white paper for attachments.
2. Present original and one (1) copy to the address in the upper right corner of this form.
3. Please type or print.
4. Please visit our office on the web at www.sos.in.gov.

APPROVED
AND
FILED

Concise

SECRETARY OF STATE

Indiana Code 3-17-3-2
FILING FEE: \$30.00

2003 APR - 4 PM
RECEIVED
SECRETARY OF STATE

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Indiana Math and Science Academy-South Indianapolis Charter School Inc.

Principal Office: The address of the principal office of the Corporation is:

Post office address (number and street or building)

City

Indiana

ZIP code

7435 N Keystone Ave

Indianapolis

46240

ARTICLE II - PURPOSE (OPTIONAL)

The purposes for which the Corporation is formed are:

A K-12, charter school that prepares students for college in an environment of high expectations and standard with a rigorous curriculum that focuses on math, science, and technology.

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV - REGISTERED AGENT AND REGISTERED OFFICE

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Bilal Eksili

Address of Registered Office (number and street or building)

City

Indiana

ZIP code

11781 Garden Circle E

Fishers

46038

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members:

- ☐ Yes ☒ No

(Continued on the reverse side)

ARTICLE VI - INCORPORATOR(S)

Name(s) and address(es) of the incorporator(s) is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Bilal Eksili	11781 Garden Circle E	Fishers	IN	46038
Bulent Guler	100 S Woodlawn Ave	Bloomington	IN	47405
Ali Kemal Durhan	7516 Sand Point Apt:D	Indianapolis	IN	46240

ARTICLE VII - DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

In the event of dissolution of the Corporation, the Board of Directors shall transfer the remaining assets after payment of all debts of the Corporation as follows:

1- Any remaining funds originally received from Indiana Department of Education shall be returned to the Indiana Department of Education not more than thirty (30) days after dissolution to be used for exclusively public purposes; and

2- all other assets shall be distributed to the United States, the State of Indiana, the municipality in which registered office of the Corporation is located, or any instrumentality or subdivision of thereof, or to any nonprofit corporations, trust, foundation or other organization that is organized for nonprofit educational purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)3 of the Code, and may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

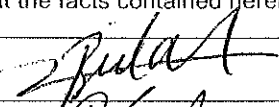
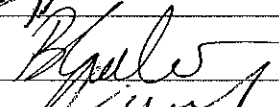
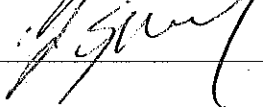
Any such assets not so transferred by the Board of Directors shall be disposed by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine.

No member (other than a member that is exempt from Federal income taxation under section 501(c)3, Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation or dissolution of the Corporation.

* Please note this section must be completed.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this 4th day of April, 2012.

Signature 	Printed name <u>Bilal Eksili</u>
Signature 	Printed name <u>Bulent GULER</u>
Signature 	Printed name <u>Ali Kemal Durhan</u>

This instrument was prepared by: (name)

Ali Kemal Durhan

Address (number and street or building)

7516 Sand Point Apt:D

City

Indianapolis

State

IL

ZIP code

46240

Date of this notice: 04-09-2012

Employer Identification Number:
45-4992195

Form: SS-4

Number of this notice: CP 575 A

INDIANA MATH AND SCIENCE
ACADEMY-SOUTH INDIANAPOLIS CHARTER
IMSA-SOUTH
% BILAL EKSILI
7435 N KEYSTONE AVE
INDIANAPOLIS, IN 46240

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 45-4992195. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	07/31/2012
Form 940	01/31/2013
Form 1120	09/15/2012

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

INDIANA MATH AND SCIENCE
ACADEMY-SOUTH INDIANAPOLIS CHARTER
IMSA-SOUTH
% BILAL EKSILI
7435 N KEYSTONE AVE
INDIANAPOLIS, IN 46240

BYLAWS
OF
(INDIANA MATH AND SCIENCE ACADEMY-SOUTH INDIANAPOLIS, INC)

ARTICLE I

General

Section 1. Name. The name of the corporation is **INDIANA MATH AND SCIENCE ACADEMY-SOUTH INDIANAPOLIS, INC.** (the “Corporation”).

Section 2. Registered Office and Registered Agent. The post office mailing address of the Corporation’s registered office at the time of adoption of these Bylaws (the “Bylaws”) is **7435 North Keystone Avenue, Indianapolis, IN 46240**. The registered agent in charge of the registered office at the time of adoption of these Bylaws is **Bilal Eksili**.

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

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than five (5) or greater than nine (9), as designated by resolution of the Board of Directors. At all times all members of the Board of Directors shall be residents of the state of Indiana.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director

to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. Following the expiration of a director's term, at least one (1) year must elapse before he or she again may be elected to the Board of Directors.

In order to be a member of the Board of Directors, an individual must have a background in education, management, law, healthcare, finance, human resources, or other appropriate professional or vocational training, which would be of benefit to the Corporation. The Board of Directors shall be completely independent from the school and the management organization that the school engages with.

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

Section 3. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. The Board of Directors shall hold a minimum of ten (10) regular meetings a year. All regular meetings shall be held at the physical location for the charter school organized by the Corporation unless such other location is permitted by the Authorizer.

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two

(2) days' notice, as described in Section 5 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law and Electronic/Telephonic Attendance at Board of Directors' Meetings. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code section 5-14-1.5, et seq.) and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors. In this regard, the Indiana Open Door Law does not permit any member of the Board of Directors to attend a regular or special meeting(s) via electronic or telephonic means; while a member of the Board of Directors may listen to a meeting via electronic or telephonic means for purposes of staying apprised of Corporation business, a member may not take official action (as that term is defined by the Indiana Open Door Law), or be counted towards a quorum if the member is observing a meeting via electronic or telephonic means.

Section 6. Notice of Meetings. Oral or written notice of the date, time, place of each regular or special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;

(b) Five (5) days after the notice is mailed, as evidence by the postmark 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; or

(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 mail, as evidence by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

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

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this

Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

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

The directors then in office may remove a director automatically for a cause below. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (The “Code”).
- (b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

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

Section 10. Educational Management Organizations (“EMO”) and Corporation and EMO Employees. Should the Board of Directors elect to engage an EMO to manage the School’s operations, no member of the Corporation’s Board of Directors may have any pecuniary interest in or be employed by such EMO. An employee of the Corporation or the charter school may not be a member of the Board of Directors other than in *a non-voting ex officio* capacity who cannot count towards a quorum at any Regular or Special Meeting. An employee of the EMO may not be a member of the Board of Directors.

ARTICLE III

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified. Notwithstanding the foregoing, the Incorporator may name the initial officers of the Corporation.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article II. Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

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

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

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

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

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings

of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

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

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

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

(c) The Board of Directors shall develop and implement an appropriate conflict of interest policy which complies with the Authorizer's Policy Regarding Conflict of Interest. This Board of Directors' conflict of interest policy shall be binding on the Corporation's directors, officers, and employees.

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

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

with the conflict of interest policy of the corporation shall merit for automatic removal from the board as referred in Section 9 of Article II.

ARTICLE VI

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

Section 2. Definitions.

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

of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

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

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

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

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

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

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”⁰), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

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

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

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

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

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons. The insurance purchased and maintained by the Corporation shall be consistent with what is required by the Authorizer in the Charter

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

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

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

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

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

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

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or the repeal of these Bylaws must be approved in writing by the Authorizer prior to the Board of Directors of the Corporation taking any action thereon.

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

David W. Holt

DATE

4-5-12

SIGN NAME

David W. Holt

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

Oznur Fidan Dunder

SIGN NAME



DATE

04/04/2012

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

Bilal Eksili

DATE

SIGN NAME

Bilal Eksili

4.4.12

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

BULENT GULER, PHD
ASSISTANT PROFESSOR IN ECONOMICS

SIGN NAME



DATE

4/4/12

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

Virgil Madley

SIGN NAME

Virgil Madley

DATE

4-5-12

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Indiana Math and Science Academy-South Indianapolis
2. Your full name: Bilal Eksili
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently serving as a board member at Indiana Math and Science Academies (North and West). I have been on the board for two years. I am a community organizer. I have been able to utilize my network and resources for the benefit of the children at Indiana Math and Science Academies. I helped the school with public relations, communication, and community involvement. I hold the Vice President office on the board. I ran the board meeting in the absence of the Board President. Over the years, I have also gained experience in finance, education, and organizational management. I work for a not-for-profit organization, Niagara Foundation-Indiana, and work with a board myself. I have the experience of both being on a board and working for a board. My board experience at the current Indiana Math and Science Academies has been invaluable and I hope to continue being involved in organizations such as IMSA-South to make a difference in Indianapolis.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

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

☐ I / we do not know any such trustees. ☒ Yes

I know all the board members from the community. But I am not affiliated with them.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes *my wife currently works at IMSA-West*
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ Yes *Since the current EMSAs are managed by Concept, I am familiar with their management team. I am not affiliated with Concept though.*
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Bilal Eksili, 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 IMSA-South Charter School is true and correct in every respect.

Signature

Bilal Eksili

Date

4.4.12

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes

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

Certification

I, David W. Holt, 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 Indiana Math and Science Academy-South Indianapolis Charter School is true and correct in every respect.

David W. Holt
Signature

4-5-12
Date

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

David W. Holt

DATE

4-5-12

SIGN NAME

David W. Holt

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Indiana Math and Science Academy-South Indianapolis
2. Your full name: Oznur Fidan Dunder
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Mrs. Dunder served as a board member for the Truebright Science Academy Charter School which was established in one of the most underprivileged areas of Philadelphia in 2006. She has been familiar with Indiana Math and Science Academy and very much proud of their success as her husband was one of the board members. IMSA has grown and became successful over the years and they opened a second school, which is now as successful as the first one. She has visited the school many times before, attended events and witnessed first hand the many lives that have been changed because of these schools. When she heard about the possibility of a third IMSA branch being opened in Indianapolis, she has volunteered to get involved and wanted to be part of this great endeavor.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures


1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

Both my husband and I know Bilal Eksil through the current Indiana Math and Science Academy as my husband is on the school's board.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes
my husband knows some of the employees at INSA. I also know a few teachers through the community.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. *Due to his involvement in the board of the current INSA branches my husband knows the management team at Concept. I do not know anyone.*
☐ I / we do not know any such persons. ☒ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☒ Yes *My husband know about Concept I do not.*
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Ozgur Fidan Dunder, 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 Indiana Math and Science Academy-South Indianapolis Charter School is true and correct in every respect.


 Signature

04/04/2012
 Date

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

Oznur Fidan Dunder

SIGN NAME



DATE

04/04/2012

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

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

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

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

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

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

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

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

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

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

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

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

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

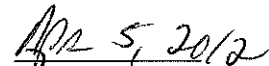
☒ Does not apply to me, my spouse or family. ☐ Yes

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

Certification

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


Signature


Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

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

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

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

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

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

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

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

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

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

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

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

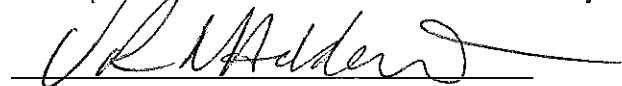
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you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

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

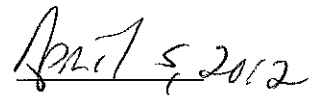
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Virgil R. Madden, 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 Indiana Math and Science Academy-South Indianapolis Charter School is true and correct in every respect.



Signature



Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Indiana Math and Science Academy-South Indianapolis
2. Your full name: Bilal Eksiti
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently serving as a board member at Indiana Math and Science Academies (North and West). I have been on the board for.....years. I am a community organizer. I have been able to utilize my network and resources for the benefit of the children at Indiana Math and Science Academies. I helped the school with public relations, communication, and community involvement. I hold the Vice President office on the board. I ran the board meeting in the absence of the Board Presidents. Over the years, I have also gained experience in finance, education, and organizational management. I also work for a not-for-profit organizations, Niagara Foundation, and work with a board myself. I have the experience of both being on a board and working for a board. My board experience at the current Indiana Math and Science Academies has been invaluable and I hope to continue being involved in organizations such as the proposed school that make a difference in Indianapolis.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

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

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

Certification

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

Bilal
Signature

4.4.12
Date

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

Bilal Eksili

DATE

SIGN NAME

Bilal Eksili

4.4.12

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Indiana Math and Science Academy-South Indianapolis
2. Your full name: Bulent Guler
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have been familiar with the current Indiana Math and Science Academies. I visited both schools, serve as a judge at their science fairs, and attended their community events. I know some of their board members, too. I am impressed with their success and the difference they make in the community. When one of their current board members, Bilal Eksili, extended the invitation to serve as a board member at the new school, I was ecstatic. I hold PhD and MA degrees in Economics and currently I am an Assistant Professor in Economics at Indiana University. Given my expertise in financial matters, I can contribute to the Board in issues related to budget. Moreover, during my undergraduate and graduate studies I was involved in various non-profit and university student organizations which serve to K-12 students by tutoring them or organizing activities for them. I believe such an experience can be beneficial to the other board members in improving the organizational management and effectiveness of the educational system for Indiana Math and Science Academy. Last, but not least, as an educator in higher education, I strongly believe and observe that the quality of higher education relies on the quality of the students. My current experience through Indiana University has shown me that the students in the secondary education lack some important basic math skills which are essential for their college education. That's why I find this project, which aims to improve math and science skills of the students, really exciting. It is my goal to establish a productive partnership between Indiana University and Indiana Math and Science Academy to improve the educational backgrounds of the college students and to increase the motivation and vision of the middle and high school students.

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

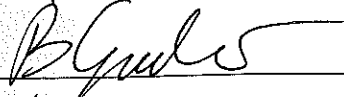
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. *I ONLY KNOW BILAL EKILI THROUGH HIS INVOLVEMENT IN COMMUNITY.*
☐ I / we do not know any such trustees. ☒ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. *I and My wife know a few teachers who work in the school through some community activities.*
☐ I / we do not know any such employees. ☒ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None. ☐ Yes

Certification

I, Bulent Guler, 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 Indiana Math and Science Academy-South Indianapolis Charter School is true and correct in every respect.



Signature

4/4/12
Date

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

BULENT GULER, PHD
ASSISTANT PROFESSOR IN ECONOMICS

SIGN NAME

B. Guler

DATE

4/4/12

IMSA-South Board Ethics and Values

Conflict of Interest Policy (Excerpted from the By-Laws)

Conflicts of Interest

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

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

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

(c) The Board of Directors shall develop and implement an appropriate conflict of interest policy which complies with the Authorizer's Policy Regarding Conflict of Interest. This Board of Directors' conflict of interest policy shall be binding on the Corporation's directors, officers, and employees.

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

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under the applicable law. However, failure to comply with the conflict of interest policy of the corporation shall merit for automatic removal from the board as referred in Section 9 of Article II.

Corporate, advisory and governing boards have the responsibility to be both ethical and legal. Ethics are standards of right and wrong, good and bad. Ethics address what one ought to do to fulfill one's moral duty. Being legal means complying with the laws and regulations that apply to school boards and school officials.

Ethics refers to moral responsibilities and may go beyond legal considerations. Being ethical and legal involves more than understanding what the right thing is to do; it means that one must perform in ethical and legal ways – one must actively “walk the talk.” First, one determines what is right or wrong, good or bad. Then, one does what is right, good, and legal. Many professions and groups have developed a set of rules of conduct for specific situations. These rules of conduct or standards of practice are based on ethical values.

Ethical Values (Adapted from Resources for Governing Board on Codes of Ethics by Community College League of California)

Ethical Values The ethical values described below are from the Josephson Institute, and are called the “Six Pillars of Character”(see www.josephsoninstitute.org). The pillars are trustworthiness, respect, responsibility, fairness, caring and citizenship.

Trustworthiness. When we are trustworthy, people believe in us. Being trustworthy requires honesty, integrity, reliability and loyalty. Being honest means we are sincere, truthful, straightforward, and avoid deception. It does not mean violating confidentiality, being uncivil, or making promises that one might not be able to keep. Integrity refers to “wholeness.” A person who has integrity is consistent in decision-making and behavior, and bases his or her behavior on a core set of ethics or values.

Reliability means we keep our promises. If we commit to a task, we follow through. Ethical Board members spend the hours required to perform the job well. Loyalty means protecting and promoting the interests of people, a group or organization. As a board member, the primary loyalty is to the school and the public good—loyalty to friends and single interest groups is subordinate.

Respect. The second “pillar of character” is respect. It includes civility, courtesy, decency, autonomy, and tolerance. Civility and courtesy are particularly important when engaging in discussions with others with whom we disagree. Autonomy means that we do not try to live others’ lives for them. Tolerance means we accept others’ perspectives and judge others only on their core ethical values.

Responsibility. Responsibility means being willing to make decisions and choices and to be accountable for those. Responsible people do not shift the blame to others. Responsibility means doing the best one can, and being diligent, careful, prepared, and informed. It means persevering, following through, and finishing tasks that one has promised to do.

Statements of ethics and standards for good practice.

1. Common Good

- a. Recognize that the primary responsibility of the board is to govern the school in the best interests of the education needs of the entire school district.
- b. Be aware that I am responsible to all citizens of the communities served by the school. The authority delegated to me must be exercised with as much care and concern for the least influential as for the most influential member of the community.
- c. Recognize that the primary duty of the board is to represent the entire school with awareness at all times of special needs of each of the schools and campuses.

d. Serving as stewards of the school resources and facilities and, as agents of the communities served by the school, protecting, advancing and promoting the interests of all citizens and maintaining independent judgment unbiased by private interests, partisan political groups, or in any other way.

2. Advocate and Support the School

a. Communicate and promote the needs of the community to the school and the needs of the school to the community. b. Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the school, and the needs of the school to the community. c. Promote the importance of community support for the school by supporting fundraising efforts and making a donation to the best of my ability.

3. Student/Education Focus

a. Hold the educational welfare of the students attending the community school as his/her primary concern. b. Protect the interests of students in every decision, and assure the opportunity for high-quality education for every student. c. In all decisions hold the educational welfare and equality of opportunity of the students of the district as his/her primary concern; board members should demonstrate interest in and respect for student accomplishments by attending student ceremonies and events d. Maintain consistent and vigilant oversight of the school as a policy setting board with emphasis on instructional quality, operational efficiency, and fiscal stability. e. Recognize that it is as important for the board to understand and evaluate the educational program of the school as it is to plan for the business of school operation.

4. Board as a Unit

a. Recognize and actively communicate that authority rests only with the whole board assembled in a legally-constituted meeting and make no personal promises nor take any private action inconsistent with that principle. b. Recognize that members have authority only when the board is in official meetings; an individual member cannot bind the board outside of such meetings. c. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and conduct my relationships with school staff, students, and local citizenry, and the media on that basis. d. Recognize that a board member is a member of an educational team, and that the strength and effectiveness of the board is as a board, not as a group of individuals. e. Recognize that I am a member of a legal entity; that the strength and effectiveness of the board is as a unit, not as a group of individuals; and that majority decisions of the board shall be abided by.

5. Create a Positive Climate

a. Encourage and support innovation and creativity in school programs and operations. b. Recognize that the board sets an example for the entire institution; therefore act with integrity and reflect the values of trustworthiness, respect, fairness, and caring at all times when performing trustee responsibilities. c. Support the school by attending school events, expressing appreciation for employees and their commitment and accomplishments, and recognizing student success and achievement.

6. Decision-Making

- a. Seek to be informed by asking timely and substantive questions; request data and information through protocols established by the board and CEO.
- b. Focus requests for information and discussions at board meetings on topics that address the fulfillment of the school mission, the future of the school, and long term strategies.
- c. Avoid judgment based on information received from individuals or groups with a real or perceived grievance.
- d. Support fully all board decisions once they have been made, even though the vote may have been divided.
- e. Respect the opinions of others and abide by the principle of majority rule.
- f. Base personal decisions upon all available facts in each situation, vote one's honest conviction in every case, and abide by and uphold the final majority decision of the board.

7. Policy Role and Delegation

- a. The board has, as its basic function, the establishment of the policies by which the school is to be administered. In accordance with the John Carver Non-Profit Guide to Board Governance, the board will hold the president/CEO and staff accountable for the administration of the educational program and the conduct of school business.
- b. Bear in mind under all circumstances that the board is legally responsible for the effective operation of the district. Its primary function is to establish the policies by which the community school district is to be administered. The board shall hold the superintendent/president and his/her staff accountable for the administration of the educational program and the conduct of school business.
- c. Delegate authority to the CEO as the board executive officer and confine board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the district.
- d. Delegate authority to the CEO and staff to initiate policy recommendations, administer education programs, conduct school business, and implement board actions.

8. Board Relations and Communication

- a. Develop and maintain good relations with fellow board members by recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented; respecting the opinions of others and abiding by the principle of majority rule, and respectfully working with other board members in a spirit of harmony and cooperation, giving members courteous consideration of their opinions.
- b. The board is made up of individuals with differing values and beliefs; debate is expected and natural. Although there are individual expressions, there are no individual decisions. Board members must work with fellow board members in a spirit of harmony and cooperation in spite of differences.
- c. I will work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
- d. Maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals.
- e. Making only courteous remarks in or out of meetings about other members of the board and recognizing that each member is entitled to a courteous consideration of his/her opinion.
- f. Work together to achieve common goals, looking beyond self-interest and encouraging compromise and positive change when necessary.

9. Confidentiality

- a. Recognize that deliberations of the board in closed session are confidential and not for release or discussion in public without the prior approval of the board by majority vote.
- b. Maintain the confidentiality of privileged and executive session information.

10. Commitment

- a. Devote time to activities that will enhance the ability to function effectively as an governing board member.
- b. Attend all scheduled board meetings insofar as possible and become informed about the issues to be considered at those meetings.
- c. Join with the other members of the board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society.
- d. Enhance one's potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.
- e. Be informed about the issues facing public, non-profit educational institutions.
- f. Enhance one's ability to function effectively as a trustee through devotion of time to study contemporary educational issues, as well as attendance at professional workshops and conferences on the duties and responsibilities of trustees.

11. Relationships with the CEO, Staff and Community

- a. Promote a healthy working relationship with the school CEO through supportive, open, and honest communication and regular evaluation.
- b. Supporting school personnel in the appropriate performance of their duties and ensuring that they have the requisite responsibility, adequate resources, and necessary authority to perform effectively.
- c. Referring contacts from employees, students, and citizens to the CEO or advising that concerns presented in writing to the board as a whole through the board president.

12. Involving Staff and Community Members

- a. Encourage and safeguard open access to the board while maintaining appropriate and well defined school communication and decision-making channels.
- b. Welcome and encourage the active involvement of students, employees, and citizens in local communities with respect to establishing policy on current school operation and proposed future developments, and consider their views in deliberations and decisions as a board.
- c. Establish and uphold protocols for communicating with the media that recognize the roles of the chief executive and the board chair to ensure a unified voice in representing the school.

13. Fiduciary Responsibility

- a. Fulfill the fiduciary responsibility for sound budgetary and fiscal management by reviewing financial reports, asking questions, and providing direction to the CEO.
- b. Accurately account for member expenses, establish and uphold fair and prudent expense standards and reporting procedures.
- c. Recognize that the reputation of the school is a valued asset, and protect its reputation through supporting and promoting the institution in the community and at the state level. Members should not make critical and negative comments about the school or staff members in public.

d. Recognize that staff time is valuable and is best spent furthering the educational mission of the school; members should avoid making undue demands on staff time and should carefully consider the impact of requests for information on the ability of staff to fulfill their responsibilities to the school.

Education Management Agreement Between IMSA-South and Concept Schools

THIS EDUCATION MANAGEMENT AGREEMENT (the "**Agreement**") is executed as of this ____ day of _____, 2010, by and between Concept Schools ("**Concept**"), an Illinois non-profit corporation and Indiana Math and Science Academy South Indianapolis ("**IMSA-South**"), an Indiana non-profit corporation.

WHEREAS, IMSA-South has qualified as a tax-exempt organization under Section 501(c)(3) of the Code;

WHEREAS, IMSA-South has been granted a charter (the "**Charter**") to organize and operate a charter school (the "**School**"), located at 7435 North Keystone Avenue, Indianapolis 46240, by the City of Indianapolis (the "**City of Indianapolis**") pursuant to the State of Indiana Charter Schools Law, as amended (the "**Charter Schools Law**");

WHEREAS, IMSA-South and the City of Indianapolis (authorizing body) entered into a Grant of Charter on February 22, 2010 and will enter into a Charter School Agreement, which sets forth certain terms and conditions of the Charter and which may be amended from time to time;

WHEREAS, IMSA-South is governed by a Board of Directors (the "**IMSA-South Board**"), which is responsible for overseeing the operations of IMSA-South;

WHEREAS, Concept desires to provide management services to IMSA-South;

WHEREAS, IMSA-South and Concept now desire to enter into this Agreement to govern their relationship beginning March 25, 2010 (the "**Effective Date**");

NOW, THEREFORE, for and in consideration of the mutual undertakings in this Agreement, the parties hereby agree to the following terms and conditions:

1. Term.

(a) Initial Term: Unless terminated earlier in accordance with this Agreement, the term of this Agreement (the "**Term**") shall be effective on the Effective Date and continue for one (1) school year, beginning with 2010-2011 school year.

(b) Extensions: This Agreement will automatically renew for additional, successive one (1) year terms unless one party notifies the other party on or before the April 1st prior to the expiration of the then-current term of its intention to not renew this Agreement. Notwithstanding the foregoing, in no event shall the Term extend beyond the term of the charter granted to IMSA-South, as such charter may be extended from time to time (as indicated in item 8 and 9 outlined in pages 14-15.)

2. **Concept Administrative Office.** Concept agrees to maintain administrative offices in the facility of the School (the "**School Facility**") or within a twenty (20) mile radius of the School Facility.

3. **Concept's Responsibilities.**

(a) Provision of Services: Concept shall provide the services described herein (the "Services") to IMSA-South subject to the direction, oversight and policies of IMSA-South, and the requirements of the Charter Agreement and the Charter Schools Law to the extent applicable to such Services. Any responsibility of IMSA-South that is not specifically designated to Concept herein shall be assumed to remain the responsibility of IMSA-South unless otherwise agreed upon by both parties.

(b) Services to IMSA-South as Charter Holder

(i) Concept shall provide to IMSA-South ongoing training programs throughout each academic year with respect to the obligations of a non-profit director and charter school director.

(ii) Concept shall provide consulting and liaison services with the Authorizing Body and other governmental and quasi-governmental offices and agencies to ensure that IMSA-South may continue its operation.

(iii) Budget. Concept shall prepare and submit an annual projected budget for the academic year, in reasonable detail, to IMSA-South for the School on or before June 30 of each year. IMSA-South must approve such budget before Concept may receive its Management Fee (as defined in Section 7).

(c) Personnel

(i) The Board of Directors of IMSA-South and Concept shall mutually select the school principal and business manager and they shall be employees of Concept. All other school personnel shall be mutually selected by the Board of Directors of IMSA-South, the School principal and Concept, and shall be employees of IMSA-South ("IMSA-South Employees"). IMSA-South shall compensate all such employees according to IMSA-South's compensation policies, which may include performance-based incentives. IMSA-South shall pay for the salaries, fringe benefits, employment taxes and other employment related costs and expenses for all IMSA-South Employees.

(ii) Concept shall ensure that all IMSA-South Employees (collectively, the "School Employees") meet all local, state, and federal regulations related to school personnel and will complete a background check in accordance with the Charter Agreement and public school policies for all School Employees.

(iii) Concept shall determine staffing levels at the School, update and revise position descriptions, and prepare employment contracts for all School Employees.

(iv) Concept shall provide to all School Employees (i) training in its methods, curriculum, program, and technology to all teaching personnel at the School on a regular basis, (ii) training to

new teaching personnel prior to the commencement of each academic year, and (iii) ongoing professional development programs throughout each academic year, provided that such training and development may be held onsite or offsite, at locations selected by Concept.

(v) Concept shall comply with (and shall assist IMSA-South with its compliance) applicable federal and state laws, concerning School Employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

(vi) Concept shall comply with (and shall assist IMSA-South with its compliance) all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records for School Employees.

(vii) Concept shall not illegally discriminate against any School Employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

(d) Attendance Days; School Days; School Week. Concept shall set the calendar for the academic year and shall ensure the following: (i) that the School open in August and continue until June, (ii) that the academic year consist of approximately 190 instructional days, provided that the number of school days must meet or exceed Indiana requirements and must be approved in advance by IMSA-South, and (iii) that the normal school week shall consist of, on average, four seven and one-half (7½) hour days and one six hour day, no school day of less than four hours, and an average of 35 hours of weekly attendance, provided the length of school days at the School must meet or exceed Indiana requirements and must be approved in advance by IMSA-South.

(e) Maximum Class Size. Concept shall determine the size of each class for the School. Concept shall ensure that no class contains more than thirty (30) students.

(f) Admissions and Enrollment. Concept shall be responsible for admissions and enrollment. Concept shall adhere to the following:

(i) Enrollment shall be open to all students, as determined by IMSA-South and in accordance with the Charter Agreement and Charter Schools Law.

(ii) To enroll, a child's parents/guardians must complete an IMSA-South application.

(iii) A lottery shall be held in a timely manner set by IMSA-South for the immediately succeeding academic year.

(iv) In order for an application to be included in the lottery, it must be received in the manner designated by it on the Friday immediately preceding the date of the lottery.

(v) Applications that are received after the relevant lottery date shall be placed on the waiting list that is behind all who applied in timely fashion, on a first-come, first-served basis.

(vi) Students who are attending the School at the time of the lottery need not participate in the lottery and shall be allowed to fill any "open" seats before the admission of any students through the lottery so long as they timely complete an "intent to return form."

(vii) The applications of siblings of students who are currently enrolled at the School are given preference to any "open" seats.

(viii) "Open" seats in each grade level are determined for the academic year in March, after "intent to return forms" are completed by currently enrolled students.

(ix) If there are more applicants than space available in any given grade, all students not accepted in the lottery shall be placed on a waiting list in the order their name placed in the lottery. After a certain date set up by IMSA-South, enrollment shall be closed and the waiting list purged. The waiting list shall not carry over from year to year, and a new student application must be filled out annually if parents wish to enroll their student for subsequent academic years.

(x) Once a student enrolls in IMSA-South, if a parent wishes to withdraw the student from IMSA-South, the parent must fill out a withdrawal form that will contain the name of the school to which the student is transferring. The form must then be signed by the student's parent/guardian. The student's file will be sent to Concept, and Concept office staff will confirm that the student has withdrawn from IMSA-South and will make the necessary changes in the Student Information System.

(xi) Siblings of students currently enrolled at the School are given preference when applying to the School. Sibling preference is not a guarantee of acceptance. If there are more siblings interested in attending than there are open seats, the siblings shall be placed in a random lottery and accepted in the order indicated by the lottery. Sibling preference will only be granted if the application is received by the lottery deadline. No preference shall be given to applications for siblings received after the deadline.

(xii) Concept shall only enroll students in full compliance with the requirements of the Charter Agreement and the Charter Schools Law.

(xiii) If a student who applied to and was admitted to the School is found in violation of residency or age requirements, Concept will inform the principal(s) within 48 hours of discovery, and the principal(s) shall have such student removed from the School immediately.

(g) Recruiting. Concept shall be responsible for the recruitment of students for the School. Each year Concept shall develop a recruitment plan that shall be approved by the IMSA-South Board. Such plan shall include, but not be limited to, the development and implementation of newspaper and radio advertisements. IMSA-South shall not incur any recruitment costs other than those listed, if any, in the approved recruitment plan.

(h) Compliance with External Source Funding. In carrying out the Services under this Agreement, Concept shall (i) comply with all terms and conditions of any external source funding (e.g., federal and state funds designated for particular purposes such as Title I and special education), (ii) upon reasonable advance request, provide evidence to IMSA-South that the School is in compliance with such terms and conditions, and (iii) provide all reports, data,

and information reasonably necessary for IMSA-South to meet any reporting, certification or other requirements for such funding.

(i) School Operations.

(i) Concept shall provide IMSA-South and all of its students at the School with a complete educational program based on (A) school management principles previously presented in writing to IMSA-South, subject to the overall direction, oversight and policies of IMSA-South, (B) the requirements of the Charter Agreement, and (C) the Charter Schools Law, except as may be further required by this Agreement.

(ii) Concept shall provide the management and administrative services necessary to implement and operate its educational program at the School.

(iii) Concept shall operate the School in accordance with the program requirements set forth in this Agreement.

(j) Start-Up Services: Start up services are the type of services between approval of the charter and opening of the school in august of the educational year, which the school is approved to open. Concept shall invoice the school for the start-up services individually. Start up services that Concept provides the school with shall be at fair market value and approved by the board.

(k) Assessment of Success

(i) Concept shall be responsible for and accountable to IMSA-South for the performance of students who attend the School, said performance to be measured in accordance with the requirements of the Charter Agreement and the Charter Schools Law, and Concept shall coordinate and conduct such testing as is required to permit the evaluations contemplated by each of the foregoing.

(ii) Concept shall measure the success of the School based on absolute levels of student achievement in terms of test scores, and among other measures, on comparative measures against students in the local school district who have backgrounds and achievement levels similar to the School's students upon their enrollment at the School, and on measures of parent and student satisfaction.

(l) Reporting.

(i) Year End and Periodic Reports: Concept shall provide information on the performance of the School and its students to IMSA-South in an annual academic year-end report (which year-end report shall be submitted to IMSA-South no later than July 15 of the following academic year), and such other reports as may be required by the Charter Agreement and the Charter Schools Law (including, without limitation, monthly and quarterly financial reports as required by the Charter Agreement), provided that all such year-end reports shall be consistent with monthly and quarterly reports. All such year-end reports shall include a cover letter addressing the following, without limitation:

(A) Student information, broken down by grade level, including:

- (1) Number of students served;
- (2) Demographic characteristics of students, including with respect to race, percentage that qualify for free lunch, percentage that are English language learners (and what the home language is for such English language learners), percentage of students with disabilities;
- (3) Student performance on standardized measures of evaluation;

(B) Faculty/staff information including, where applicable:

- (4) Staff, faculty and administration credentials, including such information as college attended, SAT/ACT scores, GRE scores where applicable, and performance on applicable teacher exams;
- (5) Staff, faculty and administration retention rates within the most recent academic year;
- (6) Staff, faculty and administration turn-over between the two most recent academic years;
- (7) Report of professional development during the previous year with respect to frequency, duration, and topics covered;

(ii) Additional Information. Concept shall provide all information regarding the operation of the School and the students at such times and in such manner as IMSA-South shall reasonably request, including without limitation information relating to Concept's educational performance and the efficiency of the operation of the School during the academic year and any information required by the authorizer, the Charter Agreement, and Charter Schools Law. This Section shall survive termination of this Agreement with respect to reports covering periods prior to termination.

(iii) August 1st Deliveries: By August 1st of the academic year, Concept will deliver to IMSA-South the following documents:

(A) A full description of the curriculum used for each grade to be served during the year, provided any revisions, additions, or deletions have been made to previously submitted documents, which shall include:

- (1) Full scope and sequence for each subject to be taught during the academic year;
- (2) Curriculum maps that describe content, skills and assessment used in each subject for each grade to be served during the year;
- (3) Explanation of vertical and horizontal alignment of the curriculum between and across grade levels and subject matter;

- (4) Description of how curriculum in each subject area is aligned to Minnesota State Learning Standards;
 - (5) Description of the program to meet the needs of students with disabilities;
 - (6) Description of the program to meet the needs of English Language Learners (ELL);
 - (7) A description of the character educational program being implemented including the scope and sequence of such program; and
- (B) Emergency preparedness plan for natural disasters and threats of violence to students, staff and faculty;
- (C) A description of the organizational structure of Concept and the School, including names, which description shall include without limitation a description of the responsibilities of each member of the school administrative team, including Regional Directors, Curriculum Coordinators, School Directors, Associate Directors, Team Leaders, Disciplinarians, and any other administrative team members;
- (D) A plan describing how the Concept Code of Conduct will be enforced by Concept and school staff, which plan shall include without limitation a description of how staff members, students, and volunteers will be informed of the Concept Code of Conduct;
- (F) A copy of the Concept Employee Handbook;
- (G) A copy of the Student and/or Parent Handbook;
- (H) A description of all fees that will be assessed on parents; including without limitation policies for fees related to school trips, special projects, graduation ceremonies, and other special events, a full plan for how fees will be collected, recorded, and administered, and a plan for the reduction and/or forgiveness of fees for families experiencing economic hardship.
- (iv) July 1st Deliveries: By July 1st of the following academic year, Concept will deliver to IMSA-South a report detailing:
- (A) Student performance at each grade level, in each subject;
 - (B) After school and ancillary activities that occurred at the School during the year; including without limitation the purpose of the activity, the number of students who participated in each activity, how often the activity occurred, and the outcomes; and
 - (C) Community partnerships, including without limitation the names of the community partners, the frequency of contact, the purpose of the relationship, and the outcomes of the relationship.
- (v) School finances. Concept will deliver the following School finance reports as provided below.

Cash Flow Report	On the 7th business day following the close of each quarter
YTD Budget vs. Actual Financial Statement	On the 15th business day following the close of each quarter
Annual CPS Cash Basis Budget for the Immediately Succeeding Academic Year	June 15th of each year
Annual Accrual Basis Budget with Commentary for the Immediately Succeeding Academic Year	March 15th of each year
Preliminary Annual YTD Budget vs. Actual Financial Summary with Commentary	July 30th of each year

(m) Financial Reports. Concept shall prepare and deliver to IMSA-South (i) bi-monthly and quarterly reports on the School's finances to IMSA-South, which shall include detailed statements of all revenues received, from whatever source, and detailed statements of all direct expenditures for services rendered to or on behalf of the School and students who attend the School, whether incurred on-site or off-site, and which shall be delivered not later than the earlier to occur of (A) the date on which delivery of such report is required pursuant to the Charter Agreement or the Charter Schools Law, and (B) in the case of monthly reports, ten (10) days following the close of each month, and in the case of quarterly reports, forty-five (45) days following the close of each of the four fiscal quarters, (ii) an independently audited annual financial report, as required by the Charter Schools Law not later than ninety (90) days following the close of the each fiscal year, (iii) any other financial and other operational reports relating to the School which may be required pursuant to the Charter Agreement and the Charter Schools Law in accordance with the requirements thereof.

Unless otherwise required by the Charter Agreement and the Charter Schools Law, the foregoing reports shall include the use of activity funds collected at the beginning of the academic year or any special collections for field trips, special activities, and special events, and Concept managed clubs, and or activity groups. The audit described in (ii) above shall explicitly correlate all budgeted administrative costs and expenses, including without limitations all costs and expenses described in (y) below with actual costs and expenses based on standard cost accounting principals.

(n) Compliance with Local, State, and Federal Guidelines.

(i) Concept shall provide all Services in accordance with the Charter Agreement, the Charter Schools Law, and applicable state and federal regulations.

(ii) Concept shall meet an agreed calendar of reporting dates relating to local, state, and federal compliance reporting and must submit at least 90% of the documents on time (and the remaining 10% within thirty (30) days of the applicable reporting date) and at least 90% of the documents must be accurate the first time that they are submitted.

(iii) If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in a fiscal quarter, IMSA-South shall notify Concept in writing that such benchmark was not met. If Concept fails to meet the 90% benchmark in terms of either accuracy or timeliness in two consecutive fiscal quarters, IMSA-South shall be entitled to hire the staff necessary to complete the compliance work for Concept for the next two fiscal quarters, and Concept shall reimburse IMSA-South for all expenses related to the hiring, training, and supervision of these compliance workers.

(iv) Except to the extent expressly waived by state authorities, Concept shall, and shall cause its officers and employees to, (A) comply with the Charter Schools Law, the Charter Agreement, and all applicable federal and state laws, concerning the maintenance and disclosure of student records, and (B) comply with the Family Educational Rights and Privacy Act, *provided* that Concept acknowledges that such records are property of IMSA-South, that Concept has no rights in such records whatsoever, that it shall maintain such records on behalf of IMSA-South and may use such records only in connection with its duties under this Agreement, and that it will follow IMSA-South's instructions in connection with such records. Based on the foregoing, IMSA-South hereby designates employees of Concept as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act.

(o) Concept Board Meetings. Concept shall cause its regional Board of Trustees to meet at least two times per year, provide IMSA-South with not less than seven days' prior written notice of all such meetings (including, without limitation, telephonic and similar meetings), provide IMSA-South with copies of all meeting minutes, board resolutions and consents, permit IMSA-South to send up to two representatives to each meeting, and allow IMSA-South's representatives to participate in all discussions at such meetings.

(p) Concept Fund Raising. Concept shall assist IMSA-South in identifying and applying for grants. Concept shall have the right to apply for and receive grant money on its own or together with IMSA-South, so long as such applications (i) are approved by the IMSA-South Board and (ii) the received funds are utilized for their intended purpose and in a manner consistent with the requirements of the grant. Concept must keep IMSA-South informed in writing of such applications prior to any application's submission, at the level of detail that IMSA-South reasonably requests.

(q) Additional Programs. Concept shall coordinate summer school programs, as well as before and after school programs. Concept shall also coordinate additional programs as may be mutually agreed upon by the parties.

(r) Technology Support. Concept shall (i) amend and update the technology plan on a regular basis, (ii) provide web design and hosting services, (iii) advise on the integration of new technology into IMSA-South, and (iv) provide technology support services as may be requested by IMSA-South.

(s) School Facility. IMSA-South shall be responsible for coordinating the cleaning, maintenance and operation of the School Facility. Concept shall make reasonable suggestions to IMSA-South regarding potential improvements to the School Facility

(t) Purchasing Services. Concept shall purchase or lease on behalf of IMSA-South requested furniture, computers, software, equipment, and other personal property necessary for the operation of IMSA-South. All such property purchased in this manner shall be deemed the property of IMSA-South. Concept shall provide access to supply sources so IMSA-South can obtain centralized purchasing discounts where applicable and available.

(u) Tax-Exempt Status. Concept acknowledges and agrees that this Agreement is intended to be consistent with IMSA-South's status as a tax-exempt organization and both parties shall interpret this Agreement in such a manner so as to prevent this Agreement from causing IMSA-South from losing its tax-exempt status and, if necessary, shall amend this Agreement in such a manner that will cause it to comply.

4. **Intellectual Property.**

Both parties acknowledge that they mutually own all proprietary rights to curriculum or educational materials that (i) are developed by IMSA-South or (ii) are developed by Concept with funds from IMSA-South. Concept and IMSA-South understand that Concept's educational materials and teaching techniques and other documents used by or in IMSA-South may be disclosed in accordance with applicable law and the legal opinion of legal counsel of IMSA-South.

5. **Subcontracts.**

Subject to approval by the IMSA-South Board, Concept may subcontract services provided to IMSA-South except for the management, oversight, or operation of the teaching and instructional program.

6. **Authority.** Concept shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by Indiana Charter Schools Law or the Charter Agreement.

7. **Remaining within Budget**

In connection with the operation of the school, Concept shall not deviate more than 5% from the approved budget without notice to IMSA-South and by IMSA-South Board of Directors. If Concept shall be faced with an unforeseen expense that requires Concept to adjust the entire approved budget, Concept shall notify IMSA-South of such unforeseen expense and shall submit an adjusted budget to IMSA-South for approval, which approval shall not be unreasonably withheld.

8. **Fees.**

(a) In consideration of the Services to be provided to IMSA-South by Concept, IMSA-South shall pay Concept a fee equal to twelve percent (12%) of the per pupil revenues received by IMSA-South. No categorical funding such as Title and Federal grant funds, private donations, shall apply to the management fee. However, Concept may provide additional services besides what is described in this agreement as the management services. Concept then

shall be paid accordingly given that such grants and categorical funding do not prohibit the transfer of grant funds to a third party.

The Management Fee shall be payable to Concept only if each of the following requirements has been satisfied: (1) the IMSA-South Board has approved a budget which includes the fees to be paid to Concept; (2) the Services for which Concept is to be paid have been provided to IMSA-South; (3) Concept has submitted to IMSA-South an invoice for the duration of the services, as well as a report outlining the services provided during that time period; and (4) the IMSA-South Board approves the fees to be paid to Concept in the particular time period.

(b) The **“Management Fee”** includes salaries of the school principal and the business manager who are selected mutually with IMSA-South and Concept and are made monthly upon successfully meeting the standards above in 8a above.

(c) All fees payable hereunder shall, at Concept's option, be made via electronic funds transfer. IMSA-South shall cooperate with Concept to set up and establish necessary accounts and procedures such that IMSA-South shall transfer such payments to Concept as such payments become due.

(d) Contingencies: In case of Concept's underperformance based on the goals of the school set by the charter agreement or federal and state guidelines, Board of Directors of MMS reserves the right to withhold 2% of the management fee. When Concept Schools meets all the goals set by the charter agreement or federal and state guidelines, board of directors of IMSA-South again reserves the right to compensate Concept Schools with additional 2% of the per pupil fee given that IMSA-South has the means to do so in its budget.

9. **Termination by IMSA-South.** IMSA-South may terminate this Agreement in the event Concept materially breaches this Agreement. Material breach, without limitation, shall include:

(a) Concept substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from IMSA-South;

(b) Concept is liquidated or dissolved;

(c) Concept files a voluntary petition under any federal or state bankruptcy statute;

(d) A third party files an involuntary petition against Concept under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;

(e) Concept fails to meet any of the material terms of the Charter; and

(f) Concept assigns this Agreement without the written consent of IMSA-South.

10. **Termination by Concept.** Concept may terminate this Agreement in the event IMSA-South materially breaches this Agreement. Material breach, without limitation, shall include:

- (a) IMSA-South substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from Concept;
- (b) IMSA-South is liquidated or dissolved;
- (c) IMSA-South files a voluntary petition under any federal or state bankruptcy statute;
- (d) A third party files an involuntary petition against IMSA-South under any federal or state bankruptcy statute, which voluntary petition has not been dismissed or withdrawn within ninety (90) days of the date of filing;
- (e) IMSA-South fails to pay any fees due to Concept within sixty (60) days of receiving written notice that such fees are overdue, excluding overdue payments resulting from a payment dispute between IMSA-South and any funding entity;
- (f) IMSA-South assigns this Agreement without the written consent of Concept; and
- (g) Termination of the Charter by the Authorizing Body.

11. **Duties Upon Notice of Termination and Termination.** Unless otherwise agreed in writing by the parties, the parties agree to continue charter school operations through the end of the academic year (the "**Termination Date**"); provided that IMSA-South continues to pay Concept the Management Fee. Concept's obligations under this Agreement and other expertise shall not cease until the Termination Date. IMSA-South shall pay to Concept all outstanding payments on or before the Termination Date. In the event that this Agreement is terminated during an academic year, Concept shall not impede IMSA-South's continuation of the academic year.

12. **Indemnification.** Except as otherwise stated in this Agreement, IMSA-South agrees to indemnify, defend and hold harmless Concept from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by Concept as a result of any claims, actions or lawsuits brought against Concept as a result of the negligence, recklessness or intentional misconduct of IMSA-South. Likewise, except as otherwise stated in this Agreement, Concept agrees to indemnify, defend and hold harmless IMSA-South from any loss, cost, expense, obligation, liability, fee (including, but not limited to reasonable attorney fees) or other expenditures incurred by IMSA-South as a result of any claims, actions or lawsuits brought against IMSA-South as a result of the negligence, recklessness or intentional misconduct of Concept. This indemnification provision shall survive the termination of this Agreement.

13. **Insurance.** IMSA-South agrees to maintain workers compensation insurance, employment practices insurance, insurance against student claims, general commercial liability insurance, including personal injury and property damage, product liability insurance, umbrella/excess liability insurance and other insurance which is appropriate in the

types of coverage and amounts in the industry in which Concept operates or as deemed necessary by the IMSA-South Board. Proof of insurance must be available at time of signing this Agreement upon request by either parties or the Authorizing Body.

14. **Bonding.** Bonds for each of Concept's employees administering this Agreement are required in the amount of \$100,000 or such amount as may be reasonably required by IMSA-South and bonds or crime insurance for theft and embezzlement are required in the amount of \$100,000 or such amount as may be reasonably required by IMSA-South for all Concept employees handling money.

15. **Relationship of the Parties.** The parties hereto acknowledge that their relationship is that of an independent contractor. No employee of either party shall be deemed an employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties. This Agreement shall not be construed as an abdication of IMSA-South's responsibilities and authority for policy setting, strategic planning, budgeting, the educational program and overall oversight monitoring and supervision of IMSA-South. IMSA-South at all times maintains the right to accept or reject Concept's recommendations.

16. **No Third Party Beneficiaries.** This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any third person.

17. **Headings.** Headings used herein are for reference only and are not intended, nor shall they be used, in interpreting this instrument.

18. **Notices.** Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to:

Concept Schools
2250 North Devin Avenue Suite 215
Des Plaines, Illinois, 60018
Attention:
Facsimile: (847) 824-3382

With a copy to:

[ADDRESS]

If to the School, to:

IMSA-South
Address:

With a copy to:

Goldberg, Kohn, Bell, Black, Rosenbloom & Moritz, Ltd.
55 E. Monroe Street, Suite 3300
Chicago, IL 60603
Attn: Brooke A. Levy, Esq.
Facsimile: 312.863.7856

19. **Severability.** The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

20. **Waiver and Delay.** No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

21. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Minnesota.

22. **Assignment.** Neither party shall assign this Agreement without the written consent of the other party. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

23. **Amendment.** This Agreement may not be modified or amended except by a writing signed by each party hereto.

24. **Counterparts.** This Agreement may be executed in several counterparts, with each counterpart deemed to be an original document and with all counterparts deemed to be one and the same instrument.

25. **Conflicting Provisions.** Any provisions that are contrary to or conflicting with the Charter shall be superseded by the terms and conditions of the Charter.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

IMSA-South

By: _____

Its: _____

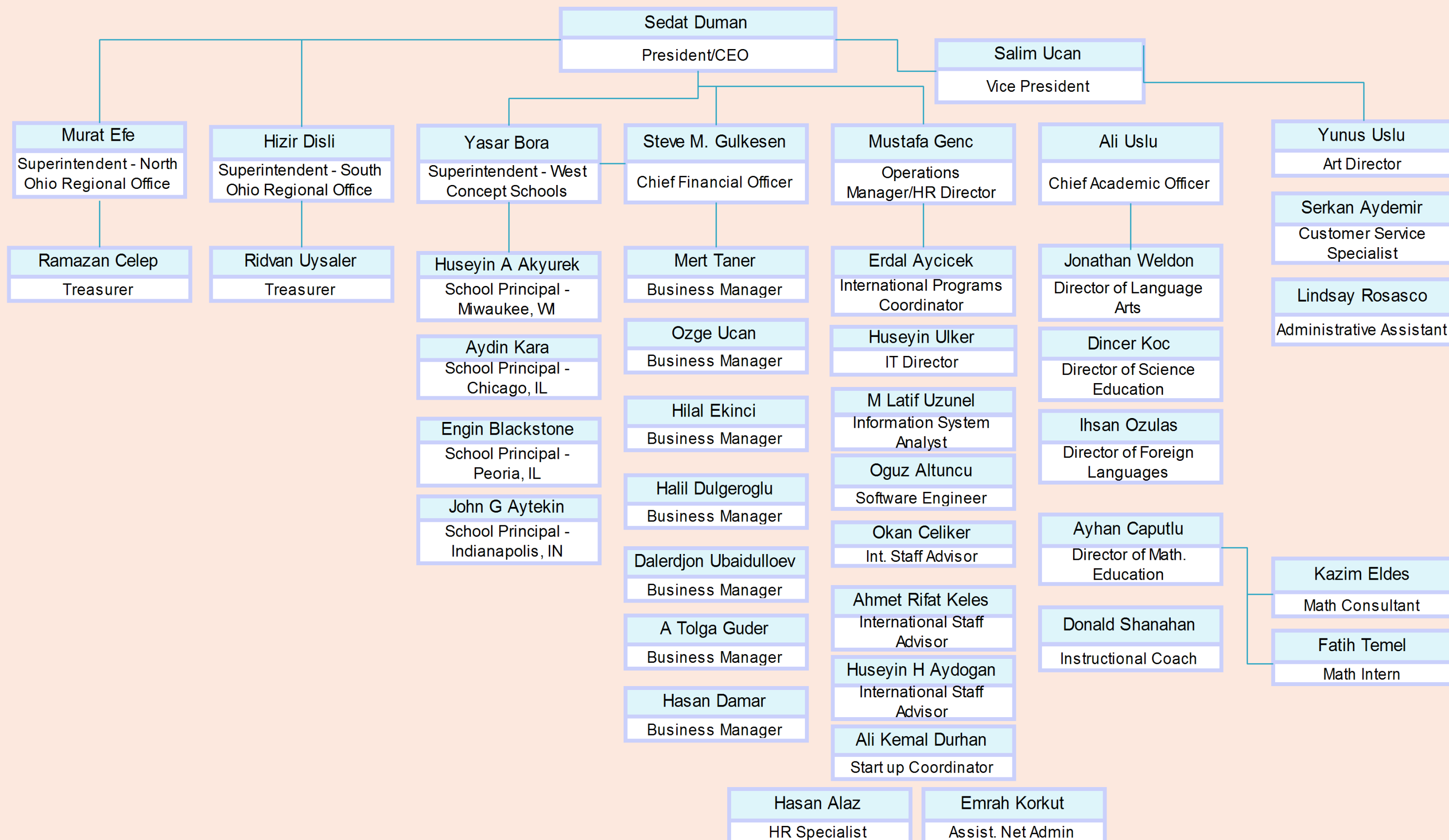
CONCEPT SCHOOLS

By: _____

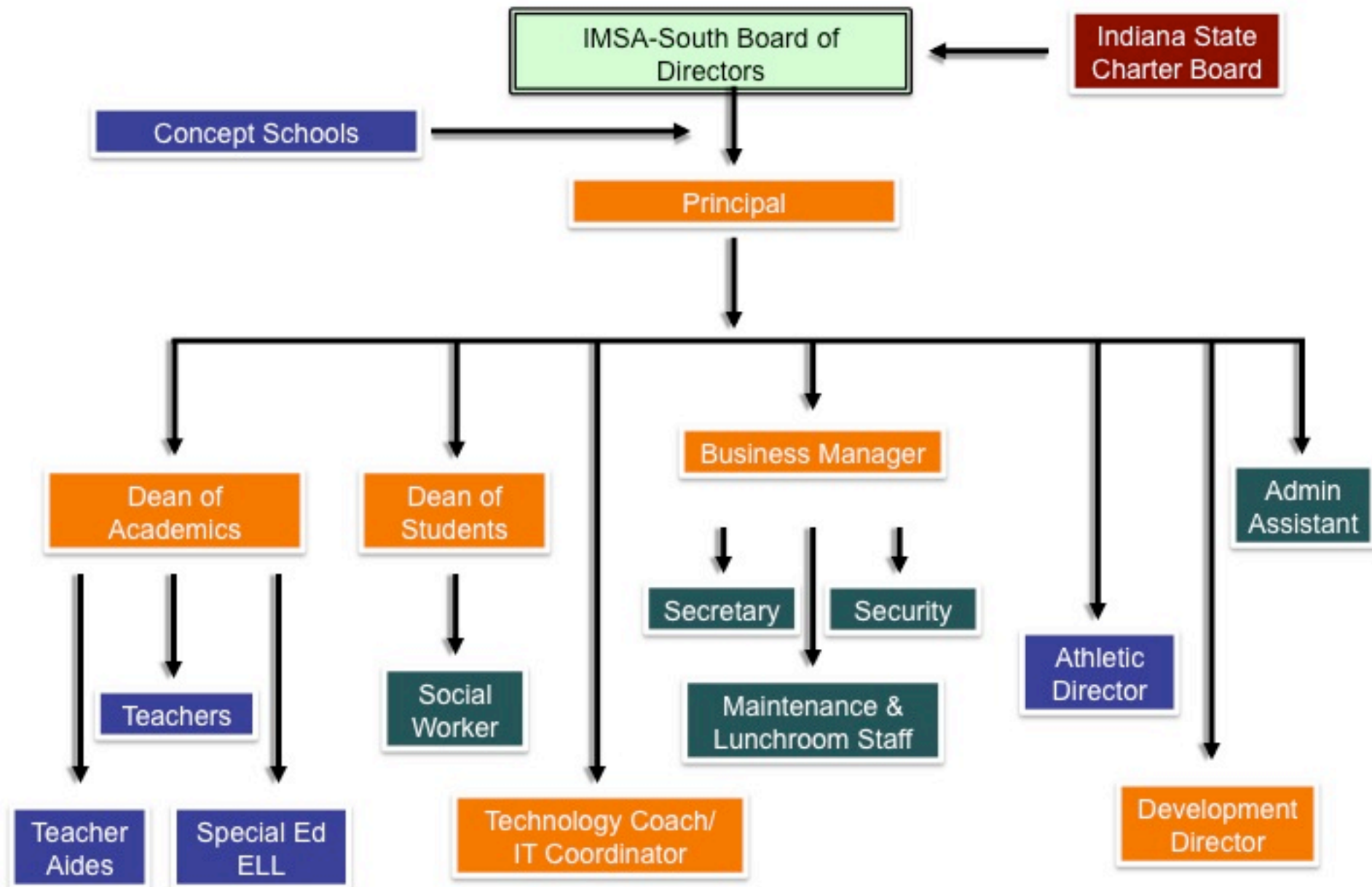
Its: _____

CONCEPT SCHOOLS INC. ORGANIZATIONAL CHART AS OF APRIL 2012

BOARD OF DIRECTORS



IMSA-South Organizational Structure



INDIANA MATH AND SCIENCE ACADEMY-SOUTH / ELA SCOPE & SEQUENCE

Grade 1	Grade 2
UNIT 1 - Alphabet Books & Children Who Read Them UNIT 2 - Our Amazing Animal World UNIT 3 - Life Lessons UNIT 4 - Winds of Change UNIT 5 - American Contributions UNIT 6 - Around the World with Fairy Tales	UNIT 1 - A Season for Chapter UNIT 2 - The Wild West UNIT 3 - Building Bridges with Unlikely Friends UNIT 4: A Long Journey to Freedom UNIT 5: Folktales From Around the World UNIT 6: Taking Care of Ourselves
Grade 3	Grade 4
UNIT 1 - Stories Worth Telling Again UNIT 2 - Inspired by the Sea UNIT 3 - Inventors and Artists UNIT 4 - The People, The Preamble, The Presidents UNIT 5 - A Feast of Words UNIT 6 - Fantastic Adventures	UNIT 1 - Tales of the Heart UNIT 2 - Literature Settings UNIT 3 - Animals are Characters, Too UNIT 4 - Revolutionaries from the Past UNIT 5 - Stories of the Earth and Sky UNIT 6 - Literary Heroes
Grade 5	Grade 6
Unit 1 - Doing the Right Thing: Taking a Stand Unit 2 - Inventive Thinking Unit 3 - Clues to a Culture Unit 4 - America in Conflict Unit 5 - Adventures and Exploration Unit 6 - Change: Coming of Age	Unit 1 - Knowing Yourself Through Others Unit 2 - Mysterious Worlds Unit 3: Embracing Heritage Unit 4 - Overcoming Odds / Proving Yourself Unit 5 - Sense and Nonsense Unit 6: Dreams (of Flying)
Grade 7	Grade 8
Unit 1 - Meeting Challenges Unit 2 - The Lives of Others Unit 3 - Independence and Identity Unit 4 - Survival in Life Unit 5 - Science or Fiction? Unit 6 - Just for Fun (Poetry focus)	Unit 1 - Coming of Age Unit 2 - Meeting Challenges Unit 3 - From Sea to Shining Sea Unit 4 - Authors and Artists Unit 5 - Extraordinary Occurrences Unit 6 - Roads Not Taken
Grade 9 – English I	Grade 10 – American Literature
Unit 1 - Self-Discovery Unit 2 - Honor Unit 3 - Beauty Unit 4 - Heroism Unit 5 - Our Choices and Our Fate Unit 6 - Visions and Reflections	Unit 1 - Transitions/ Turning Points Unit 2 - Rebellion/On the Edge Unit 3 - Clashing Forces Unit 4 - Joining Past and Future
Grade 11 – World Literature	Grade 12 – British Literature
Unit 1 - Finding Your Voice Unit 2 - Heroism vs. Human Weakness Unit 3 - Good vs. Evil Unit 4 - Fables, Parables, and Allegories	Unit 1 - Celebrating Humanity: From Legend to Renaissance Unit 2 - A Turbulent Time Unit 3 - Rebels and Dreamers: Poetry Unit 4 - Post-Modernism, or The Contemporary Period

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / SCIENCE SCOPE & SEQUENCE

Grade 1	Grade 2
<ul style="list-style-type: none"> • Properties of Matter • Separation of Solid and liquids • Soil • Living Things and Their Relationships • Classify Living Organisms • Needs of Plants and Animals • Habitats 	<ul style="list-style-type: none"> • Properties of Matter • Force and Motion • Mixtures • Gravity & Magnetism • Weather • Sun and the Moon • Life Cycle of Plants and Animals
Grade 3	Grade 4
<ul style="list-style-type: none"> • Sound, and light • Rocks, Minerals, and Fossils • Natural Resources • Structures of Plants • Plant Reproduction 	<ul style="list-style-type: none"> • Forms of Energy • Heat • Electricity Electric Circuits • Weathering • Earth's Changing Surface • Heredity and Adaptation • Characteristics of Plants and Animals
Grade 5	Grade 6
<ul style="list-style-type: none"> • Mass and volume • law of conservation of mass • Sun, moon and earth • objects in space • Ecology 	<ul style="list-style-type: none"> • Matter • Solid, Liquid and Gases • Energy • Heat, Light, Electricity, and Sound • Solar System • Biomes • Ecology
Grade 7	Grade 8
<ul style="list-style-type: none"> • Law Of Conversation Energy • Heat, Light, Sound, Waves • Motion And Forces • Earth Processes • Rocks, Minerals, and Soil • Cell and Cell Differentiation • Circulation Digestion and Respiratory Systems 	<ul style="list-style-type: none"> • Elements and Compounds • Physical And Chemical Changes • Ocean Currents And Weather Pattern • Atmosphere • Earth's Resources • Reproduction • Genetics and Adaptation
Grade 9 – Earth and Space Sciences	Grade 10 – Biology
<ul style="list-style-type: none"> • Earth's Dynamic Structure • Geologic History of Earth • Atmosphere • Solar System • Earth Resources and the Environment 	<ul style="list-style-type: none"> • The Organization of Life • Ecology • Genetics • Evolution and Biodiversity
Grade 11 – Chemistry	Grade 12 – Physics
<ul style="list-style-type: none"> • Structure & Properties of Matter • Atoms and Nuclear reactions • Chemical Reactions • Organic Chemistry 	<ul style="list-style-type: none"> • Mechanics • Fluid Mechanics and Thermal Physics • Electricity and Magnetism • Waves and Optics

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / MATH SCOPE & SEQUENCE

Grade 1	Grade 2
<ul style="list-style-type: none"> • Pattern • Describe and Compare Numbers • Addition Stories • Subtraction Stories • Organize and Use Data • Certain or Impossible • Use a Number Line to Add • Write a Number Sentence • Measure Time • Counting by Tens • Even and Odd • Compare Measurements • Compare Areas • Solve Addition and Subtraction Problems • Identify Coins • Three Dimensional Figures • Understand Place Value • Describe Fractional Parts • Add with Two Digit Numbers • Solve Two-Digit Addition and Subtraction Problems 	<ul style="list-style-type: none"> • Use Place Value to 100 and Patterns • Read and Write Numbers • Estimate Amounts • Patterns • Add Three Numbers • Apply Subtraction Concepts • Organize and Use Data • Describe Events • Model Two-Digit Addition • Model Two-Digit Subtraction • Write a Number Sentence • Estimate Differences • Count Coins • Measure Time and Temperature • Model Fractions • Read and Write Numbers to 1,000 • Order Numbers • Understand Geometric Shapes and Spatial Reasoning • Number Patterns • Understand Geometric Shapes and Spatial Reasoning • Understand Geometric Shapes and Spatial Reasoning • Measure Capacity and Weight • Solve Three-Digit Addition and Subtraction Problems
Grade 3	Grade 4
<ul style="list-style-type: none"> • Algebra: Number Patterns • Place Value through 10,000 • Round to the Nearest Thousand • Add to Solve Problems • Estimate Sums • Three-Digit Addition • Add Greater Numbers • Subtract to Solve Problems • Estimate Differences • Model Multiplication • Multiply by 3,4,5,6,7,8,910 • Model and Write Number Sentences • Use Patterns and Algebraic Thinking • Make a Table to Find a Rule • Customary Units of Length • PS: Work Backward • Measure Length, Area, and Temperature • Metric Units of Length • Measure Perimeters • Metric Units of Mass • Measure Capacity, Weight, Volume, and Time • Identify Geometric Figures and Spatial Reasoning • Three-Dimensional Figures • Identify Geometric Figures and Spatial Reasoning • Identify Congruent Figures • Ordered Pairs • Organize, Display, and Interpret Data • Develop Fractions • Locate Fractions on a Number Line 	<ul style="list-style-type: none"> • Place Value through Millions • Use Place Value to Represent Whole Numbers • Round Whole Numbers • Estimate Sums and Differences • Solve Addition and Subtraction Problems • Find Mode, Median, and Outliers • Bar Graphs • Probability • Factors and Multiples • Function Tables: Find a Rule (+, -) • Describe Algebraic Patterns • Function Tables: Find a Rule (+, -) • Estimate Products • Multiply Greater Numbers • Three-Digit Quotients • Identify and Describe Geometric Figures • Triangles, Quadrilaterals • Lines, Line Segments, and Rays • Rotations, Reflections, and Translations • Metric Units of Capacity • Estimate and Measure Volumes • Problem-Solving Investigation: Choose a Strategy • Mixed Numbers • Use Place Value to Represent Decimals • Tenths and Hundredths • Relate Mixed Numbers and • Use Place Value to Represent Decimals • Compare and Order Decimals • Round Decimals
Grade 5	Grade 6

<ul style="list-style-type: none"> • Place Value Through Billions • Compare Whole Numbers • Order Whole Numbers and Decimals • Round Whole Numbers • Estimate Sums and Differences • Add and Subtract Whole Numbers • Add and Subtract Decimals • The Distributive Property • Multiply Whole Numbers • Estimate Quotients • Addition Expressions • Multiplication Expressions • Order of Operations • Addition, Subtraction and Multiplication Equations • Functions and Equations • Median and Mode • Line Plots • Scales and Intervals • Improper Fractions • Common Factors • Prime and Composite Numbers • Add and Subtract Fractions • Estimate Sums and Differences • Add Mixed Numbers • Use Measures in the Customary System • Use Measures in the Customary System • Quadrilaterals • Areas of Rectangles and Squares • Volumes of Prisms • Surface Areas of Prisms • Probability as a Fraction • Ratios, Rates • Algebraic Expressions 	<ul style="list-style-type: none"> • Prime Factors, Powers and Exponents • Order of Operations • Variables and Expressions • Solving Equations • Area of Rectangles • Statistics and Graphs • Circle Graphs • Making Predictions • Median, Mode, and Range • Multiplying and Dividing Decimals • Dividing Decimals by Decimals and Whole N. • Circumference • Fractions and Decimals • Greatest Common Factor, Least Common M. • Rounding Fractions and Mixed Numbers • Add/Subtract Fractions Unlike Denominators • Adding and Subtracting Mixed Numbers • Multiplying Mixed Numbers • Algebra: Integers • Add, Subtract Multiply, Divide Integers • Solving Two-Step Equations • Functions • Ratio, Proportion and Percent • Solving Proportions • Scale Drawings and Models • Percent and Fractions • Ratio, Proportion and Percent/Probability • Length in the Customary System, Metric Sys. • Bisectors • Similar Figures and Congruent Figures • Area of Circles • Volume, Surface Area of Rectangular Prisms • Measures of Time • Using Angle Measures
Grade 7	Grade 8
<ul style="list-style-type: none"> • Powers and Exponents • Sequences, Decimals Patterns and Algebra • Scientific Notation • Line Plots, Stem-and-Leaf Plots, Circle Graphs • Bar Graphs and Histograms, Box and Whisker • Integers and Absolute Value • Writing Expressions and Equations • Solving Addition and Subtraction Equations • Functions and Linear Equations, Inequalities • Lines and Slope • Comparing and Ordering Rational Numbers • Changing Customary Units • Perimeter and Area • Circles and Circumference • Solving Proportions, Scale Drawings • The Percent Equation, Percent of Change • Theoretical and Experimental Probability • Similar Figures • Translations, Reflections • Squares and Square Roots • The Pythagorean Theorem • Area of Triangles and Trapezoids, Complex Figures • Surface Area of Cylinders • Adding ,Subtracting, Multiplying Mixed Numbers 	<ul style="list-style-type: none"> • Integers and Absolute Value • Solving Equations with Rationales • Powers and Exponents, Estimating Square Roots • Distance on the Coordinate Plane and Slope • Solving Proportions, Similar Polygons • Scale Drawings, Models and Indirect Measurement • The Percent Proportion • Line and Angle Relationships • Classifying Quadrilaterals • Symmetry, Reflections, Translations, Rotations • Area of Parallelograms, Triangles and Trapezoids • Circumference and Area of Circles • Area of Complex Figures, Volume of Prisms and Cylinders • Geometry: Measuring Area and Volume • Volume of Prisms, Cylinders, Pyramids and Cones • Surface Area of Prisms, Cylinders, Pyramids and Cones • Permutations, Probability, Combinations • Probability of Compound Events • Measures of Central Tendency and Variation • Solving Equations with Variables on Each Side • Solving Inequalities by Multiplying or Dividing • Graphing Linear Functions • The Slope Formula, Slope-Intercept Form • Graphing Systems of Equations, Linear Inequalities • Add, Subtract, Multiply Monomials and Polynomials
Grade 9	Grade 10

<ul style="list-style-type: none"> • Real Numbers, Variables and Expression • Expressions, Equations and Functions • Order of Operations • The Distributive Property • Expressions, Equations and Functions • Solving Equations with Variables on Each Side • Ratios and Proportion • Linear Functions, Solve Lin. Equations by Graphing • Rate of Change and Slope, Direct Variation • Arithmetic Sequences as Linear Functions • Linear Functions/Linear Functions and Relations • Graphing Equations in Slope-Intercept Form • Writing Equations in Slope-Intercept Form • Linear Functions and Relations • Slope-Intercept Form, Point-Slope Form • Parallel and Perpendicular Lines • Linear Functions and Relations/Linear Inequalities • Special Functions • Solving Inequalities by Add. And Subtraction. • Solving Inequalities by Multiplication and Division • Solving Multistep Inequalities • Graphing Inequalities in Two Variables • System of Linear Equations and Inequalities • Substitution, Substitution, Elimination • System of Linear Equations and Inequalities • Polynomials, Special Products • Quadratic Equations • Difference of Squares • Graphing Quadratic Functions • Solving Quadratic Equations by Quadratic Formula • Exponential Functions • Geometric Sequences and Exponential Functions • Operations with Radical Expressions • The Pythagorean Theorem, • The Distance and Midpoint Formulas • Similar Triangles, Trigonometric Ratios • Inverse Variation • Simplifying Rational Expressions • Adding and Subtracting Rational Expressions • Statistics and Probability • Probability and Compound Events 	<ul style="list-style-type: none"> • Points, Lines, Planes, and Angles • Distance and Midpoints • Angle Measure, Angle Relationships • Inductive Reasoning and Conjecture • Conditional Statements, Deductive Reasoning • Postulate and Paragraph Proof • Algebraic Proof • Parallel and Perpendicular Lines • Parallel and Perpendicular Lines • Slopes of Lines • Equations of Lines • Perpendiculars and Distance • Perpendiculars and Distance • Angles of Triangles • Congruent Triangles • Proving Congruence- SSS, SAS, ASA, AAS • Isosceles Triangles • Triangles and Coordinate Proof • Bisectors, Medians, and Altitudes • Inequalities and Triangles • The Triangle Inequality • Inequalities Involving Two Triangles • Similar Polygons • Parallel Lines and Proportional Parts • Right Triangles and Trigonometry • The Pythagorean Theorem and Its Converse • Special Right Triangles • Angle of Elevation and Depression • The Law of Sines, The Law of Cosines • Parallelograms, Quadrilaterals, Rhombi and Squares, Trapezoids • Reflections, Transformations, Rotations • Vectors, Transformations with Matrices • Circles and circumference, Angles and arcs • Arcs and chords, Inscribed Angles, Tangents • Secants, Tangents, and Angle Measures • Equations of Circles • Areas of Polygons and Circles • Areas of Irregular Figures • Surface Area • Volumes of Prisms and Cylinders, Pyramids and Cones • Spheres
Grade 11	Grade 12

- Expressions and Formulas
- Solving Absolute Value Equations and Inequalities
- Special Functions, Graphing Inequalities
- Solve Systems of Equations-Graphing and Algebraically
- Linear Programming, System of Equations in 3- Variables
- Matrices, Operations with Matrices and Transformation
- Determinants, Cramer's Rule, Inverse Matrices
- Using Matrices to Solve Systems of Equations
- Factoring Polynomials,
- Radical Equations and Inequalities
- Complex Numbers
- Quadratic Functions and Inequalities
- Graphing Quadratic Functions and Inequalities
- Solving Quadratic Equations by Graph and by Factoring
- The Quadratic Formula and the Discriminant
- Graphs of Quadratic Functions and Inequalities
- Polynomial Functions and their Graphs
- Solving Equations Using Quadratic Techniques
- Functions, Inverse Functions and Relations
- Inverse Functions and Relations
- Square Root Functions and Inequalities
- Parabolas, Circles, Conic Sections
- Quadratic Systems, Rational Expressions, Equations
- Rational Expressions-Equations- Graph Rational Function
- Direct, Joint, and Inverse Variation
- Solving Rational Equations and Inequalities
- Exponential and Logarithmic Relations
- Base e - Natural Logarithms, Exponential and Logarithm
- Exponential Growth and Decay
- Arithmetic-Geometric Sequences and Series
- The Binomial Theorem
- Permutations, Combinations, Probability, Statistics
- The Normal Distribution, Binomial Experiments
- Trigonometric Functions and Right Triangle
- Trigonometric Functions of General Angles
- Law of Sines, Law of Cosines
- Inverse Trigonometric Functions
- Trigonometric Functions, Graphs and Identities
- Trigonometric Identities

- Set Up and Solve Linear and Quadratic Application Problems.
- Solve-Graph Polynomial Equations- Real, Imaginary Solutions.
- Solve-Graph Rational Equations-Real and Imaginary Solutions.
- Complex Numbers.
- Analyze Functions.
- Solve Functions Algebraically and Graphically.
- Find Terms of, And Write Formulas For Sequences.
- Six Trigonometric Functions.
- Properties Of Trigonometric Functions and graphs
- Trigonometric Identities, Trigonometric Equations.
- Graph Polar Coordinates And Equations.
- Limit process
- Estimate limits from graphs and data tables.
- Calculate limits algebraically, Evaluate limits using properties.
- Vertical Asymptotes
- Relative magnitudes of functions and their rate of change.
- Understand continuity in terms of limits.
- Intermediate Value Theorem and Extreme Value Theorem.
- Define derivative as the limit of the difference quotient.
- Relationship between differentiability and continuity.
- Finding derivatives algebraically.
- Derivative: instantaneous rate of change and the slope
- Instantaneous rate of change: limit of the average rate
- Basic differentiation rules: power rule, product, chain rule
- Model rates of change including related rate problems.
- Extreme Value, Rolle's and the Mean Value Theorem
- Increasing and decreasing function-sign of its derivative.
- Concavity of a function and the sign of its second derivative.
- Characteristics of the graphs f , f' , and f'' .
- Asymptotic behavior in terms of limits involving infinity.
- Optimum value with absolute and or relative extrema.
- Finding antiderivatives from derivatives of basic functions.
- Fundamental Theorem of Calculus
- Definite integral of the rate of change of a quantity.

INDIANA MATH AND SCIENCE ACADEMY -SOUTH / SCIENCE EXIT STANDARDS – K-8

Standards	Elementary School Exit Standards	Middle School Exit Standards
Process skills	<ul style="list-style-type: none"> Students will be able to use appropriate instruments safely to observe, measure, and collect data when conducting scientific investigation explain the importance of keeping records that are accurate and understandable be able apply mathematics in scientific contexts be able to distinguish positive and negative impacts of technology in our life 	<ul style="list-style-type: none"> Students will; be able to design and conduct experiments using the scientific method. be able to use appropriate equipment to measure length, mass, volume, and density of items in SI units. be able to analyze the results of an experiment and draw conclusions based on evidence. develop abilities to communicate the results of a scientific research. be able to understand the relation among science, technology and society.
Scientific Literacy	<ul style="list-style-type: none"> read complex informational science texts with independence and confidence. be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. 	<ul style="list-style-type: none"> be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts. be able to adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner
Life Sciences	<ul style="list-style-type: none"> Students will understand that cells are functional structures of all living things understand how organisms interact with one another and with their physical environment understand how offspring resemble their parents understand how the living organisms have similarities with the organisms lived before understand the characteristics of plants and animals 	<ul style="list-style-type: none"> Students will understand the structure and functions of the cells in living systems. understand principles of heredity and evolution. understand the relationship of the living things and their interactions with physical environment understand human body systems.
Earth and Space Sciences	<ul style="list-style-type: none"> Students will understand how different types of erosion can shape the Earth distinguish rock types and explain their characteristics explain basic weather patterns explain fresh and salt water characteristics understand relative motion of the Sun, Earth and the Moon 	<ul style="list-style-type: none"> Students will describe the processes that shapes Earth's surface (e.g., volcanoes, erosion, mountain building, weathering, plate movements) describe how rocks and minerals are formed and classified. understand the properties of atmosphere and global patterns of atmospheric movements. understand the positions and motions of the objects in the universe cause predictable and cyclic events.
Physical Sciences	<ul style="list-style-type: none"> Students will investigate properties of matter understand how heat is produced and transferred explain the noncontact forces (e.g., gravity, magnetism, electrically charged particles) investigate balanced or unbalanced forces and the effects on an object's motion understand how sound is produced explain types of energy understand different types of electric circuits 	<ul style="list-style-type: none"> Students will describe the structure of an atom and periodic table understand the properties of matter understand forms of energy and law of conservation of energy. understand motion of objects and will describe the effects of forces on an object understand series and parallel circuits understand the different types of waves, and properties of light describe how thermal energy and heat differ

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / SCIENCE EXIT STANDARDS - HIGH SCHOOL

Earth&Space Sciences Exit Standards	Biology Exit Standards	Chemistry Exit Standards	Physics Exit Standards
Earth's Dynamic Structure Students will <ul style="list-style-type: none"> describe the processes that move and shape the Earth's surface, understand how rocks and minerals formed and classified. understand the geological history of the Earth based observable scientific evidence in the geological record. 	The Organization of Life Students will <ul style="list-style-type: none"> develop an understanding of the physical, chemical and cellular basis of life, understand that there is a variety of cells to perform specific functions, understand how human body is designed to maintain short and long term equilibrium. 	Matter Students will <ul style="list-style-type: none"> distinguish between physical and chemical properties be able to relate the group and period trends seen in the periodic table to the electronic configuration of atoms, use gas laws to calculate how pressure, temperature, volume and number of moles of a gas will change when one or more of these variables is altered, apply the gas laws and Avogadro's principle to chemical equations. 	Mechanics Students will <ul style="list-style-type: none"> use appropriate vector and scalar quantities to solve kinematics and dynamics problems in one and two dimensions, use Newton's Laws together with the kinematic equations to predict the motion of an object.
Atmosphere Students will <ul style="list-style-type: none"> understand the how atmosphere move and transfer energy around the planet, describe the weather patterns, understand how severe weather conditions affect human life. 	Ecology Students will <ul style="list-style-type: none"> describe energy flow through ecosystems and use food chains to construct food webs, demonstrate an understanding of how living things function and how they interact with the physical environment, analyze humans' position in energy transfer and examine how humans alter ecosystems. 	Atoms and Nuclear reactions Students will <ul style="list-style-type: none"> describe the structure of an atom and differentiate among the subatomic particles that comprise it, express the arrangements of electrons in atoms, be able to identify types of radioactive decay and solve decay problems. 	Fluid Mechanics and Thermal Physics Students will <ul style="list-style-type: none"> use the concepts of temperature, thermal energy, transfer of thermal energy, and the mechanical equivalent of heat to predict the results of an energy transfer(i.e., change of phase), understand the principles of pressure and fluid dynamics.
Solar System Students will <ul style="list-style-type: none"> describe how the positions and motions of the objects in the universe cause predictable and cyclic events, understand how different scientist explained the motion and formation of solar system in history. 	Genetics Students will <ul style="list-style-type: none"> develop an understanding of the continuity of life, be able to explain the genetic mechanism and molecular basis of inheritance, explain types of mutation. 	Chemical Reactions Students will <ul style="list-style-type: none"> write chemical equations and to describe chemical reactions, use the mole and molar mass to make conversions among moles, mass, and number of representative particles, define pH and pOH and calculate the pH and pOH of aqueous solutions, measure and calculate the energy involved in chemical changes. 	Electricity and Magnetism Students will <ul style="list-style-type: none"> describe the interaction between stationary and moving charges using Coulomb's and Faraday's Laws, analyze simple arrangements of electrical components in series and parallel circuits, describe how changing magnetic fields can generate electric potential differences.

Earth Resources and the Environment Students will <ul style="list-style-type: none"> understand renewable and nonrenewable Earth resources, understand how human activities conserve or deplete the Earth's resources. 	Evolution and Biodiversity Students will <ul style="list-style-type: none"> The students will explain that once life is originated all cells come from pre-existing cells, develop an understanding of the changes of organisms over time, explain how evolutionary relationships contribute to an understanding of unity and diversity 	Organic Chemistry Students will <ul style="list-style-type: none"> compare the structures and properties of alkanes, alkenes and alkynes, recognize the names and structures of several important organic functional groups. 	Waves and Optics Students will <ul style="list-style-type: none"> identify and explain the difference between a transverse and longitudinal wave, learn the concepts of interference and diffraction patterns to demonstrate that light behaves like a wave, use the concepts of reflection, refraction to predict the properties of the image formed.
--	--	--	---

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / LANGUAGE ARTS EXIT STANDARDS – K-8

Standards	Elementary School Exit Standards	Middle School Exit Standards
Reading	<p>Students will</p> <ul style="list-style-type: none"> ▪ Read independently texts of increasing difficulty (950 Lexile Measure) ▪ Quote from a text to support a statement ▪ Determine a theme or main idea of a text ▪ Summarize a text ▪ Compare and contrast two or more characters, events, or settings ▪ Describe how events, ideas, or information are organized in a text ▪ Analyze and compare two accounts of the same event or topic ▪ Draw on information from multiple sources to locate an answer ▪ 	<p>Students will</p> <ul style="list-style-type: none"> • Read independently texts of increasing difficulty (1100 Lexile Measure) • Cite several sources of textual evidence for explicit and inferential analysis of a text • Analyze how recurring images contribute to the theme of a text • Analyze in detail the structure of a paragraph in refining a concept • Compare differing points of view both within a single text and across multiple texts • Provide an objective summary of a text
Writing	<p>Students will</p> <ul style="list-style-type: none"> • Write narratives that orient the reader by establishing a situation; use a variety of temporal words and phrases • Write explanatory pieces that clearly state the topic and develop it using relevant details and links ideas • Write in response to a text using appropriate reading standards • Provide a conclusion that logically follows from the argument or story 	<p>Students will</p> <ul style="list-style-type: none"> • Write narratives that engage the reader by establishing a context and point of view • Convey multiple storylines or shift time frames in narratives • Write explanatory pieces that use clear, purposeful strategies • Write arguments that stake a claim and show a comprehensive understanding of it • Write in response to a text using appropriate reading standards
Language	<p>Students will</p> <ul style="list-style-type: none"> • Recognize and correct shifts in verb tense • Use punctuation to separate items in a series • Expand, combine, and reduce sentences as necessary • Use a known root word as a clue to the meaning of an unknown word 	<p>Students will</p> <ul style="list-style-type: none"> • Use verbs in the active and passive voice • Use commas, ellipses, and dashes to indicate pauses • Determine word meaning through semantic clues and syntactic clues • Understand words with similar denotation but different connotation

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / LANGUAGE ARTS EXIT STANDARDS – HIGH SCHOOL

Standards	English 1 Exit Standards	American Literature Exit Standards	World Literature Exit Standards	British Literature Exit Standards
Reading	<p>Students will</p> <ul style="list-style-type: none"> Read independently texts of increasing difficulty (1150Lexile Measure) Read a range of American literary works, including novels, short stories, poetry, and plays Analyze how characters develop over time Evaluate how an author’s language shapes meaning and tone Analyze in detail the development of theme Compare themes across texts Cite evidence in a text that supports a specific analysis, explicitly and implicitly (inference) Read from multiple sources that are related to a single topic Assess and summarize the truth of an argument 	<p>Students will</p> <ul style="list-style-type: none"> Independently read and understand texts at 1200Lexile level Compare multiple interpretations of a story or text Analyze how multiple ideas in a text interact with each other Analyze satire, sarcasm, irony and other layered meanings in a text Use prepared evidence and summarize comments during a discussion 	<p>Students will</p> <ul style="list-style-type: none"> Cite strong evidence from a text to support analysis of implicit and explicit statements Independently read and understand texts at 1300Lexile level Analyze how multiple ideas in a text interact with each other Analyze influences on an author and a particular work Analyze satire, sarcasm, irony and other layered meanings in a text 	<p>Students will</p> <ul style="list-style-type: none"> Independently read and understand texts at 1250Lexile level Compare multiple interpretations of a story or text Analyze how multiple ideas in a text interact with each other Analyze influences on an author and a particular work Use prepared evidence and summarize comments during a discussion
Writing	<p>Students will</p> <ul style="list-style-type: none"> Write narratives that establish a plot and point of view, develops characters, and uses sensory language Write responses to literature that extend beyond a summary Write a persuasive piece that states a clear position and excludes unnecessary detail Revise for clarity 	<p>Students will</p> <ul style="list-style-type: none"> Develop stories with purposefully selected details Write stories with rich, compelling imagery and characters without over-reliance on adjectives Introduce a complex topic that builds on each new piece of information presented Provide a conclusion that offers a reflection or recommendation 	<p>Students will</p> <ul style="list-style-type: none"> Develop stories with purposefully selected details Write stories with rich, compelling imagery and characters without over-reliance on adjectives Introduce a complex topic that builds on each new piece of information presented Provide a conclusion that offers a reflection or recommendation 	<p>Students will</p> <ul style="list-style-type: none"> Develop stories with purposefully selected details Introduce a complex topic that builds on each new piece of information presented Provide a conclusion that offers a reflection or recommendation
Language	<p>Students will</p> <ul style="list-style-type: none"> Identify and become familiar with parallel structure Observe and correct incorrect shifts in mood Use semicolon and colon 	<p>Students will</p> <ul style="list-style-type: none"> Correct shifts in mood, tense, and tone Correctly use commas and semicolons Identify parallel structure effectively 	<p>Students will</p> <ul style="list-style-type: none"> Correct shifts in mood, tense, and tone Correctly use commas and semicolons Identify parallel structure effectively 	<p>Students will</p> <ul style="list-style-type: none"> Correct shifts in mood, tense, and tone Correctly use commas and semicolons Use a variety of phrases and clauses

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / MATH EXIT STANDARDS – K-8

Standards	Elementary School Exit Standards	Standards	Middle School Exit Standards
Counting and Cardinality	<p>Students will</p> <ul style="list-style-type: none"> Know number names and the count sequence. Count to tell the number of objects. Compare numbers. 	Ratios and Proportional Relationships	<p>Students will</p> <ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems.
Operations and Algebraic Thinking	<p>Students will</p> <ul style="list-style-type: none"> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations. Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication. Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic. Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns. 	The Number System	<p>Students will</p> <ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Know that there are numbers that are not rational, and approximate them by rational numbers.
Number and Operations in Base Ten	<p>Students will</p> <ul style="list-style-type: none"> Work with numbers 11–19 to gain foundations for place value. Extend the counting sequence. Use place value understanding and properties of operations to add and subtract. Understand place value. Use place value understanding and properties of operations to add and subtract. Use place value understanding and properties of operations to perform multi-digit arithmetic. Generalize place value understanding for multidigit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions. Understand the place value system. Perform operations with multi-digit whole numbers and with 	Expressions and Equations	<p>Students will</p> <ul style="list-style-type: none"> Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / EXIT STANDARDS – K-8

Standards	Elementary School Exit Standards	Standards	Middle School Exit Standards
Measurement and Data	<p>Students will</p> <ul style="list-style-type: none"> Describe and compare measurable attributes. Classify objects and count the number of objects in categories. Measure lengths indirectly and by iterating length units. Tell and write time. Relate addition and subtraction to length. Work with time and money. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	Geometry	<p>Students will</p> <ul style="list-style-type: none"> Solve real-world and mathematical problems involving area, surface area, and volume. Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
Geometry	<p>Students will</p> <ul style="list-style-type: none"> Identify and describe shapes. Analyze, compare, create, and compose shapes. Reason with shapes and their attributes. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties. 	Statistics and Probability	<p>Students will</p> <ul style="list-style-type: none"> Develop understanding of statistical variability. Summarize and describe distributions. Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models. Investigate patterns of association in bivariate data.
Number and Operations-Fractions	<p>Students will</p> <ul style="list-style-type: none"> Develop understanding of fractions as numbers. Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 	Functions	<p>Students will</p> <ul style="list-style-type: none"> Define, evaluate, and compare functions. Use functions to model relationships between quantities.

INDIANA MATH AND SCIENCE ACADEMY-SOUTH / MATH EXIT STANDARDS – HIGH SCHOOL

Algebra I - Exit Standards	Geometry - Exit Standards	Algebra II - Exit Standards
<p>Students will</p> <ul style="list-style-type: none"> • Extend the properties of exponents to rational exponents. • Use properties of rational and irrational numbers. • Reason quantitatively and use units to solve Problems. • Perform arithmetic operations with complex numbers • Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems • Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite rational expressions • Create equations that describe numbers or relationships • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically. • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different Representations • Build a function that models a relationship between two quantities • Build new functions from existing functions • Construct and compare linear, quadratic, and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model. 	<p>Students will</p> <ul style="list-style-type: none"> • Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Prove geometric theorems • Make geometric constructions • Understand similarity in terms of similarity transformations • Prove theorems involving similarity • Define trigonometric ratios and solve problems involving right triangles • Apply trigonometry to general triangles • Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles • Translate between the geometric description and the equation for a conic section • Use coordinates to prove simple geometric theorems algebraically • Explain volume formulas and use them to solve problems • Visualize relationships between two-dimensional and three-dimensional objects • Apply geometric concepts in modeling Situations. 	<p>Students will</p> <ul style="list-style-type: none"> • Represent and model with vector quantities. • Perform operations on vectors. • Perform operations on matrices and use matrices in applications. • Extend the domain of trigonometric functions using the unit circle • Model periodic phenomena with trigonometric functions • Prove and apply trigonometric identities • Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies • Understand independence and conditional probability and use them to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model • Calculate expected values and use them to solve problems <ul style="list-style-type: none"> Use probability to evaluate outcomes of Decisions.

IMSA South 2012-2013 ACADEMIC CALENDAR

July 30: Teachers Report to the school
July 30-Aug 8: Teacher Institute
9 First Day for Students
16: Open House/Back to School Night
20-31: NWEA I

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

Instructional Days: 17

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

Instructional Days: 18

3: Labor Day – No School
10-14: Acuity Testing I
21: Professional Development Day I - No School for Students
22: Parent/Teacher Conferences I /Goal Setting - Progress Report Cards

1st First Day for Students

10: 1st Quarter ends
11-12: Fall Break
16: Reports Cards mailed
19: Professional Development Day II - No School for Students

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

Instructional Days: 20

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

Instructional Days: 20

17: Parent/Teacher Conferences II
22-23: Thanksgiving Break - No School
26-30: Acuity Testing II

7: Professional Development Day III - No School for Students
21: Second Quarter Ends
21: Last Day before the winter break
24-4: Winter Break

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

Instructional Days: 14

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

Instructional Days: 18

7: School Resumes
21: Martin Luther King Day - No School

9: Parent/Teacher Conferences III
11-15: Acuity Testing III
18: Presidents' Day - No School

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

Instructional Days: 19

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

Instructional Days: 15

1: Professional Development IV
4-13: ISTEP+ Applied Skills Test
22: Third Quarter Ends
22: Last Day before the spring break
25-29: Spring Break

1: School Resumes
2: Report Cards mailed
27: Parent Teacher Conferences IV
29-8: ISTEP+ Testing

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

Instructional Days: 22

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

Instructional Days: 22

13-24: NWEA Testing II
27: Memorial Day- No School
31: Last Day of School

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

Color Codes:

- Teacher Institute/Professional Dev Days -no school
- Special Days - no school
- Testing days
- Parent/Teacher Conference

Sample Schedule of an IMSA-South middle school student (5 through 8):
School hours are the same for elementary students, too.

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45	Science	Science	Science	Science	Science
8:48-8:58	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:58-9:43	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
9:46-10:31	Math	Math	Math	Math	Math
10:34-11:19	Math	Math	Math	Math	Math
11:22-12:07	LUNCH				
12:10-12:55	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
12:58-1:43	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
1:46-2:31*	Music	Phys Ed/Health	Phys Ed/Health	Phys Ed/Health	Life Skills
	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
2:34-3:19	Computer	Computer	Computer	Art	Art
3:25 -4:10	AFTER-SCHOOL TUTORING/CLUBS				

* This is an elective period. Those who select a foreign language class of what is offered will take foreign language every day. Students who do not select foreign language will take music, physical education/health and life skills throughout the week.

APPLICATION AND ENROLLMENT PROCESS

Based on the success of the Concept Schools model of small class sizes to personalize instruction, IMSA-South will serve 225 students during its first year (i.e., kindergarten to 5th grade). Each year thereafter, IMSA-South will add 100 students per year through grade 12. IMSA will reach 625 in five years.

IMSA-South will employ a comprehensive marketing plan developed by Concept and the Board. We will actively disseminate announcements to the public in a variety of ways including:

- ✓ organizing open house meetings at local community gathering places
- ✓ posting and distributing flyers in various communities
- ✓ attending community organizations' meetings of all kinds
- ✓ direct mailings
- ✓ visiting public and private elementary schools, after-school programs, youth and community centers, and business and civic organizations in our target area
- ✓ working through churches
- ✓ disseminating materials door-to-door
- ✓ utilizing local news and media resources
- ✓ posting information on the school Web site
- ✓ e-mail distribution lists

Just as the school experience will be highly personalized, the recruitment process will also be personalized. The Board of Directors and others who are involved in recruiting students will reach out to meet students and parents where they are comfortable. Using the above methods will help ensure that the invitation to hear directly about IMSA-South is widely circulated. IMSA will enroll all pupils resident in the district in which it operates, which is Indianapolis Public Schools District. IMSA also assures that enrolled students who are not resident in the district are eligible to attend the city district's charter school under the Voluntary Interdistrict Choice Corporation (VICC) program.

IMSA-South will also use all the methods described above to help ensure that students of all races, languages, and ability levels learn about the opportunities offered to children by the charter school.

IMSA-South will not discriminate against any students based on academic ability, achievement level, athletic ability, disability, race, creed, national origin, religion, or on any other grounds.

In addition to print materials in different languages, IMSA-South will design a Web site for the school to provide prospective parents and students a better understanding of the school. Interested parents who are unable to attend one of the IMSA-South open house meetings will be provided with a packet of written materials covering all topics formally discussed at the open house, and a meeting will be scheduled with appropriate school staff to verbally review all materials and receive answers to outstanding questions. Prospective parents will have multiple methods to apply. They will be able to call the school and request application forms in mail or e-mail, print it off the school's web page or get the school fax it to them. They will also be able to fill out online application forms, send it in via mail, e-mail or fax. Once the school receives their application through one of the aforementioned methods, parents will receive a notice of the receipt of their application forms. Parents who need translators when filling out application forms will receive help from the school.

The school will develop bilingual and trilingual materials, translator services, and have an inclusive message in all school presentations and materials. All marketing materials will be available in Spanish and English as well as other languages, as needed. All promotional materials and presentations to prospective parents will include the information about IMSA-South being a tuition free public charter school.

IMSA will hold at least one parent information meetings per week till July 13, 2012 so parents can learn more about the school before they apply. Interested parents will be required to complete and submit an application form, which will be available at the school, open houses, the school's website, and at locations throughout the community. The application will be fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attended). The school will make staff available to any parent who needs help completing the application. Completed applications will be required to be submitted to the school by July 13, 2012. If IMSA has not reached to the targeted enrollment, which is 225 applications, all those that have applied prior to July 13, 2012 will be offered acceptance letters. Families will have until July 27, 2012 to return the Commitment to Enroll form. If 225 students have not committed to enroll, IMSA may implement a second round of admissions until they have reached that number—a "rolling" admissions. Families that apply during that period will be admitted on a first come, first serve basis.

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held on July 19, 2012. The lottery will be open to the public. It will be conducted before a notary public and a representative of authorizer will be invited. The lottery process will also be videotaped and archived. IMSA-South will have sibling preference in order to keep families together. Another preference that IMSA-South will have is parent employment at the school. Children of those who are employed at the school will be accepted automatically. IMSA-South will not have a preference based on geographical area around the school.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission will serve to place students in preferential order on the waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student is still interested in enrolling at the IMSA-South before proceeding to the next name on the list. If the student's parents cannot be reached, the school may remove that student from the waiting list. The school will maintain documentation of the attempts made to contact the parents of any student removed from the waiting list.

Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be derived from the random lottery. Each year, the school will send a new enrollment application directly to the parents of each child on the prior year's waiting list. If there is continued interest on the part of the parents, they will apply again for the new grade level.

Upon admission, a school administrator will meet with students and parents to ensure that parents' and students' questions are answered concerning expectations, promotion policies, grading, discipline policies, graduation requirements, college acceptance procedures, post-secondary options, advanced study groups, local and international trips, tutoring, and school events. Parents will receive the IMSA-South Student Handbook, which clearly

explains all the details of the school's academic and non-academic policies. They will be asked to sign the acknowledgement letter indicating their commitment to these policies. Upon admission, students will also be required to take diagnostic tests created by Concept Schools. Diagnostic test results will help the principal and the dean of academics to understand each student's needs in order to co-create a personalized education plan for their future academic success. The diagnostic tests will include mathematics and reading.

Once enrolled at IMSA-South, students will not go through a lottery process again. However, each year they will have to complete re-enrollment forms indicating their intention to stay at IMSA-South for the next school year. The deadline for re-enrollment will be close to the application deadline for new students. The re-enrollment deadline will be communicated to parents in different forms and multiple times in order to ensure that they are informed about the deadline. Communication will include letters sent home, newsletters, phone calls, meetings with students, and announcements.

IMSA-South will charge a minimal fee to parents for consumable materials per child. However, such fee will be waived for eligible parents given that they request a waiver. The consumable material fee will be \$50. The fee is not a requirement for admission. Parents will be paying the consumable material fee after they got admitted to the school. As IMSA-South students are required to wear uniform, which they will be able to purchase at the school, the fee for uniforms will also be waived from eligible parents upon a written waiver request.

IMSA-South anticipates serving students identified as high risk (dropouts, students who are behind academically, pregnant or parenting, homeless or have been homeless in the past six months, suspended from school three or more times, eligible for free and reduced lunch and referred by the school district for enrollment in an alternative program). Therefore, the admission procedure of IMSA-South provides necessary modifications to such students on a case by case. For example, the school may not require the same paperwork from a homeless student that it requires from a mainstream student. Student fee may be waved upon parent request if the student is eligible for free and reduced lunch. As uniform is required at IMSA-South, the school will provide uniform to students if their parents cannot afford it.

We will leverage the success and reputation of our current schools in recruiting students and parents for the proposed charter. IMSA West and IMSA South have been successful both both in enrollment and academics in the past years. IMSA West will have around 550 students while IMSA North will have 525 in this upcoming year.

Re-enrollment process will be made available for attending students in February. New applications for admission will be made available in March 4, 2013 until May 20, 2013. The school will hold at least five parent information meetings between March and May so parents can learn more about the school before they apply. If the number of applicants exceeds the number of available seats, lottery will be held on May 23, 2013.

IMSA SOUTH STUDENT DISCIPLINE POLICY

All staff members contribute to Indiana Math and Science Academy's friendly, inviting environment. We set the tone through our actions and attitudes. We will demonstrate our continuous support and encouragement of students in four important ways:

1. We will teach students expected behaviors in all school environments by relating student actions to our guidelines for student success. We will encourage students to be responsible, respectful of others, cooperative, and hard working.
2. We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.
3. We will seize misbehaviors as teaching opportunities and respond calmly and consistently with corrections or consequences.
4. We will work collaboratively to solve behavior problems that are chronic or severe in nature.

REWARDS FOR EXCEPTIONAL BEHAVIORS

A Commendation will be awarded to students who are observed exhibiting behavior "above and beyond" expected behavior. Any IMSA employee who observes a student engaged in this type of exceptional behavior can issue a Commendation. These Commendations may be entered on database for parental viewing. A system of rewards to students who reach a documented level of behavior has been put in place to recognize those students for their achievement. Eligibility for participating in each of these rewards differs for each reward – some are based on receiving Commendations, others are based on good behavior. Here is the list of the character traits for receiving Commendations:

Effort	- The deliberate exertion of mental or physical power.
Positive Attitude	- A confident or optimistic state of mind.
Kindness	- The quality of being benevolent, considerate, or helpful.
Diligence	- The habit of trying to do all tasks well.
Respect	- Showing regard for the worth of someone or something.
Perseverance	- The quality of persisting in any undertaking, despite difficulties.
Responsibility	- Accountability for one's actions; dependability.
Honesty	- Being truthful; not cheating; not stealing.
Gratitude	- The quality of being thankful; showing appreciation.
Work	- Effort directed toward producing or accomplishing something.
Friendship	- An attachment based on feelings of affection and esteem.
Forgiveness	- Giving up claim to compensation for an offense; ceasing to feel resentment against the offender.
Generosity	- The quality of giving more than is required.
Cooperation	- Working together for a common purpose.
Confidence	- Belief in oneself; self-assurance.
Tolerance/Diversity	- Respect for others' freedom of conscience; appreciation of differences.
Justice/Fairness	- Treating people as they deserve to be treated; respecting the rights of all.
Self-Control/Discipline	- Restraining one's feelings and actions.
Fortitude	- The inner toughness that enables us to be our best in the face of difficulties.
Courage	- The quality that enables a person to meet difficulty or danger with firmness.
Citizenship	- The ways we contribute to our community and country.
Conscience	- The sense of what is right or wrong in one's conduct or motives.
Cheerfulness	- The quality of expressing or promoting good spirits.
Trustworthiness	- Being dependable; keeping your word; not deceiving.
Reputation	- How a person is known or remembered by others.
Wisdom	- Good judgment; knowledge of how to live life well.
Inner Peace	- Calmness of mind and spirit.

DISCIPLINE REPORTS

Most behaviors ought to be handled by staff in the setting in which the infraction occurs. Three specific types of behavior that are serious enough to warrant a discipline report are:

- ❖ Physically dangerous behavior—assault, fighting, or any other behavior that has a high possibility for physical harm.
- ❖ Illegal behavior—possession of controlled substance, extortion, threats of violence, etc.
- ❖ Defiance—(overt and immediate refusal to follow a staff person's reasonable, specific direction).

Note: Some students have disabilities that make it more difficult for them to understand or to follow directives, especially when those directives create a heightened anxiety level or intense fear (ie. Autism, Asperger Syndrome, Emotional Disturbances). In these cases, IEP or Intervention Planning Teams must conduct functional behavior assessments and design behavior support plans to help these students learn more appropriate ways to relax or express their anxiety/fear.

OSS (OUT OF SCHOOL SUSPENSION)

Assignments to OSS vary according to the nature and severity of the infraction. OSS will be used only as a last means of consequence when other means of corrective consequences have been exhausted except the severe cases. Any combination of infractions resulting in a total of 10 days suspension for the current school year will result in mandatory expulsion.

EXPULSION

Any student expelled will first receive a 10 day out of school suspension after which the expulsion will begin. Expulsions are normally up to 90 days duration, but may be longer, or permanent from IMSA, according to the severity or habitual nature of the infraction(s). A hearing is required before an expulsion is activated.

LEVEL II – MISBEHAVIORS

An administrator may suspend a student for a period not exceed ten (10) school days. Three level II misbehaviors with suspension will result in a behavior contract. Violation of another level I or level II misbehavior while on a contract will result in expulsion.

- As defined by the administration, chronic violation of Level I misbehaviors
- Academic Dishonesty
- Leaving school without permission, in the absence of an emergency declared by the administration
- The use of cell phones, beepers, pagers, music players, and similar electronic devices are prohibited during school hours
- Verbally or physically threatening to injure or harm another person or intimidating another person by creating fear
- Signing the name of another person for purpose of defrauding school personnel
- Intentionally causing an interruption of education in the classroom
- Using abusive or profane language (including name calling/racial slurs)
- Engaging in excessive displays of mutual affection
- Engaging in an activity that may create a condition that is unsafe or unhealthy to others
- Fighting, hitting, tripping or pushing another student
- Gambling on school premises including possession of dice or playing cards
- Trespassing, including entering a school to which the student is not assigned without signing in at the office, entering a school from which the student is suspended without permission from the director, or bringing an unauthorized visitor to the school
- Intentionally participating in hazing and/or bullying activities
- Engaging in sexual conduct with mutual consent
- Bringing readily identifiable drug abuse instruments or paraphernalia to school or having such items in his/her possession

LEVEL III – MISBEHAVIORS

Students will be expelled for Level III offenses.

- Using or bringing weapons, dangerous instruments, explosives, firearms, or knives to school
 - A weapon is anything that is commonly used or designed to hurt someone or put someone in fear (examples: guns, knives, knuckles, clubs, box-cutters etc.)
 - A dangerous instrument is anything that, although not specifically designed to hurt someone, can be used to hurt someone or put someone in fear (examples: belts, combs, compasses, combination locks, etc.)
 - An explosive is any substance that can potentially generate a release of mechanical or chemical energy (examples: firecrackers, cherry bombs, gun shells, etc.)
 - Any object closely resembling a weapon or explosive that could put persons in fear for their safety is included in this category (examples: starter pistols, pellet guns, toy guns, smoke bombs, etc.)
- Verbally or physically threatening to injure or harm a school staff member
- Showing disrespect to teachers or staff and/or using inappropriate language and behavior
- Intentionally causing physical injury to a school staff member
- Sexually assaulting another person
- Intentionally causing or attempting to cause physical injury, or intentionally behaving in such way that could reasonably cause physical harm to another person
- Sexual conduct or sexual contact without mutual consent including all forms of sexual harassment
- Hate crimes
- Being habitual truant
- Engaging in drug related activities, including but not limited to: making, selling, or distributing drugs/counterfeit drugs at school, including over the counter drugs; using or possessing drugs/counterfeit drugs at school.
- Intentionally burning or attempting to burn property
- Stealing or attempting to steal or possession of stolen property
- Damaging or attempting to damage property. Any property damaged/broken by the student, whether playfully or intentionally, is to be repaired/replaced at the parents' or guardians' expense.
- Forcibly entering a school building locker, classroom, or secured enclosure

- Extorting or attempting to extort property
- Falsely sounding a fire alarm, or causing a fire alarm to be sounded
- Falsely communicating or causing to be communicated that a bomb is located in or on school property
- More than one person acting together to intentionally cause harm or injury to an individual
- Bringing inappropriate materials
- Possessing or using tobacco or tobacco substitutes at school
- Bringing alcoholic beverages to school or having alcoholic beverages in his/her possession, or coming to school under the influence of alcohol or drugs
- Excessive referrals of Level I and Level II misbehaviors may/will result in expulsion

DISCIPLINARY PROCEDURES

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- ✓ The student's age,
- ✓ The nature of the offense and the circumstances which led to the offense,
- ✓ The student's prior disciplinary record,
- ✓ The effectiveness of other forms of discipline,
- ✓ Information from parents, teachers and/or others, as appropriate, or
- ✓ Other extenuating circumstances.

Note: If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability.

DUE PROCESS

All students are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution. All students have the right to feel that they are physically, emotionally, and intellectually safe.

- ✓ Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.
- ✓ Similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential.

The amount of due process a student is entitled to receive before a penalty is imposed will depend on the type of penalty being imposed. In all cases, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. **When the report of a student and staff member differs, the staff member's version will be the one accepted.**

APPEAL PROCESS

You and your parent/guardian may appeal a suspension/expulsion within one (1) school day of the corrective action being issued. This appeal will be made to the Director in writing and heard by a disciplinary board made up of three (3) administrators. You may not attend classes until the appeal is heard, but you will be able to turn in work for the classes you miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings will be held within two (2) school days of the appeal being made.

INFORMING THE PARENTS

Parents of IMSA will be notified about schools disciplinary procedures/actions in different ways, including but not limited to:

- ✓ Parent orientation
- ✓ Parent/Student Handbook – Printed copy will be provided and both students and parents need to sign the last page.
- ✓ Web site – procedures will be available on the school's official web site
- ✓ Parents will be notified about the corrective action via student database, phone, e mail or face to face

IMSA-SOUTH COMMUNITY INVOLVEMENT AND SUPPORT

Board Members of IMSA-South has approached many organization and businesses and received verbal support once the school is approved. These organizations range from Eli Lilly Foundation to Indiana University, Ivy Tech College and private businesses. Now that we have developed the proposal for IMSA-South we, will reconnect with such organizations and receive formal commitments and support letters, which we plan to present to the Indiana Charter School Board during the applicant capacity interview.

IMSA-South understands the importance of the ties between the community and the school. IMSA-South will pursue opportunities for community participation in order to give students a sense of belonging to their community and to give the community a sense of responsibility toward the students. Opportunities for community participation in the operation of IMSA-South may include, but are not limited by, the following:

- Members of the community may be recruited to sit on the Board of Directors as voting representatives and will be encouraged to serve on or chair committees,
- Members of the community will be asked to serve on a special Advisory Board,
- Community members will be involved in the recruitment of students and teachers
- Community members will be involved in creating such opportunities for our students as internship, mentoring and summer jobs.

To assist with student achievement, IMSA-South will seek partnerships that provide mentoring and tutoring, enrichment opportunities for students, and classroom presentations by outside professionals. This will add to what is provided by the teaching staff, career exploration opportunities, job shadowing and/or internships with faculty to expand their knowledge, and to assist in their research and data analysis. As the school expands in future years and the student population gets older, many more partnering opportunities present themselves, such as use of lab equipment, workplace tours, job shadowing, internships, dual credit, and early college opportunities. Ultimately, all partnerships will need to impact increased student achievement and opportunity.

We will even pursue partnerships with corporate America, as Chicago Math and Science Academy did in Chicago. This school partnered with a Fortune 500 company, providing their students with many opportunities including, but not limited to, a mentorship program, a back-to-school drive, guest speakers in the classroom, and volunteers at the school.

IMSA-South plans to work closely with community leaders to recruit students for the school and announce this new option to parents and community members. We will continue to have meetings with influential community leaders to promote this effort. IMSA-South will continue to reach out to a wide range of organizations throughout the school development process and will evaluate our level of community involvement based on the number of contacts and partnerships established with agencies, organizations and individuals within the community.

IMSA-South will organize an annual community breakfast for the community leaders and business members to build a stronger relationship with the community. Community members will attend a breakfast, meet with some of our parents, students, and staff, and take a tour of classes in session. Our goal with this breakfast will be to show the community what a great asset IMSA-South will be to them. We will include the attendees in our

database so they receive updates regarding the school. We will also follow up on partnership opportunities as they arise.

In addition to the community breakfast, IMSA-South will also organize another annual event called IMSA-South Showcase. Students give a variety of subject-related presentations, delivered through a theatrical format. The Annual Showcase involves many students in the school and aims to be interactive and engaging. IMSA-South students will prepare for the showcase with a supervising teacher who facilitates the presentation. Again, community leaders, elected officials, business members, and prospective parents are invited to the annual showcase. The annual showcase will publically demonstrate to the community the ongoing success and intellectual vibrancy of our students and teachers.

IMSA-South will create quarterly newsletters that include news and updates regarding the school, highlights of success, and information about the schools. Such literature will be utilized to communicate with the community and keep them involved in IMSA-South. IMSA-South will actively pursue affiliations with Science, Math, and Education Departments at universities so our students benefit from all the opportunities available to them. Other Concept Schools have partnered with Cleveland State University, Ohio State University, Ohio Northern University, and Ball State University.

Initially the board will play the primary role in developing partnerships. As the school moves forward, it is anticipated that the Development Director and the Principal will have an increasing role in partnership development and management. The board will then serve primarily as the door opener for new partnerships. Although IMSA-South does not have any formal partnership with any organization at the moment, we believe that implementation of the best practices above will create strong partnerships between our school and the key organizations in Indianapolis. Our efforts in building such partnership will accelerate significantly once our charter is approved.

[illegible]



April 6, 2012

Bilal Eksili
Indianapolis Math and Science Academy
11781 Garden Circle E
Fishers, IL 46038

Dear Mr. Eksili:

Thank you for the opportunity to assist you and your team in evaluating insurance needs for your proposed charter school in Indianapolis. Dezelan Insurance Agency welcomes your consideration of our agency as a part of your school's team moving forward.

I have included a document that provides a summary of insurance coverage required for charter schools in Indiana, including the Indiana Charter School board, and a range of costs based on my understanding of the school you plan to open. Please note, this document is intended as a guidepost for budgeting purposes and should not be construed as a proposal.

Currently, Dezelan Insurance Agency provides property and liability insurance for 20 charter schools in Indiana and across the Midwest. My father is the health insurance agent for several charter schools.

Thanks to the amount of work our agency does with charter schools, we have been able to develop a special relationship with insurance companies that have school programs, resulting in market access that is second-to-none.

Personally, I spend the majority of my time working with schools and other not-for-profits. If we are fortunate enough to work with you, members of your administrative staff will become very close with Susan Masters, a customer service agent who is dedicated almost exclusively to working with current and new school customers.

Our first priority as your agency will be to collect information necessary to provide a strong property and liability proposal. We will use this information to obtain competitive proposals from at least two companies that can meet the requirements set forth in your charter agreement. After evaluating all proposals I will bring you a recommendation and explanation as to why we made this recommendation.

During the intake process for property and liability insurance, our team will also work with you to develop a process and timeline for providing health insurance. We have the ability to work with both Anthem and United Health Care on this front. Before having you complete applications, we will discuss with you the pros and cons of each group.

Our entire agency is passionate about servicing our charter school clients. Quite simply, everyone here understands how hard our school clients are working to fulfill an extraordinarily important mission and, as a result, they go the extra mile to make sure that insurance is not an area of concern for you.

Bilal Eksili
April 6, 2012
Page 2

The Dezelan Insurance Agency team is very knowledgeable, experienced, and talented. Our agency is now eighty-five years old. I have been working with charter schools for the past six years, but have been deeply involved in the charter movement since long before the first law passed. Additionally, I have served as president of two charter school boards.

My father has been in the insurance business for more than forty years. He has also been a teacher and administrator and currently is the immediate past president of a private school board. Susan, our customer service agent, has been working with charter schools for three years now and has been in the insurance business for more than twenty years.

If you would like to learn more about us, I would encourage you to contact one of these current charter school customers:


Natalie Pitts or Robert Guillaume
Anderson Preparatory Academy
(765) 649-8472

Lynn Black
School Leader
Hoosier Academies
317-418-8769

Mike Ronan
Lighthouse Academies of Indiana
508-626-0901

I hope the attached information is helpful. After you have had a chance to review this information, do not hesitate to call with questions. Thank you again, for the opportunity.

Warmest regards,

A handwritten signature in black ink, appearing to read 'Martin S. Dezelan', with a long horizontal line extending to the right.

Martin S. Dezelan
President



April 6, 2012

Below is a summary of insurance coverage and cost for a new charter school. This information is extrapolated from insurance costs for a similarly sized start up charter school (250-300 students and 22 – 25 staff with a payroll of. Without underwriting criteria for a specific school, this information can only act as a guideline for budget development. This is not a formal proposal

Property and Liability Insurance: in accordance with Indiana Charter School Board

- General liability as required by Indiana Charter School Board
- Hired and Non-owned Liability auto as required by Indiana Charter School Board
- School Leaders Errors and Omissions – Directors and Officers Liability and Educators Professional
- Sexual Molestation and Misconduct as required by Indiana Charter School Board
- Workers Compensation as Required by Indiana Charter School Board
- Umbrella Liability (a \$3m umbrella may be necessary in order to meet \$2m School Leaders Requirement) as required by Indiana Charter School Board
- Business Personal Property and Computer coverage as required by Indiana Charter School Board
- No building coverage

Estimated Premium: \$13,500 - \$16,000 (variables include enrollment, payroll, drivers, janitors, etc, total number of teachers, value of business personal property, and necessity of building insurance.)

Student Accident Insurance

- Medical coverage for students injured at school or during school activities as required by Indiana Charter School Board. This coverage is primary if a student does not have insurance and excess if the student does.

Estimated Premium: \$1,375 - \$1,650 (\$5.50 per K-8 student or \$9.50 per high school student)

Employee Life and Health

- Today, our charter school customers health plans are range between \$550 and \$850 per employee per month for health insurance (this cost doesn't include dental and life, which adds just a few additional dollars per month.)
- Family coverage ranges from \$750 to \$2,000 per month.
- This is a total cost, part of which is born by the employee. The percentage paid by the employee is determined by the school.
- Most schools are offering a traditional PPO with deductibles between \$500 and \$2,000 per person. A growing number of schools are offering a Health Savings Plan.
- Premium is dependent on the age and health of the group, the number of employees who's spouses and children are covered, and the level of benefits offered.
- Schools are seeing rates increase between 8% and 25% per year.
- Beginning the health insurance program is a challenge for new schools, but one that can be managed if the administration and board are pro-active and adhere to time lines.

Retirement

Our Agency, in conjunction with the Charter School Association and another private firm, has developed a new retirement option for charter schools and their employees. This product costs schools \$300 per year.

Teachers and staff of charter schools are now allowed to opt out of the Public Employee Retirement Fund and the Teachers Retirement Fund. This Multiple Employer 403(b) plan has proven to be an extremely popular alternative.

INDIANA CHARTER SCHOOL BOARD

|General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in **ORANGE**
- Complete the Year 0 - Budget and Cash Flow tab in **PURPLE**
- Complete ALL FIVE annual budget tabs in **BLUE**
- Complete ALL FIVE staffing tabs in **GREEN**
- Enter information into the **WHITE** cells
- Do not enter information into the **GREY** cells

School Name: _____ IMSA South

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2012-2013	75	50	25	25	25	25					
Year 2: 2013-2014	75	75	50	25	25	25	50				
Year 3: 2014-2015	75	75	75	50	25	25	50	50			
Year 4: 2015-2016	75	75	75	75	50	25	50	50	50		
Year 5: 2016-2017	75	75	75	75	75	50	50	50	50	50	

Planned Number of Classes											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2012-2013	3	2	1	1	1	1					
Year 2: 2013-2014	3	3	2	1	1	1	2				
Year 3: 2014-2015	3	3	3	2	1	1	2	2			
Year 4: 2015-2016	3	3	3	3	2	1	2	2	2		
Year 5: 2016-2017	3	3	3	3	3	2	2	2	2	2	

11	12	TOTAL	% ELL	% SPED	% FRL
		225			
		325			
		425			
		525			
		625			

11	12	TOTAL
		9
		13
		17
		21
		25

School Name: _____		
	Year 0	Year 1
REVENUE		
State Revenue		
Basic Grant		\$ 637,500
Common School Loan		\$ -
Charter School Start-Up Grant		\$ 637,500
State Matching Funds for School Lunch Program		\$ 126,968
Professional Development		\$ -
Remediation Program		\$ -
Full-Day Kindergarten		\$ 91,500
Gifted and Talented Program		\$ 7,500
Textbook Reimbursement		\$ 12,600
Summer School		\$ -
Other State Revenue (please describe)		\$ 10,800
Other State Revenue (please describe)		\$ -
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	\$ 250,000
Facilities Assistance Program Grant		\$ 60,000
Title I		\$ 94,500
Title II		\$ -
Federal Lunch Program		\$ 44,100
Federal Breakfast Reimbursement		\$ 20,475
Other Revenue Federal sources (please describe)	\$ -	\$ 220,000
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ 67,000
Other Revenues		
Committed Philanthropic Donations	\$ -	\$ -
Before and After Care Fees		\$ -
Interest Income		\$ -
Other (please describe)	\$ 150,000	\$ 9,000
Other (please describe)	\$ 200,000	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Revenue	\$ 350,000	\$ 2,289,443
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 31,000	\$ 865,520
Substitutes		\$ 6,720
Professional Development	\$ 2,500	\$ 22,000
Bonuses		\$ 43,276
Other (please describe)	\$ 2,000	\$ -
Other (please describe)	\$ 2,000	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Personnel Expenses	\$ 37,500	\$ 937,516
Instructional Supplies and Resources		

Textbooks	\$ -	\$ 67,500
Library, periodicals, etc	\$ -	\$ 9,000
Technology	\$ 22,500	\$ 43,100
Assessment materials	\$ -	\$ 8,775
Computers	\$ 1,200	\$ 10,200
Software	\$ 150	\$ 9,000
Other classroom supplies	\$ 3,000	\$ 3,900
Field trips, other unclassified items	\$ -	\$ 18,000
Co-curricular & Athletics	\$ -	\$ 5,000
Other (please describe)	\$ -	\$ 31,050
Other (please describe)	\$ -	\$ 43,200
Other (please describe)	\$ -	\$ 8,500
Other (please describe)	\$ -	\$ 8,750
Other (please describe)	\$ -	\$ 15,000
Total Instructional Supplies and Resources	\$ 26,850	\$ 280,975
Support Supplies and Resources		
Administrative Computers	\$ 2,500	\$ -
Administrative Software	\$ 600	\$ -
Administration Dues, fees, misc expenses	\$ -	\$ -
Office supplies	\$ 1,200	\$ 12,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Support Supplies and Resources	\$ 4,300	\$ 12,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 500	\$ 5,000
Charter Board Supplies & Equipment	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Board Expenses	\$ 500	\$ 5,000
Professional Purchased or Contracted Services		
Legal Services	\$ 3,000	\$ 8,000
Audit Services	\$ -	\$ 12,000
Payroll Services	\$ -	\$ -
Accounting Services	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ 12,000	\$ 9,000
Consultants	\$ -	\$ -
Internet Services	\$ 200	\$ 2,400
Telephone/Telecommunication Services	\$ 200	\$ 2,400
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 2,000	\$ 20,000

Travel	\$ 1,500	\$ 2,000
Postage	\$ 4,500	\$ 7,500
Special Education Services	\$ -	\$ 6,000
Student Information Services	\$ -	\$ -
Food service	\$ -	\$ 126,968
Transportation	\$ -	\$ 150,000
Other (please describe)	\$ -	\$ 20,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 23,400	\$ 366,268
Facilities		
Rent, mortgage, or other facility cost	\$ -	\$ 165,000
Furniture	\$ 16,000	\$ 46,100
Gas/electric	\$ 2,000	\$ 48,000
Water/Sewer	\$ 400	\$ 9,600
Grounds Keeping	\$ 1,000	\$ 12,000
Maintenance Services	\$ 2,500	\$ 12,000
Custodial	\$ 300	\$ 18,000
Waste disposal	\$ 150	\$ 3,000
Other (please describe)	\$ -	\$ 15,750
Other (please describe)	\$ -	\$ 10,000
Other (please describe)	\$ -	\$ 10,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Facilities	\$ 22,350	\$ 349,450
Other		
Contingency	\$ 1,000	\$ 29,268
Indiana Charter School Board Administrative Fee	\$ -	\$ 12,750
CMO/EMO Fee	\$ -	\$ 183,600
Other (please describe)	\$ -	\$ 15,000
Other (please describe)	\$ -	\$ 33,960
Other (please describe)	\$ -	\$ 50,000
Other (please describe)	\$ -	\$ -
Total Other	\$ 1,000	\$ 324,578
Total Expenditures	\$ 115,900	\$ 2,275,787
Carryover/Deficit	\$ 234,100	\$ 13,656
Cumulative Carryover/(Deficit)	\$ 234,100	\$ 247,756

Year 2	Year 3	Year 4	Year 5
\$ 1,955,000	\$ 2,635,000	\$ 3,315,000	\$ 3,995,000
\$ -	\$ -	\$ -	\$ -
\$ 183,398	\$ 239,828	\$ 296,258	\$ 352,688
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 91,500	\$ 91,500	\$ 91,500	\$ 91,500
\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
\$ 18,200	\$ 23,800	\$ 29,400	\$ 35,000
\$ -	\$ -	\$ -	\$ -
\$ 15,600	\$ 20,400	\$ 25,200	\$ 30,000
\$ -	\$ -	\$ -	\$ -
\$ 250,000			
\$ 92,000			
\$ 136,500	\$ 178,500	\$ 220,500	\$ 262,500
\$ -	\$ -	\$ -	\$ -
\$ 63,700	\$ 83,300	\$ 102,900	\$ 122,500
\$ 29,575	\$ 38,675	\$ 47,775	\$ 56,875
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 67,000	\$ 67,000	\$ 67,000	\$ 67,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 13,000	\$ 17,000	\$ 21,000	\$ 25,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 2,922,973	\$ 3,402,503	\$ 4,224,033	\$ 5,045,563
\$ 1,231,742	\$ 1,589,049	\$ 1,997,869	\$ 2,412,123
\$ 12,000	\$ 18,240	\$ 20,640	\$ 24,000
\$ 30,000	\$ 37,000	\$ 43,000	\$ 50,000
\$ 61,587	\$ 79,452	\$ 99,893	\$ 120,606
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 1,335,329	\$ 1,723,742	\$ 2,161,403	\$ 2,606,729

\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
\$ 11,175	\$ 13,075	\$ 14,975	\$ 16,875
\$ 4,800	\$ 5,400	\$ 18,000	\$ 10,200
\$ 4,500	\$ 4,500	\$ 2,500	\$ 2,500
\$ 5,100	\$ 6,300	\$ 7,500	\$ 9,000
\$ 26,000	\$ 34,000	\$ 42,000	\$ 50,000
\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
\$ 15,600	\$ 20,400	\$ 25,200	\$ 30,000
\$ 31,050	\$ -	\$ 15,600	\$ 15,600
\$ 15,000	\$ -	\$ -	\$ 60,020
\$ -	\$ -	\$ -	\$ 15,500
\$ -	\$ -	\$ -	\$ -
\$ 176,225	\$ 146,675	\$ 188,775	\$ 272,695
\$ -	\$ 3,000	\$ 600	\$ -
\$ -	\$ 300	\$ 200	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 15,000	\$ 18,000	\$ 20,000	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 15,000	\$ 21,300	\$ 20,800	\$ -
\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 19,000	\$ 19,000	\$ 23,000	\$ 25,000
\$ -	\$ -	\$ -	\$ -
\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
\$ 20,000	\$ 22,000	\$ 25,000	\$ 30,000

\$ 2,000	\$ 3,000	\$ 5,000	\$ 5,000
\$ 7,500	\$ 7,500	\$ 10,000	\$ 12,000
\$ 6,000	\$ 10,000	\$ 12,000	\$ 15,000
\$ -	\$ -	\$ -	\$ -
\$ 183,398	\$ 239,828	\$ 296,258	\$ 352,688
\$ 200,000	\$ 250,000	\$ 300,000	\$ 350,000
\$ 20,000	\$ 30,000	\$ 30,000	\$ 30,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 492,698	\$ 616,128	\$ 736,058	\$ 854,488
\$ 216,000	\$ 240,000	\$ 264,000	\$ 300,000
\$ 15,500	\$ 16,250	\$ 16,250	\$ 15,500
\$ 48,000	\$ 48,000	\$ 48,000	\$ 48,000
\$ 12,000	\$ 14,400	\$ 14,400	\$ 14,400
\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
\$ 22,000	\$ 12,000	\$ 22,000	\$ 12,000
\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 353,500	\$ 370,650	\$ 404,650	\$ 429,900
\$ 35,629	\$ 43,215	\$ 52,713	\$ 62,495
\$ 39,100	\$ 52,700	\$ 66,300	\$ 79,900
\$ 265,200	\$ 346,800	\$ 428,400	\$ 510,000
\$ 15,000	\$ 15,000	\$ 20,000	\$ 20,000
\$ 33,960	\$ 33,960	\$ 33,960	\$ 33,960
\$ 100,000	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 488,889	\$ 491,675	\$ 601,373	\$ 706,355
\$ 2,864,140	\$ 3,372,669	\$ 4,115,558	\$ 4,872,666
\$ 58,833	\$ 29,834	\$ 108,474	\$ 172,896
\$ 306,588	\$ 336,422	\$ 444,896	\$ 617,793

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 --								
	Jun-11	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	TOTAL 2011
REVENUE								
Federal Revenue								
Public Charter School Program (PCSP) Grant (competitive)	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenues								
Committed Philanthropic Donations	-	-	-	-	-	-	-	-
Concept Schools Loan	-	-	-	-	-	-	-	-
IFF Equipment Loan	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-	-
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-	-	-
Board Development	-	-	-	-	-	-	-	-
Other Human Resources Expenses	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	-	-	-	-
Instructional Supplies and Resources								
Textbooks	-	-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-

[illegible]

Pre-Opening Period						
Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	TOTAL 2012
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	150,000.00	-	150,000.00
-	-	-	-	-	200,000.00	200,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	150,000.00	200,000.00	350,000.00
-	-	-	-	-	-	31,000.00
-	-	-	-	-	2,500.00	2,500.00
-	-	-	2,000.00	-	-	2,000.00
-	-	-	-	2,000.00	-	2,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	2,000.00	2,000.00	2,500.00	37,500.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	22,500.00	22,500.00
-	-	-	-	-	-	-
-	-	-	-	-	1,200.00	1,200.00
-	-	-	-	-	150.00	150.00
-	-	-	-	-	3,000.00	3,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	TOTAL 2012
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	26,850.00	26,850.00
-	-	-	-	-	2,500.00	2,500.00
-	-	-	-	-	600.00	600.00
-	-	-	-	-	-	-
-	-	-	-	-	1,200.00	1,200.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	4,300.00	4,300.00
-	-	-	-	-	500.00	500.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	500.00	500.00
-	-	-	-	-	3,000.00	3,000.00
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	12,000.00	12,000.00
-	-	-	-	-	-	-
-	-	-	-	-	200.00	200.00
-	-	-	-	-	200.00	200.00
-	-	-	-	-	2,000.00	2,000.00

[illegible]

Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	TOTAL 2012
-	-	-	-	-	1,000.00	1,000.00
\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ 80,900	\$ 115,900
\$ -	\$ -	\$ -	\$ (2,000)	\$ 148,000	\$ 119,100	\$ 234,100
-	-	-	-	-	-	-
-	-	-	-	-	-	-

Expected Charter School Staffing Needs -- Year 0 -- Pre-Opening Period

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

[illegible]

TOTAL	3	25,000
-------	---	--------

period

10 rows as needed.

t is included below

[illegible]

6,000	31,000
-------	--------

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 637,500	
Common School Loan	\$ -	
Charter School Start-Up Grant	\$ 637,500	Half of the ADM funding per the IDOE.
State Matching Funds for School Lunch Program	\$ 126,968	90% free&reduced x 190 days x \$3.30 per day
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 91,500	\$1220/student(money is received in December 15th, 2012)
Gifted and Talented Program	\$ 7,500	
Textbook Reimbursement	\$ 12,600	\$400 textbook cost per student / only given to free reduced students given in 5 years
Summer School	\$ -	
Uniform Sales	\$ 10,800	\$12 per t-shirt + 4 shirts per student
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 250,000	Implementation grant
Charter School Facilities Assistance Program Grant	\$ 60,000	\$320 per ADM
Title I	\$ 94,500	70% of total enrollment * \$600 per student
Title II	\$ -	
Federal Lunch Program	\$ 44,100	\$280/student/year(70% f&r lunch count)
Federal Breakfast Reimbursement	\$ 20,475	\$130/student/year(70% f&r lunch count)
Public Charter School Program (PCSP) Planning Grant	\$ 220,000	Planning Grant (PCSPG)
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ 67,000	Federal Special Part B
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Consumable Material Fee	\$ 9,000	50\$ per students assuming 20% waived
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 2,289,443	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 865,520	Use staffing workbook
Substitutes	\$ 6,720	4 days per teacher per year+\$120 per day
Professional Development	\$ 22,000	\$1000 per staff
Bonuses	\$ 43,276	5% of salary
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 937,516	
Instructional Supplies and Resources		
Textbooks	\$ 67,500	\$300 per student
Library, periodicals, etc	\$ 9,000	\$1000 per classroom

Technology	\$ 43,100	8 smartboard (\$4000), 3 Overhead projector (\$150), 2 LCD Projector (\$700) , Clickers (3x1000), 8 Mimio (8x350), 5 document camera (5x700)
Assessment materials	\$ 8,775	NWEA:\$19 per student + Study Island :\$3000 + KTEA:\$1500
Computers	\$ 10,200	\$600 per teaching staff
Software	\$ 9,000	
Other classroom supplies	\$ 3,900	\$300 per classroom
Field trips, other unclassified items	\$ 18,000	Saturday schools, winter camp, trips, summer programs, assemblies, recognition & awards, stipends
Co-curricular & Athletics	\$ 5,000	
Computer Lab	\$ 31,050	26 computers (\$600), 26 desks (\$250), Printer \$800), Teacher Desk (\$250)
Science Lab	\$ 43,200	Furniture (\$22000), Equipment & Materials (\$15000), Computers (3x\$600), Smartboard (4000), Printer (\$400)
Art Room	\$ 8,500	Tables (7x\$250), Chair (25x\$50), Supplies (\$5000), Teacher Desk (\$500)
Music Room	\$ 8,750	Chairs (25x\$50), Equipment (\$2500), Piano (\$5000)
Mobile Ipad Lab	\$ 15,000	Ipad (25x\$500), Cart (\$2500)
Uniform Sales	\$ 10,800	\$12 per t-shirt + 4 shirts per student
Total Instructional Supplies and Resources	\$ 280,975	
Support Supplies and Resources		
Administrative Computers	\$ -	
Administrative Software	\$ -	
Administration Dues, fees, misc expenses	\$ -	
Office supplies	\$ 12,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 12,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 5,000	
Charter Board Supplies & Equipment	\$ -	
Charter Board Dues, fees, etc	\$ -	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 5,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 8,000	Legal review of policies and such
Audit Services	\$ 12,000	
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 9,000	

Consultants	\$	-	
Internet Services	\$	2,400	
Telephone/Telecommunication Services	\$	2,400	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	20,000	
Travel	\$	2,000	
Postage	\$	7,500	
Special Education Services	\$	6,000	
Student Information Services	\$	-	
Food service	\$	126,968	90% free&reduced x 190 days x \$3.30 per day
Transportation	\$	150,000	3 buses
Copy Machine	\$	20,000	2 copy machines
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	366,268	
Facilities			
Rent, mortgage, or other facility cost	\$	165,000	11x\$15000 (first month free)
Furniture	\$	46,100	Student Desks (8x\$2500), Teacher Desk & Chairs (\$4000), Class Boards (8x500), Lunch Tables (10x\$750), Teachers Lounge (\$5000), Meeting room (\$4000), Office Furniture (2x\$800)
Gas/electric	\$	48,000	\$4000 per month
Water/ Sewer	\$	9,600	\$800 per month
Grounds Keeping	\$	12,000	\$1000 per month
Maintenance Services	\$	12,000	\$1000 per month
Custodial	\$	18,000	\$1500 per month
Waste disposal	\$	3,000	\$250 per month
Student Lockers	\$	15,750	\$70 per student
Interior Decoration	\$	10,000	Framed artwork, bulletin boards, trophy case,
Installation Fee	\$	10,000	Server, Phone, Fax, Bell, Network
Other (please describe)			
Other (please describe)			
Total Facilities	\$	349,450	
Other			
Contingency	\$	29,268	1.5% of total expenses
Indiana Charter School Board Administrative Fee	\$	12,750	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	183,600	12% of total per pupil funding
Community Outreach & PR	\$	15,000	Community breakfast,, luncheon, trips, showcase, etc
IFF Loan Repayment	\$	33,960	12x2830 (5% for 5 years)
Concept Loan Repayment	\$	50,000	First installment
Other (please describe)			
Total Other	\$	324,578	
Total Expenditures	\$	2,275,787	
Carryover/Deficit	\$	13,656	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

[illegible]

TOTAL	22	698,000
-------	----	---------

•t rows as needed.

t is included below

[illegible]

167,520	865,520
---------	---------

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,955,000	
Common School Loan		
State Matching Funds for School Lunch Program	\$ 183,398	90% free&reduced x 190 days x \$3.30 per day
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 91,500	\$1220/student(money is received in December 15th)
Gifted and Talented Program	\$ 7,500	
Textbook Reimbursement	\$ 18,200	\$400 textbook cost per student / only given to free reduced students given in 5 years
Summer School		
Uniform Sales	\$ 15,600	\$12 per t-shirt + 4 shirts per student
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 250,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant	\$ 92,000	\$320 per ADM
Title I	\$ 136,500	70% of total enrollment * \$600 per student
Title II	\$ -	
Federal Lunch Program	\$ 63,700	\$280/student/year(70% f&r lunch count)
Federal Breakfast Reimbursement	\$ 29,575	\$130/student/year(70% f&r lunch count)
Other Revenue Federal sources (please describe)		Planning Grant (PCSPG)
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ 67,000	Federal Special Part B
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Consumable Material Fee	\$ 13,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,922,973	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,231,742	Use staffing workbook
Substitutes	\$ 12,000	4 days per teacher per year+\$120 per day
Professional Development	\$ 30,000	\$1000 per staff
Bonuses	\$ 61,587	5% of salary
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,335,329	
Instructional Supplies and Resources		
Textbooks	\$ 40,000	\$400 per student
Library, periodicals, etc	\$ 4,000	\$1000 per classroom
Technology	\$ 16,000	4 smartboard (\$4000),

Assessment materials	\$ 11,175	NWEA:\$19 per student + Study Island :\$3000 + KTEA:\$1500
Computers	\$ 4,800	\$600 per new staff
Software	\$ 4,500	
Other classroom supplies	\$ 5,100	\$300 per classroom
Field trips, other unclassified items	\$ 26,000	Saturday schools, winter camp, trips, summer programs, assemblies, recognition & awards, stipends
Co-curricular & Athletics	\$ 3,000	
Uniform Sales	\$ 15,600	\$12 per t-shirt + 4 shirts per student
Computer Lab	\$ 31,050	26 computers (\$600), 26 desks (\$250), Printer (\$800), Teacher Desk (\$250)
Mobile Ipad Lab	\$ 15,000	Ipad (25x\$500), Cart (\$2500)
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 176,225	
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses		
Office supplies	\$ 15,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 15,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 2,500	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 2,500	
Professional Purchased or Contracted Services		
Legal Services	\$ 15,000	
Audit Services	\$ 15,000	
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 19,000	
Consultants	\$ -	
Internet Services	\$ 2,400	
Telephone/Telecommunication Services	\$ 2,400	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 20,000	
Travel	\$ 2,000	
Postage	\$ 7,500	
Special Education Services	\$ 6,000	
Student Information Services	\$ -	

Food service	\$ 183,398	90% free&reduced x 190 days x \$3.30 per day
Transportation	\$ 200,000	4 buses
Other (please describe)	\$ 20,000	2 copy machines
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 492,698	
Facilities		
Rent, mortgage, or other facility cost	\$ 216,000	\$18,000 per month
Furniture	\$ 15,500	Student Desks (4x\$2500), Teacher Desk & Chairs (\$2000), Class Boards (4x500), Lunch Tables (2x\$750),
Gas/electric	\$ 48,000	\$4000 per month
Water/ Sewer	\$ 12,000	\$1000 per month
Grounds Keeping	\$ 12,000	\$1000 per month
Maintenance Services	\$ 22,000	\$1000 per month + Minor Upgrades (10000)
Custodial	\$ 18,000	\$1500 per month
Waste disposal	\$ 3,000	\$250 per month
Student Lockers	\$ 7,000	\$70 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 353,500	
Other		
Contingency	\$ 35,629	1.5% of total expenses
Indiana Charter School Board Administrative Fee	\$ 39,100.00	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 265,200	12% of total per pupil funding
Community Outreach & PR	\$ 15,000	Community breakfast,, luncheon, trips, showcase, etc
IFF Loan Repayment	\$ 33,960	12x2830 (5% for 5 years)
Concept Loan Repayment	\$ 100,000	Secind and last payment
Other (please describe)		
Total Other	\$ 488,889	
Total Expenditures	\$ 2,864,140	
Carryover/Deficit	\$ 58,833	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

[illegible]

			-
			-
			-
TOTAL	30		993,340

•t rows as needed.

t is included below

[illegible]

	-
	-
	-
238,402	1,231,742

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,635,000	
Common School Loan		
State Matching Funds for School Lunch Program	\$ 239,828	90% free&reduced x 190 days x \$3.30 per day
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 91,500	\$1220/student(money is received in December 15th)
Gifted and Talented Program	\$ 7,500	
Textbook Reimbursement	\$ 23,800	\$400 textbook cost per student / only given to free reduced students given in 5 years
Summer School		
Uniform Sales	\$ 20,400	\$12 per t-shirt + 4 shirts per student
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 178,500	70% of total enrollment * \$600 per student
Title II	\$ -	
Federal Lunch Program	\$ 83,300	\$280/student/year(70% f&r lunch count)
Federal Breakfast Reimbursement	\$ 38,675	\$130/student/year(70% f&r lunch count)
Other Revenue Federal sources (please describe)		Planning Grant (PCSPG)
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ 67,000	Federal Special Part B
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Consumable Material Fee	\$ 17,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,402,503	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,589,049	Use staffing workbook
Substitutes	\$ 18,240	4 days per teacher per year+\$120 per day
Professional Development	\$ 37,000	\$1000 per staff
Bonuses	\$ 79,452	5% of salary
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,723,742	
Instructional Supplies and Resources		
Textbooks	\$ 40,000	\$400 per student
Library, periodicals, etc	\$ 4,000	\$1000 per classroom
Technology	\$ 16,000	4 smartboard (\$4000),
Assessment materials	\$ 13,075	NWEA:\$19 per student + Study Island :\$3000 + KTEA:\$1500
Computers	\$ 5,400	\$600 per new staff

Software	\$	4,500	
Other classroom supplies	\$	6,300	\$300 per classrom
Field trips, other unclassified items	\$	34,000	Saturday schools, winter camp, trips, summer programs, assemblies, recognition & awards, stipends
Co-curricular & Athletics	\$	3,000	
Uniform Sales	\$	20,400	\$12 per t-shirt + 4 shirts per student
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	146,675	
Support Supplies and Resources			
Administrative Computers	\$	3,000	3 admin laptops
Administrative Software	\$	300	
Administration Dues, fees, misc expenses			
Office supplies	\$	18,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	\$	21,300	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	\$	2,500	
Professional Purchased or Contracted Services			
Legal Services	\$	15,000	
Audit Services	\$	15,000	
Payroll Services	\$	-	
Accounting Services	\$	-	
Printing/Newsletter/Annual Report Services	\$	19,000	
Consultants	\$	-	
Internet Services	\$	2,400	
Telephone/Telecommunication Services	\$	2,400	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	22,000	
Travel	\$	3,000	
Postage	\$	7,500	
Special Education Services	\$	10,000	
Student Information Services	\$	-	
Food service	\$	239,828	90% free&reduced x 190 days x \$3.30 per day
Transportation	\$	250,000	5 buses
Other (please describe)	\$	30,000	3 copy machines
Other (please describe)			

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 616,128	
Facilities		
Rent, mortgage, or other facility cost	\$ 240,000	\$20,000 per month
Furniture	\$ 16,250	Student Desks (4x\$2500), Teacher Desk & Chairs (\$2000), Class Boards (4x500), Lunch Tables (3x\$750),
Gas/electric	\$ 48,000	\$4000 per month
Water/ Sewer	\$ 14,400	\$1200 per month
Grounds Keeping	\$ 12,000	\$1000 per month
Maintenance Services	\$ 12,000	\$1000 per month
Custodial	\$ 18,000	\$1500 per month
Waste disposal	\$ 3,000	\$250 per month
Student Lockers	\$ 7,000	\$70 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 370,650	
Other		
Contingency	\$ 43,215	1.5% of total expenses
Indiana Charter School Board Administrative Fee	\$ 52,700	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 346,800	12% of total per pupil funding
Community Outreach & PR	\$ 15,000	Community breakfast,, luncheon, trips, showcase, etc
IFF Loan Repayment	\$ 33,960	12x2830 (5% for 5 years)
Other (please describe)		
Other (please describe)		
Total Other	\$ 491,675	
Total Expenditures	\$ 3,372,669	
Carryover/Deficit	\$ 29,834	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

[illegible]

			-
			-
			-
			-
			-
			-
			-
			-
TOTAL	37		1,281,491

•t rows as needed.

t is included below

[illegible]

[illegible]

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,315,000	
Common School Loan		
State Matching Funds for School Lunch Program	\$ 296,258	90% free&reduced x 190 days x \$3.30 per day
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 91,500	\$1220/student(money is received in December 15th)
Gifted and Talented Program	\$ 7,500	
Textbook Reimbursement	\$ 29,400	\$400 textbook cost per student / only given to free reduced students given in 5 years
Summer School		
Uniform Sales	\$ 25,200	\$12 per t-shirt + 4 shirts per student
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 220,500	70% of total enrollment * \$600 per student
Title II	\$ -	
Federal Lunch Program	\$ 102,900	\$280/student/year(70% f&r lunch count)
Federal Breakfast Reimbursement	\$ 47,775	\$130/student/year(70% f&r lunch count)
Other Revenue Federal sources (please describe)		Planning Grant (PCSPG)
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ 67,000	Federal Special Part B
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Consumable Material Fee	\$ 21,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 4,224,033	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,997,869	Use staffing workbook
Substitutes	\$ 20,640	4 days per teacher per year+\$120 per day
Professional Development	\$ 43,000	\$1000 per staff
Bonuses	\$ 99,893	5% of salary
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 2,161,403	
Instructional Supplies and Resources		
Textbooks	\$ 40,000	\$400 per student
Library, periodicals, etc	\$ 4,000	\$1000 per classroom
Technology	\$ 16,000	4 smartboard (\$4000),
Assessment materials	\$ 14,975	NWEA:\$19 per student + Study Island :\$3000 + KTEA:\$1500
Computers	\$ 18,000	\$600 per new staff + 25 replacement

Software	\$	2,500	
Other classroom supplies	\$	7,500	\$300 per classrom
Field trips, other unclassified items	\$	42,000	Saturday schools, winter camp, trips, summer programs, assemblies, recognition & awards, stipends
Co-curricular & Athletics	\$	3,000	
Uniform Sales	\$	25,200	\$12 per t-shirt + 4 shirts per student
Computer Lab	\$	15,600	Replacement of computers of Lab 1
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	188,775	
Support Supplies and Resources			
Administrative Computers	\$	600	1 dekstop for Admin Assistant
Administrative Software	\$	200	
Administration Dues, fees, misc expenses			
Office supplies	\$	20,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	\$	20,800	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	\$	2,500	
Professional Purchased or Contracted Services			
Legal Services	\$	15,000	
Audit Services	\$	15,000	
Payroll Services	\$	-	
Accounting Services	\$	-	
Printing/Newsletter/Annual Report Services	\$	23,000	
Consultants	\$	-	
Internet Services	\$	2,400	
Telephone/Telecommunication Services	\$	2,400	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	25,000	
Travel	\$	5,000	
Postage	\$	10,000	
Special Education Services	\$	12,000	
Student Information Services	\$	-	
Food service	\$	296,258	90% free&reduced x 190 days x \$3.30 per day
Transportation	\$	300,000	6 buses
Other (please describe)	\$	30,000	3 copy machines
Other (please describe)			

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 736,058	
Facilities		
Rent, mortgage, or other facility cost	\$ 264,000	\$22,000 per month
Furniture	\$ 16,250	Student Desks (4x\$2500), Teacher Desk & Chairs (\$2000), Class Boards (4x500), Lunch Tables (3x\$750),
Gas/electric	\$ 48,000	\$4000 per month
Water/ Sewer	\$ 14,400	\$1200 per month
Grounds Keeping	\$ 12,000	\$1000 per month
Maintenance Services	\$ 22,000	\$1000 per month + Minor Upgrades (10000)
Custodial	\$ 18,000	\$1500 per month
Waste disposal	\$ 3,000	\$250 per month
Student Lockers	\$ 7,000	\$70 per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 404,650	
Other		
Contingency	\$ 52,713	1.5% of total expenses
Indiana Charter School Board Administrative Fee	\$ 66,300.00	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 428,400	12% of total per pupil funding
Community Outreach & PR	\$ 20,000	Community breakfast,, luncheon, trips, showcase, etc
IFF Loan Repayment	\$ 33,960	12x2830 (5% for 5 years)
Other (please describe)		
Other (please describe)		
Total Other	\$ 601,373	
Total Expenditures	\$ 4,115,558	
Carryover/Deficit	\$ 108,474	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Principal	1	-	-
Secretary	1	30,596	30,596
Administrative Assistant	1	28,000	28,000
Dean of Students	1	54,636	54,636
Dean of Students	1	50,000	50,000
Instructional Coordinator	1	46,350	46,350
K Teacher	3	38,245	114,736
Teacher Aid	2	21,855	43,709
1st Grade Teacher	2	38,245	76,491
1st Grade Teacher	1	37,132	37,132
2nd Grade Teacher	1	38,245	38,245
2nd Grade Teacher	1	37,132	37,132
2nd Grade Teacher	1	36,050	36,050
Math Teacher 3	1	38,245	38,245
Math Teacher 6-7	1	38,245	38,245
Math Teacher 7-8	1	35,000	35,000
Math Teacher 4-5	1	35,000	35,000
ELA Teacher 6-7	1	38,245	38,245
ELA Teacher 7-8	1	35,000	35,000
ELA Grade Teacher 3	1	36,050	36,050
ELA Teacher 4-5	1	35,000	35,000
SS Teacher 6-7-8	1	37,132	37,132
SS Teacher 3-4-5	1	35,000	35,000
Science Teacher 6-7-8	1	36,050	36,050
Science Teacher 3-4-5	1	35,000	35,000
Art Teacher	1	38,245	38,245
Music Teacher	1	38,245	38,245
PE Teacher	1	38,245	38,245
Foreign Language Teacher	1	38,245	38,245
Foreign Language Teacher	1	35,000	35,000
Special Ed Teacher	1	43,709	43,709
Special Ed Teacher	1	42,436	42,436
Computer Teacher/IT	1	43,709	43,709
Technology Coach/IT	1	37,132	37,132
Custodian	1	27,318	27,318
Custodian	1	25,000	25,000
Title I Math	1	31,827	31,827
Title I Reading	1	31,827	31,827
Title I Reading	1	32,000	32,000
Development Director	1	41,200	41,200

Cafeteria Staff	2	20,000	40,000
			-
			-
			-
			-
			-
TOTAL	46		1,611,185

t rows as needed.

t is included below	
Benefits and Payroll Taxes	TOTAL Salary and Benefits
-	-
7,343	37,939
6,720	34,720
13,113	67,749
12,000	62,000
11,124	57,474
27,537	142,273
10,490	54,199
18,358	94,849
8,912	46,043
9,179	47,424
8,912	46,043
8,652	44,702
9,179	47,424
9,179	47,424
8,400	43,400
8,400	43,400
9,179	47,424
8,400	43,400
8,652	44,702
8,400	43,400
8,912	46,043
8,400	43,400
8,652	44,702
8,400	43,400
9,179	47,424
9,179	47,424
9,179	47,424
9,179	47,424
8,400	43,400
10,490	54,199
10,185	52,621
10,490	54,199
8,912	46,043
6,556	33,875
6,000	31,000
7,638	39,465
7,638	39,465
7,680	39,680
9,888	51,088

	9,600	49,600
		-
		-
		-
		-
		-
	386,684	1,997,869

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,995,000	
Common School Loan		
State Matching Funds for School Lunch Program	\$ 352,688	90% free&reduced x 190 days x \$3.30 per day
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 91,500	\$1220/student(money is received in December 15th)
Gifted and Talented Program	\$ 7,500	
Textbook Reimbursement	\$ 35,000	\$400 textbook cost per student / only given to free reduced students given in 5 years
Summer School		
Uniform Sales	\$ 30,000	\$12 per t-shirt + 4 shirts per student
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 262,500	70% of total enrollment * \$600 per student
Title II	\$ -	
Federal Lunch Program	\$ 122,500	\$280/student/year(70% f&r lunch count)
Federal Breakfast Reimbursement	\$ 56,875	\$130/student/year(70% f&r lunch count)
Other Revenue Federal sources (please describe)		Planning Grant (PCSPG)
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ 67,000	Federal Special Part B
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Consumable Material Fee	\$ 25,000	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 5,045,563	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,412,123	Use staffing workbook
Substitutes	\$ 24,000	4 days per teacher per year+\$120 per day
Professional Development	\$ 50,000	\$1000 per staff
Bonuses	\$ 120,606	5% of salary
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 2,606,729	
Instructional Supplies and Resources		
Textbooks	\$ 40,000	\$400 per student
Library, periodicals, etc	\$ 4,000	\$1000 per classroom
Technology	\$ 16,000	4 smartboard (\$4000),
Assessment materials	\$ 16,875	NWEA:\$19 per student + Study Island :\$3000 + KTEA:\$1500
Computers	\$ 10,200	\$600 per new staff + 10 replacemnt

Software	\$	2,500	
Other classroom supplies	\$	9,000	\$300 per classrom
Field trips, other unclassified items	\$	50,000	Saturday schools, winter camp, trips, summer programs, assemblies, recognition & awards, stipends
Co-curricular & Athletics	\$	3,000	
Uniform Sales	\$	30,000	\$12 per t-shirt + 4 shirts per student
Computer Lab	\$	15,600	Replacement of computers of Lab 1
Science Lab	\$	60,020	Furniture (\$29000), Equipment & Mateirls (\$25000), Computers (3x\$600), Smartboard (4000), Printer (\$400)
Art Room	\$	15,500	Tables (7x\$250), Chair (25x\$50), Supplies (\$1200), Teacher Desk (\$500)
Other (please describe)			
Total Instructional Supplies and Resources	\$	272,695	
Support Supplies and Resources			
Administrative Computers			
Administrative Software			
Administration Dues, fees, misc expenses			
Office supplies			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Support Supplies and Resources	\$	-	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,500	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Board Expenses	\$	2,500	
Professional Purchased or Contracted Services			
Legal Services	\$	15,000	
Audit Services	\$	15,000	
Payroll Services	\$	-	
Accounting Services	\$	-	
Printing/Newsletter/Annual Report Services	\$	25,000	
Consultants	\$	-	
Internet Services	\$	2,400	
Telephone/Telecommunication Services	\$	2,400	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	30,000	
Travel	\$	5,000	
Postage	\$	12,000	
Special Education Services	\$	15,000	
Student Information Services	\$	-	
Food service	\$	352,688	90% free&reduced x 190 days x \$3.30 per day

Transportation	\$	350,000	7 buses
Other (please describe)	\$	30,000	3 copy machines
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	854,488	
Facilities			
Rent, mortgage, or other facility cost	\$	300,000	\$25,000 per month
Furniture	\$	15,500	Student Desks (4x\$2500), Teacher Desk & Chairs (\$2000), Class Boards (4x500), Lunch Tables (2x\$750),
Gas/electric	\$	48,000	\$4000 per month
Water/ Sewer	\$	14,400	\$1200 per month
Grounds Keeping	\$	12,000	\$1000 per month
Maintenance Services	\$	12,000	\$1000 per month
Custodial	\$	18,000	\$1500 per month
Waste disposal	\$	3,000	\$250 per month
Student Lockers	\$	7,000	\$70 per student
Other (please describe)			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Facilities	\$	429,900	
Other			
Contingency	\$	62,495	1.5% of total expenses
Indiana Charter School Board Administrative Fee	\$	79,900.00	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	510,000	12% of total per pupil funding
Community Outreach & PR	\$	20,000	Community breakfast,, luncheon, trips, showcase, etc
IFF Loan Repayment	\$	33,960	12x2830 (5% for 5 years)
Other (please describe)			
Other (please describe)			
Total Other	\$	706,355	
Total Expenditures	\$	4,872,666	
Carryover/Deficit	\$	172,896	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert r

Benefits Assumptions - Please describe how you calculated your benefits and what is

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Principal	1	-	-
Secretary	1	31,514	31,514
Administrative Assistant	1	28,840	28,840
Dean of Students	1	56,275	56,275
Dean of Students	1	51,500	51,500
Instructional Coordinator	1	47,741	47,741
High School Dean of Academics/College Counselor	1	45,000	45,000
K Teacher	3	39,393	118,178
Teacher Aid	2	22,510	45,020
1st Grade Teacher	2	39,393	78,786
1st Grade Teacher	1	38,245	38,245
2nd Grade Teacher	1	39,393	39,393
2nd Grade Teacher	1	38,245	38,245
2nd Grade Teacher	1	37,132	37,132
Math Teacher 3	1	39,393	39,393
Math Teacher 6-7-8	1	39,393	39,393
Math Teacher 4-5	1	36,050	36,050
Math Teacher	1	35,000	35,000
Math Teacher	1	35,000	35,000
ELA Teacher 6-7-8	1	39,393	39,393
ELA Grade Teacher 3	1	37,132	37,132
ELA Teacher 4-5	1	36,050	36,050
ELA Teacher	1	35,000	35,000
ELA Teacher	1	35,000	35,000
SS Teacher 5-6-7-8	1	38,245	38,245
SS Teacher 3-4	1	36,050	36,050
SS Teacher	1	35,000	35,000
Science Teacher 5-6-7-8	1	37,132	37,132
Science Teacher 3-4	1	36,050	36,050
Science Teacher	1	35,000	35,000
Art Teacher	1	39,393	39,393
Art Teacher	1	35,000	35,000
Music Teacher	1	39,393	39,393
PE Teacher/Ath Director	1	39,393	39,393
PE Teacher	1	35,000	35,000
Foreign Language Teacher	1	39,393	39,393
Foreign Language Teacher	1	36,050	36,050
Special Ed Teacher	1	45,020	45,020
Special Ed Teacher	1	43,709	43,709
Special Ed Teacher	1	35,000	35,000

Computer Teacher/IT	1	45,020	45,020
Technology Coach/IT	1	38,245	38,245
Custodian	1	28,138	28,138
Custodian	1	25,750	25,750
Tittle I Math	1	32,782	32,782
Title I Reading	1	32,782	32,782
Title I Reading	1	32,000	32,000
Development Director	1	42,436	42,436
Cafeteria Staff	2	20,000	40,000
			-
			-
			-
			-
			-
TOTAL	54		1,945,260

rows as needed.

s included below	
Benefits and Payroll Taxes	TOTAL Salary and Benefits
-	-
7,563	39,078
6,922	35,762
13,506	69,782
12,360	63,860
11,458	59,198
10,800	55,800
28,363	146,541
10,805	55,825
18,909	97,694
9,179	47,424
9,454	48,847
9,179	47,424
8,912	46,043
9,454	48,847
9,454	48,847
8,652	44,702
8,400	43,400
8,400	43,400
9,454	48,847
8,912	46,043
8,652	44,702
8,400	43,400
8,400	43,400
9,179	47,424
8,652	44,702
8,400	43,400
8,912	46,043
8,652	44,702
8,400	43,400
9,454	48,847
8,400	43,400
9,454	48,847
9,454	48,847
8,400	43,400
9,454	48,847
8,652	44,702
10,805	55,825
10,490	54,199
8,400	43,400

[illegible]

IMSA-South Budget Narrative

IMSA-South Indianapolis has prepared a pre-operations budget, as well as a six-year operations budget projection to show the school's finances at full capacity. This is a balanced budget based on what is known at this time and what can be assumed. Below are some highlighted points of interest related to the budget. In addition, detailed charts depicting staffing plans, furniture, fixtures and equipment (FF&E) acquisitions, detailed assumptions, and FY2012 cash flow analysis are included. We developed the projections working with other Concept-managed schools, particularly our current school, IMSA.

Pre-Operational Budget - This pre-operational budget carries the IMSA-South Indianapolis from authorization until the start of school in the fall of 2012. It assumes that loans will be provided for planning purposes from Concept Schools and Illinois Finance Facility. Expenditures from these loans are focused on the areas of marketing, community out-reach (particularly to parents/families), program design and student recruitment, plus three months of salary for a school leader/principal, a secretary, and a dean of students.

Six-Year Budget

The operational budget is balanced each year independently from the carry-over from the previous year. When carry-over from previous year is included the budget has significant surplus each year for the first six years, \$ 247,756 in the first year and \$ 617,793 in year six.

Six year operational budget has a tab named "Assumptions." Assumptions for many of the line items are explained in details on this tab. We will refer to the "Assumptions" tab for such line items below.

Revenue

1. Carry-over from the start-up phase is estimated to be \$234,100.
2. The pupil payment is based on the assumption of IMSA per capita tuition costs, which is \$6,800. Per pupil payment is calculated as 50% of the full tuition. However, it is assumed that not only per pupil tuition will begin in January of 2013 but also it will be half of what we are supposed to receive.
3. IMSA-South Indianapolis will receive grants from the State of Indiana Department of Education. This assumption includes special education grant, textbook reimbursement, and state remediation program funds. The assumption is based on the amount that IMSA-Indianapolis currently receives.
4. As IMSA-South Indianapolis will have full day Kindergarten, we assumed \$ 1,220 per kindergarten student from the state as full day kindergarten grant from the state.
5. Federal Charter School Implementation Grant: IMSA-South Indianapolis will be eligible for close to \$250,000 in its first year and another \$250,000 in its second year.
6. Title funds – the percentage of students who are eligible for free and reduced meals is assumed at 70%, which is higher than the Washington Township District. However, we assume that we will draw some students from IPS as well. Title funding is assumed at \$600 per eligible student, which is the current level of reimbursement received from the State.
7. A loan from the Illinois Finance Facility in the amount of \$200,000 will be sought to help with equipments in pre-opening period. This will be a short-term loan, most likely for five years, with low rate. Re-payment s of this loan is included in the budget.

8. IMSA-South Indianapolis will charge \$50 non-consumable material fee from its students. It is assumed that the fee will be waived for 20% of the IMSA-South Indianapolis students.
9. School lunches and breakfasts will be provided. It is assumed 70% of students will be eligible and 90% will eat lunches. Paying students will pay the same as the state reimbursement for free lunches. Food service income is calculated \$ 3.30 per students per day (\$2.30 for lunch and \$1.0 for breakfast).

Expenses

Human Resources

1. No expense is budgeted for the principal as he will be on the Concept's payroll
2. 5 Year Projection has a "Staffing Year" tab that outlines all the positions and average salaries as well as total salaries at IMSA-South Indianapolis. Personnel are broken down to admin, teachers, support positions, clerical positions, and custodial positions on the tab.
3. Payroll taxes is calculated at a 7.65% rate
4. IMSA-South Indianapolis will contribute to the state teacher pension fund in the amount equal to 7.25% of the annual salaries.
5. IMSA-South Indianapolis will pick up 60% of the health, vision, and dental premiums and 100% of the life insurance and long-term disability premiums for the staff. It is assumed that the cost of health benefits will increase 5% every year. It also is assumed that 60% of the MSTCS staff will have families and 40% will be singles.
6. Concept provides some professional development to its schools as part of the management agreement. Such professional development services include but not limited to training on data-driven instruction and Concept design, evaluations and pre post evaluation conferences, training for international staff, leadership institute, school visits, regular meetings with key personnel to share best practices. In addition to that Concept bring all the teachers within its network once a year for a two daylong conference. Nationally renowned speakers present at the general and breakout sessions of the annual conference. Concept charges teachers a minimal fee to cover the expenses for the conference.

Besides what Concept provides to the schools as professional development each school within the Concept network budget for their own professional development as well. Such expenses for professional development include but not limited to tuition reimbursement, seminars and conferences that teachers want to attend, presenters who come to school to present on a particular topic, having all teachers attend the annual Concept conference, and other supplies and materials to conduct their own professional development activities

7. IMSA-South Indianapolis will offer performance-based bonuses that will equal to 5% of the teachers' annual salaries.

Facility

1. The rent is projected at \$165,000 in our first year. This assumption is based on the budget that we developed for acquisition and construction on the facility, which may be reviewed in the facility section of the proposal on the page.
2. Utilities and maintenance expenses are based on data from IMSA.

Materials/Supplies/Equipment

1. We assumed \$300 per student for textbooks in our first year and \$400 per student for next four year.
2. We assumed \$300 per class for classroom supplies/Educational materials in our six year budget.
3. We assumed \$4000 per smart board for 8 classes in our first year and to add 4 more smart boards each year.

Additional Costs

1. A management fee for Concept Schools Inc. is included in the budget and will be based on per capita revenue. Categorical funding, grants, and other fees do not apply to this fee. The fee is 12% of the per capita tuition income.

The 12% fee is for a comprehensive management of IMSA South Indianapolis by Concept. Since the principal and the business manager of the school are employees of Concept, this fee includes their salaries and payroll liabilities as well. In addition to providing the principal and the business manager for the school, the services of Concept to IMSA South Indianapolis could be summarized as:

Start-Up Services: Communication with sponsors/authorizers, developing proposals, facility search and market analysis, and providing financial support to the local board when start-up grants are not available. If the school receives federal charter school planning grant, Concept School charges a mutually agreed upon fee for the start-up services.

Human Resources: Supporting schools to recruit highly qualified teachers and administrators from national and international pools; providing schools with necessary handbooks, policies, and forms. Providing the school leader and business managers as part of the management services.

Curriculum and School Design: Concept Schools provides the schools with a curriculum that is aligned to the state standards. Concept also determines the organizational structure that best fits to realize the vision and mission of the school.

Student Information System: Concept School provides and maintains the schools with student information systems. This system provides data tracking, performance reports, grade keeping and online access to parents and students of such records. Training on the student information system for the staff is also provided.

Assessment: Concept Schools helps schools monitor student learning through interim assessments, developed and analyzed at the main office. Such interim assessment mirrors the state standardized tests and aligns to the school's curriculum. Analyses of scores are available to teachers, students, and parents online with a very quick turnaround. Teacher use this data to guide their on-going and continuous instruction. Training of staff on how to use the formative assessment and the data to guide instruction is provided as well.

Marketing: Concept School provides the schools with marketing materials to recruit students and teacher. These materials include brochures, flyers, newsletters, and posters. Concept also provides web designing to its schools. However, printing and distribution of such materials is done by local schools. Therefore, individual schools budget money for print and distribution of marketing materials, advertisement in local media for student and teacher recruitment, and for expenses such as banners, yard signs, presentations, and other community outreach efforts.

Financial Services: Concept Schools provides the schools with business manager who handles budgeting, financial management, maintenance of internal control, and reporting. The schools

also benefit from the economy of scale through Concept's purchasing services. Concept Schools also financially supports the schools when needed through loans and other means.

In addition to such services from Concept, individual schools retain an independent audit firm that audits the school's financials, as well as compliance with laws and policies annually. Annual audit report that is developed by the independent audit firm is sent to the authorizer. Cost of such service ranges from \$8,000 to \$12,000 annually. IMSA South Indianapolis budgeted \$12,000 for such line item.

Extra-curricular activities: Concept Schools organizes annual events in which all schools participate such as basketball tournament, spelling bee, writing competition, science fair, math competition, and others. The summer cultural exchange program that Concept organized has been very popular since it began three years ago. Students travel to Turkey and stay with local families for three week being exposed to a new culture through this program. Our students enjoy this great experience so much that many of them want to participate in the program more than once.

School Visits and Evaluations: Concept Schools regularly visits school with a team of experience educators, visit classroom, meet with teacher and administrators, evaluate teachers and provide feedback to the schools for improvement.

Professional Development: Concept Schools bring the key personnel, school principals, deans, college counselors, and department heads, together in monthly meetings where best practices are shared. Concept School provides staff with trainings on the Concept school model, expectations, standards, and educational philosophy.

2. The insurance expense is based on the quote that we obtained from an insurance broker, Arthur Gallagher Risk Management Services, Inc. The insurance includes the general liability, property, worker's compensation, vehicles, sexual harassment, directors and officers, and the umbrella coverage as a package and meet the guidelines set by the Mayor's Office of Charter Schools.
3. We allocated \$20,000 for marketing in year one. Again, Concept will provide marketing services to IMSA South Indianapolis as part of the management program. However, they will be limited to developing marketing strategies, and designing, promotional materials such as brochures, flyers, and newsletters. Printing and mailing them, and obtaining addresses for direct mailing of the brochures, as well as ads in local papers will still be the schools responsibility.
4. Legal expenses are for retaining an attorney to represent the board of directors of IMSA South Indianapolis either case by case or on a flat fee basis. The attorney would also review our policies to ensure their compliance with the Indiana school laws.
5. IMSA South Indianapolis will conduct an annual audit by an independent auditor. Based on data from other Concept-managed schools this is estimated around \$ 12,000 in year one.
6. Transportation will be provided by IMSA-South Indianapolis.
7. Field Trip/After School Activities/and Support Programs includes stipends for coaches, Saturday Schools, winter camps, trips, summer programs, assemblies, student recognitions, and awards.
8. Expenses for the community programs and parent programs are annual showcase, community breakfast, PT conferences, Parent University, honor roll dinner, and PTO. We assumed \$15,000 for community programs and parent programs per year.

Surplus/Deficit – The 6-year projections are based on many assumptions. Efforts have been made to include estimates of expenses for all categories identified in the Budget Template for Charter Schools, provided by the Mayor’s office. At this point, the Plan shows a surplus each of the six years of operation.

Since IMSA-South Indianapolis will develop annual budgets, revise them in October of each year, and monitor budget vs. actual ongoing basis, we will take the necessary precautions to prevent major deviances from the budget.



CONCEPT SCHOOLS OVERVIEW

Concept is a not-for-profit management organization that currently manages 27 successful charter schools in the Midwest. Serving about 8200 students, Concept managed schools are located in urban areas in Ohio, Illinois, Indiana, Michigan, Wisconsin, Minnesota, and Missouri. Out of 8200 students, 82% are minority and 81% come from economically disadvantaged families. Due to their non-selective nature, Concept managed schools serve students with diverse academic backgrounds, too. 8% of the students have special education services and 5% are English language learners within the Concept network.

The achievement levels of the schools currently managed by Concept, speak to the effectiveness of our school design.

- Horizon Science Academy Cleveland High School, managed by Concept since 1999, recently was awarded the prestigious Blue Ribbon award by the U.S. Department of Education. The school was recognized for its success in closing the achievement gap. The same school has also made the list of “Best High Schools in America,” created by the U.S. News & World Report twice, in 2008 and 2010.
- Horizon Science Academy Cleveland High School received the “Distinguished Title I School” by The National Association of State Title I Directors in 2009.
- Noble Academy Cleveland was the only charter school in Ohio, out of 350, to be rated “Excellent with distinction” by the Ohio Department of Education in 2010.
- 4 of the Concept managed high schools in Ohio were rated “Excellent” by the Ohio Department of Education in 2011. Only 15% of the 350 charter schools in Ohio received the “Excellent” rating.
- Both IMSA-West and IMSA-North have been rated “Exemplary” based on their student growth by Indiana Department of Education in 2011.
- Based on its MAP scores, Gateway Science Academy become of the highest performing charter schools in St. Louis, MO.

Concept Schools starts, builds, and manages high quality math, science, and technology focused, K-12 charter schools in the Midwest. In exchange to the management services of Concept, the school pays Concept a fee that is equal to 10% of the per capita tuition. The management fee does not apply to categorical funding and donations to the school.

Concepts has proven track record of managing and operating charter schools. The dedicated staff brings collective ability, determined focus, and an action mentality to create an excellent school. The Concept staff has more than a half-century of combined experience in education and administration. Concept has the means, judgment, and integrity to manage with high expectations, fiscal responsibility, and innovation. The management services of Concept could be summarized as:

Start-Up Services: Communication with sponsors/authorizers, developing proposals, facility search and market analysis, and providing financial support to the local board when start-up grants are not available. If the school receives federal charter school planning grant, Concept School charges a mutually agreed upon fee for the start-up services as applicable by the grant.



Human Resources: Supporting schools to recruit highly qualified teachers and administrators from national and international pools; providing schools with necessary handbooks, policies, and forms. Providing the school leader and business managers as part of the management services.

Curriculum and School Design: Concept Schools provides the schools with a curriculum that is aligned to the state standards. Concept also determines the organizational structure that best fits to realize the vision and mission of the school.

Student Information System: Concept School provides and maintains the schools with student information systems. This system provides data tracking, performance reports, grade keeping and online access to parents and students of such records. Training on the student information system for the staff is also provided.

Assessment: Concept Schools helps schools monitor student learning through interim assessments, developed and analyzed at the main office. Such interim assessment mirrors the state standardized tests and aligns to the school's curriculum. Analyses of scores are available to teachers, students, and parents online with a very quick turnaround. Teacher use this data to guide their on-going and continuous instruction. Training of staff on how to use the formative assessment and the data to guide instruction is provided as well.

Marketing: Concept School provides the schools with marketing materials to recruit students and teacher. These materials include brochures, flyers, newsletters, and posters. Concept also provides web designing to its schools. However, local schools handle printing and distribution of such materials. Therefore, individual schools budget money for print and distribution of marketing materials, advertisement in local media for student and teacher recruitment, and for expenses such as banners, yard signs, presentations, and other community outreach efforts.

Financial Services: Concept Schools provides the schools with business manager who handles budgeting, financial management, maintenance of internal control, and reporting. The schools also benefit from the economy of scale through Concept's purchasing services. Concept Schools also financially supports the schools when needed through loans and other means.

Extra-curricular activities: Concept Schools organizes annual events in which all schools participate such as basketball tournament, spelling bee, writing competition, science fair, math competition, and others. The summer cultural exchange program that Concept organized has been very popular since it began three years ago. Students travel to Turkey and stay with local families for three week being exposed to a new culture through this program. Our students enjoy this great experience so much that many of them want to participate in the program more than once.

School Visits and Evaluations: Concept Schools regularly visits school with a team of experience educators, visit classroom, meet with teacher and administrators, evaluate teachers and provide feedback to the schools for improvement.

Professional Development: Concept Schools bring the key personnel, school principals, deans, college counselors, and department heads, together in monthly meetings where best practices are shared. Concept School provides staff with trainings on the Concept school model, expectations, standards, and educational philosophy.

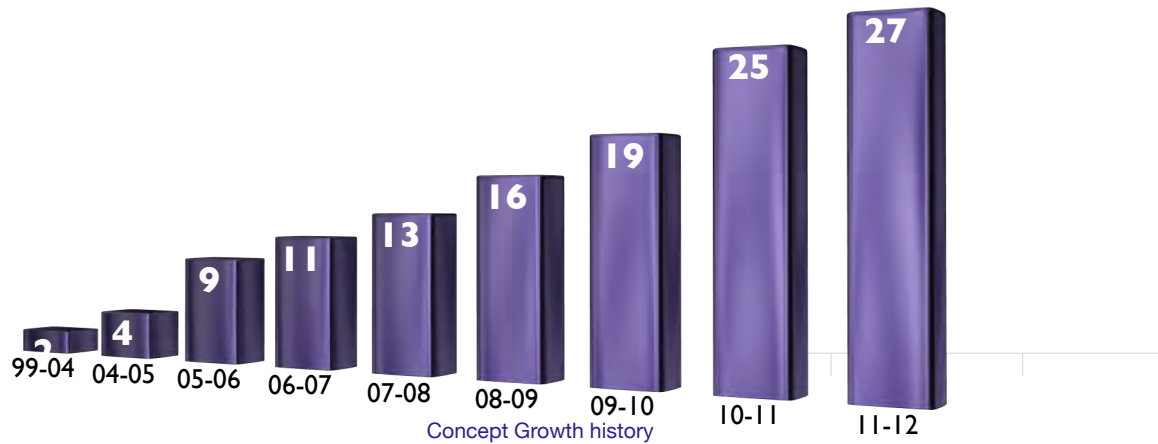


Concept School initiated their first schools in Cleveland and Columbus, Ohio in 1999. At the present time, there are 27 schools in Concept's portfolio.

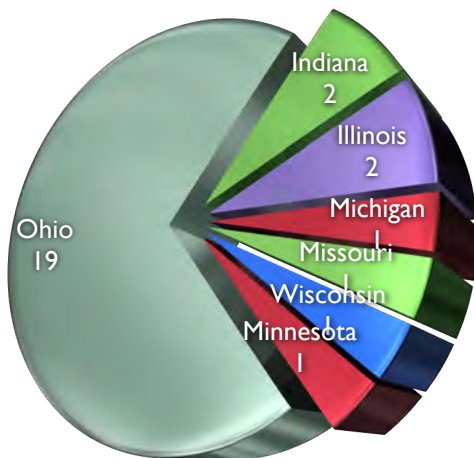
As part of their strategic planning to accommodate such growth, Concept School has initiated a leadership development program three years ago. Selected individuals within the Concept network possessing leadership skills and aspiring to become school leaders will participate in the training program. Program participants will meet regularly throughout the year and for a longer summer session.

Concept Schools has capacity to grow as the school start-up process is constantly refined and streamlined. The rigorous operation of starting a school is one in which Concept Schools brings both experience and success, having opened 27 schools. Each school start-up is more successful than last, as effective strategies are implemented and concerns are address in a pro-active fashion. Such growth is also in line with Concept Schools' strategic plan, which was developed through a process by Concept Schools Board of Director and staff members. Concept was able to even provide financial support in terms of short-term loans to the start-up schools in the amount exceeding 400 K this year. Therefore, Concept Schools is fully capable of handling such expansion operationally and financially.

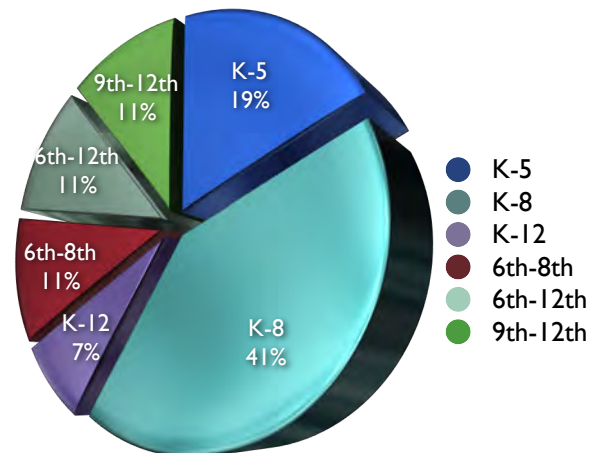
Concept Schools Growth History



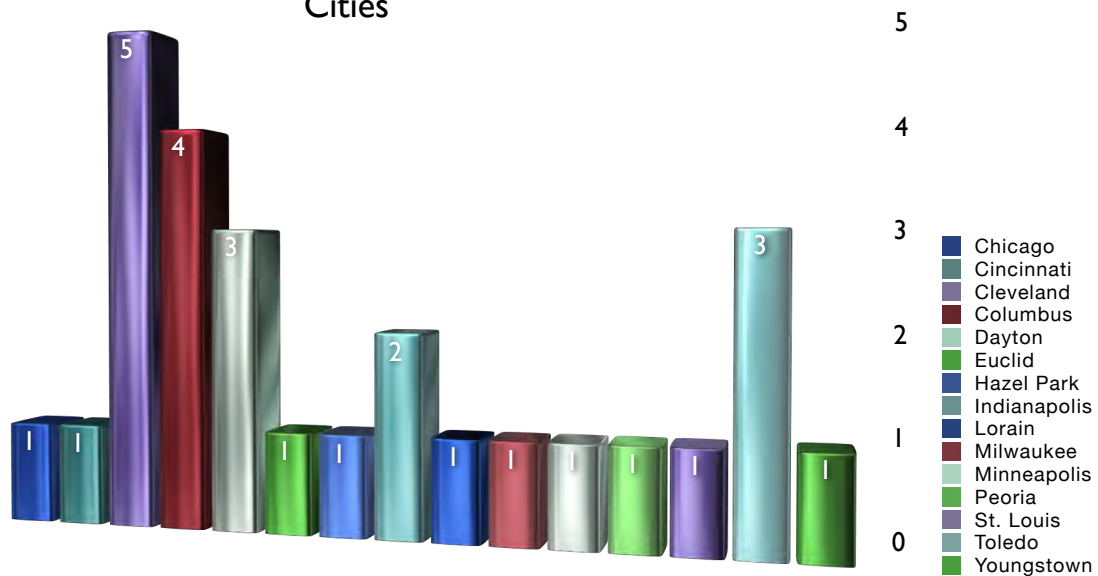
States



Grade spans

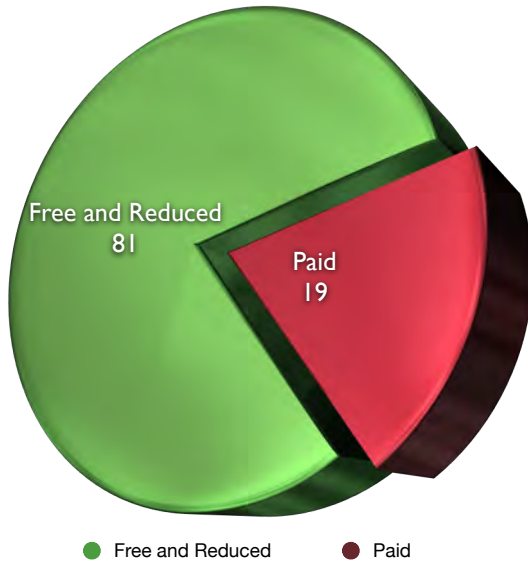


Cities

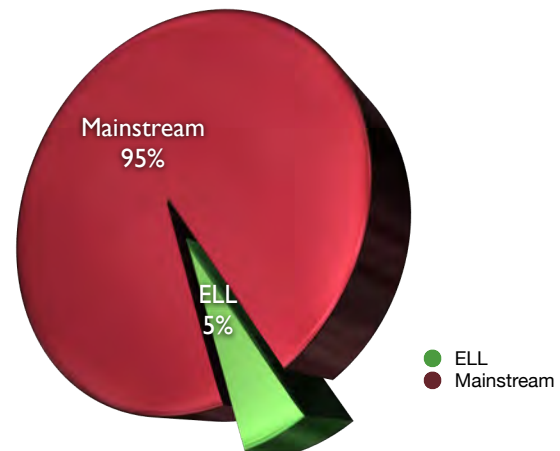
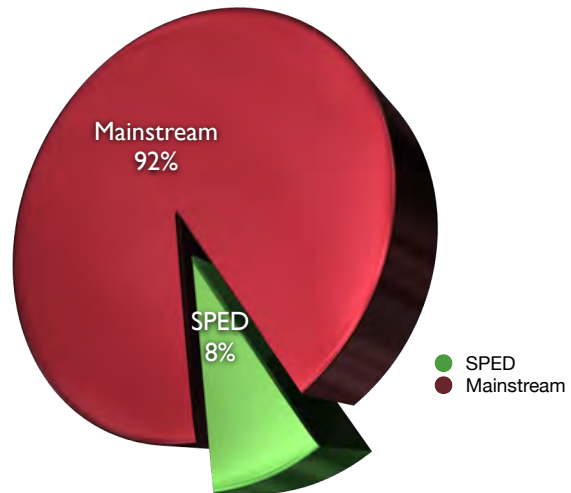


Concept Schools Demographics

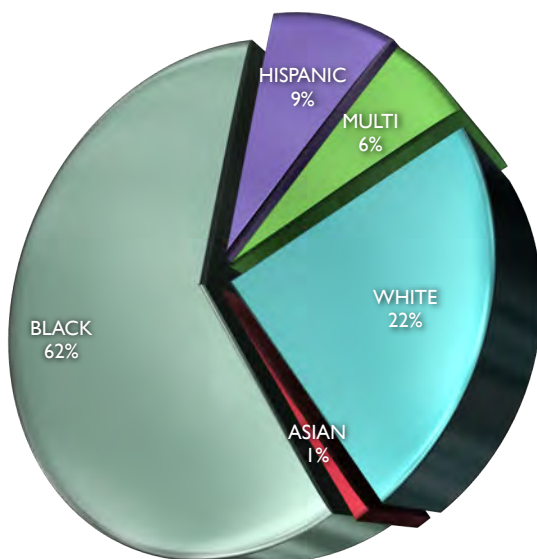
Low-Income Students



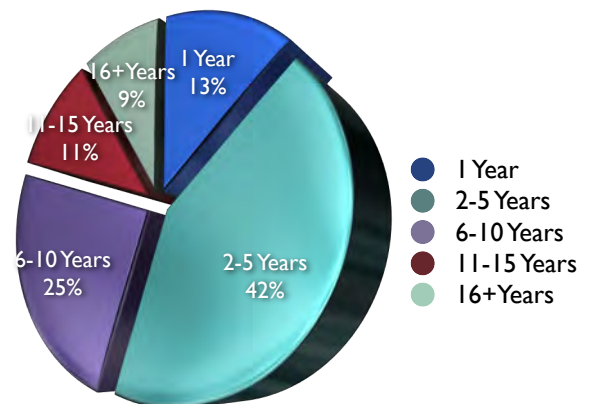
Special Education Population



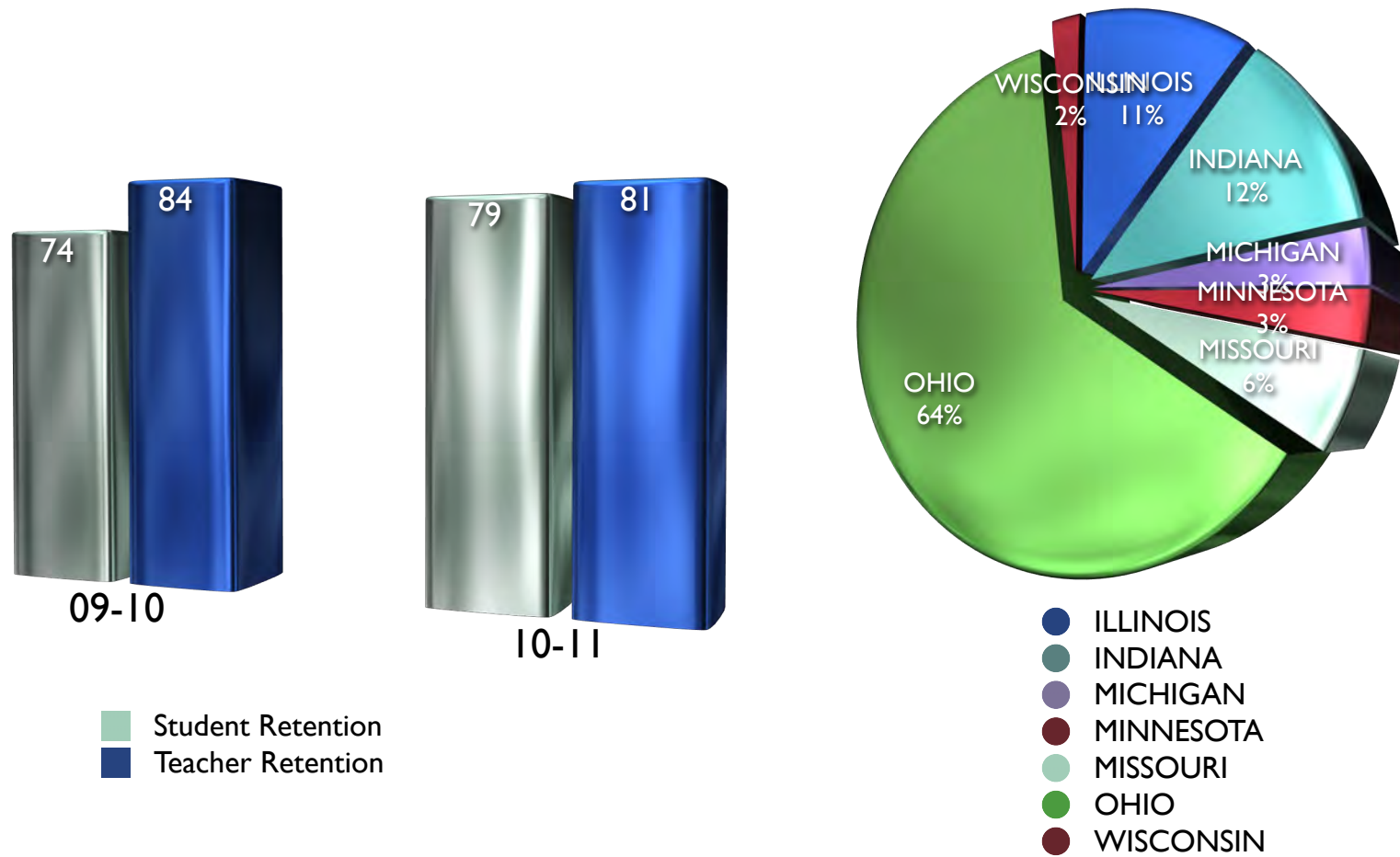
Student Ethnicity



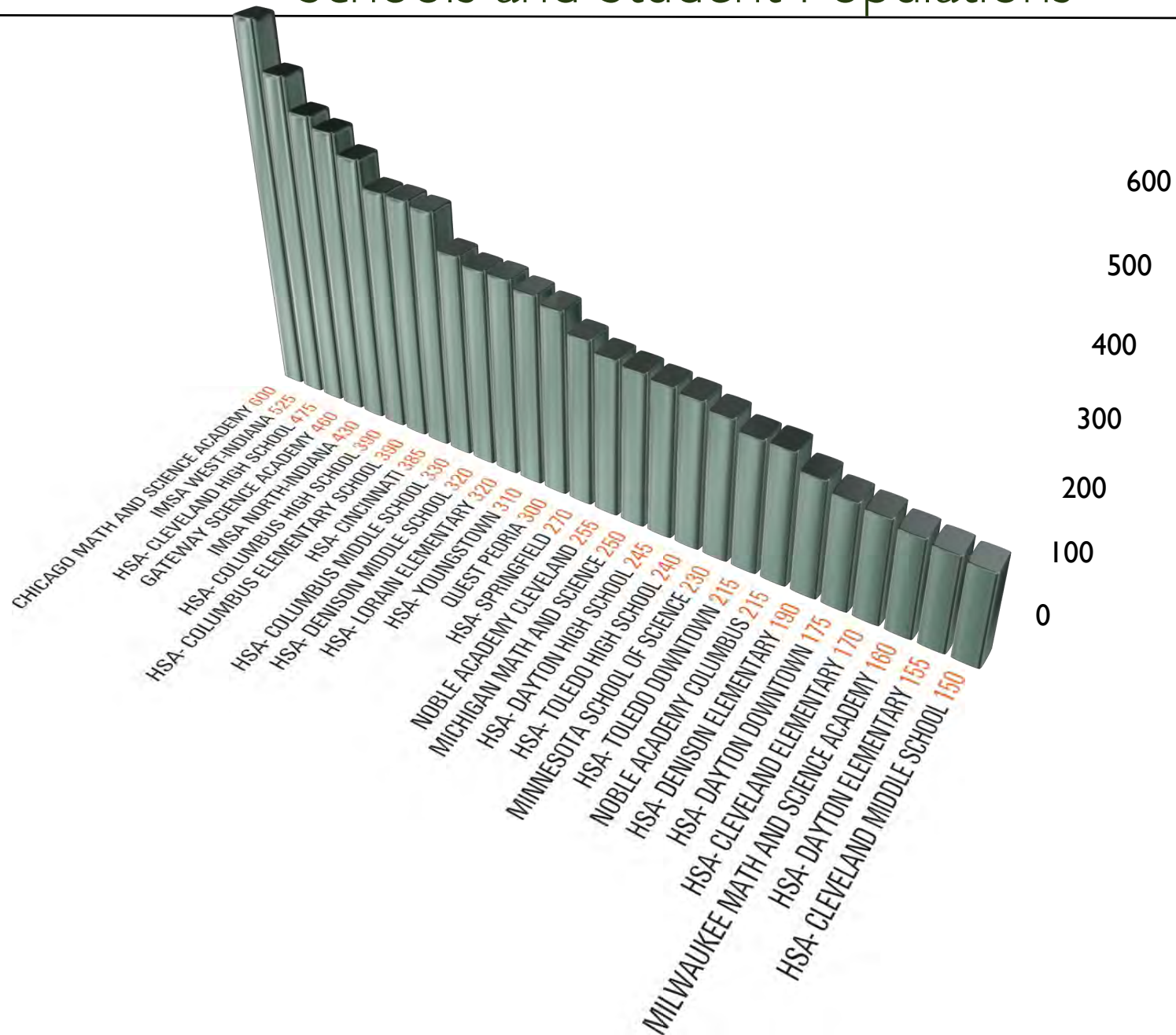
Staff Experience



Retention Rates and Student Distribution by State



Schools and Student Populations



CONCEPT SCHOOLS NETWORK-WIDE DATA

		INFORMATION					DEMOGRAPHICS						ACADEMIC DIVERSITY		RETENTION				PROFICIENCY LEVEL								PROFICIENCY LEVEL																								
#	SCHOOL	STATE	OPENED	GRADES	TOTAL	ECON DIS	ASIAN	BLACK	HISPANIC	INDIAN	MULTI	WHITE	SPED	ELL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	DISTRICT	DISTRICT	SCHOOL	SCHOOL	DISTRICT	DISTRICT	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE	SCHOOL	SCHOOL	DISTRICT	DISTRICT	STATE	STATE	
1	HSA- CLEVELAND ELEMENTARY	OH	2008	K-5	170	91%	0%	88%	5%	0%	0%	3%	0%	9%	71%	92%	100%	80%	58%	69%	42%	46%	57%	71%	50%	53%	57%	68%	44%	47%	60%	64%	57%	72%	57%	58%	68%	71%	54%	73%	39%	42%	48%	51%	56%	73%	53%	54%	59%	63%	
2	HSA- YOUNGSTOWN	OH	2010	K-8	310	98%	0%	70%	13%	0%	9%	7%	6%	3%	NR	79%	NR	86%	NR	55%	NA	46%	NR	69%	NA	55%	NA	57%	36%	43%	60%	64%	NA	70%	50%	55%	68%	71%	NA	57%	36%	40%	48%	51%	NA	66%	46%	53%	59%	63%	
3	HSA- LORAIN ELEMENTARY	OH	2009	K-7	320	94%	0%	34%	24%	0%	0%	42%	11%	0%	70%	88%	100%	100%	31%	56%	51%	68%	53%	66%	57%	61%	30%	56%	47%	50%	60%	64%	51%	67%	59%	61%	68%	71%	16%	55%	40%	44%	48%	51%	45%	63%	54%	58%	59%	63%	
4	NOBLE ACADEMY CLEVELAND	OH	2006	K-8	255	70%	0%	88%	1%	0%	1%	10%	7%	9%	85%	86%	100%	80%	87%	93%	51%	46%	92%	90%	60%	56%	85%	92%	51%	50%	60%	64%	92%	91%	58%	62%	68%	71%	86%	95%	49%	49%	48%	51%	91%	87%	59%	61%	59%	63%	
5	HSA- SPRINGFIELD	OH	2005	3rd-8	270	87%	0%	56%	8%	0%	13%	22%	6%	0%	86%	71%	88%	88%	46%	64%	53%	55%	65%	72%	63%	67%	47%	59%	52%	52%	60%	64%	65%	72%	60%	64%	68%	71%	38%	54%	43%	43%	48%	51%	61%	72%	50%	57%	59%	63%	
6	HSA- TOLEDO DOWNTOWN	OH	2010	K-8	215	92%	0%	70%	2%	0%	15%	13%	15%	0%	NR	58%	NR	55%	NR	37%	53%	56%	NR	59%	NA	68%	NA	34%	52%	52%	60%	64%	NA	55%	60%	64%	68%	71%	NA	24%	43%	43%	48%	51%	NA	47%	50%	57%	59%	63%	
7	NOBLE ACADEMY COLUMBUS	OH	2006	K-8	215	80%	0%	32%	3%	0%	10%	58%	3%	8%	68%	72%	68%	74%	77%	76%	53%	53%	79%	75%	59%	62%	74%	73%	48%	51%	60%	64%	77%	76%	57%	60%	68%	71%	67%	61%	47%	49%	48%	51%	72%	67%	56%	60%	59%	63%	
8	HSA- DENISON ELEMENTARY	OH	2008	K-5	190	89%	0%	46%	23%	0%	15%	15%	12%	5%	69%	71%	92%	75%	46%	30%	42%	46%	48%	47%	50%	53%	41%	26%	44%	47%	60%	64%	41%	39%	57%	58%	68%	71%	36%	35%	39%	42%	48%	51%	45%	50%	53%	54%	59%	63%	
9	IMSA NORTH-INDIANA	IN	2010	K-8	430	74%	1%	77%	2%	0%	8%	11%	10%	2%	NR	78%	NR	73%	NR	64%	NA	64%	NR	71%	NA	72%	NA	66%	76%	76%	69%	66%	NA	65%	63%	63%	66%	67%	NA	66%	50%	50%	56%	56%	NA	69%	49%	49%	58%	58%	
10	IMSA WEST-INDIANA	IN	2007	K-12	525	78%	0%	66%	15%	0%	6%	13%	10%	3%	64%	67%	84%	89%	71%	76%	57%	76%	70%	71%	53%	71%	68%	75%	76%	76%	69%	66%	66%	81%	63%	63%	66%	67%	66%	70%	50%	50%	56%	56%	69%	69%	49%	49%	58%	58%	
11	GATEWAY SCIENCE ACADEMY	MO	2010	K-8	460	38%	1%	12%	4%	0%	8%	82%	10%	0%	NR	93%	NR	84%	NR	64%	NA	31%	NR	54%	NA	33%	NA	NA	24%	43%	38%	44%	NA	NA	24%	32%	37%	46%	NA	NA	22%	30%	28%	54%	NA	NA	23%	32%	29%	55%	
12	HSA- COLUMBUS ELEMENTARY SCHOOL	OH	2008	K-5	390	75%	0%	79%	4%	0%	5%	11%	11%	0%	83%	92%	85%	62%	36%	59%	53%	55%	54%	67%	59%	61%	35%	63%	48%	51%	60%	64%	49%	69%	57%	60%	68%	71%	39%	57%	47%	49%	48%	51%	56%	65%	56%	60%	59%	63%	
13	HSA- CINCINNATI	OH	2005	K-12	385	93%	0%	89%	1%	0%	1%	9%	12%	3%	59%	75%	57%	79%	46%	63%	61%	67%	60%	68%	69%	74%	44%	63%	49%	58%	60%	64%	58%	68%	59%	65%	68%	71%	39%	63%	49%	57%	48%	51%	53%	66%	59%	65%	59%	63%	
14	HSA- DAYTON ELEMENTARY	OH	2005	K-6	155	99%	0%	81%	1%	0%	8%	10%	15%	5%	53%	67%	83%	69%	38%	57%	40%	51%	60%	59%	48%	53%	37%	57%	41%	46%	60%	64%	58%	59%	51%	56%	68%	71%	32%	56%	39%	44%	48%	51%	58%	57%	50%	54%	59%	63%	
15	HSA- DAYTON DOWNTOWN	OH	2010	K-7	175	97%	0%	12%	2%	0%	3%	82%	2%	16%	NR	76%	NR	86%	NR	60%	40%	44%	NR	50%	NA	53%	NA	60%	41%	46%	60%	64%	NA	49%	51%	56%	68%	71%	NA	NR	39%	44%	48%	51%	NA	NR	50%	54%	59%	63%	
16	HSA- DENISON MIDDLE SCHOOL	OH	2005	1st-8	320	90%	0%	48%	31%	0%	7%	13%	8%	14%	79%	82%	88%	91%	47%	55%	42%	45%	66%	67%	56%	46%	56%	44%	47%	60%	64%	65%	70%	57%	58%	68%	71%	45%	53%	39%	42%	48%	51%	66%	70%	53%	54%	59%	63%		
17	HSA- CLEVELAND MIDDLE SCHOOL	OH	2005	6th-8	145	87%	0%	90%	7%	0%	1%	2%	5%	0%	80%	83%	100%	87%	65%	76%	42%	46%	81%	84%	61%	59%	64%	74%	44%	47%	60%	64%	79%	83%	57%	58%	68%	71%	63%	77%	39%	42%	48%	51%	79%	85%	53%	54%	59%	63%	
18	MICHIGAN MATH AND SCIENCE	MI	2009	5th-8	250	76%	0%	68%	1%	0%	1%	30%	12%	0%	77%	78%	83%	94%	NR	72%	NA	72%	NR	88%	NA	88%	NA	66%		66%		73%	NA	67%		67%		74%	NA	68%	NA	68%		64%	NA	70%		70%		67%	
19	QUEST PEORIA	IL	2010	5th-8	300	52%	1%	63%	3%	0%	11%	22%	17%	0%	NR	89%	NR	93%	NR	75%	71%	71%	NR	65%	64%	61%	NA	71%	65%	66%	72%	76%	NA	58%	58%	54%	62%	64%	NA	68%	62%	61%	64%	69%	NA	58%	56%	50%	59%	61%	
20	HSA- COLUMBUS MIDDLE SCHOOL	OH	2007	6th-8	330	94%	0%	82%	3%	0%	2%	14%	5%	4%	78%	82%	83%	78%	57%	52%	53%	53%	71%	73%	59%	64%	50%	51%	48%	51%	60%	64%	60%	72%	57%	60%	68%	71%	58%	49%	47%	49%	48%	51%	69%	71%	56%	60%	59%	63%	
21	CHICAGO MATH AND SCIENCE ACADEMY	IL	2004	6th-12	599	91%	7%	23%	63%	1%	3%	4%	12%	13%	86%	87%	70%	87%	68%	86%	64%	75%	57%	84%	62%	77%	68%	85%	68%	73%	72%	75%	57%	83%	59%	74%	62%	75%	72%	84%	62%	69%	64%	69%	66%	87%	57%	72%	59%	71%	
22	HSA- DAYTON HIGH SCHOOL	OH	2009	7th-12	245	64%	0%	51%	1%	0%	5%	45%	12%	25%	73%	76%	68%	74%	50%	70%	54%	59%	63%	65%	65%	68%	38%	64%	41%	46%	60%	64%	47%	50%	51%	56%	68%	71%	35%	57%	39%	44%	48%	51%	51%	55%	50%	54%	59%	63%	
23	HSA- COLUMBUS HIGH SCHOOL	OH	1999	9th-12	390	70%	0%	73%	4%	0%	9%	13%	7%	13%	72%	70%	89%	82%	88%	90%	57%	74%	88%	90%	65%	83%	82%	94%	48%	51%	60%	64%	80%	89%	57%	60%	68%	71%	85%	92%	47%	49%	48%	51%	83%	88%	56%	60%	59%	63%	
24	HSA- TOLEDO HIGH SCHOOL	OH	2004	9th-12	240	74%	0%	63%	4%	0%	13%	19%	11%	0%	70%	72%	88%	67%	78%	72%	66%	76%	84%	91%	69%	83%	72%	59%	52%	52%	60%	64%	72%	86%	60%	64%	68%	71%	66%	57%	43%	43%	48%	51%	77%	88%	50%	57%	59%	63%	
25	HSA- CLEVELAND HIGH SCHOOL	OH	1999	9th-12	475	78%	0%	81%	7%	0%	NA	11%	5%	4%	85%	86%	73%	86%	90%	93%	51%	66%	92%	95%	57%	74%	83%	91%	44%	47%	60%	64%	87%	95%	57%	58%	68%	71%	83%	89%	39%	42%	48%	51%	86%	94%	53%	54%	59%	63%	
26	MILWAUKEE MATH AND SCIENCE ACADEMY	WI	2011	K-5	160	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
27	MINNESOTA SCHOOL OF SCIENCE	MN	2011	K-5	230	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Total (Systemwide Average)				8149	81%	1%	62%	9%	0%	6%	22%	8%	5%	74%	79%	84%	81%																																	

of students outside Ohio schools

2954

NR:Not
Rated Yet

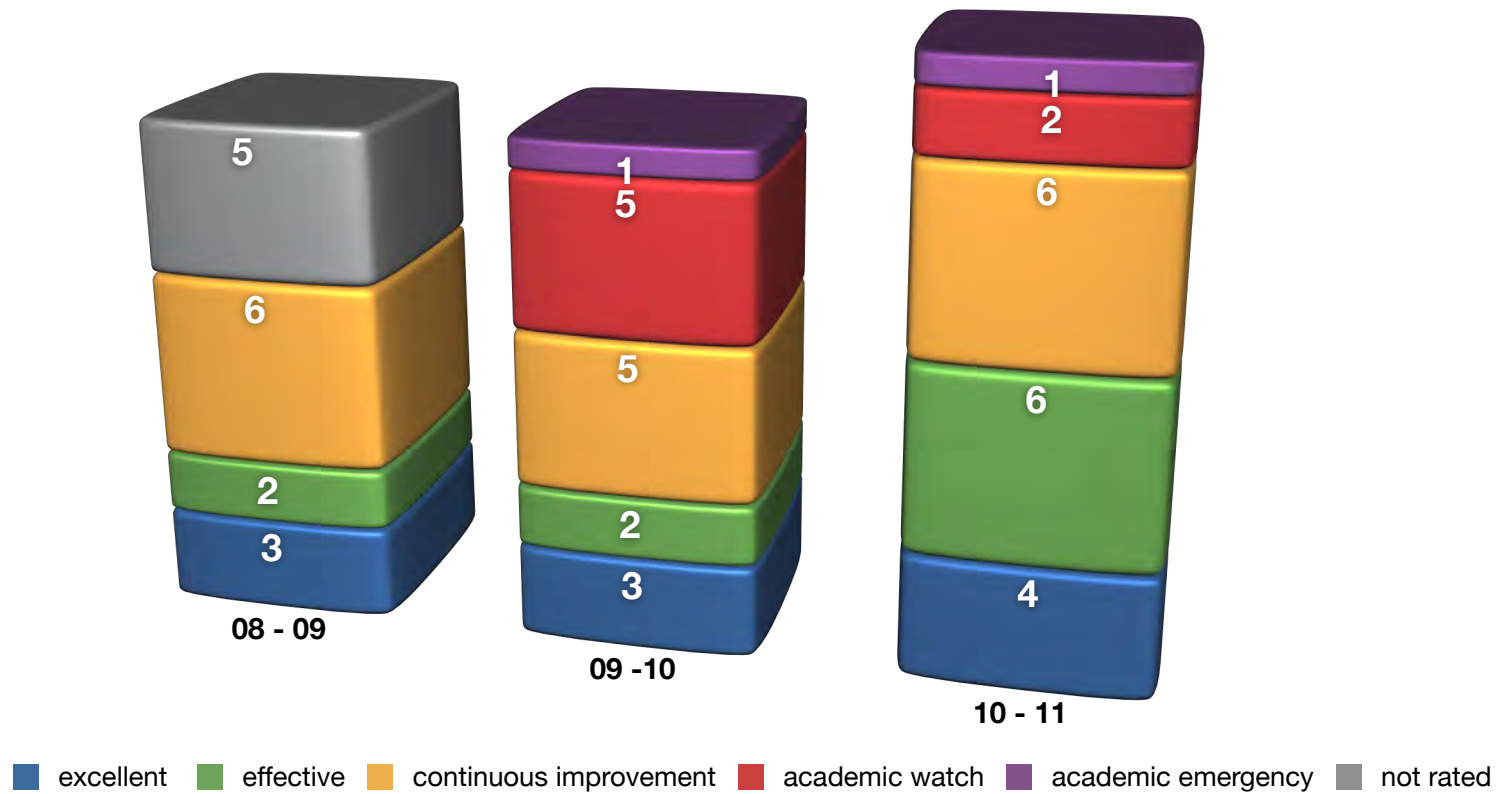
NA:Not
Applicable

of students in Ohio

5195

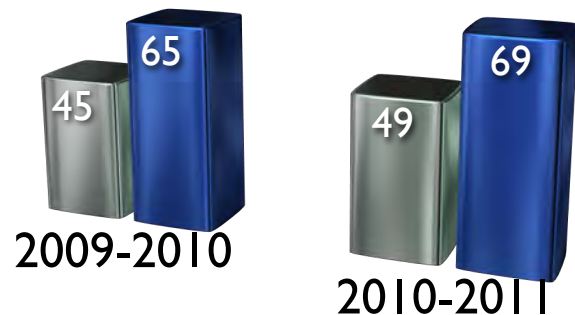
Concept Schools Ratings in Ohio

School Ratings



Concept Schools Comparison Data in Ohio

Proficiency Level in Math



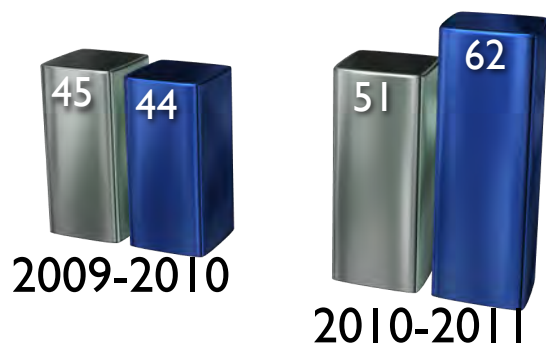
District
Concept Cleveland Schools

Proficiency Level in Math



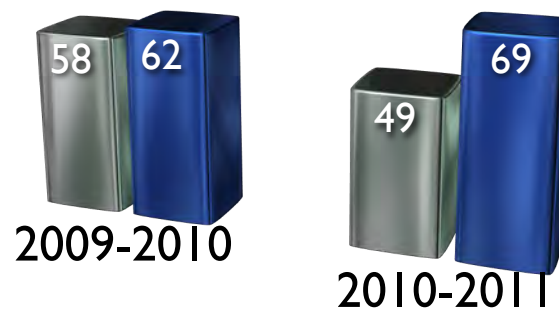
District
Concept Columbus Schools

Proficiency Level in Math



District
Concept Dayton Schools

Proficiency Level in Math



District
Concept Toledo Schools

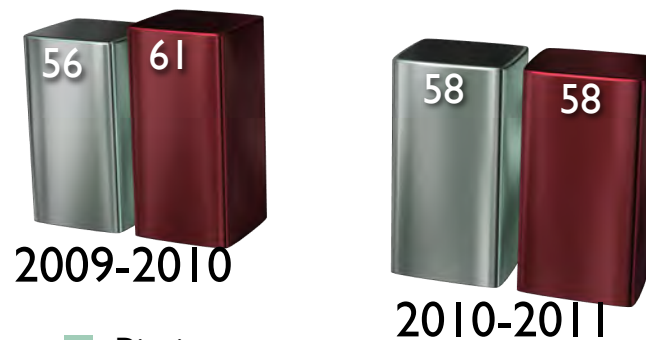
Concept Schools Comparison Data in Ohio

Proficiency Level in Reading



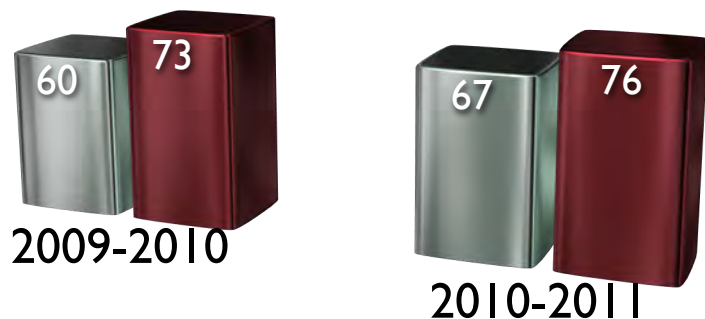
District
Concept Toledo Schools

Proficiency Level in Reading



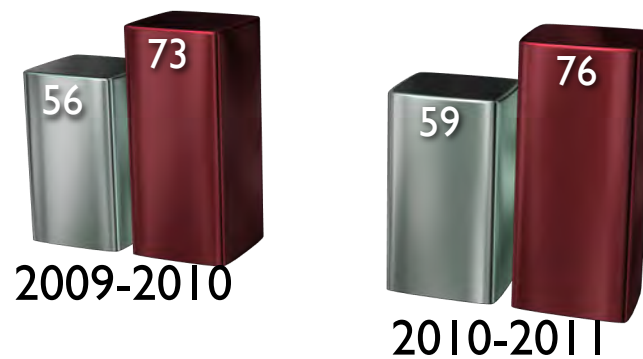
District
Concept Dayton Schools

Proficiency Level in Reading



District
Concept Columbus Schools

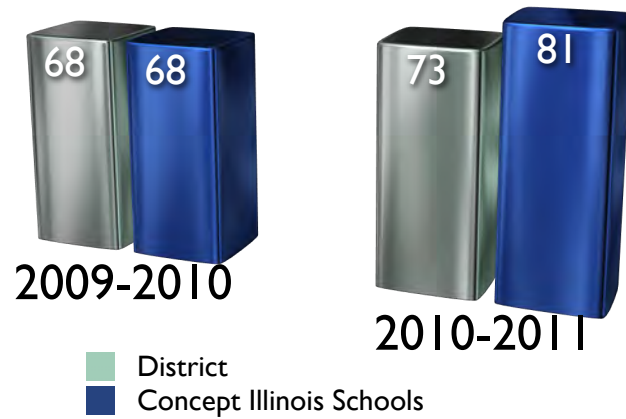
Proficiency Level in Reading



District
Concept Cleveland Schools

Concept Schools Comparison in Other States

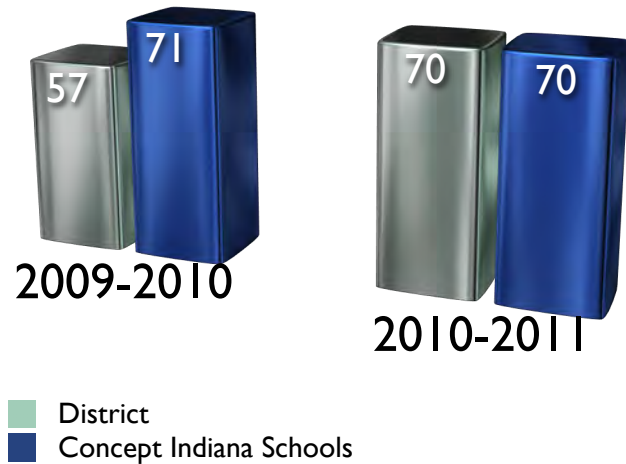
Proficiency Level in Math



Proficiency Level in Reading



Proficiency Level in Math



Proficiency Level in Reading



Concept Free and Reduced Lunch Performance Comparison

Free/Reduced-Math



2009-2010



2010-2011



Free/Reduced-Math



2009-2010



2010-2011



Free/Reduced-Math



2009-2010



2010-2011



Free/Reduced-Math



2009-2010

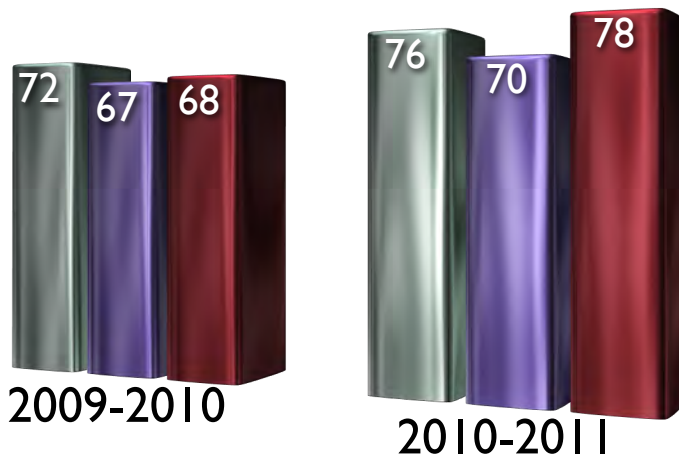


2010-2011



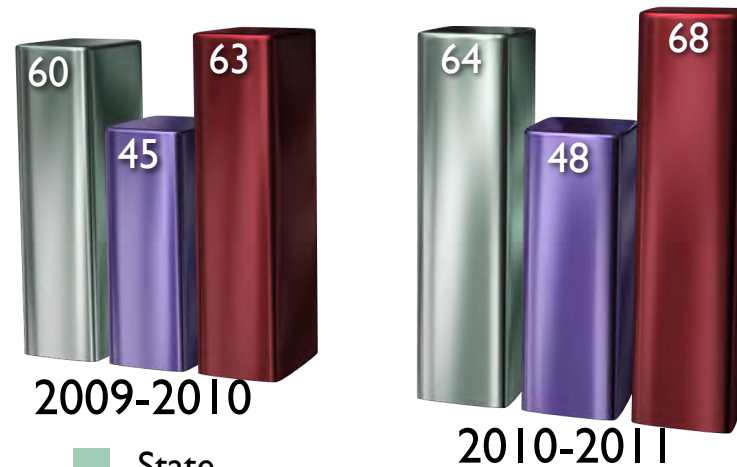
Concept Free and Reduced Lunch Performance Comparison

Free/Reduced-Math



State
District
Concept Indiana Schools

Free/Reduced-Math



State
District
Concept Cleveland Schools

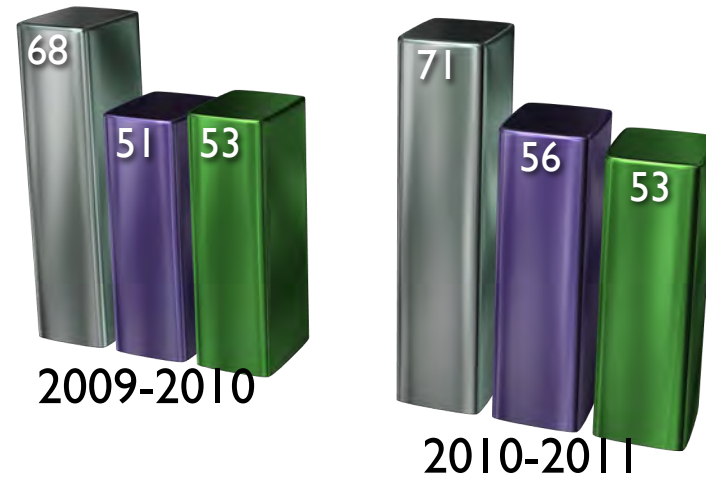
Concept Free and Reduced Lunch Performance Comparison

Free/Reduced-Reading



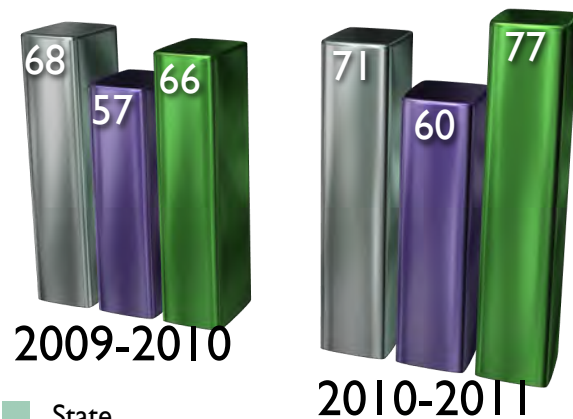
State
District
Concept Cleveland Schools

Free/Reduced-Reading



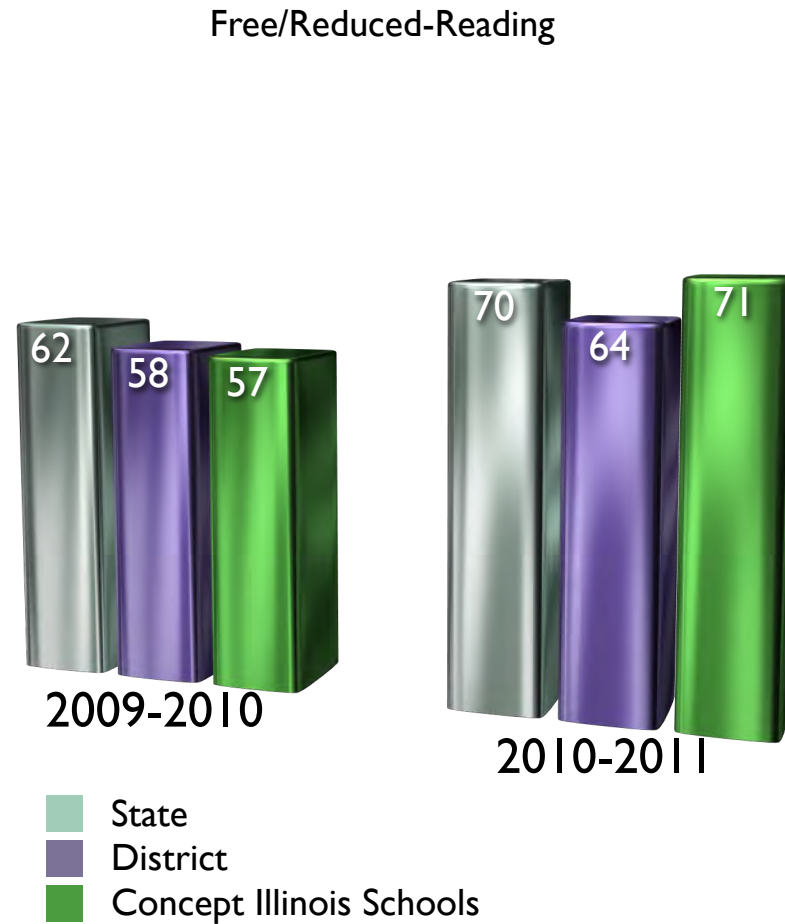
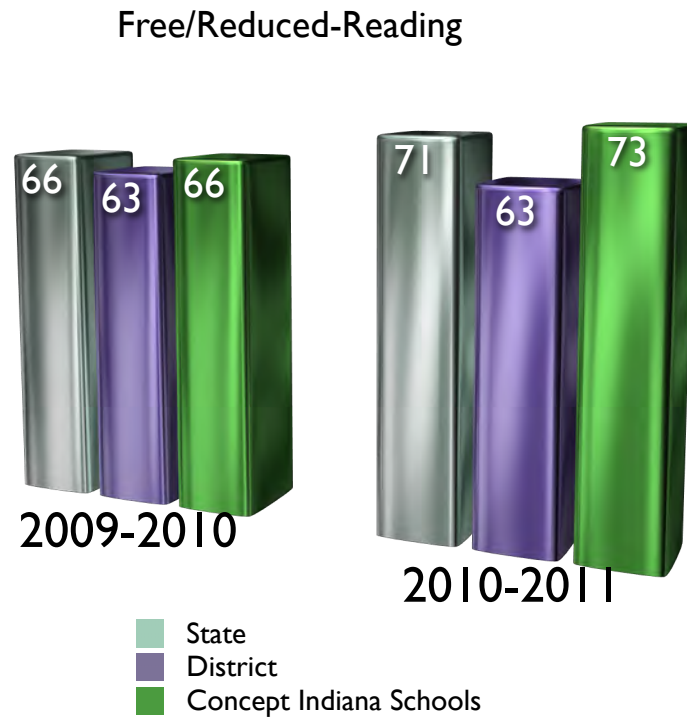
State
District
Concept Dayton Schools

Free/Reduced-Reading



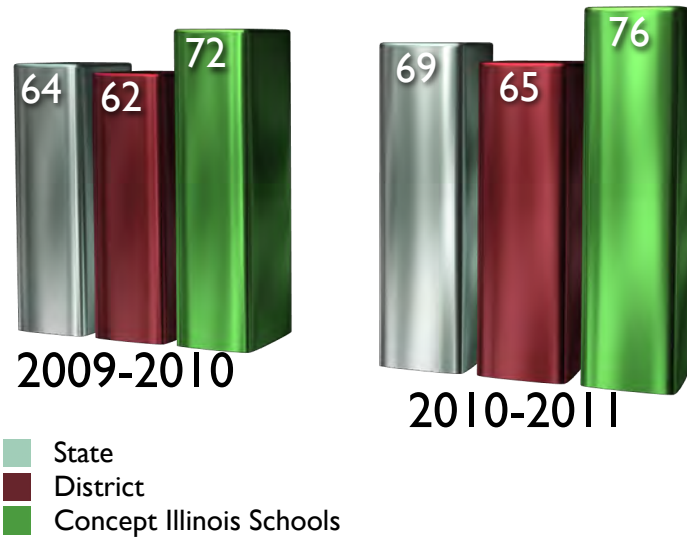
State
District
Concept Columbus Schools

Concept Free and Reduced Lunch Performance Comparison

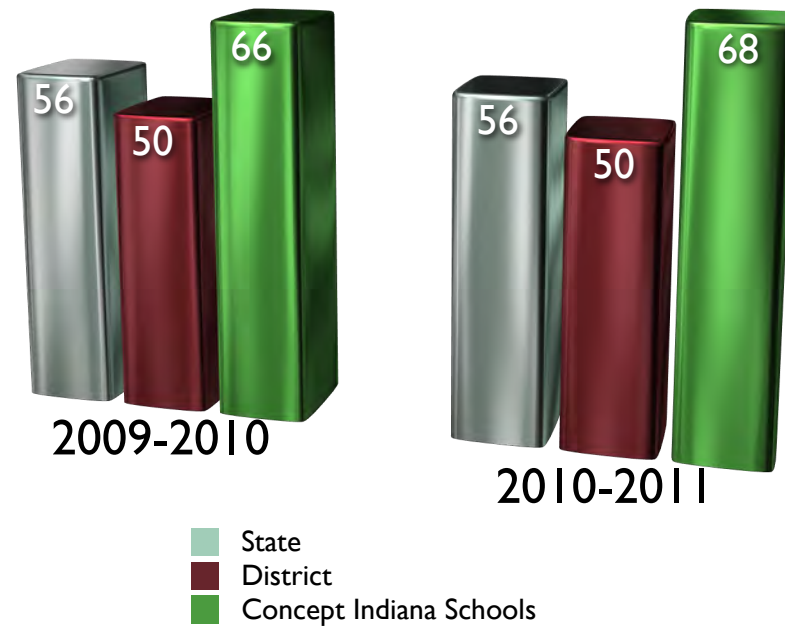


African American Students Performance Comparison

African American Math



African American Math

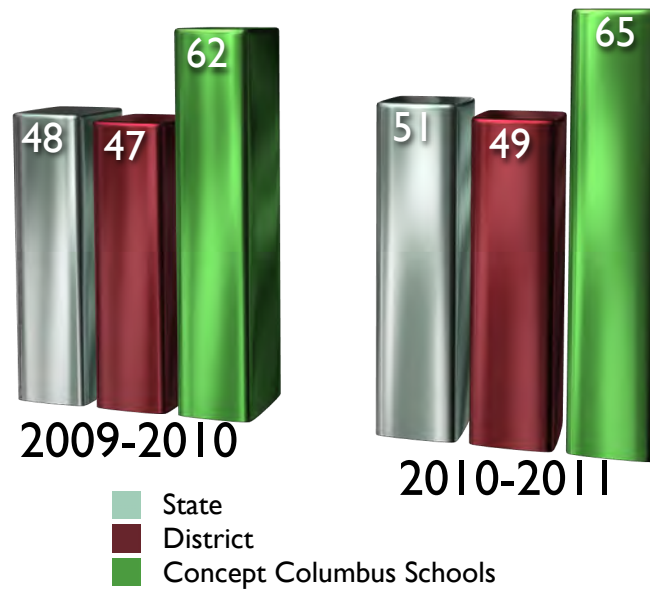


African American Students Performance Comparison

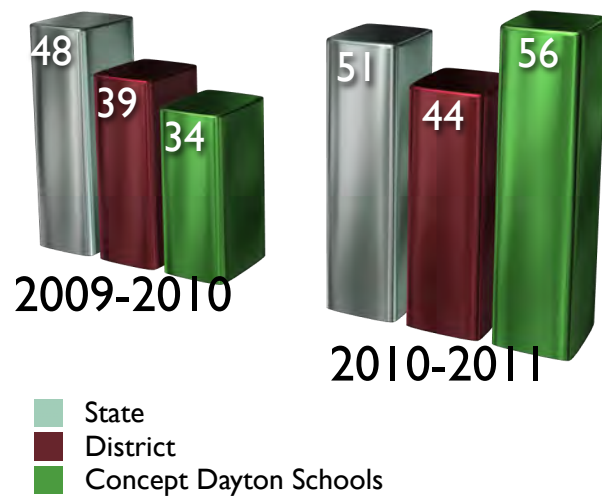
African American Math



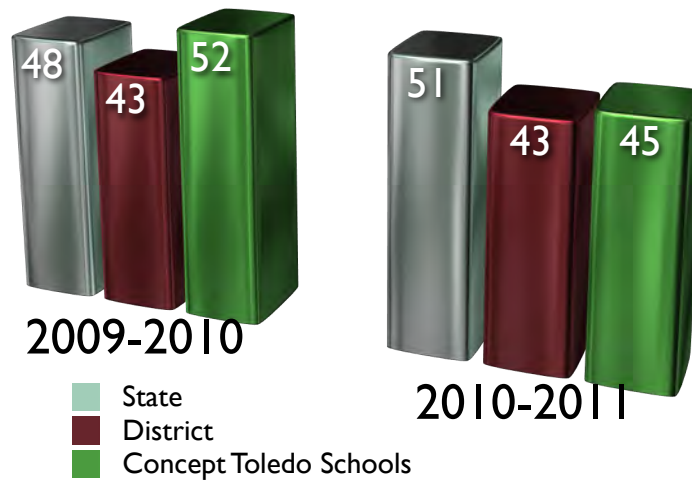
African American Math



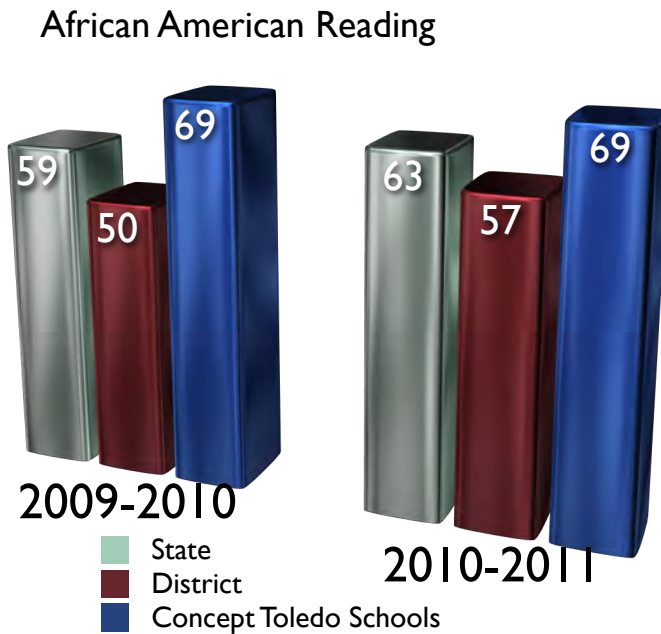
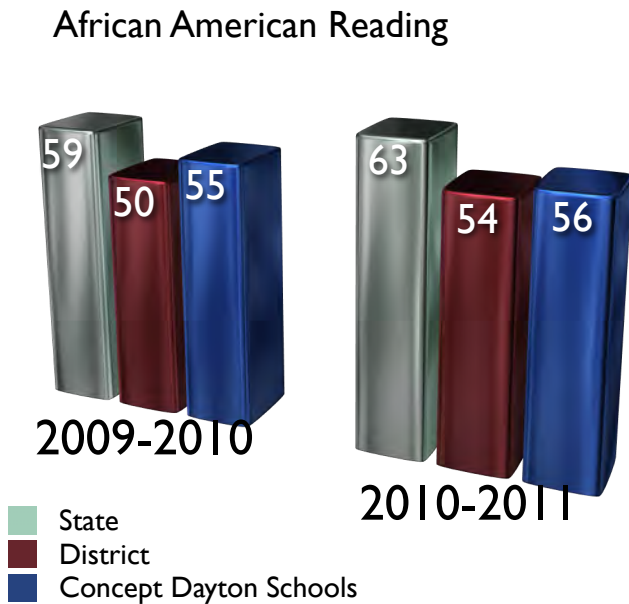
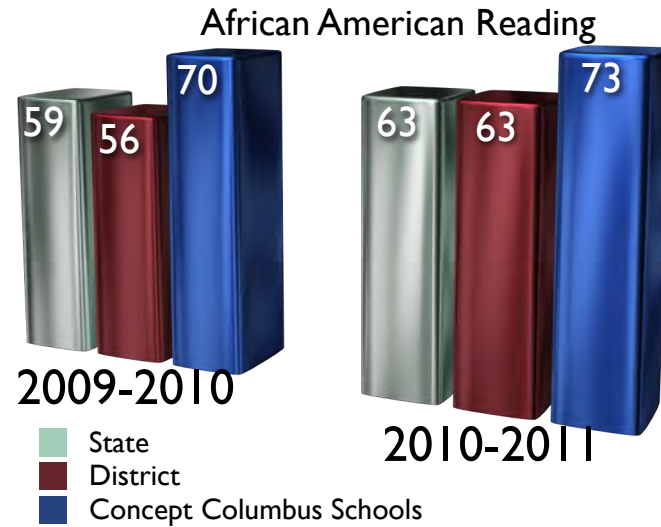
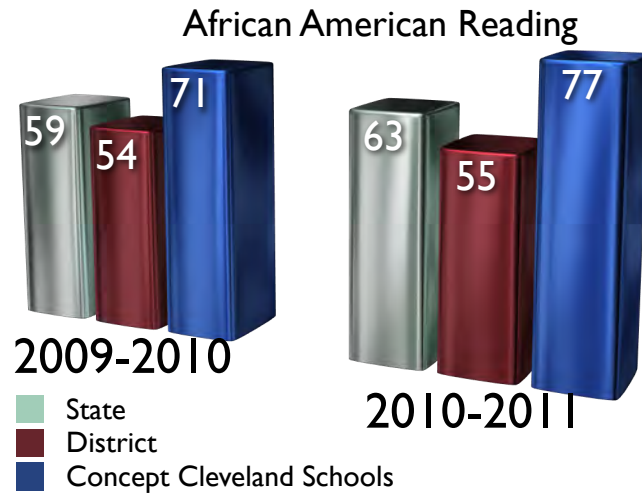
African American Math



African American Math



African American Students Performance Comparison



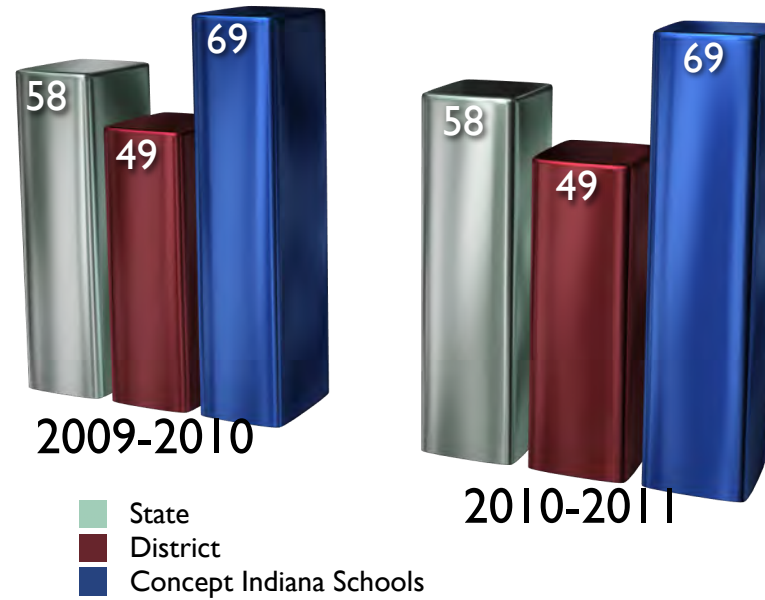
African American Students Performance Comparison

African American Reading



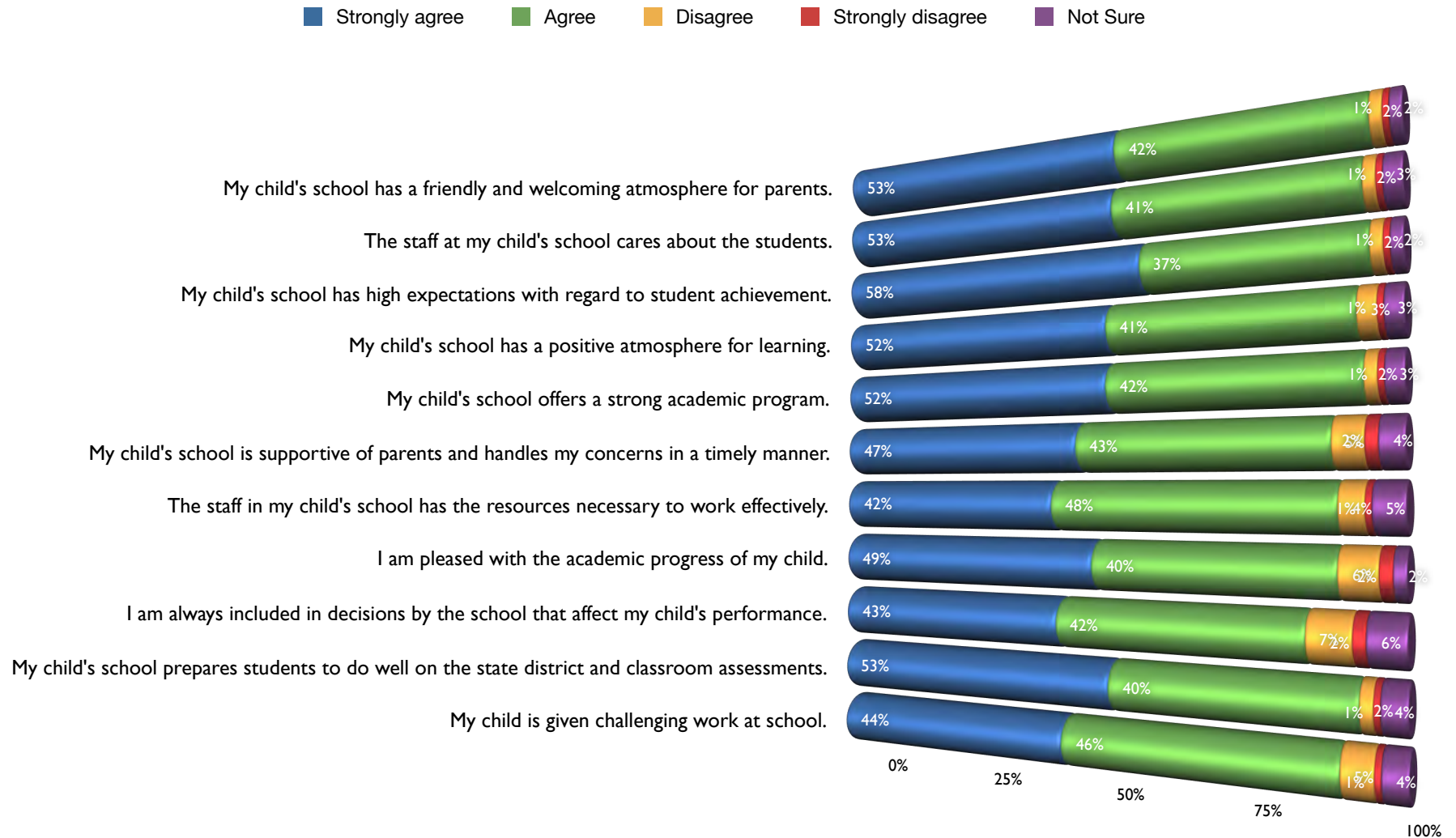
State
District
Concept Illinois Schools

African American Reading



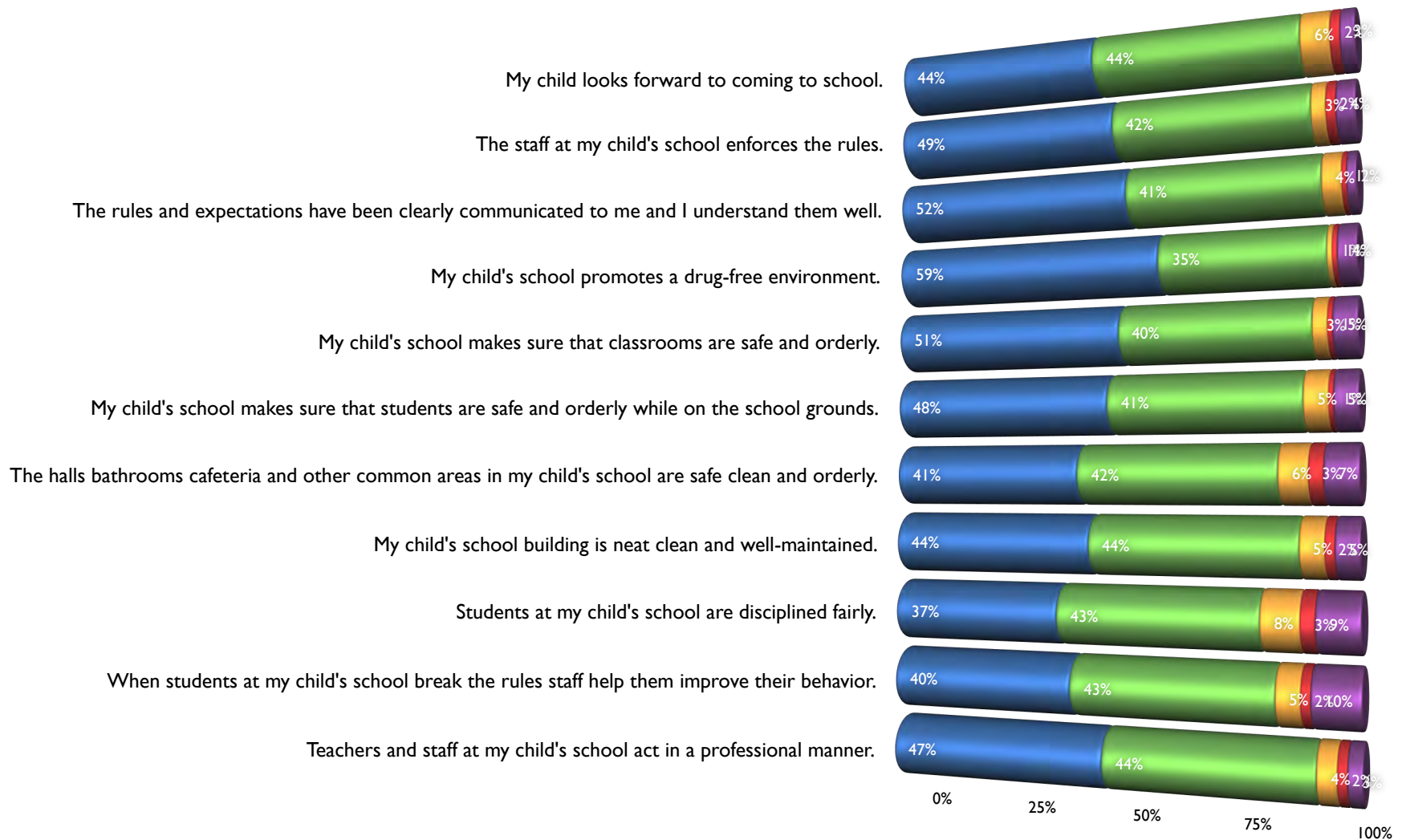
State
District
Concept Indiana Schools

Parent Surveys 2011



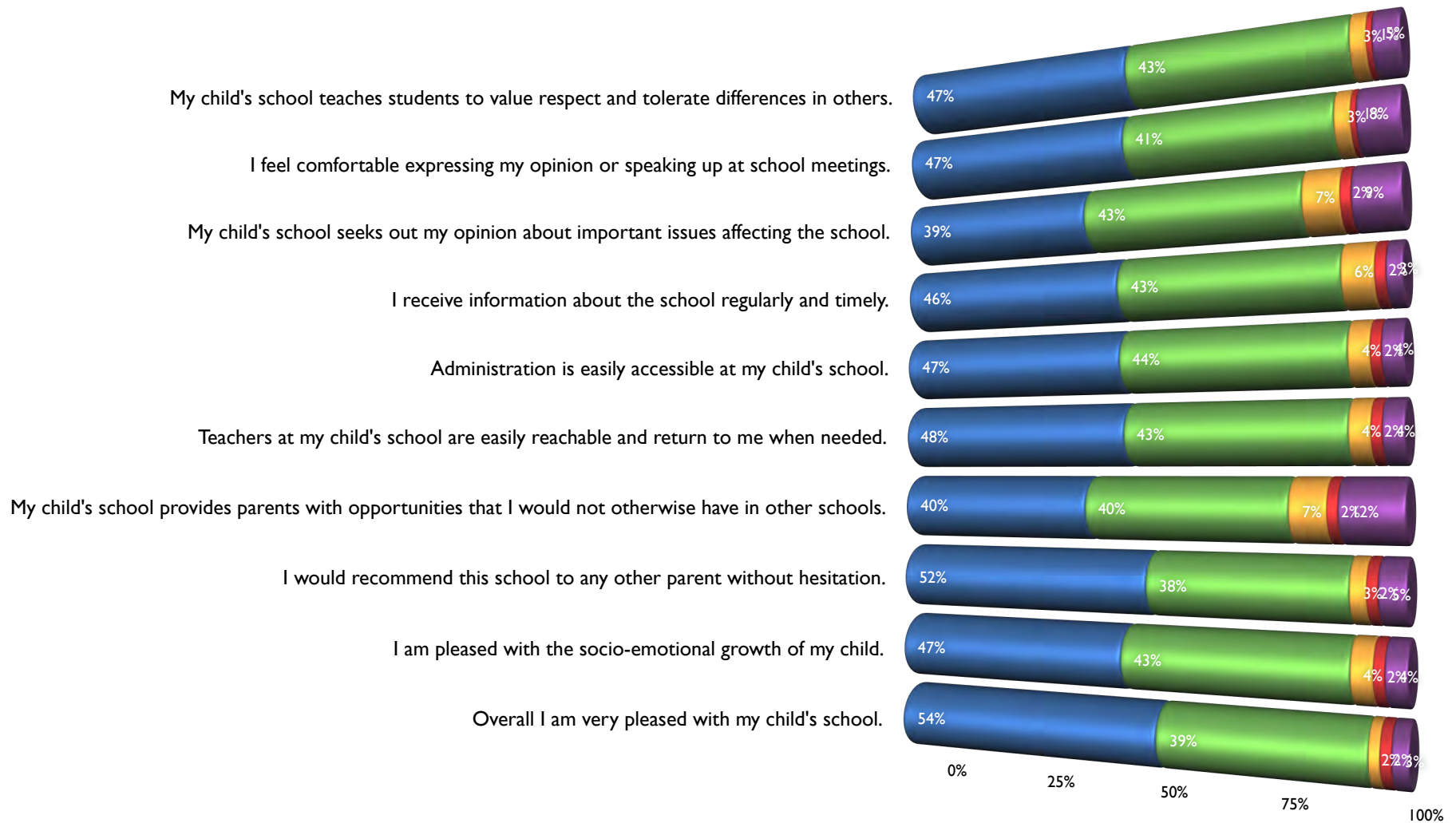
Parent Surveys 2011

■ Strongly agree
 ■ Agree
 ■ Disagree
 ■ Strongly disagree
 ■ Not Sure



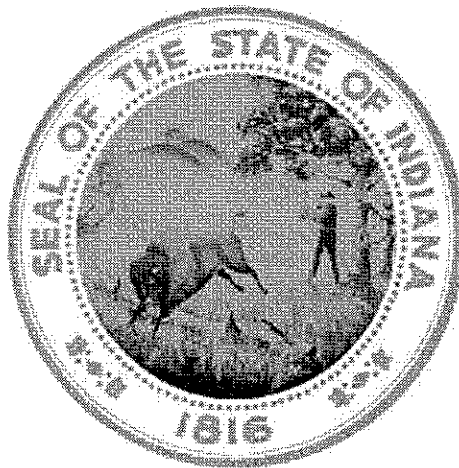
Parent Surveys 2011

■ Strongly agree
 ■ Agree
 ■ Disagree
 ■ Strongly disagree
 ■ Not Sure



STATE BOARD OF ACCOUNTS
302 West Washington Street
Room E418
INDIANAPOLIS, INDIANA 46204-2769

EXAMINATION REPORT
OF
INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
MARION COUNTY, INDIANA
July 1, 2007 to June 30, 2009



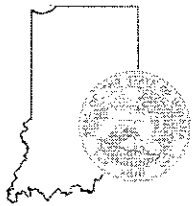
FILED
02/24/2010

TABLE OF CONTENTS

<u>Description</u>	<u>Page</u>
Officials	2
Independent Accountant's Report.....	3
Financial Information:	
Government-Wide Financial Information:	
Statement of Activities and Net Assets - Cash and Investments Basis.....	4-5
Statement of Assets and Fund Balances and Receipts, Disbursements, and Changes in Fund Balances – Cash and Investments Funds	6-7
Statement of Additions, Deductions, and Changes in Cash and Investment Balances - Fiduciary Funds.....	8-9
Notes to Financial Information	10-14
Fund Financial Information:	
Combining Schedule of Assets and Fund Balances and Receipts, Disbursements, and Changes in Fund Balances – Cash and Investments Basis – Other Governmental Funds.....	15-16
Combining Schedule of Additions, Deductions, and Changes in Cash and Investment Balances – Private-Purpose Trust Funds	17-18
Combining Schedule of Additions, Deductions, and Changes in Cash and Investment Balances – Agency Funds	19-20
Supplementary Information:	
Schedule of Long-Term Debt	21
Examination Result and Comment:	
Compensation and Benefits	22
Exit Conference.....	23
Official Response	24

OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Treasurer	John Aytekin Hasan Damar	07-01-07 to 01-01-08 01-02-08 to 06-30-09
Director	John Aytekin	07-01-07 to 06-30-09
President of the School Board	Dr. Kent Millard	07-01-07 to 06-30-09



STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

INDEPENDENT ACCOUNTANT'S REPORT

TO: THE OFFICIALS OF THE INDIANA MATH AND SCIENCE
ACADEMY - INDIANAPOLIS, MARION COUNTY, INDIANA

We have examined the financial information presented herein of the Indiana Math and Science Academy - Indianapolis (School Corporation), for the period of July 1, 2007 to June 30, 2009. The School Corporation's management is responsible for the financial information presented herein. Our responsibility is to express an opinion based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence supporting the financial information presented herein and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, the financial information referred to above presents fairly, in all material respects, the financial information of the School Corporation for the years ended June 30, 2008 and 2009, based on the criteria set forth in the uniform compliance guidelines established by the Indiana State Board of Accounts.

The Schedule of Long-Term Debt, as listed in the Table of Contents, is presented for additional analysis and is not a required part of the basic financial information. It has not been subjected to the examination procedures applied to the basic financial information and, accordingly, we express no opinion on it.

STATE BOARD OF ACCOUNTS

January 11, 2010

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
STATEMENT OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
For the Year Ended June 30, 2008

Functions/Programs	Disbursements	Program Receipts		Net (Disbursement) Receipts and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	Totals
Governmental activities:				
Instruction	\$ 681,830	\$ -	\$ 8,164	\$ (673,666)
Support services	583,567	27,318	44,084	(512,165)
Noninstructional services	71,154	-	-	(71,154)
Facilities acquisition and construction	381,681	-	-	(381,681)
Debt service	20,000	-	-	(20,000)
Total governmental activities	<u>\$ 1,738,232</u>	<u>\$ 27,318</u>	<u>\$ 52,248</u>	<u>(1,658,666)</u>
General receipts:				
Property taxes				1,043
Other local sources				9,207
State aid				421,503
Bonds and loans				1,127,378
Grants and contributions not restricted to specific programs				334,205
Investment earnings				2,894
Other				25
Total general receipts				<u>1,896,255</u>
Change in net assets				237,589
Net assets - beginning				-
Net assets - ending				<u>\$ 237,589</u>
<u>Assets</u>				
Cash and investments				<u>\$ 237,589</u>
<u>Net Assets</u>				
Unrestricted				<u>\$ 237,589</u>

The notes to the financial statements are an integral part of this statement.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
STATEMENT OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
For the Year Ended June 30, 2009

Functions/Programs	Disbursements	Program Receipts		Net (Disbursement) Receipts and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	Totals
Governmental activities:				
Instruction	\$ 761,831	\$ -	\$ 15,352	\$ (746,479)
Support services	929,705	14,347	59,215	(856,143)
Noninstructional services	103,583	-	-	(103,583)
Facilities acquisition and construction	497,869	-	-	(497,869)
Debt service	96,774	-	-	(96,774)
Nonprogrammed charges	807	-	-	(807)
Total governmental activities	<u>\$ 2,390,569</u>	<u>\$ 14,347</u>	<u>\$ 74,567</u>	<u>(2,301,655)</u>
General receipts:				
Property taxes				435,516
Other local sources				24,516
State aid				1,112,366
Bonds and loans				180,218
Grants and contributions not restricted to specific programs				461,322
Investment earnings				6,618
Total general receipts				<u>2,220,556</u>
Change in net assets				(81,099)
Net assets - beginning				<u>237,589</u>
Net assets - ending				<u>\$ 156,490</u>
<u>Assets</u>				
Cash and investments				<u>\$ 156,490</u>
<u>Net Assets</u>				
Unrestricted				<u>\$ 156,490</u>

The notes to the financial statements are an integral part of this statement.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
STATEMENT OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2008

	General	Donations, Gifts and Trust	Federal Programs	Other	Totals
Receipts:					
Local sources	\$ 31,648	\$ -	\$ -	\$ 12,068	\$ 43,716
State sources	429,187	-	-	9,084	438,271
Federal sources	-	36,956	294,500	35,000	366,456
Temporary loans	1,127,378	-	-	-	1,127,378
Total receipts	1,588,213	36,956	294,500	56,152	1,975,821
Disbursements:					
Current:					
Instruction	598,450	-	82,105	1,275	681,830
Support services	510,301	-	73,241	25	583,567
Noninstructional services	29,464	-	330	41,360	71,154
Facilities acquisition and construction	246,593	-	135,088	-	381,681
Debt services	20,000	-	-	-	20,000
Total disbursements	1,404,808	-	290,764	42,660	1,738,232
Excess of receipts over disbursements	183,405	36,956	3,736	13,492	237,589
Other financing sources (uses):					
Transfers in	-	-	-	100,000	100,000
Transfers out	(100,000)	-	-	-	(100,000)
Total other financing sources (uses)	(100,000)	-	-	100,000	-
Excess of receipts and other financing sources over disbursements and other financing uses	83,405	36,956	3,736	113,492	237,589
Cash and investments - beginning	-	-	-	-	-
Cash and investments - ending	\$ 83,405	\$ 36,956	\$ 3,736	\$ 113,492	\$ 237,589
Cash and Investment Assets - Ending					
Cash and investments	\$ 83,405	\$ 36,956	\$ 3,736	\$ 113,492	\$ 237,589
Cash and Investment Fund Balance - Ending					
Unrestricted	\$ 83,405	\$ 36,956	\$ 3,736	\$ 113,492	\$ 237,589

The notes to the financial statements are an integral part of this statement.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
STATEMENT OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2009

	General	Title I	Donations, Gifts and Trust	Federal Programs	Other	Totals
Receipts:						
Local sources	\$ 477,292	\$ -	\$ -	\$ -	\$ 3,705	\$ 480,997
State sources	1,130,078	-	-	-	9,094	1,139,172
Federal sources	-	128,131	(36,956)	195,350	222,558	509,083
Temporary loans	180,218	-	-	-	-	180,218
Total receipts	<u>1,787,588</u>	<u>128,131</u>	<u>(36,956)</u>	<u>195,350</u>	<u>235,357</u>	<u>2,309,470</u>
Disbursements:						
Current:						
Instruction	664,411	48,805	-	3,865	44,750	761,831
Support services	857,761	3,936	-	30,563	37,445	929,705
Noninstructional services	51,626	-	-	-	51,957	103,583
Facilities acquisition and construction	296,594	36,011	-	64,814	100,450	497,869
Debt services	96,774	-	-	-	-	96,774
Nonprogrammed charges	807	-	-	-	-	807
Total disbursements	<u>1,967,973</u>	<u>88,752</u>	<u>-</u>	<u>99,242</u>	<u>234,602</u>	<u>2,390,569</u>
Excess (deficiency) of receipts over disbursements	<u>(180,385)</u>	<u>39,379</u>	<u>(36,956)</u>	<u>96,108</u>	<u>755</u>	<u>(81,099)</u>
Other financing sources (uses):						
Transfers in	103,255	-	-	-	-	103,255
Transfers out	-	-	-	-	(103,255)	(103,255)
Total other financing sources (uses)	<u>103,255</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(103,255)</u>	<u>-</u>
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	<u>(77,130)</u>	<u>39,379</u>	<u>(36,956)</u>	<u>96,108</u>	<u>(102,500)</u>	<u>(81,099)</u>
Cash and investments - beginning	<u>63,405</u>	<u>-</u>	<u>36,956</u>	<u>3,736</u>	<u>113,492</u>	<u>237,589</u>
Cash and investments - ending	<u>\$ 6,275</u>	<u>\$ 39,379</u>	<u>\$ -</u>	<u>\$ 99,844</u>	<u>\$ 10,992</u>	<u>\$ 156,490</u>
<u>Cash and Investment Assets - Ending</u>						
Cash and investments	<u>\$ 6,275</u>	<u>\$ 39,379</u>	<u>\$ -</u>	<u>\$ 99,844</u>	<u>\$ 10,992</u>	<u>\$ 156,490</u>
<u>Cash and Investment Fund Balance - Ending</u>						
Unrestricted	<u>\$ 6,275</u>	<u>\$ 39,379</u>	<u>\$ -</u>	<u>\$ 99,844</u>	<u>\$ 10,992</u>	<u>\$ 156,490</u>

The notes to the financial statements are an integral part of this statement.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
STATEMENT OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
FIDUCIARY FUNDS
For the Year Ended June 30, 2008

	Private-Purpose Trust Funds	Agency Funds
Additions:		
Contributions:		
Other	\$ 183,035	
Total additions	<u>183,035</u>	
Deductions:		
Administrative and general	<u>52,856</u>	
Total deductions	<u>52,856</u>	
Excess of total additions over total deductions	130,179	
Cash and investment fund balance - beginning	<u>-</u>	
Cash and investment fund balance - ending	<u>\$ 130,179</u>	<u>\$ 835</u>
Net assets:		
Cash and investments	<u>\$ 130,179</u>	
Total net assets - cash and investment basis held in trust	<u>\$ 130,179</u>	

The notes to the financial statements are an integral part of this statement.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
STATEMENT OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
FIDUCIARY FUNDS
For the Year Ended June 30, 2009

	Private-Purpose Trust Funds	Agency Funds
Additions:		
Contributions:		
Other	\$ 518	
Total additions	<u>518</u>	
Deductions:		
Administrative and general	<u>130,179</u>	
Total deductions	<u>130,179</u>	
Excess (deficiency) of total additions over total deductions	(129,661)	
Cash and investment fund balance - beginning	<u>130,179</u>	
Cash and investment fund balance - ending	<u>\$ 518</u>	<u>\$ 5,558</u>
Net assets:		
Cash and investments	<u>\$ 518</u>	
Total net assets - cash and investment basis held in trust	<u>\$ 518</u>	

The notes to the financial statements are an integral part of this statement.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
NOTES TO FINANCIAL INFORMATION

Note 1. Introduction

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation operates under a Board of School Trustees form of government and provides educational services.

Note 2. Fund Accounting

A. Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The Statement of Activities and Net Assets – Cash and Investment Basis displays information about the reporting government as a whole. They include all funds of the reporting entity except for fiduciary funds. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange revenues.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitutes its assets, liabilities, fund equity, receipts, and disbursements. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds and major individual enterprise funds are reported as separate columns in the fund financial statements.

The School Corporation reports the following major governmental funds:

The general fund is the primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The title I fund accounts for the receipts and disbursements for the title I program.

The donations, gifts and trust fund monies were from a federal program named ECIA CH I LEA DIST. Upon receiving it, money was held and transferred the following year to the federal programs fund. The 2007-2008 school year was the first fiscal year.

The federal programs fund accounts for the planning and implementation of the state awarded federal programs.

Additionally, the School Corporation reports the following fund type:

The private-purpose trust fund reports a trust arrangement under which principal and income benefit the various individuals and programs.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
NOTES TO FINANCIAL INFORMATION
(Continued)

Agency funds account for assets held by the School Corporation as an agent for employees and serve as control of accounts for certain cash transactions during the time they are a liability to the School Corporation.

B. Measurement Focus and Basis of Accounting

The government-wide, governmental fund, and fiduciary fund financial statements are reported using the basis of accounting that demonstrates compliance with the cash and investment basis and budget laws of the State of Indiana, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Receipts are recorded when received and disbursements are recorded when paid.

The cash and investment basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash rather than when earned and disbursements are recognized when paid rather than when a liability is incurred. Investment transactions are not presented on the financial statements.

If the School Corporation utilized the basis of accounting recognized as generally accepted, the fund financial statements for governmental funds would use the modified accrual basis of accounting, while the fund financial statements for proprietary fund types would use the accrual basis of accounting. All government-wide financials would be presented on the accrual basis of accounting.

Private-sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in the enterprise fund statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board. Governments also have the option of following subsequent private-sector guidance for their enterprise funds, subject to this same limitation. The School Corporation has elected not to follow subsequent private-sector guidance.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

Proprietary funds are used to account for activities similar to those found in the private sector, where the determination of net income is necessary or useful to sound financial administration. Goods or services from such activities are provided to people outside the government (enterprise funds) or other departments or agencies primarily within the government (internal service funds). The School Corporation does not have any enterprise funds.

When both restricted and unrestricted resources are available for use, the School Corporation's policy is to use restricted resources first, then unrestricted resources as they are needed.

Note 3. Property Taxes

Property taxes levied are collected by the County Treasurer and are distributed to the School Corporation in June and December. State statute (IC 6-1.1-17-16) requires the Indiana Department of Local Government Finance to establish property tax rates and levies by February 15. These rates were based upon the preceding year's March 1 (lien date) assessed valuations

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
NOTES TO FINANCIAL INFORMATION
(Continued)

adjusted for various tax credits. Taxable property is assessed at 100% of the true tax value (determined in accordance with rules and regulations adopted by the Indiana Department of Local Government Finance).

Note 4. Deposits and Investments

Deposits, made in accordance with Indiana Code 5-13, with financial institutions in the State of Indiana at year end were entirely insured by the Federal Depository Insurance Corporation or by the Indiana Public Deposit Insurance Fund. This includes any deposit accounts issued or offered by a qualifying financial institution.

State statute (IC 5-13-9) authorizes the School Corporation to invest in securities including, but not limited to, federal government securities, repurchase agreements, and certain money market mutual funds. Certain other statutory restrictions apply to all investments made by local governmental units.

Note 5. Interfund Transfers

Interfund transfers for the years ended June 30, 2008 and 2009, were as follows:

<u>Transfer From</u>	<u>Transfer To</u>	<u>2008</u>	<u>2009</u>
General Fund	Other governmental	\$ 100,000	\$ -
Other governmental	General Fund	-	103,255
		<u> </u>	<u> </u>
Totals		<u>\$ 100,000</u>	<u>\$ 103,255</u>

The School Corporation typically uses transfers for cash flow purposes as provided by various statutory provisions.

Note 6. Pension Plans

1. Agent Multiple-Employer Defined Benefit Pension Plan

Public Employees' Retirement Fund

Plan Description

The School Corporation contributes to the Indiana Public Employees' Retirement Fund (PERF), a defined benefit pension plan. PERF is an agent multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All full-time employees are eligible to participate in this defined benefit plan. State statutes (IC 5-10.2 and 5-10.3) govern, through the PERF Board, most requirements of the system, and give the School Corporation authority to contribute to the plan. The PERF

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
NOTES TO FINANCIAL INFORMATION
(Continued)

retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3% of compensation, plus the interest credited to the member's account. The employer may elect to make the contributions on behalf of the member.

PERF administers the plan and issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Public Employees' Retirement Fund
Harrison Building, Room 800
143 West Market Street
Indianapolis, IN 46204
Ph. (317) 233-4162

Funding Policy and Annual Pension Cost

The contribution requirements of the plan members for PERF are established by the Board of Trustees of PERF.

2. Cost-Sharing Multiple-Employer Defined Benefit Pension Plan

Teacher's Retirement Fund

Plan Description

The School Corporation contributes to the Indiana Teacher's Retirement Fund (TRF), a defined benefit pension plan. TRF is a cost-sharing multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All employees engaged in teaching or in the supervision of teaching in the public schools of the State of Indiana are eligible to participate in TRF. State statute (IC 5-10.2) governs, through the TRF Board, most requirements of the system, and gives the School Corporation authority to contribute to the plan. The TRF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3% of compensation, plus the interest credited to the member's account. The School Corporation may elect to make the contributions on behalf of the member.

TRF issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Teacher's Retirement Fund
150 West Market Street
Indianapolis, IN 46204
Ph. (317) 232-3860

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
NOTES TO FINANCIAL INFORMATION
(Continued)

Funding Policy and Annual Pension Cost

The School Corporation contributes the employer's share to TRF for certified employees employed under a federally funded program and all the certified employees hired after July 1, 1995. The School Corporation currently receives partial funding, through the school funding formula, from the State of Indiana for this contribution. The employer's share of contributions for certified personnel who are not employed under a federally funded program and were hired before July 1, 1995, is considered to be an obligation of, and is paid by, the State of Indiana.

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 OTHER GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2008

	School Lunch	Textbook Rental	Letter of Credit	Totals
Receipts:				
Local sources	\$ 6,360	\$ 2,453	\$ 3,255	\$ 12,068
State sources	-	9,084	-	9,084
Federal sources	35,000	-	-	35,000
Total receipts	41,360	11,537	3,255	56,152
Disbursements:				
Current:				
Instruction	-	1,275	-	1,275
Support services	-	25	-	25
Noninstructional services	41,360	-	-	41,360
Total disbursements	41,360	1,300	-	42,660
Excess of receipts over disbursements	-	10,237	3,255	13,492
Other financing sources (uses); Transfers in	-	-	100,000	100,000
Total other financing sources (uses)	-	-	100,000	100,000
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	-	10,237	103,255	113,492
Cash and investments - beginning	-	-	-	-
Cash and investments - ending	\$ -	\$ 10,237	\$ 103,255	\$ 113,492
<u>Cash and Investment Assets - Ending</u>				
Cash and investments	\$ -	\$ 10,237	\$ 103,255	\$ 113,492
<u>Cash and Investment Fund Balance - Ending</u>				
Unrestricted	\$ -	\$ 10,237	\$ 103,255	\$ 113,492

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 OTHER GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2009

	School Lunch	Textbook Rental	Letter of Credit	Title I	IDEA PL 101-476	Fiscal Stabilization	Totals
Receipts:							
Local sources	\$ 1,960	\$ 1,745	\$ -	\$ -	\$ -	\$ -	\$ 3,705
State sources	-	9,094	-	-	-	-	9,094
Federal sources	50,121	-	-	12,225	21,284	138,928	222,558
Total receipts	52,081	10,839	-	12,225	21,284	138,928	235,357
Disbursements:							
Current:							
Instruction	-	10,019	-	12,225	21,284	1,222	44,750
Support services	124	65	-	-	-	37,256	37,445
Noninstructional services	51,957	-	-	-	-	-	51,957
Facilities acquisition and construction	-	-	-	-	-	100,450	100,450
Total disbursements	52,081	10,084	-	12,225	21,284	138,928	234,602
Excess of receipts over disbursements	-	755	-	-	-	-	755
Other financing sources (uses); Transfers out	-	-	(103,255)	-	-	-	(103,255)
Total other financing sources (uses)	-	-	(103,255)	-	-	-	(103,255)
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	-	755	(103,255)	-	-	-	(102,500)
Cash and investments - beginning	-	10,237	103,255	-	-	-	113,492
Cash and investments - ending	\$ -	\$ 10,992	\$ -	\$ -	\$ -	\$ -	\$ 10,992
Cash and Investment Assets - Ending							
Cash and investments	\$ -	\$ 10,992	\$ -	\$ -	\$ -	\$ -	\$ 10,992
Cash and Investment Fund Balance - Ending							
Unrestricted	\$ -	\$ 10,992	\$ -	\$ -	\$ -	\$ -	\$ 10,992

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
 COMBINING SCHEDULE OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
 PRIVATE-PURPOSE TRUST FUNDS
 For the Year Ended June 30, 2008

	<u>Donations, Gift, and Trust</u>
Additions:	
Contributions:	
Other	\$ 183,035
Total additions	<u>183,035</u>
Deductions:	
Administrative and general	<u>52,856</u>
Excess of total additions over total deductions	130,179
Cash and investment fund balance - beginning	<u>-</u>
Cash and investments - June 30	<u><u>\$ 130,179</u></u>
Net assets:	
Cash and investments	\$ 130,179
Total net assets - cash and investment basis held in trust	<u><u>\$ 130,179</u></u>

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
 COMBINING SCHEDULE OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
 PRIVATE-PURPOSE TRUST FUNDS
 For the Year Ended June 30, 2009

	Donations, Gift, and Trust	School Administration	Totals
Additions:			
Contributions:			
Other	\$ -	\$ 518	\$ 518
Total additions	-	518	518
Deductions:			
Administrative and general	130,179	-	130,179
Excess (deficiency) of total additions over total deductions	(130,179)	518	(129,661)
Cash and investment fund balance - beginning	130,179	-	130,179
Cash and investments - June 30	\$ -	\$ 518	\$ 518
Net assets:			
Cash and investments	\$ -	\$ 518	\$ 518
Total net assets - cash and investment basis held in trust	\$ -	\$ 518	\$ 518

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
 COMBINING SCHEDULE OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
 AGENCY FUNDS
 For the Year Ended June 30, 2008

	<u>PERF</u>	<u>TRF</u>	<u>Totals</u>
Additions:			
Agency fund additions	\$ 634	\$ (129)	\$ 505
Deductions:			
Agency fund deductions	(243)	(87)	(330)
Excess (deficiency) of total additions over total deductions	877	(42)	835
Cash and investment fund balance - beginning	-	-	-
Cash and investment fund balance - ending	<u>\$ 877</u>	<u>\$ (42)</u>	<u>\$ 835</u>

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
 COMBINING SCHEDULE OF ADDITIONS, DEDUCTIONS, AND CHANGES IN CASH AND INVESTMENT BALANCES
 AGENCY FUNDS
 For the Year Ended June 30, 2009

	<u>PERF</u>	<u>TRF</u>	<u>Totals</u>
Additions:			
Agency fund additions	\$ -	\$ 5,600	\$ 5,600
Deductions:			
Agency fund deductions	<u>877</u>	<u>-</u>	<u>877</u>
Excess (deficiency) of total additions over total deductions	(877)	5,600	4,723
Cash and investment fund balance - beginning	<u>877</u>	<u>(42)</u>	<u>835</u>
Cash and investment fund balance - ending	<u>\$ -</u>	<u>\$ 5,558</u>	<u>\$ 5,558</u>

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
SUPPLEMENTARY INFORMATION
SCHEDULE OF LONG-TERM DEBT
June 30, 2009

The School Corporation has entered into the following debt:

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year
Governmental activities:		
Notes and loans payable	\$ 1,221,772	\$ -

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
EXAMINATION RESULT AND COMMENT

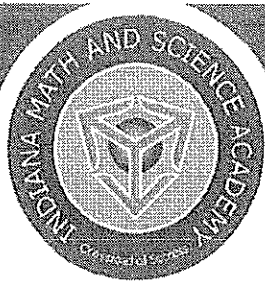
COMPENSATION AND BENEFITS

All employees at year end received bonuses in total of \$2,000 in the 2008 school year and of \$3,230 in the 2009 school year. These bonuses were not included in the salary, resolution or approved by School Board.

All compensation and benefits paid to officials and employees must be included in the labor contract, salary ordinance, resolution or salary schedule adopted by the governing body unless otherwise authorized by statute. Compensation should be made in a manner that will facilitate compliance with state and federal reporting requirements. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 13)

INDIANA MATH AND SCIENCE ACADEMY - INDIANAPOLIS
EXIT CONFERENCE

The contents of this report were discussed on January 11, 2010, with John Aytekin, Director; Fatih Unlu, Dean of Academics; Hasan Damar, Business Manager/Treasurer; and Joan Wilson, Bookkeeping Plus, Inc. The official response has been made a part of this report and may be found on page 24.



Dear Lisa Dungan,

Indiana Math and Science Academy would like to formally respond to the audit comment noted in your examination results for 2008 and 2009.

Year end bonuses were paid to staff based on a formal structure that was board approved. The overall bonus pool was also listed as a budget line item that was board approved. In its approval of the budget, the board gave full approval to the school principal to pay out these bonuses to staff in according with the bonus structure. This is the procedure that was followed in both 2008 and 2009.

Thank you very much for earliest attention.

Sincerely,

A handwritten signature in black ink, appearing to read "John Aytekin", is written over a horizontal line.

John Aytekin

IMSA Director

STATE BOARD OF ACCOUNTS
302 West Washington Street
Room E418
INDIANAPOLIS, INDIANA 46204-2769

FINANCIAL STATEMENT AND
FEDERAL SINGLE AUDIT REPORT
OF

INDIANA MATH AND SCIENCE ACADEMY - WEST
MARION COUNTY, INDIANA

July 1, 2009 to June 30, 2011

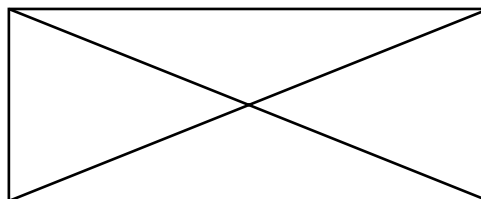


TABLE OF CONTENTS

<u>Description</u>	<u>Page</u>
Schedule of Officials	2
Independent Auditor's Report on the Financial Statement and Supplementary Schedule of Expenditures of Federal Awards	3-4
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statement Performed in Accordance With Government Auditing Standards	5-6
Financial Statement: Statement of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis	9
Notes to Financial Statement	10-14
Supplementary Information: Combining Schedules of Receipts, Disbursements, Other Financing Sources (Uses), and Cash and Investment Balances – Regulatory Basis	16-19
Schedule of Capital Assets	20
Schedule of Long-Term Debt	21
Audit Results and Comments: Internal Controls Over Textbook Rental, School Lunch, and Other Receipts	22-23
Errors on Claims	23-24
Petty Cash Fund	24
Average Daily Membership (ADM) – Incorrect Reporting and Lack of Supporting Documentation	24-25
Negative Receipts and Disbursements	25-26
Textbook Rental Fees	26
Official Bonds	26
Supplemental Audit of Federal Awards: Independent Auditor's Report on Compliance With Requirements Applicable to Each Major Program and Internal Control Over Compliance in Accordance With OMB Circular A-133	28-29
Schedule of Expenditures of Federal Awards	32
Note to Schedule of Expenditures of Federal Awards	33
Schedule of Findings and Questioned Costs	34-36
Auditee Prepared Schedules: Summary Schedule of Prior Audit Findings	37
Corrective Action Plan	38
Exit Conference	39
Official Response	40-41

SCHEDULE OF OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Treasurer	Hasan Damar Dilmurodjon Hujaev	07-01-09 to 07-31-10 09-01-10 to 06-30-12
Director/Principal	John Aytekin Dr. Fatih Unlu Guray Taysever	07-01-09 to 08-02-10 08-03-10 to 07-31-11 08-01-11 to 06-30-12
President of the School Board	Kent Millard	07-01-09 to 06-30-12



STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

TO: THE OFFICIALS OF THE INDIANA MATH AND SCIENCE
ACADEMY - WEST, MARION COUNTY, INDIANA

We have audited the accompanying financial statement of the Indiana Math and Science Academy - West (School Corporation), for the years ended June 30, 2010 and 2011. This financial statement is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on the financial statement based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statement is free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the School Corporation prepares its financial statement on the prescribed basis of accounting that demonstrates compliance with the reporting requirements established by the State Board of Accounts as allowed by state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The basis of accounting noted above is a different basis than that used in the prior year.

In our opinion, the financial statement referred to above presents fairly, in all material respects, the financial position and results of operations of the School Corporation for the years ended June 30, 2010 and 2011, on the basis of accounting described in Note 1.

In accordance with Government Auditing Standards, we have also issued a report dated January 17, 2012, on our consideration of the School Corporation's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
(Continued)

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the financial statement. Such information has been subjected to the auditing procedures applied in the audit of the financial statement and, in our opinion, is fairly stated, in all material respects, in relation to the financial statement taken as a whole.

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The Combining Schedules of Receipts, Disbursements, and Cash and Investment Balances – Regulatory Basis, Schedule of Capital Assets, and Schedule of Long-Term Debt are presented for additional analysis and are not required parts of the financial statement. The Combining Schedules of Receipts, Disbursements, and Cash and Investment Balances – Regulatory Basis, Schedule of Capital Assets, and Schedule of Long-Term Debt have not been subjected to the auditing procedures applied by us in the audit of the financial statement and, accordingly, we express no opinion on them.

The School Corporation's response to the Audit Results and Comments identified in our audit is described in the accompanying section of the report entitled Official Response. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, School Board, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

January 17, 2012



STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

**TO: THE OFFICIALS OF THE INDIANA MATH AND SCIENCE
ACADEMY - WEST, MARION COUNTY, INDIANA**

We have audited the financial statement of the Indiana Math and Science Academy - West (School Corporation), for the years ended June 30, 2010 and 2011, and have issued our report thereon dated January 17, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statement, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statement will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School Corporation's financial statement are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

The School Corporation's response to the findings identified in our audit is described in the accompanying section of the report entitled Official Response and Corrective Action Plan. We did not audit the School Corporation's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School Corporation's management, School Board, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

January 17, 2012

FINANCIAL STATEMENT

The financial statement and accompanying notes were approved by management of the School Corporation. The financial statement and notes are presented as intended by the School Corporation.

(This page intentionally left blank.)

INDIANA MATH AND SCIENCE ACADEMY - WEST
STATEMENT OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -
REGULATORY BASIS
For the Years Ended June 30, 2010 and 2011

	Cash and Investments 07-01-09	Receipts	Disbursements	Other Financing Sources (Uses)	Cash and Investments 06-30-10	Receipts	Disbursements	Other Financing Sources (Uses)	Cash and Investments 06-30-11
General	\$ 11,833	\$ 3,380,133	\$ 3,118,794	\$ 4,499	\$ 277,671	\$ 3,344,390	\$ 3,302,451	\$ (803)	\$ 318,807
School Lunch	-	152,956	152,956	-	-	225,208	167,832	-	57,376
Textbook Rental	10,991	36,793	47,784	-	-	28,433	22,152	-	6,281
School Administration	518	40,522	41,040	-	-	32,067	32,067	-	-
Non-English Speaking Programs P.L. 273-1999	-	-	-	-	-	1,718	-	-	1,718
Title I 2008-2009	39,379	4,000	27,976	(15,403)	-	-	-	-	-
Title I 2009-2010	-	172,512	91,012	15,403	96,903	1,308	74,983	(23,228)	-
Title I 2010-2011	-	-	-	-	-	95,151	133,695	23,228	(15,316)
IDEA	-	12,771	12,771	-	-	-	-	-	-
Special Education 2009-2010	-	31,719	31,719	-	-	2,884	2,884	-	-
Special Education 2010-2011	-	-	-	-	-	27,535	43,128	-	(15,593)
Improving Teaching Quality, No Child Left, Title II, F	-	14,476	320	-	14,156	7	5,799	-	8,364
Public Charter School ESEA Title X, Part C	99,845	30,000	58,942	-	70,903	-	70,903	-	-
Facilities Grant	-	-	-	-	-	144,900	144,900	-	-
Fiscal Stabilization - Stimulus	-	80,737	80,737	-	-	-	-	-	-
Title I - Stimulus	-	93,781	68,511	-	25,270	30,298	48,749	-	6,819
Special Education - Stimulus	-	30,593	14,969	-	15,624	13,651	26,864	-	2,411
Education Technology	-	94,759	94,750	-	9	3,241	3,250	-	-
Totals	<u>\$ 162,566</u>	<u>\$ 4,175,752</u>	<u>\$ 3,842,281</u>	<u>\$ 4,499</u>	<u>\$ 500,536</u>	<u>\$ 3,950,791</u>	<u>\$ 4,079,657</u>	<u>\$ (803)</u>	<u>\$ 370,867</u>

The notes to the financial statement are an integral part of this statement.

INDIANA MATH AND SCIENCE ACADEMY - WEST
NOTES TO FINANCIAL STATEMENT

Note 1. Summary of Significant Accounting Policies

A. Reporting Entity

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation operates under a Board of School Trustees form of government and provides educational services.

The accompanying financial statement presents the financial information for the School Corporation (primary government).

B. Basis of Accounting

The financial statement is reported on a regulatory basis of accounting prescribed by the State Board of Accounts in accordance with state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

The regulatory basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash, rather than when earned, and disbursements are recognized when paid, rather than when a liability is incurred.

C. Cash and Investments

Investments are stated at cost. Any changes in fair value of the investments are reported as receipts in the year of the sale of the investment.

D. Receipts

Receipts are presented in the aggregate on the face of the financial statement. The aggregate receipts include the following sources:

Local sources which include taxes, revenue from local governmental units other than school corporations, transfer tuition, transportation fees, investment income, food services, school corporation activities, revenue from community services activities, and other revenue from local sources.

State sources which include distributions from the State of Indiana to be used by the School Corporation for various purposes. Included in state sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

INDIANA MATH AND SCIENCE ACADEMY - WEST
NOTES TO FINANCIAL STATEMENT
(Continued)

Federal sources which include distributions from the federal government to be used by the School Corporation for various purposes. Included in federal sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

Temporary loans which include money received from a loan obtained to pay current expenses.

E. Disbursements

Disbursements are presented in the aggregate on the face of the financial statement. The aggregate disbursements include the following uses:

Instruction which includes outflows for regular programs, special programs, adult and continuing education programs, summer school programs, enrichment programs, remediation, and payments to other governmental units.

Support services which include outflows for support services related to students, instruction, general administration, and school administration. It also includes outflows for central services, operation and maintenance of plant services, and student transportation.

Noninstructional services which include outflows for food service operations and community service operations.

Facilities acquisition and construction which includes outflows for the acquisition, development, construction, and improvement of new and existing facilities.

Debt services which include fixed obligations resulting from financial transactions previously entered into by the School Corporation. It includes all expenditures for the reduction of the principal and interest of the School Corporation's general obligation indebtedness.

F. Other financing sources and uses

Other financing sources and uses are presented in the aggregate on the face of the financial statement. The aggregate other financing sources and uses include the following:

Transfers in which includes money received by one fund as a result of transferring money from another fund. The transfers are used for cash flow purposes as provided by various statutory provisions.

Transfers out which includes money paid by one fund to another fund. The transfers are used for cash flow purposes as provided by various statutory provisions.

G. Fund Accounting

Separate funds are established, maintained, and reported by the School Corporation. Each fund is used to account for money received from and used for specific sources and uses as determined by various regulations. Restrictions on some funds are set by statute while other funds are internally restricted by the School Corporation. The money accounted for in a specific fund may only be available for use for certain, legally restricted purposes. Additionally,

INDIANA MATH AND SCIENCE ACADEMY - WEST
NOTES TO FINANCIAL STATEMENT
(Continued)

some funds are used to account for assets held by the School Corporation in a trustee capacity as an agent of individuals, private organizations, other funds, or other governmental units and therefore the funds cannot be used for any expenditures of the unit itself.

Note 2. Budgets

The operating budget is initially prepared and approved at the local level. The fiscal officer of the School Corporation submits a proposed operating budget to the governing board for the following calendar year. The budget is subject to final approval by the School Corporation's chartering agency.

Note 3. Deposits and Investments

Deposits, made in accordance with state statute (IC 5-13), with financial institutions in the State of Indiana at year end should be entirely insured by the Federal Depository Insurance Corporation or by the Indiana Public Deposit Insurance Fund. This includes any deposit accounts issued or offered by a qualifying financial institution.

State statutes authorize the School Corporation to invest in securities including, but not limited to, federal government securities, repurchase agreements, and certain money market mutual funds. Certain other statutory restrictions apply to all investments made by local governmental units.

Note 4. Risk Management

The School Corporation may be exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; job related illnesses or injuries to employees; medical benefits to employees, retirees, and dependents; and natural disasters.

These risks can be mitigated through the purchase of insurance, establishment of a self-insurance fund, and/or participation in a risk pool. The purchase of insurance transfers the risk to an independent third party. The establishment of a self-insurance fund allows the School Corporation to set aside money for claim settlements. The self-insurance fund would be included in the financial statement. The purpose of participation in a risk pool is to provide a medium for the funding and administration of the risks. These risks may also be mitigated by the School Corporation by recording as a disbursement and replacement items purchased.

Note 5. Pension Plans

A. Public Employees' Retirement Fund

Plan Description

The Indiana Public Employees' Retirement Fund (PERF) is a defined benefit pension plan. PERF is an agent multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All full-time employees are eligible to participate in this defined benefit plan. State statutes (IC 5-10.2 and 5-10.3) govern, through the Indiana Public Retirement System (INPRS) Board, most requirements of the system, and

INDIANA MATH AND SCIENCE ACADEMY - WEST
NOTES TO FINANCIAL STATEMENT
(Continued)

give the School Corporation authority to contribute to the plan. The PERF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3 percent of compensation, plus the interest credited to the member's account. The employer may elect to make the contributions on behalf of the member.

INPRS administers the plan and issues a publicly available financial report that includes financial statements and required supplementary information for the plan as a whole and for its participants. That report may be obtained by contacting:

Indiana Public Retirement System
1 North Capital Street, Suite 001
Indianapolis, IN 46204
Ph. (888) 526-1687

Funding Policy and Annual Pension Cost

The contribution requirements of the plan members for PERF are established by the Board of Trustees of INPRS.

B. Teachers' Retirement Fund

Plan Description

The Indiana Teachers' Retirement Fund (TRF) is a defined benefit pension plan. TRF is a cost-sharing multiple-employer public employee retirement system, which provides retirement benefits to plan members and beneficiaries. All employees engaged in teaching or in the supervision of teaching in the public schools of the State of Indiana are eligible to participate in TRF. State statute (IC 5-10.2) governs, through the Indiana Public Retirement System (INPRS) Board, most requirements of the system, and gives the School Corporation authority to contribute to the plan. The TRF retirement benefit consists of the pension provided by employer contributions plus an annuity provided by the member's annuity savings account. The annuity savings account consists of members' contributions, set by state statute at 3 percent of compensation, plus the interest credited to the member's account. The School Corporation may elect to make the contributions on behalf of the member.

INPRS issues a publicly available financial report that includes financial statements and required supplementary information for the TRF plan as a whole and for its participants. That report may be obtained by contacting:

Indiana Public Retirement System
1 North Capital Street, Suite 001
Indianapolis, IN 46204
Ph. (888) 286-3544

INDIANA MATH AND SCIENCE ACADEMY - WEST
NOTES TO FINANCIAL STATEMENT
(Continued)

Funding Policy and Annual Pension Cost

The School Corporation contributes the employer's share to TRF for certified employees employed under a federally funded program and all the certified employees hired after July 1, 1995. The School Corporation currently receives partial funding, through the school funding formula, from the State of Indiana for this contribution. The employer's share of contributions for certified personnel who are not employed under a federally funded program and were hired before July 1, 1995, is considered to be an obligation of, and is paid by, the State of Indiana.

SUPPLEMENTARY INFORMATION – UNAUDITED

For additional financial information, the School Corporation's Financial Reports can be found on the Indiana Department of Education website: <http://mustang.doe.state.in.us/TRENDS/fin.cfm>. This website is maintained by the Indiana Department of Education. More current financial information is available from the School Corporation Treasurer's office.

Differences may be noted between the financial information presented in the financial statement contained in this report and the financial information presented in the Financial Reports of the School Corporation which are referenced above. These differences, if any, are due to adjustments made to the financial information during the course of the audit. This is a common occurrence in any financial statement audit. The financial information presented in this report is audited information, and the accuracy of such information can be determined by reading the opinion given in the Independent Auditor's Report.

The supplementary information presented was prepared and/or approved by management of the School Corporation. It is presented as intended by the School Corporation.

INDIANA MATH AND SCIENCE ACADEMY - WEST
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -
 REGULATORY BASIS
 For the Year Ended June 30, 2010

	General	School Lunch	Textbook Rental	School Administration	Title I 2008-2009	Title I 2009-2010	IDEA	Special Education 2009-2010
Cash and investments - beginning	\$ 11,833	\$ -	\$ 10,991	\$ 518	\$ 39,379	\$ -	\$ -	\$ -
Receipts:								
Local sources	18,722	6,873	12,871	40,522	-	90	-	-
State sources	2,345,106	364	23,922	-	-	-	-	-
Federal sources	-	145,719	-	-	4,000	172,422	12,771	31,719
Temporary loans	1,016,305	-	-	-	-	-	-	-
Total receipts	3,380,133	152,956	36,793	40,522	4,000	172,512	12,771	31,719
Disbursements:								
Current:								
Instruction	1,179,628	-	47,609	5,758	21,997	85,725	12,771	31,190
Support services	1,182,379	-	175	28,680	4,959	5,073	-	529
Noninstructional services	46,184	152,956	-	4,446	1,020	214	-	-
Facilities acquisition and construction	598,206	-	-	2,156	-	-	-	-
Debt services	112,397	-	-	-	-	-	-	-
Total disbursements	3,118,794	152,956	47,784	41,040	27,976	91,012	12,771	31,719
Excess (deficiency) of receipts over disbursements	261,339	-	(10,991)	(518)	(23,976)	81,500	-	-
Other financing sources (uses):								
Transfers in	1,227,364	-	-	-	-	15,403	-	-
Transfers out	(1,222,865)	-	-	-	(15,403)	-	-	-
Total other financing sources (uses)	4,499	-	-	-	(15,403)	15,403	-	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	265,838	-	(10,991)	(518)	(39,379)	96,903	-	-
Cash and investments - ending	\$ 277,671	\$ -	\$ -	\$ -	\$ -	\$ 96,903	\$ -	\$ -

INDIANA MATH AND SCIENCE ACADEMY - WEST
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -
 REGULATORY BASIS
 For the Year Ended June 30, 2010
 (Continued)

	Improving Teaching Quality, No Child Left, Title II, Part A	Public Charter School ESEA Title X, Part C	Fiscal Stabilization - Stimulus	Title I - Stimulus	Special Education - Stimulus	Education Technology	Totals
Cash and investments - beginning	\$ -	\$ 99,845	\$ -	\$ -	\$ -	\$ -	\$ 162,566
Receipts:							
Local sources	-	-	-	-	5	9	79,092
State sources	-	-	-	-	-	-	2,369,392
Federal sources	14,476	30,000	80,737	93,781	30,588	94,750	710,963
Temporary loans	-	-	-	-	-	-	1,016,305
Total receipts	14,476	30,000	80,737	93,781	30,593	94,759	4,175,752
Disbursements:							
Current:							
Instruction	-	-	-	68,511	14,969	-	1,468,158
Support services	-	27,725	31,241	-	-	52,010	1,332,771
Noninstructional services	320	-	-	-	-	-	205,140
Facilities acquisition and construction	-	31,217	49,496	-	-	42,740	723,815
Debt services	-	-	-	-	-	-	112,397
Total disbursements	320	58,942	80,737	68,511	14,969	94,750	3,842,281
Excess (deficiency) of receipts over disbursements	14,156	(28,942)	-	25,270	15,624	9	333,471
Other financing sources (uses):							
Transfers in	-	-	-	-	-	-	1,242,767
Transfers out	-	-	-	-	-	-	(1,238,268)
Total other financing sources (uses)	-	-	-	-	-	-	4,499
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	14,156	(28,942)	-	25,270	15,624	9	337,970
Cash and investments - ending	\$ 14,156	\$ 70,903	\$ -	\$ 25,270	\$ 15,624	\$ 9	\$ 500,536

INDIANA MATH AND SCIENCE ACADEMY - WEST
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -
 REGULATORY BASIS
 For the Year Ended June 30, 2011

	General	School Lunch	Textbook Rental	School Administration	Non-English Speaking Programs P.L. 273-1999	Title I 2009-2010	Title I 2010-2011	Special Education 2009-2010
Cash and investments - beginning	\$ 277,671	\$ -	\$ -	\$ -	\$ -	\$ 96,903	\$ -	\$ -
Receipts:								
Local sources	39,473	13,278	9,140	32,067	-	(89)	-	-
State sources	3,301,243	950	19,293	-	1,718	-	-	-
Federal sources	3,674	210,980	-	-	-	1,397	95,151	2,884
Total receipts	3,344,390	225,208	28,433	32,067	1,718	1,308	95,151	2,884
Disbursements:								
Current:								
Instruction	1,488,561	-	22,102	532	-	66,400	38,444	2,916
Support services	1,467,406	-	50	30,636	-	8,583	8,279	(32)
Noninstructional services	23,842	167,832	-	449	-	-	-	-
Facilities acquisition and construction	278,970	-	-	450	-	-	86,972	-
Debt services	43,672	-	-	-	-	-	-	-
Total disbursements	3,302,451	167,832	22,152	32,067	-	74,983	133,695	2,884
Excess (deficiency) of receipts over disbursements	41,939	57,376	6,281	-	1,718	(73,675)	(38,544)	-
Other financing sources (uses):								
Transfers in	35,464	-	-	-	-	-	23,228	-
Transfers out	(36,267)	-	-	-	-	(23,228)	-	-
Total other financing sources (uses)	(803)	-	-	-	-	(23,228)	23,228	-
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	41,136	57,376	6,281	-	1,718	(96,903)	(15,316)	-
Cash and investments - ending	\$ 318,807	\$ 57,376	\$ 6,281	\$ -	\$ 1,718	\$ -	\$ (15,316)	\$ -

INDIANA MATH AND SCIENCE ACADEMY - WEST
 COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, OTHER FINANCING SOURCES (USES), AND CASH AND INVESTMENT BALANCES -
 REGULATORY BASIS
 For the Year Ended June 30, 2011
 (Continued)

	Special Education 2010-2011	Improving Teaching Quality, No Child Left, Title II, Part A	Public Charter School ESEA Title X, Part C	Facilities Grant	Title I - Stimulus	Special Education - Stimulus	Education Technology	Totals
Cash and investments - beginning	\$ -	\$ 14,156	\$ 70,903	\$ -	\$ 25,270	\$ 15,624	\$ 9	\$ 500,536
Receipts:								
Local sources	-	7	-	-	6	2	(9)	93,875
State sources	-	-	-	-	-	-	-	3,323,204
Federal sources	<u>27,535</u>	<u>-</u>	<u>-</u>	<u>144,900</u>	<u>30,292</u>	<u>13,649</u>	<u>3,250</u>	<u>533,712</u>
Total receipts	<u>27,535</u>	<u>7</u>	<u>-</u>	<u>144,900</u>	<u>30,298</u>	<u>13,651</u>	<u>3,241</u>	<u>3,950,791</u>
Disbursements:								
Current:								
Instruction	33,695	-	36,675	-	44,282	26,864	-	1,760,471
Support services	9,433	5,799	(1,954)	-	1,155	-	3,250	1,532,605
Noninstructional services	-	-	-	-	-	-	-	192,123
Facilities acquisition and construction	-	-	36,182	144,900	3,312	-	-	550,786
Debt services	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>43,672</u>
Total disbursements	<u>43,128</u>	<u>5,799</u>	<u>70,903</u>	<u>144,900</u>	<u>48,749</u>	<u>26,864</u>	<u>3,250</u>	<u>4,079,657</u>
Excess (deficiency) of receipts over disbursements	<u>(15,593)</u>	<u>(5,792)</u>	<u>(70,903)</u>	<u>-</u>	<u>(18,451)</u>	<u>(13,213)</u>	<u>(9)</u>	<u>(128,866)</u>
Other financing sources (uses):								
Transfers in	-	-	-	-	-	-	-	58,692
Transfers out	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(59,495)</u>
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(803)</u>
Excess (deficiency) of receipts and other financing sources over disbursements and other financing uses	<u>(15,593)</u>	<u>(5,792)</u>	<u>(70,903)</u>	<u>-</u>	<u>(18,451)</u>	<u>(13,213)</u>	<u>(9)</u>	<u>(129,669)</u>
Cash and investments - ending	<u>\$ (15,593)</u>	<u>\$ 8,364</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 6,819</u>	<u>\$ 2,411</u>	<u>\$ -</u>	<u>\$ 370,867</u>

INDIANA MATH AND SCIENCE ACADEMY - WEST
SUPPLEMENTARY INFORMATION
SCHEDULE OF CAPITAL ASSETS
June 30, 2011

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost.
Contributed or donated assets are reported at estimated fair value at the time received.

<u>Primary Government</u>	<u>Ending Balance</u>
School assets:	
Capital assets, not being depreciated:	
Improvements other than buildings	\$ 306,271
Machinery and equipment	<u>788,322</u>
 Total School assets	 <u><u>\$ 1,094,593</u></u>

INDIANA MATH AND SCIENCE ACADEMY - WEST
SUPPLEMENTARY INFORMATION
SCHEDULE OF LONG-TERM DEBT
June 31, 2011

The School Corporation has entered into the following debt:

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year
School debt:		
Notes and loans payable	\$ 2,109,144	\$ -

INDIANA MATH AND SCIENCE ACADEMY - WEST
AUDIT RESULTS AND COMMENTS

INTERNAL CONTROLS OVER TEXTBOOK RENTAL, SCHOOL LUNCH, AND OTHER RECEIPTS

Proper controls and segregation of duties for the collection, depositing, receipting and refunding of money collected as well as tracking of delinquent accounts were insufficient. We identified several control deficiencies as follows:

- Monies were collected for textbook rental, school lunch, and other various sources (field trips, club fees, uniforms, etc.) by the secretaries in the elementary and middle school/high school offices. The prescribed receipt form was not in use at these collection points. Store bought receipt books were used to provide receipts to students and parents at the point of collection.
- Deposits were made by the secretaries and the Business Manager. Deposits were not made daily. In 2009-2010, some months only had three or four deposits. In 2010-2011, deposits were made approximately twice a week.
- Official receipts were issued by the Business Manager for the amount of the deposit. Some of the official receipts reviewed did not reconcile to the amounts on receipts issued from the store bought receipt books for the time periods tested.
- During the review of the store bought receipt books, several receipts were labeled "refunded" which indicated cash refunds were made from daily collections.
- Summarized information was provided to the Business Manager by the secretaries regarding sources of receipts. From the information provided, the Business Manager entered school lunch payments into the computerized lunch system to the appropriate student accounts. Student account balances for textbook rental was not maintained.
- The Business Manager was responsible for maintaining students' textbook rental and school lunch accounts to determine who was delinquent and was also responsible for sending delinquent notices. The School does not have a formal policy for uncollectible accounts. According to the Business Manager, delinquent accounts were not actively pursued. Information regarding delinquent account balances at June 30, 2010 and June 30, 2011, was not presented for audit.

Due to the insufficient controls and lack of source documents available for school lunch, textbook rental, and other various receipts, all necessary reviews could not be performed to ensure that all monies received were properly deposited and receipted into the financial records.

Governmental units should have internal controls in effect which provide reasonable assurance regarding the reliability of financial information and records, effectiveness and efficiency of operations, proper execution of management's objectives, and compliance with laws and regulations. Among other things, segregation of duties, safeguarding controls over cash and all other assets and all forms of information processing are necessary for proper internal control. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

The governing body of a governmental unit should have a written policy concerning a procedure for the writing off of bad debts, uncollectible accounts receivable, or any adjustments to record balances.

Documentation should exist for all efforts by the governmental unit to collect amounts owed prior to any write-offs.

INDIANA MATH AND SCIENCE ACADEMY - WEST
AUDIT RESULTS AND COMMENTS
(Continued)

Officials or employees authorizing, directing or executing write-offs or adjustments to records which are not documented or warranted may be held personally responsible. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

Indiana Code 5-13-6-1(c) states in part:

" . . . all local officers . . . who collect public funds of their respective political subdivisions shall deposit funds not later than the business day following the receipt of funds on business days of the depository in the depository or depositories selected by the . . . local boards of finance . . . Public funds deposited . . . shall be deposited in the same form in which they were received."

ERRORS ON CLAIMS

The following deficiencies were noted on claims during the audit period:

1. Credit card disbursements selected for review, totaling \$11,521 were not supported by adequate documentation. All of the disbursements were made by electronic funds transfer (EFT). EFT payments for credit cards were made several times a month and were not for the entire credit card balance. Partial payments were made inconsistently and claims were not always prepared for each partial payment. Partial payments were not compared to monthly credit card statements and supporting documentation was not reconciled and attached to each monthly statement. The following deficiencies were noted in relation to the disbursements tested:
 - Two disbursements made in June 2009, totaling \$1,808, only had \$205 of original receipts to support the payment.
 - Four disbursements made in September 2009, totaling \$7,077, did not have original receipts or other documentation to support the claims.
 - Two disbursements made in March and April 2011, totaling \$2,069 did not have adequate documentation.
 - Six disbursements were selected for testing in May and June 2011, totaling \$10,028. Claims were not presented for these disbursements. Credit card receipts totaling \$9,256 were provided for that time period, but were not attached to any claims or reconciled to any specific disbursement. Because of partial payments being made and lack of organization of the records, we were not able to verify that the credit card receipts presented supported the payments made during that period.
2. Two of the three additional (not credit cards) EFT disbursements selected for review were not supported by adequate documentation. One claim for \$43 did not have supporting documentation attached to claim. The other claim for \$300 had a remittance stub attached, but did not provide detailed information about the purchase.

Indiana Code 5-11-10-1.6 states in part:

"(b) As used in this section, 'claim' means a bill or an invoice submitted to a governmental entity for goods or services.

INDIANA MATH AND SCIENCE ACADEMY - WEST
AUDIT RESULTS AND COMMENTS
(Continued)

(c) The fiscal officer of a governmental entity may not draw a warrant or check for payment of a claim unless:

- (1) there is a fully itemized invoice or bill for the claim;
- (2) the invoice or bill is approved by the officer or person receiving the goods and services;
- (3) the invoice or bill is filed with the governmental entity's fiscal officer;
- (4) the fiscal officer audits and certifies before payment that the invoice or bill is true and correct; and
- (5) payment of the claim is allowed by the governmental entity's legislative body or the board or official having jurisdiction over allowance of payment of the claim."

Supporting documentation such as receipts, canceled checks, tickets, invoices, bills, contracts, and other public records must be available for audit to provide supporting information for the validity and accountability of monies disbursed. Payments without supporting documentation may be the personal obligation of the responsible official or employee. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

PETTY CASH FUND

A Petty Cash Fund of \$500 was established by the School Corporation. The entire \$500 was disbursed and did not have receipts or other documentation to account for the transactions. The School Corporation requested that the prior Business Manager reimburse the \$500. The School Corporation received and deposited petty cash reimbursement of \$500 from the prior Business Manager on November 30, 2011.

Supporting documentation such as receipts, canceled checks, tickets, invoices, bills, contracts, and other public records must be available for audit to provide supporting information for the validity and accountability of monies disbursed. Payments without supporting documentation may be the personal obligation of the responsible official or employee. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

**AVERAGE DAILY MEMBERSHIP (ADM) - INCORRECT
REPORTING AND LACK OF SUPPORTING DOCUMENTATION**

The information presented for audit indicates enrollment figures on Form 30A, Report of Average Daily Membership (ADM) for State Support, were incorrect for the school years ending June 30, 2010 and 2011. School attendance records presented for the count dates of September 18, 2009, and September 17, 2010, did not agree with the students reported to Indiana Department of Education (IDOE) for ADM. The attendance records presented for audit were created when the information was requested for audit from the school's computer system for the count dates and were not certified by the principal. The following differences were noted between the attendance reports and the students reported to IDOE for ADM:

INDIANA MATH AND SCIENCE ACADEMY - WEST
AUDIT RESULTS AND COMMENTS
(Continued)

Description of Differences	2009-2010 Difference	2010-2011 Difference
Students reported on attendance records, not on ADM	(5)	(19)
Students reported on ADM, not on attendance records	1	1
Students reported twice on ADM	-	1
Students under reported based on attendance records	<u>(4)</u>	<u>(17)</u>

School officials indicated that exceptions reports were received by IDOE for both school years. Exception reports were used to report errors with specific students that had been claimed on ADM. However, the exception reports were not maintained for audit. Therefore, we were unable to determine if the differences between the attendance reports and the ADM reports were a result of the exceptions or how the school resolved the exceptions.

Indiana Code 5-15-6-3(f) states in part: "Original records may be disposed of only with the approval of the commission according to guidelines established by the commission."

Officials should maintain records (enrollment cards, rosters, reporting forms, etc.) which substantiate the number of students claimed for ADM. The building level official (Principal, Assistant Principal, etc.) responsible for reporting ADM to the School Corporation Central Office, should provide a written certification of ADM to properly document responsibility. The certification should at a minimum include a statement detailing the names and location of the records used (these records must be retained for public inspection and audit) to substantiate ADM claimed. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 8)

Political subdivisions are required to comply with all grant agreements, rules, regulations, bulletins, directives, letters, letter rulings and filing requirements concerning reports and other procedural matters of federal and state agencies, including opinions of the Attorney General of the State of Indiana, and court decisions. Governmental units should file accurate reports required by federal and state agencies. Noncompliance may require corrective action. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

School Officials should contact the Indiana Department of Education, Division of School Finance, to determine possible steps to be taken to correct any overpayment/underpayment applicable to the School Corporation because of incorrect reporting. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 8)

NEGATIVE RECEIPTS AND DISBURSEMENTS

Some corrections and reclassifications were made in the records by recording negative receipts and disbursements. On several occasions, the school reclassified disbursements in one school year that were related to another school year. This resulted in negative receipts and disbursements reported in the financial statement.

Receipt and disbursement corrections or other errors should be corrected by memorandum entry with the issuance of a check and receipt to document the flow of the transactions. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

INDIANA MATH AND SCIENCE ACADEMY - WEST
AUDIT RESULTS AND COMMENTS
(Continued)

All documents and entries to records should be done in a timely manner to ensure that accurate financial information is available to allow the governmental unit to make informed management decisions and to help ensure compliance with IC 5-15-1-1 et seq., commonly referred to as the Public Records Law. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

TEXTBOOK RENTAL FEES

Textbook rental fees charged for the school years 2009-2010 and 2010-2011 were not properly calculated. The School charged the same amount of fees for all grades. The amount charged was not based on any calculations or actual costs.

Indiana Code 20-26-12-2 states in part:

". . . The annual rental rate may not exceed twenty-five percent (25%) of the retail price of the textbooks.

(b) Notwithstanding subsection (a), the governing body may not assess a rental fee of more than fifteen percent (15%) of the retail price of a textbook that has been:

- (1) adopted for usage by students under IC 20-20-5;
- (2) extended for usage by students under IC 20-20-5-2; and
- (3) paid for through rental fees previously collected. . . ."

OFFICIAL BONDS

The official bonds of the prior Treasurer and the current Treasurer for the audit period were not recorded with the county recorder's office. Additionally, the current Treasurer did not have an official bond for the period of September 1, 2010 through February 29, 2011. The current Treasurer obtained a bond effective March 1, 2011.

Indiana Code 20-26-4-5 states in part:

"For each school year commencing July 1, the treasurer of each governing body and the governing body's school corporation and a deputy treasurer, if so appointed, shall give a bond for the faithful performance of the treasurer's and deputy treasurer's duties written by an insurance company licensed to do business in Indiana, in an amount determined by the governing body."

The treasurer of the school corporation, and the deputy treasurer if one is appointed, for each school year commencing July 1, shall each give a bond for the faithful performance of duty, written by an insurance company licensed to do business in the State of Indiana, in an amount determined by the governing body. The treasurer shall be responsible under the treasurer's bond for the acts of any deputy treasurer appointed as provided in IC 20-26-4-5. All bonds must be made payable to the State of Indiana, IC 5-4-1-10; and approved by the governing body of the school corporation. The State Board of Accounts is of the audit position bonds should be filed and recorded in the office of the county recorder. No charge is made for recording official bonds, IC 36-2-7-10. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 8)

SUPPLEMENTAL AUDIT OF
FEDERAL AWARDS



STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

TO: THE OFFICIALS OF THE INDIANA MATH AND SCIENCE
ACADEMY - WEST, MARION COUNTY, INDIANA

Compliance

We have audited the compliance of the Indiana Math and Science Academy - West (School Corporation) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the years ended June 30, 2010 and 2011. The School Corporation's major federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on the School Corporation's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School Corporation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School Corporation's compliance with those requirements.

In our opinion, the School Corporation complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the years ended June 30, 2010 and 2011. The results of our auditing procedures also disclosed other instances of noncompliance with those requirements which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying Schedule of Findings and Questioned Costs as items 2011-1 and 2011-2.

Internal Control Over Compliance

Management of the School Corporation is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School Corporation's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133
(Continued)

report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses, and therefore, there is no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be material weaknesses.

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiencies in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as items 2011-1 and 2011-2 to be material weaknesses.

The School Corporation's response to the findings identified in our audit is described in the accompanying Official Response and Corrective Action Plan. We did not audit the School Corporation's response and, accordingly, we express no opinion on the response.

This report is intended solely for the information and use of the School Corporation's management, School Board, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

January 17, 2012

(This page intentionally left blank.)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The Schedule of Expenditures of Federal Awards and accompanying note presented were approved by management of the School Corporation. The schedule and note are presented as intended by the School Corporation.

INDIANA MATH AND SCIENCE ACADEMY - WEST
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Years Ended June 30, 2010 and 2011

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended 06-30-10	Total Federal Awards Expended 06-30-11
U.S. DEPARTMENT OF AGRICULTURE				
Pass-Through Indiana Department of Education				
Child Nutrition Cluster				
School Breakfast Program	10.553	FY09	\$ 5,118	\$ -
		FY10	39,626	8,100
		FY11	-	46,894
Total for program			44,744	54,994
National School Lunch Program	10.555	FY09	10,525	-
		FY10	90,450	22,951
		FY11	-	133,035
Total for program			100,975	155,986
Total for federal grantor agency			145,719	210,980
U.S. DEPARTMENT OF EDUCATION				
Pass-Through Indiana Department of Education				
Title I, Part A Cluster				
Title I Grants to Local Educational Agencies	84.010	09-9785	27,976	-
		10-9785	91,010	74,984
		11-9785	-	133,694
Total for program			118,986	208,678
ARRA - Title I Grants to Local Educational Agencies, Recovery Act	84.389	10-9785	68,511	48,748
Total for cluster			187,497	257,426
Special Education Cluster				
Special Education - Grants to States	84.027	14209-218-PN01	12,771	-
		14210-218-PN01	31,719	2,885
		14211-218-PN01	-	43,129
Total for program			44,490	46,014
ARRA - Special Education - Grants to States, Recovery Act	84.391	FY10	14,969	26,863
Total for cluster			59,459	72,877
Educational Technology State Grants Cluster				
ARRA - Education Technology State Grants, Recovery Act	84.386	FY10	94,750	3,250
State Fiscal Stabilization Fund Cluster				
ARRA - State Fiscal Stabilization Fund (SFSF) - Education State Grants, Recovery Act	84.394	FY10	80,736	-
Charter Schools Implementation	84.282	FY10	58,942	70,903
Per Pupil Facilities Funding		FY11	-	144,900
Total for program			58,942	215,803
Improving Teacher Quality State Grants	84.367	FY10	320	5,799
Total for federal grantor agency			481,704	555,155
Total federal awards expended			\$ 627,423	\$ 766,135

The accompanying note is an integral part of the Schedule of Expenditures of Federal Awards.

INDIANA MATH AND SCIENCE ACADEMY-WEST
NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Indiana Math and Science Academy (School Corporation) and is presented in accordance with the cash and investment basis of accounting used in the preparation of the financial statement. Accordingly, the amount of federal awards expended is based on when the disbursement related to the award occurs except when the federal award is received on a reimbursement basis. In these instances the federal awards are considered expended when the reimbursement is received.

Circular A-133 requires an annual audit of nonfederal entities expending a total amount of federal awards equal to or in excess of \$500,000 in any fiscal year unless by constitution or statute a less frequent audit is required. In accordance with Indiana Code (IC 5-11-1 et seq.), audits of school corporations shall be conducted biennially. Such audits shall include both years within the biennial period.

INDIANA MATH AND SCIENCE ACADEMY - WEST
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I – Summary of Auditor's Results

Financial Statement:

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	no
Significant deficiency identified?	none reported
Noncompliance material to financial statement noted?	no

Federal Awards:

Internal control over major programs:	
Material weaknesses identified?	yes
Significant deficiencies identified?	none reported
Type of auditor's report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	yes

Identification of Major Programs:

Name of Federal Program or Cluster

Child Nutrition Cluster
Title I, Part A Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee?	no
--	----

Section II – Financial Statement Findings

No matters are reportable.

Section III – Federal Award Findings and Questioned Costs

**FINDING 2011-1 - INTERNAL CONTROLS OVER THE VERIFICATION
OF FREE AND REDUCED MEAL APPLICATIONS**

Federal Agency: U.S. Department of Agriculture
Federal Program: Child Nutrition Cluster
CFDA Number: 10.553, 10.555
Federal Award Number and Year (or Other Identifying Number): FY10, FY11
Pass-Through Entity: Indiana. Department of Education

INDIANA MATH AND SCIENCE ACADEMY - WEST
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
(Continued)

Proper internal controls were not in place to ensure that the verification of free and reduced meal applications was performed in accordance with grant requirements and that related reports were accurate. An adequate amount of applications appear to have been tested, but it was difficult to determine which applications were selected for review. The School Corporation did not maintain a list of names selected for verification or segregate the applications verified. Copies of letters sent to parents requesting information were the only documentation available to indicate which applications were verified. The verification process is required to be completed by November 15th of each year. However, letters for 2009-2010 were requesting information in February 2010 which was past the deadline. Upon review of the applications identified by the letters, it was noted that the "Verification" section on the back of the applications was not completed. However, one application verified for 2010-2011 indicated a change in status which was written across the top of the front page of the application. It was also noted that other applications not identified by a request for verification letter had status changes written on top of the applications. Due to the condition of records, we were not able to verify exactly which applications were selected for verification or determine if any changes were made to the statuses of the applications verified.

Verification activity reported on the Verification Summary reports for 2009-2010 and 2010-2011 was not accurate. The reports included numbers that could not be verified or did not agree with other supporting documents. The number of free and reduced students did not agree with the numbers reported on the monthly school lunch reimbursement claim for October of each year. The 2009-2010 report showed differences of 80 students on free and 3 students on reduced and the 2010-2011 report showed differences of 106 students on free. The 2010-2011 Verification Summary report included the same number of students and applications which is not correct. Several applications reviewed included multiple students which indicated more students than applications. The reports for both school years also reported no changes in statuses. However, the Business Manager stated that there were status changes for 2010-2011 and at least one application reviewed showed evidence of a status change. Since the "Verification" section on the applications was not completed, we were not able to determine how many status changes were actually made.

Due to the magnitude of noncompliance and weaknesses in internal controls, we have determined this to be a material weakness.

7CFR245.6a states in part:

"(b) Deadline and extensions for local educational agencies

(1) Deadline. The local education agency must complete the verification efforts specified in paragraph (c) of this section not later than November 15 of each school year. . . .

(f) Verification procedures and assistance for households . . .

(7) Eligibility changes. Based on the verification activities, the local educational agency shall make appropriate modifications to the eligibility determinations made initially. The local educational agency must notify the household of any change. . . .

(h) Verification reporting and recordkeeping requirements. By March 1, each year, local educational agency must report information related to its annual statutorily required verification activity, which excludes verification conducted in accordance with paragraph (c)(7) of this section, to the State agency in accordance with guidelines provided by FNS. . . ."

Failure to comply with grant requirements could cause the School Corporation to be ineligible to receive future federal awards.

INDIANA MATH AND SCIENCE ACADEMY - WEST
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
(Continued)

We recommended the School Corporation should comply with all grants requirements and implement proper procedures and controls to ensure that reports filed are accurate and supported by adequate documentation.

FINDING 2011-2 - INTERNAL CONTROLS OVER CASH MANAGEMENT

Federal Agency: U.S. Department of Education

Federal Program: Title I, Part A Cluster

CFDA Number: 84.010, 84.389

Federal Award Number and Year (or Other Identifying Number): 09-9785, 10-9785, 11-9785

Pass-Through Entity: Indiana Department of Education

Proper internal controls were not in place to ensure that surplus cash was not on hand. Amounts received by the School Corporation for the Title I, Part A Cluster Grants were drawn down in advance. School Corporation officials are required to review needs and draw funds as needed in accordance with federal guidelines. The drawdown requests are included in the applications for grant funds. The cash balance of Title I grant funds exceeded the allowable cash balance based on estimated future requirements for 12 of the 12 months in 2009-2010 and 2 of the 12 months in 2010-2011. The cash balance of all Title I grants at June 30, 2010, as reported to the Indiana Department of Education, was \$122,173, which was approximately 45 percent of the total grants received during 2009-2010. The estimated cash needs in the few months subsequent to year end did not substantiate the need for this amount of cash. Cash drawdown requests were not revised to ensure there would not be excess cash on hand throughout the school years. The 2 months of excess cash balances in 2010-2011 were due to the large carryover of unspent funds from 2009-2010. In 2010-2011, the method used for drawdowns changed and resulted in a negative cash balance of \$8,467 for June 30, 2011.

Due to the magnitude of noncompliance and weaknesses in internal controls, we have determined this to be a material weakness.

34 CFR 80.20 (b)(7) states:

"Procedures for minimizing the time elapsing between the transfer of funds from the U.S. Treasury and disbursement by grantees and subgrantees must be followed whenever advance payment procedures are used. Grantees must establish reasonable procedures to ensure the receipt of reports on subgrantees' cash balances and cash disbursements in sufficient time to enable them to prepare complete and accurate cash transactions reports to the awarding agency. When advances are made by letter-of-credit or electronic transfer of funds methods, the grantee must make drawdowns as close as possible to the time of making disbursements. Grantees must monitor cash drawdowns by their subgrantees to assure that they conform substantially to the same standards of timing and amount as apply to advances to the grantees."

Surplus cash indicates noncompliance with the cash management requirement as set forth by the grant agreement. Additionally, failure to minimize the cash on hand may cause future funding to be reduced by the pass-through agency.

We recommended that School Corporation officials develop and implement procedures and controls to ensure that the time between the receipt and disbursement of federal funds is minimized according to the grant requirements.

INDIANA MATH AND SCIENCE ACADEMY - WEST
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

No matters are reportable.

Indiana Math & Science Academy – West

Corrective Action Plan

FEDERAL FINDING 2011-1, VERIFICATION OF FREE/REDUCED APPLICATIONS

Federal Agency: U.S. Department of Agriculture
Federal Program: Child Nutrition Cluster
CFDA Number: 10.553, 10.555
Federal Award Number and Year (or Other Identifying Number): FY10, FY11
Pass-through Entity: U.S. Department of Education

Internal Controls over the verification of Free & Reduced Meal Applications

Corrective Action Plan:

A listing of all students will be maintained. There will be a check off sheet for each application received to determine status of Free & Reduced qualifications. After it has been tested to meet the program requirements, a sign off on the top right hand corner will denote the proof of testing. With the application, the proof of testing will be attached to prove the information is correct and that they are in compliance. All applications will be signed on the back of the application after completing verification section.

This will be maintained in a file to ensure reliability of the records. Also, these records will be kept together so show they are available for audit as well.

FEDERAL FINDING 2011-2, CASH MANGEMENT

Federal Agency: U.S. Department of Education
Federal Program: Title I, Part A Cluster
CFDA Number: 84.010, 84.389
Federal Award Number and Year (or Other Identifying Number): 09-9785, 10-9785, 11-9785
Pass-through Entity: Indiana Department of Education

Internal Controls over Cash Management - Title I

Corrective Action Plan:

When the grant is set up, a budget was prepared that can be adhered to so that reclasses will not be needed which is what happened in this case. We will be reviewing all grant reports on a monthly basis at the school level and will have quarterly meetings with the principal, school treasurer and a representative from Concepts Schools, the Educational Management Organization to ensure all expenses are being tracked correctly and appropriately. If we see we are going outside budget we will put in for an immediate amendment plan to change our expenses. In doing this the cash overages should be eliminated.

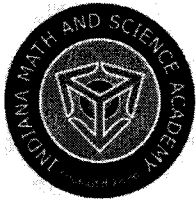
Business Manager Murat Hujaev



12/20/2011

INDIANA MATH AND SCIENCE ACADEMY - WEST
EXIT CONFERENCE

The contents of this report were discussed on January 17, 2012, with Dilmurodjon Hujaev, Treasurer; Guray Taysever, Director/Principal; and Murat Dundar, Treasurer of the School Board. The Official Response has been made a part of this report and may be found on pages 40 and 41.



INDIANA MATH AND SCIENCE ACADEMY WEST

4575 W.38th Street. Indianapolis, IN 46254 ♦ Phone: (317) 298-0025 ♦ Fax: (317) 282-0505
WEB: <http://www.imsaindy.org> **e-mail:** info@imsaindy.org

Indiana Math and Science Academy would like to formally respond to the audit comment noted in your examination results for 2010 and 2011.

Internal Controls over textbook rental, school lunch and other receipts:

The school will adopt new policies to tighten the controls over money received including:

The prescribed receipt form will be used to document all funds received from students and other sources at the time of receipt.

The business manager will tie out the deposit receipts to the amount of the daily deposit before it is made.

All funds will be deposited directly to the bank. No refunds or other funds will be taken out of the deposit before it goes to the bank.

These individual deposits will be used as documentation to enter into the student management software. Delinquent amounts will be followed up on immediately.

A formal policy on uncollectable accounts will be adopted.

Deposits will be made within the 24-hour window that SBOA requires.

Errors on Claims:

Credit card payments will only be made once a month, paying the full amount due. All receipts and other documentation will be attached to the bill at the time of payment.

Petty Cash Fund:

The school will no longer have a petty cash fund.

ADM—Incorrect reporting and lack of supporting documentation:

On count day, we will print off a report from our student management software listing our students. The school principal will certify this list and a hard copy will be kept in our files. After the exceptions have been resolved, we will print a new list from our system and it will be approved and certified by the principal. Both lists will be available for review.

Negative receipts and disbursements:

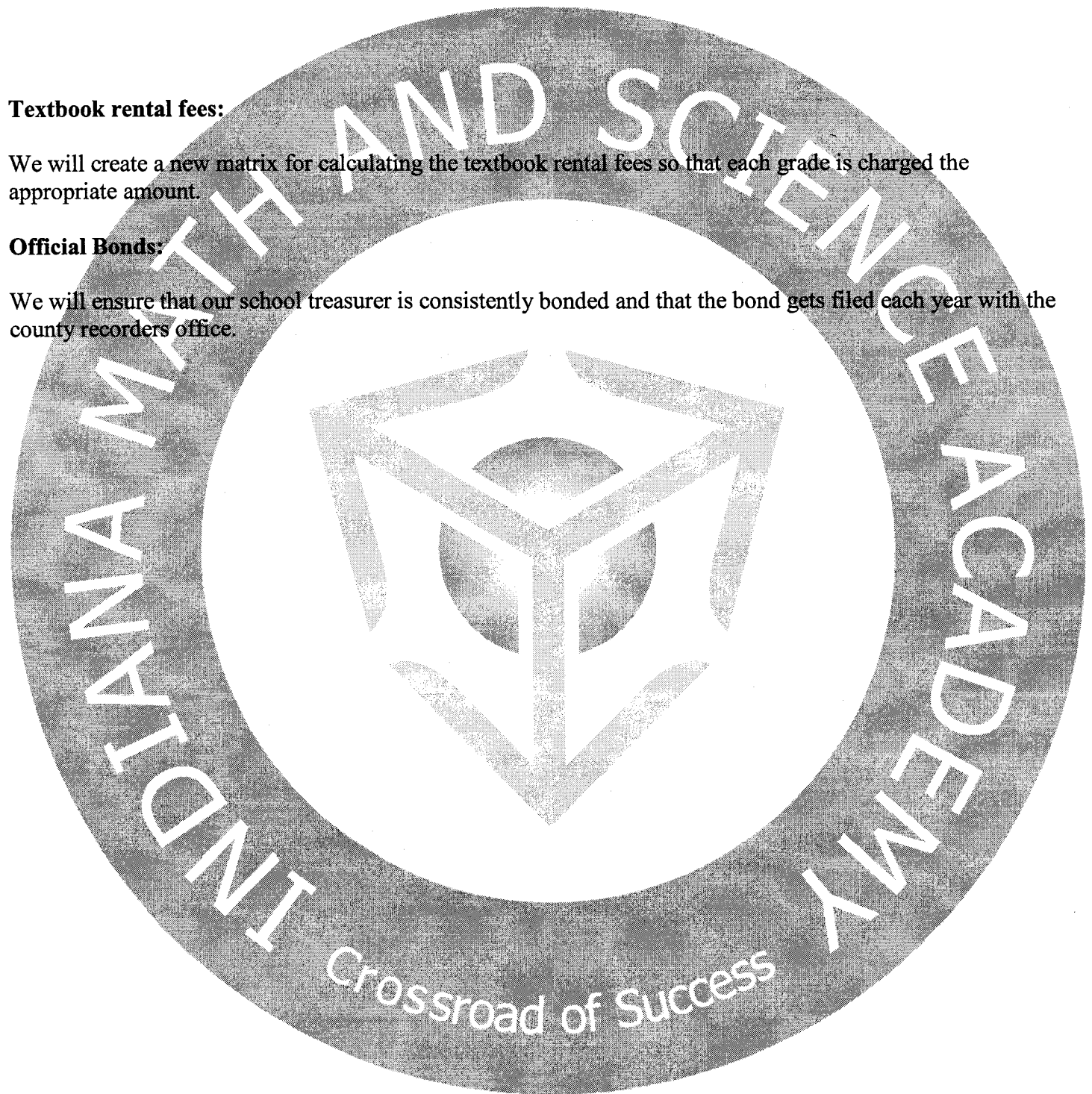
We will communicate with our bookkeeping firm so that grant expenses will be coded properly at the time of payment instead of making reclasses at a later time. We will also make sure that all deposit information is correct as part of our new controls on receipts.

Textbook rental fees:

We will create a new matrix for calculating the textbook rental fees so that each grade is charged the appropriate amount.

Official Bonds:

We will ensure that our school treasurer is consistently bonded and that the bond gets filed each year with the county recorders office.



Indiana Math & Science Academy - West

Balance Sheet

As of January 31, 2012

Jan 31, 12

ASSETS**Current Assets****Checking/Savings****Checking**

0100 · General Fund	179,285.14
0100HA High Ability	7,000.00
0800 · Lunch Fund	-6,864.08
0900 · Textbook Fund	10,425.35
2040 · Walton Grant	48,354.54
4110 · Title 1 11/12	-11,121.92
6890B · Federal Implementation Year 1	22,259.35
9070 · TRF Fund	1,889.02

Total Checking	251,227.40
-----------------------	-------------------

Total Checking/Savings	251,227.40
-------------------------------	-------------------

Accounts Receivable

Accounts Receivable	1,380,476.29
---------------------	--------------

Total Accounts Receivable	1,380,476.29
----------------------------------	---------------------

Other Current Assets

Prepaid Expenses	39,258.09
------------------	-----------

Total Other Current Assets	39,258.09
-----------------------------------	------------------

Total Current Assets	1,670,961.78
-----------------------------	---------------------

Fixed Assets**11100. · Elementary Materials**

11100.630 Textbooks	148,153.81
---------------------	------------

Total 11100. · Elementary Materials	148,153.81
--	-------------------

11200 Middle School Materials

11200.630 Textbooks	24,489.76
---------------------	-----------

Total 11200 Middle School Materials	24,489.76
--	------------------

31200. · Food Prep and Dispensing

31200.730 Equipment	13,399.27
---------------------	-----------

Total 31200. · Food Prep and Dispensing	13,399.27
--	------------------

45100 · Building Acq/Construct/Improv

45100.715 Leasehold Improv	5,896.76
----------------------------	----------

Total 45100 · Building Acq/Construct/Improv	5,896.76
--	-----------------

46000 · Moveable Equipment

Indiana Math & Science Academy - West

Balance Sheet

As of January 31, 2012

	Jan 31, 12
46000.730 Equipment	299,437.83
46000.741 Computers	113,404.60
46000.747 Software	9,243.28
Total 46000 - Moveable Equipment	422,085.71
Accumulated Depreciation	-149,062.69
Total Fixed Assets	464,962.62
TOTAL ASSETS	2,135,924.40
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	160,512.85
Total Accounts Payable	160,512.85
Other Current Liabilities	
92510.000 TRF Withholding	8,717.33
Total Other Current Liabilities	8,717.33
Total Current Liabilities	169,230.18
Long Term Liabilities	
Common School Loan	
5420 - CSL Principal	1,391,540.00
Total Common School Loan	1,391,540.00
Indiana Math & Science West	
5430 Loan Principal	100,000.00
Total Indiana Math & Science West	100,000.00
Shane Group - Playground Equip.	
5430 - Loan Principal	32,713.00
51200.831 Principal Payment	-5,939.74
Total Shane Group - Playground Equip.	26,773.26
Total Long Term Liabilities	1,518,313.26
Total Liabilities	1,687,543.44
Equity	
Temporarily Restricted Funds	
Walton	48,354.54

Indiana Math & Science Academy - West

Balance Sheet

As of January 31, 2012

	Jan 31, 12
Implementation Grant	<u>22,259.35</u>
Total Temporarily Restricted Funds	<u>70,613.89</u>
Retained Earnings	198,918.36
Net Income	<u>178,848.71</u>
Total Equity	<u>448,380.96</u>
TOTAL LIABILITIES & EQUITY	<u>2,135,924.40</u>

Indiana Math & Science Academy - West

Profit & Loss

As of January 31, 2012

	TOTAL
Income	
1611 · Student Lunch Program	27,765.58
1741 · Student and Adult Fees	55,339.59
1742 · Other Fees	100.00
1920 · Contributions & Donations	191,695.46
1942 · Textbook Rentals	25,552.00
1994 · Other Overpayments & Reimb	93,380.25
1999 · Other	7,029.63
3111 · Basic Grant	3,384,981.76
3221 · Full Day Kindergarten Grant	136,874.71
3230 · Gifted and Talented	7,500.00
3910 · Textbook Reimbursements	11,230.30
4223 · Public Law 101-476 IDEA	67,291.00
4291 · School Lunch Reimbursement	196,439.24
4514 · Title I	221,927.66
4599 · Federal Grant Income	526,450.65
Total Income	4,953,557.83
Gross Profit	4,953,557.83
Expense	
11050 · Full Day Kindergarten	
11050.110 Certified Salaries	146,357.22
11050.120 Non-Cert Salaries	623.33
11050.211 Soc Sec-Non-Cert	47.69
11050.212 Social Security-Cert	10,455.33
11050.216 TRF	9,816.54
11050.221 Group Life Insurance	92.50
11050.222 Group Health Ins	8,528.73
11050.319 Other Prof/Tech Serv	357.00
11050.611 Operational Supplies	1,387.25
Total 11050 · Full Day Kindergarten	177,665.59
11100 · Elementary	
11100.110 Certified Salaries	853,202.06
11100.120 Non-Cert Salaries	53,146.38
11100.130 Temporary Salaries	700.00
11100.211 Soc Sec-Non-Cert	3,819.65
11100.212 Social Security-Cert	62,085.24
11100.216 TRF	63,111.24
11100.221 Group Life Insurance	713.76
11100.222 Group Health Ins	76,189.09
11100.230 Unemployment Ins	14,180.30
11100.311 Instruction Services	7,065.36
11100.319 Other Prof/Tech Serv	33,177.95

Indiana Math & Science Academy - West

Profit & Loss

As of January 31, 2012

	TOTAL
11100.510 Student Transp Serv	9,753.88
11100.611 Operational Supplies	69,884.20
11100.630 Textbooks	2,731.24
11100.660 Uniforms	17,824.19
Total 11100 · Elementary	1,267,584.54
11200 · Middle/Junior High	
11200.110 Certified Salaries	296,551.19
11200.212 Social Security-Cert	22,153.19
11200.216 TRF	21,348.67
11200.221 Group Life Insurance	158.74
11200.222 Group Health Ins	18,426.78
11200.311 Instruction Services	2,277.50
11200.319 Other Prof/Tech Serv	803.25
11200.510 Student Transp Serv	166.48
11200.611 Operational Supplies	3,186.97
11200.630 Textbooks	886.17
11200.660 Uniforms	6,836.81
Total 11200 · Middle/Junior High	372,795.75
12610 · Learning Disability	
12610.110 Certified Salaries	103,897.76
12610.212 Social Security-Cert	7,234.19
12610.216 TRF	7,927.33
12610.221 Group Life Insurance	95.00
12610.222 Group Health Ins	14,071.55
12610.319 Other Prof/Tech Serv	57,944.90
12610.611 Operational Supplies	253.64
Total 12610 · Learning Disability	191,424.37
14100 · Elem Summer School	
14100.110 Certified Salaries	4,665.00
14100.212 Social Security-Cert	356.88
Total 14100 · Elem Summer School	5,021.88
21220 · Counseling Services	
21220.110 Certified Salaries	1,458.34
21220.212 Social Security-Cert	111.57
Total 21220 · Counseling Services	1,569.91
21340 · Nurse Services	
21340.611 Operational Supplies	10.70
Total 21340 · Nurse Services	10.70
22130 · Instructional Staff Training	

Indiana Math & Science Academy - West

Profit & Loss

As of January 31, 2012

	TOTAL
22130.312 Program Improvement	4,913.50
22130.580 Travel	2,608.13
22130.611 Operational Supplies	85.98
22130.748 Program Improvement	6,456.00
Total 22130 · Instructional Staff Training	14,063.61
22360 · Network Support	
22360.319 Other Prof/Tech Serv	1,179.00
22360.430 Repairs & Maint Serv	1,921.89
22360.611 Operational Supplies	1,111.66
22360.744 Connectivity	3,684.72
Total 22360 · Network Support	7,897.27
23150 · Legal Services	
23150.318 Legal Fees	7,875.00
23150.319 Other Prof/Tech Serv	4,200.00
Total 23150 · Legal Services	12,075.00
23210 · Office of the Superintendent	
23210.319 Other Prof/Tech Serv	300,018.89
Total 23210 · Office of the Superintendent	300,018.89
23220 · Community Relations	
23220.319 Other Prof/Tech Serv	270.00
23220.540 Advertising	17,694.72
23220.611 Operational Supplies	4,760.07
Total 23220 · Community Relations	22,724.79
24100 · Office of the Principal	
24100.120 Non-Cert Salaries	173,951.78
24100.211 Soc Sec-Non-Cert	12,769.25
24100.221 Group Life Insurance	62.50
24100.222 Group Health Ins	12,049.33
24100.230 Unemployment Ins	12,844.56
24100.319 Other Prof/Tech Serv	59,625.48
24100.531 Telephone	7,035.52
24100.532 Postage/Machine Rent	12,171.76
24100.550 Printing and Binding	4,769.58
24100.580 Travel	8,095.10
24100.611 Operational Supplies	53,037.65
24100.810 Dues & Fees	4,564.00
24100.875 Awards	32.50
Total 24100 · Office of the Principal	361,009.01
25150 · Payroll Services	

Indiana Math & Science Academy - West

Profit & Loss

As of January 31, 2012

	TOTAL
25150.314 Staff Services	6,436.00
25150.316 Data Processing Serv	4,128.55
Total 25150 · Payroll Services	10,564.55
 25160 · Financial Accounting	
25160.319 Other Prof/Tech Serv	55,380.00
25160.611 Operational Supplies	139.61
Total 25160 · Financial Accounting	55519.61
 25191 · Refund of Revenue	
25191.876 Refunds	3221.68
Total 25191 · Refund of Revenue	3221.68
 25195 · Bank Account Service Charges	
25195.871 Bank Service Charges	521.74
Total 25195 · Bank Account Service Charges	521.74
 25720 · Recruitment & Placement	
25720.319 Other Prof/Tech Serv	17051
Total 25720 · Recruitment & Placement	17051
 26200 · Maintenance of Buildings	
26200.120 Non-Cert Salaries	65374
26200.211 Soc Sec-Non-Cert	5001.24
26200.221 Group Life Insurance	15
26200.222 Group Health Ins	146.7
26200.319 Other Prof/Tech Serv	14964.4
26200.411 Water & Sewage	4153.42
26200.412 Removal of Refuse	5222.08
26200.420 Cleaning Services	4306
26200.430 Repairs & Maint Serv	17924
26200.611 Operational Supplies	29629.64
26200.621 Electricity	66241.68
26200.622 Gas Utilities	10722.03
Total 26200 · Maintenance of Buildings	223700.19
 26300 · Maintenance of Grounds	
26300.319 Other Prof/Tech Serv	70972.38
26300.611 Operational Supplies	545
Total 26300 · Maintenance of Grounds	71517.38
 26400 · Maintenance of Equipment	
26400.430 Repairs & Maint Serv	313.3
Total 26400 · Maintenance of Equipment	313.3

Indiana Math & Science Academy - West

Profit & Loss

As of January 31, 2012

	<u>TOTAL</u>
26600 · Security Services	
26600.120 Noncertified Salaries	5004.01
26600.211 Soc Sec-Non-Cert	382.81
26600.222 Group Health Ins	708.8
26600.430 Repairs & Maint Serv	351.9
Total 26600 · Security Services	6447.52
 26700 · Insurance	
26700.520 Insurance	60706
26700.525 Official Bond Prem	800
Total 26700 · Insurance	61506
 27700 · Contracted Transportation Serv	
27700.510 Student Transp Serv	414810.22
Total 27700 · Contracted Transportation Serv	414810.22
 31200 · Food Prep & Dispensing	
31200.430 Repairs & Maintenance	626.29
31200.611 Operational Supplies	1562.5
Total 31200 · Food Prep & Dispensing	2188.79
 31400 · Food Purchases	
31400.614 Food Purchases	279713.31
Total 31400 · Food Purchases	279713.31
 31900 · Other Food Service	
31900.614 Food Purchases	14191.65
Total 31900 · Other Food Service	14191.65
 33990 · Extra-Curricular Expenses	
33990.611 Operational Supplies	368.62
33990.660 Uniforms	1410.2
33990.810 Dues & Fees	964.15
Total 33990 · Extra-Curricular Expenses	2742.97
 45500 · Rent of Building & Equipment	
45500.440 Building Rent	467975.77
45500.440 Equipment Rent	32045.76
Total 45500 · Rent of Building & Equipment	500021.53
 46000 Moveable Equipment	
46000.730 Equipment	9542.51
46000.741 Computer Hardware	1700.36
46000.747 Software	16143.35

Indiana Math & Science Academy - West**Profit & Loss**

As of January 31, 2012

	TOTAL
Total 46000 Moveable Equipment	27386.22
52200.832 Interest Expense	1449.1
Depreciation Expense	149062.69
Total Expense	4575790.76
Net Income	377767.07

Indiana Math & Science Academy
Balance Sheet
As of February 29, 2012

Feb 29, 12

ASSETS**Current Assets****Checking/Savings****4 · PNC Letter of Credit****0100 General Fund**

109,464.57

Total 4 · PNC Letter of Credit

109,464.57

5 · PNC Bank - Checking 7933**0100 General Fund**

197,961.75

0800 Lunch Fund

4,798.07

0900 Textbook Fund

25,663.07

4140 Title I 11-12

-21,683.80

5220 Special Ed 10-11

-3,151.41

6840 Title II

8,357.82

7965 Education Jobs

-4,380.11

9050 PERF

-659.78

9070 TRF

-6,189.02

Total 5 · PNC Bank - Checking 7933

200,716.59

Total Checking/Savings

310,181.16

Accounts Receivable**Grant Receivable****Education Jobs**

4,380.11

Special Education

3,151.41

Title I

23,240.80

Total Grant Receivable

30,772.32

Accounts Receivable

1,798,707.06

Total Accounts Receivable

1,829,479.38

Other Current Assets**Due From IMSA North**

100,000.00

Prepaid Expenses

8,866.57

Total Other Current Assets

108,866.57

Total Current Assets

2,248,527.11

Fixed Assets**11100 Textbooks****11100.630 Textbooks**

5,398.51

Total 11100 Textbooks

5,398.51

11200 Textbooks**11200.630 Textbooks**

128,771.96

Indiana Math & Science Academy
Balance Sheet
As of February 29, 2012

	Feb 29, 12
Total 11200 Textbooks	128,771.96
 11300 Textbooks	
11300.630 Textbooks	47,344.71
Total 11300 Textbooks	47,344.71
 22220 Library	
22220.640 Library Books	6,512.66
Total 22220 Library	6,512.66
 45100 Building	
45100.319 Professional service	8,520.30
45100.450 Construction Services	297,750.83
Total 45100 Building	306,271.13
 46000 · Moveable Equipment	
46000.730 Moveable Equipment	585,897.10
46000.741 Computer Hardware	160,804.83
46000.747 Software	30,955.09
Total 46000 · Moveable Equipment	777,657.02
 Accumulated Depreciation	-503,215.17
Total Fixed Assets	768,740.82
 TOTAL ASSETS	3,017,267.93
 LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	101,303.61
Total Accounts Payable	101,303.61
Other Current Liabilities	
92510.000 TRF Withholding	12,929.39
92610.000 PERF Withholding	3,993.51
Total Other Current Liabilities	16,922.90
 Total Current Liabilities	118,226.51
 Long Term Liabilities	
Common School Loan	
54200 · CSL Principal	2,166,591.56
54200.831 Principal Payment	-57,447.12
Total Common School Loan	2,109,144.44

Indiana Math & Science Academy
Balance Sheet
As of February 29, 2012

	<u>Feb 29, 12</u>
Total Long Term Liabilities	<u>2,109,144.44</u>
Total Liabilities	2,227,370.95
Equity	
Restricted Funds	
Title II	<u>8,357.82</u>
Total Restricted Funds	8,357.82
Retained Earnings	584,831.96
Net Income	<u>196,707.20</u>
Total Equity	<u>789,896.98</u>
TOTAL LIABILITIES & EQUITY	<u><u>3,017,267.93</u></u>

Profit & Loss

February 2012

	<u>Jul '11 - Feb 12</u>
Ordinary Income/Expense	
Income	
1510 · Interest on Investments	819.26
1611 · School Lunch Program	331.40
1741 · Student and Adult Fees	27,514.01
1920 · Contributions & Donations	375.00
1942 · Textbook Rentals	2,325.00
1994 · Other Overpayments & Reimb	5,481.64
1999 · Other	2,077.78
3111 · Basic Grant	
Basic Grant	<u>2,397,434.71</u>
Total 3111 · Basic Grant	2,397,434.71
3151 · School Lunch	882.33
3221 · Full Day Kindergarten Grant	61,724.25
3291 · Non-English Speaking Program	1,717.50
3910 · Textbook Reimbursements	25,663.07
4223 · Public Law 101-476 IDEA	63,504.23
4291 · School Lunch Reimbursement	59,668.99
4292 · School Breakfast Reimbursement	25,537.81
4514 · Title I Income	472,322.53
4580 · American Recovery Reinvest Act	41,457.85
4581 Education Jobs	67,107.09
4599 · Federal Grant Income	155,620.00
4990 · Title II Funds	6.47
5200 Transfer From Another Fund	<u>12,541.34</u>
Total Income	3,424,112.26
Expense	
60100.910 Transfer To Other Fnd	12,541.34
11050 · Full Day Kindergarten	
11050.110 Certified Salaries	49,339.06
11050.212 Social Security-Cert	3,708.74
11050.216 TRF	3,700.45
11050.221 Group Life Insurance	57.50
11050.222 Group Health Ins	4,204.63
11050.611 Operational Supplies	<u>141.85</u>
Total 11050 · Full Day Kindergarten	61,152.23
11100 · Elementary	
11100.110 Certified Salaries	314,187.82
11100.120 Non-Cert Salaries	35,772.50
11100.211 Soc Sec-Non-Cert	2,831.04
11100.212 Social Security-Cert	23,073.86
11100.214 PERF	2,502.02
11100.216 TRF	20,050.54
11100.221 Group Life Insurance	269.31
11100.222 Group Health Ins	23,209.39
11100.230 Unemployment Ins	20,207.84
11100.311 Instruction Services	1,346.00
11100.311 Kelly Services	6,967.80
11100.611 Operational Supplies	21,251.73
11100.630 Textbooks	<u>9,545.43</u>
Total 11100 · Elementary	481,215.28
11200 · Middle/Junior High	
11200.110 Certified Salaries	303,394.90
11200.212 Social Security-Cert	22,484.21
11200.214 PERF	244.79
11200.216 TRF	21,440.37

Indiana Math & Science Academy - North

Profit & Loss

February 2012

	Jul '11 - Feb 12
11200.221 Group Life Insurance	254.65
11200.222 Group Health Ins	25,602.03
11200.311 Instruction Services	7,979.27
11200.311 Substitutes	2,765.00
11200.611 Operational Supplies	
11200.611 Gym Supplies	981.92
11200.611 Other Supplies	10,483.88
Total 11200.611 Operational Supplies	11,465.80
11200.630 Textbooks	40,515.24
11200.875 Awards	152.56
Total 11200 · Middle/Junior High	436,298.82
11300 · High School	
11300.110 Certified Salaries	155,713.53
11300.212 Social Security-Cert	11,548.63
11300.216 TRF	11,533.99
11300.221 Group Life Insurance	128.42
11300.222 Group Health Ins	10,016.01
11300.311 Instruction Services	1,780.00
11300.311 Kelly Services	5,972.40
11300.319 Other Prof/Tech Serv	262.50
11300.611 Operational Supplies	
11300.611 Gym Supplies	587.25
11300.611 Other Supplies	12,869.38
Total 11300.611 Operational Supplies	13,456.63
11300.630 Textbooks	2,461.41
11300.660 Uniforms	1,246.26
Total 11300 · High School	214,119.78
12150 High Ability Student Prog	
12150.319 Other Prof/Tech Serv	-449.00
Total 12150 High Ability Student Prog	-449.00
12610 · Learning Disability	
12610.110 Certified Salaries	114,541.28
12610.212 Social Security-Cert	8,510.51
12610.216 TRF	8,590.59
12610.221 Group Life Insurance	65.00
12610.222 Group Health Ins	7,516.44
12610.319 Other Prof/Tech Serv	14,029.90
12610.611 Operational Supplies	1,814.45
Total 12610 · Learning Disability	155,068.17
14100 · Elementary Summer School	
14100.120 Non- Cert Salaries	372.00
14100.211 Soc Sec-Non-Cert	28.46
Total 14100 · Elementary Summer School	400.46
21220 · Counseling Services	
21220.120 Non-Cert Salaries	12,639.00
21220.211 Social Security Non C	908.81
21220.222 Group Health Ins.	-532.27
Total 21220 · Counseling Services	13,015.54
22130 · Instructional Staff Training	
22130.312 Program Improvement	-2,250.00
22130.580 Travel	4,016.34

Profit & Loss

February 2012

	<u>Jul '11 - Feb 12</u>
22130.611 Operational Supplies	41.89
22130.614 Food Purchases	609.00
22130.748 Prof Development	35,202.25
Total 22130 · Instructional Staff Training	37,619.48
22360 · Network Support	
22360.120 Non-Cert Salaries	33,258.44
22360.211 Soc Sec-Non-Cert	2,416.59
22360.214 PERF	2,078.65
22360.222 Group Health Ins	6,210.73
22360.319 Other Prof/Tech Serv	1,580.00
22360.744 Connectivity	2,778.53
Total 22360 · Network Support	48,322.94
23150 · Legal Services	
23150.319 Other Prof/Tech Serv	10,363.51
Total 23150 · Legal Services	10,363.51
23160 · Promotion Expenses	
23160.540 Advertising	3,056.00
Total 23160 · Promotion Expenses	3,056.00
23210 · Office of the Superintendent	
23210.319 Other Prof/Tech Serv	75,796.84
Total 23210 · Office of the Superintendent	75,796.84
23220 · Community Relations	
23220.540 Advertising	2,201.77
23220.611 Operational Supplies	1,175.00
Total 23220 · Community Relations	3,376.77
24100 · Office of the Principal	
24100.110 Certified Salaries	101,735.10
24100.120 Non-Cert Salaries	159,948.60
24100.211 Soc Sec-Non-Cert	11,062.75
24100.212 Social Security-Cert	7,384.55
24100.214 PERF	3,315.59
24100.216 TRF	7,666.11
24100.221 Group Life Insurance	155.00
24100.222 Group Health Ins	30,606.34
24100.319 Other Prof/Tech Serv	226,164.04
24100.531 Telephone	6,432.64
24100.532 Postage/Machine Rent	5,715.14
24100.550 Printing and Binding	1,644.57
24100.580 Travel	3,891.21
24100.611 Operational Supplies	26,555.06
24100.810 Dues & Fees	3,925.00
Total 24100 · Office of the Principal	596,201.70
25150 · Payroll Services	
25150.316 Data Processing Serv	5,200.22
Total 25150 · Payroll Services	5,200.22
25160 · Financial Accounting	
25160.319 Other Prof/Tech Serv	33,117.00
25160.611 Operational Supplies	30.00
Total 25160 · Financial Accounting	33,147.00
25191 · Refund of Revenue	

Profit & Loss

February 2012

	Jul '11 - Feb 12
25191.876 Refunds	1,366.28
Total 25191 · Refund of Revenue	1,366.28
 25195 · Bank Account Service Charges	
25195.871 Bank Service Charges	1,121.24
Total 25195 · Bank Account Service Charges	1,121.24
 25720 · Recruitment & Placement	
25720.319 Other Prof/Tech Serv	9,296.00
25720.540 Advertising	6,953.10
Total 25720 · Recruitment & Placement	16,249.10
 25940.820 Settlement	11,075.00
26200 · Maintenance of Buildings	
26200.120 Non-Cert Salaries	20,512.05
26200.211 Soc Sec-Non-Cert	1,569.14
26200.214 PERF	1,282.01
26200.221 Group Life Insurance	115.00
26200.319 Other Prof/Tech Serv	575.00
26200.411 Water & Sewage	2,437.72
26200.412 Removal of Refuse	1,462.02
26200.420 Cleaning Services	30,487.50
26200.430 Repairs & Maint Serv	4,385.86
26200.611 Operational Supplies	13,526.56
26200.621 Electricity	25,188.14
26200.622 Gas Utilities	8,859.92
Total 26200 · Maintenance of Buildings	110,400.92
 26300 · Maintenance of Grounds	
26300.319 Other Prof/Tech Serv	2,712.50
Total 26300 · Maintenance of Grounds	2,712.50
 26600 · Security Services	
26600.430 Repairs & Maint Serv	1,540.65
26600.533 Monitoring Services	1,123.39
Total 26600 · Security Services	2,664.04
 26700 · Insurance	
26700.520 Insurance	17,670.08
Total 26700 · Insurance	17,670.08
 27100 · Vehicle Operation	
27100.810 Dues & Fees	212.95
Total 27100 · Vehicle Operation	212.95
 27300 · Vehicle Servicing & Maintenance	
27300.430 Repairs & Maint Serv	250.00
27300.626 Gas & Lubricants	1,595.93
Total 27300 · Vehicle Servicing & Maintenance	1,845.93
 27700 · Contracted Transportation Serv	
27700.510 Student Transp Serv	213,421.22
Total 27700 · Contracted Transportation Serv	213,421.22
 31200 · Food Prep & Dispensing	
31200.611 Operational Supplies	1,512.40
31200.810 Dues & Fees	80.00
Total 31200 · Food Prep & Dispensing	1,592.40

Profit & Loss

February 2012

 Jul '11 - Feb 12

31400 · Food Purchases	
31400.614 Food Purchases	177,729.75
Total 31400 · Food Purchases	<u>177,729.75</u>

31900 · Other Food Service	
31900.614 Food Purchases	11,663.27
Total 31900 · Other Food Service	<u>11,663.27</u>

33900 · Athletics	
33990.110 Certified Salaries	4,000.00
33990.120 Non-Cert Salaries	5,350.00
33990.211 Soc Sec-Non-Cert	409.28
33990.212 Social Security-Cert	306.00
33990.214 PERF	125.00
33990.216 TRF	251.25
33990.319 Prof. Services	5,760.00
33990.611 Supplies	4,606.83
Total 33900 · Athletics	<u>20,808.36</u>

33990 Extra- Curricular Exp	
33990.319 Other Prof/Tech Serv	475.00
33990.611 Operational Supplies	130.74
33990.810 Dues & Fees	756.00
Total 33990 Extra- Curricular Exp	<u>1,361.74</u>

45500 · Rent of Building & Equipment	
45500.440 Building Rent	274,263.13
45500.440 Equipment Rent	27,362.29
Total 45500 · Rent of Building & Equipment	<u>301,625.42</u>

46000 Moveable Equipment	
46000.730 Equipment Expense	16,838.35
46000.741 Computer Hardware	2,049.98
46000.747 Software	4,380.45
Total 46000 Moveable Equipment	<u>23,268.78</u>

Total Expense	<u>3,103,236.06</u>
---------------	---------------------

Net Ordinary Income	320,876.20
---------------------	------------

Other Income/Expense

Other Expense	
Depreciation Expense	124,169.00
Total Other Expense	<u>124,169.00</u>

Net Other Income	<u>-124,169.00</u>
------------------	--------------------

Net Income	<u><u>196,707.20</u></u>
------------	--------------------------

CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009

**CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009**

CONTENTS

	<u>Page</u>
Independent Auditors' Report	1
Statement of Financial Position	2
Statement of Activities	3
Statement of Cash Flows	4
Notes to Financial Statements	5 - 8

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

INDEPENDENT AUDITORS' REPORT

We have audited the accompanying balance sheet of Concept Schools, Inc. as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with U.S. generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with U.S. generally accepted accounting principles.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
August 20, 2010



CONCEPT SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2009

ASSETS

Cash	\$ 15,145
Accounts receivable	95,403
Due from charter schools	121,000
Deposits	8,384
Equipment, furniture and vehicle, less accumulated depreciation	<u>31,546</u>
Total assets	<u><u>\$ 271,478</u></u>

LIABILITIES AND NET ASSETS

Accounts payable	\$ 3,950
Accrued expenses	195,403
Notes payable	<u>417,949</u>
Total liabilities	617,302
Net assets:	
Unrestricted	<u>(345,824)</u>
Total liabilities and net assets	<u><u>\$ 271,478</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2009

Revenues:		
Management fees		\$ 2,102,916
Expenses:		
Salaries	\$ 1,163,023	
Depreciation	15,275	
Educational supplies and services	290,498	
Insurance	22,810	
Interest	48,134	
Office supplies	22,019	
Other	49,027	
Payroll taxes	149,072	
Printing and reproduction	16,439	
Professional fees	167,511	
Rent	95,779	
School development expenses	10,652	
Telephone	4,777	
Travel and entertainment	45,805	
Utilities	<u>2,568</u>	
Total expenses		<u>2,103,389</u>
Change in net assets		(473)
Net assets at beginning of year		<u>(345,351)</u>
Net assets at end of year		<u><u>\$ (345,824)</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2009

Cash flows from operating activities:		
Change in net assets	\$	(473)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		15,275
Effects of changes in operating assets and liabilities:		
Accounts receivable		(27,614)
Deposits		18,865
Cash overdraft		(28,445)
Accounts payable and accrued expenses		55,247
Other liability		<u>(20,816)</u>
Net cash provided by operating activities	\$	12,039
Cash flows from investing activities:		
Collection of advances made to employees		2,650
Decrease in amount due from charter schools, net		<u>85,493</u>
Net cash provided by investing activities		88,143
Cash flows from financing activities:		
Net principal repayments of short-term notes payable		(79,865)
Principal repayments of long-term note payable		<u>(5,172)</u>
Net cash used by financing activities		<u>(85,037)</u>
Net increase in cash		15,145
Cash at beginning of year		<u>0</u>
Cash at end of year	\$	<u><u>15,145</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

Concept Schools, Inc. (the "Organization") was established to organize, operate and manage K - 12 charter schools. The Organization currently manages sixteen charter schools throughout the Midwest under annual agreements.

B. Income Taxes

Concept Schools, Inc. operates as a nonprofit organization. Management has not obtained status that exempts the Organization from income taxes under Section 501(c)(3) of the Internal Revenue code. The Organization, therefore, is subject to federal and state income taxes.

C. Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with U.S. generally accepted accounting principles.

D. Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

E. Cash

For purposes of the statement of cash flows, the Organization considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

The Organization's bank account balance, at times, exceeds federally insured limits. The Organization has not experienced any losses on this account.

F. Accounts Receivable

The Organization extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of the Organization, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2009.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009

G. Equipment, Furniture and Vehicles

Equipment, furniture and vehicles are stated at cost or, if donated, at the estimated fair value upon receipt. It is the Organization's policy to capitalize expenditures for these items in excess of \$1,000. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

H. Subsequent Events

Management has evaluated subsequent events through August 20, 2010, which is the date the financial statements were available to be issued.

NOTE 2. DUE FROM CHARTER SCHOOLS

The Organization has made advances to five charter schools. The advances are non-interest bearing, unsecured, and due on demand. The total balance receivable at June 30, 2009 was \$121,000.

NOTE 3. EQUIPMENT, FURNITURE AND VEHICLE

The Organization's equipment, furniture and vehicle at June 30, 2008 consisted of the following:

Equipment and furniture	\$ 45,409
Vehicle	31,750
Less accumulated depreciation	<u>(45,613)</u>
Net equipment, furniture and vehicle	<u>\$ 31,546</u>

NOTE 4. NOTES PAYABLE

The Organization's notes payable as of June 30, 2009 consisted of the following:

Note payable to an unrelated third party that is due on demand. The note bears interest at 8% and is uncollateralized.	\$ 397,989
Note payable to a bank that is due in monthly installments of \$583, including interest at 8%, with final payment due in September, 2012. The note is collateralized by a vehicle.	<u>19,960</u>
Total	<u>\$ 417,949</u>

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009

Future maturities of the notes payable are as follows:

Due on demand	\$ 397,989
Due during years ending June 30:	
2010	5,601
2011	6,065
2012	6,568
2013	<u>1,726</u>
Total	<u>\$ 417,949</u>

NOTE 5. OPERATING LEASE

The Organization conducts its operations from a facility that is leased under a noncancelable operating lease expiring in March, 2014. The lease agreement included a minimum lease payments vary during the lease term; therefore, total rent for this lease is being recorded on the straight-line basis over the term of the lease.

Rent expense for the year ended June 30, 2009 was as follows:

Base rent	\$ 16,768
Accrued rent adjustment to record rent on the straight-line basis	49,958
Month-to-month leases	<u>29,053</u>
Total rent expense	<u>\$ 95,779</u>

Future minimum rental payments required under this lease in years ending June 30 are as follows:

2010	\$ 102,619
2011	105,697
2012	108,868
2013	112,134
2014	<u>96,059</u>
Total	<u>\$ 525,377</u>

NOTE 6. CASH FLOW INFORMATION

Cash paid for interest during the year ended June 30, 2009 was \$7,319.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2009

NOTE 7. MANAGEMENT FEE INCOME

The Organization, being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of the Organization that any fees or charges associated with the charitable services and programs of the Organization will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2009 is reported net of fee waivers and reductions totaling \$902,384.

CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

**CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010**

CONTENTS

	<u>Page</u>
Independent Auditor's Report	1
Statement of Financial Position	2
Statement of Activities	3
Statement of Cash Flows	4
Notes to Financial Statements	5 - 8

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying balance sheet of Concept Schools, Inc. as of June 30, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
July 18, 2011



CONCEPT SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2010

ASSETS

Cash	\$ 469,441
Accounts receivable	172,075
Due from charter schools	422,000
Deposits	8,384
Equipment, furniture and vehicle, less accumulated depreciation	<u>48,630</u>
Total assets	<u><u>\$ 1,120,530</u></u>

LIABILITIES AND NET ASSETS

Liabilities:	
Accounts payable	\$ 14,331
Accrued expenses	158,434
Notes payable	<u>458,419</u>
Total liabilities	631,184
Net assets:	
Unrestricted	<u>489,346</u>
Total liabilities and net assets	<u><u>\$ 1,120,530</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2010

Revenues:		
Management fees		\$ 3,637,829
Expenses and losses:		
Salaries	\$ 1,634,966	
Depreciation	15,419	
Educational supplies and services	317,078	
Insurance	40,315	
Interest	32,893	
Loss on disposal of assets	9,951	
Office supplies	39,375	
Other	134,153	
Payroll taxes	116,950	
Printing and reproduction	17,932	
Professional fees	200,664	
Rent	104,574	
School development expenses	13,123	
Telephone	10,755	
Travel and entertainment	108,357	
Utilities	<u>6,154</u>	
Total expenses and losses		<u>2,802,659</u>
Change in net assets		835,170
Net assets at beginning of year		<u>(345,824)</u>
Net assets at end of year		<u><u>\$ 489,346</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2010

Cash flows from operating activities:		
Change in net assets	\$	835,170
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		15,419
Loss of disposal of assets		9,951
Effects of changes in operating assets and liabilities:		
Accounts receivable		(76,672)
Accounts payable and accrued expenses		<u>75,078</u>
Net cash provided by operating activities	\$	858,946
Cash flows from investing activities:		
Purchases of furniture and equipment		(42,454)
Advances made to charter schools, net		<u>(301,000)</u>
Net cash used by investing activities		(343,454)
Cash flows from financing activities:		
Principal repayments of notes payable		<u>(61,196)</u>
Net increase in cash		454,296
Cash at beginning of year		<u>15,145</u>
Cash at end of year	\$	<u><u>469,441</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

Concept Schools, Inc. (the "Organization") was established to organize, operate and manage K - 12 charter schools. The Organization currently manages nineteen charter schools throughout the Midwest under annual agreements.

B. Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

C. Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

D. Subsequent Events

Management has evaluated subsequent events through July 18, 2011, which is the date the financial statements were available to be issued.

E. Cash

For purposes of the statement of cash flows, the Organization considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

The Organization's bank account balance, at times, exceeds federally insured limits. The Organization has not experienced any losses on this account.

F. Accounts Receivable

The Organization extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of the Organization, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2010.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

G. Equipment, Furniture and Vehicle

The Organization's equipment, furniture and vehicle are stated at cost or, if donated, at the estimated fair value upon receipt. It is the Organization's policy to capitalize expenditures for these items in excess of \$1,000. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

H. Functional Expenses

The Organization's expenses were incurred primarily for the operations and management of the K - 12 charter schools.

NOTE 2. DUE FROM CHARTER SCHOOLS

The Organization has made advances to six charter schools. The advances are non-interest bearing, unsecured, and due on demand. The total balance receivable at June 30, 2010 was \$422,000.

NOTE 3. EQUIPMENT, FURNITURE AND VEHICLE

The Organization's equipment, furniture and vehicle at June 30, 2010 consisted of the following:

Equipment and furniture	\$ 35,638
Vehicle	38,565
Less accumulated depreciation	<u>(25,573)</u>
Net equipment, furniture and vehicle	<u>\$ 48,630</u>

NOTE 4. NOTES PAYABLE

The Organization's notes payable as of June 30, 2010 consisted of the following:

Note payable to an unrelated third party that is due in monthly installments of \$7,975, including interest at 7.5%, with final payment due in February, 2016. The note is uncollateralized.	\$ 444,025
Note payable to a bank that is due in monthly installments of \$583, including interest at 8%, with final payment due in September, 2012. The note is collateralized by a vehicle.	<u>14,394</u>
Total	<u>\$ 458,419</u>

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

Future maturities of the notes payable in years ending June 30 are as follows:

2011	\$	70,652
2012		76,162
2013		76,763
2014		80,824
2015		87,096
Thereafter		<u>66,922</u>
Total	\$	<u>458,419</u>

NOTE 5. OPERATING LEASE

The Organization conducts its operations from a facility that is leased under a noncancelable operating lease expiring in March, 2014. The lease agreement calls for specified rent increases in future years. Total rent expense is being recorded on the straight-line basis over the term of the lease.

Rent expense for the year ended June 30, 2010 was as follows:

Base rent	\$	102,619
Accrued rent adjustment to record rent on the straight-line basis		(2,530)
Month-to-month leases		<u>4,485</u>
Total rent expense	\$	<u>104,574</u>

Future minimum rental payments required under this lease in years ending June 30 are as follows:

2011	\$	105,697
2012		108,868
2013		112,134
2014		<u>96,060</u>
Total	\$	<u>422,759</u>

NOTE 6. CASH FLOW INFORMATION

Cash paid for interest during the year ended June 30, 2010 was \$32,893.

During the year ended June 30, 2010, the Organization had a noncash financing transaction of \$101,666 related to accrued interest that was added to the principal of a note payable to an unrelated third party.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2010

NOTE 7. MANAGEMENT FEE INCOME

The Organization, being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of the Organization that any fees or charges associated with the charitable services and programs of the Organization will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2010 is reported net of fee waivers and reductions totaling \$500,537.

NOTE 8. INCOME TAXES

A provision for income taxes has not been included in the accompanying financial statements. Concept Schools, Inc. has submitted an application to be recognized as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code. The Internal Revenue Service has not yet issued its determination as to whether the Organization qualifies as a tax exempt entity. If the application were to be denied, statutory federal and state corporate income tax rates would apply to the change in net assets for the current and prior years.

The income tax returns of the Organization are subject to examination by the taxing authorities, generally for three years after the date they were filed.

CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011

**CONCEPT SCHOOLS, INC.
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011**

CONTENTS

	<u>Page</u>
Independent Auditor's Report	1
Statement of Financial Position	2
Statement of Activities	3
Statement of Cash Flows	4
Notes to Financial Statements	5 - 8

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying balance sheet of Concept Schools, Inc. as of June 30, 2011, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Concept Schools, Inc. as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
April 9, 2012



CONCEPT SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2011

ASSETS

Cash	\$ 325,240
Accounts receivable	566,182
Due from charter schools	902,800
Prepaid expenses and deposits	21,029
Equipment, furniture and vehicles, less accumulated depreciation	<u>134,174</u>
Total assets	<u><u>\$ 1,949,425</u></u>

LIABILITIES AND NET ASSETS

Liabilities:	
Accounts payable	\$ 11,095
Accrued expenses	46,997
Notes payable	<u>252,485</u>
Total liabilities	310,577
Net assets:	
Unrestricted	<u>1,638,848</u>
Total liabilities and net assets	<u><u>\$ 1,949,425</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2011

Revenues:

Management fees	\$ 4,419,086
Student activity fees	<u>245,381</u>

Total revenues \$ 4,664,467

Expenses:

Salaries and benefits	\$ 2,016,143
Depreciation	36,469
Educational supplies and services	594,353
Insurance	20,329
Interest	30,126
Office supplies	42,024
Other	118,965
Payroll taxes	160,789
Printing and reproduction	44,640
Professional fees	131,568
Rent	111,317
Telephone	13,418
Travel and entertainment	189,892
Utilities	<u>4,932</u>

Total expenses 3,514,965

Change in net assets 1,149,502

Net assets at beginning of year 489,346

Net assets at end of year \$ 1,638,848

See notes to financial statements.

CONCEPT SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2011

Cash flows from operating activities:		
Change in net assets	\$	1,149,502
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation		36,469
Gain on disposal of assets		(812)
Effects of changes in operating assets and liabilities:		
Accounts receivable		(394,107)
Prepaid expenses and deposits		(12,645)
Accounts payable and accrued expenses		<u>(114,673)</u>
Net cash provided by operating activities	\$	663,734
Cash flows from investing activities:		
Advances made to charter schools, net		(480,800)
Purchases of equipment, furniture and vehicles		<u>(93,844)</u>
Net cash used by investing activities		(574,644)
Cash flows from financing activities:		
Principal repayments of notes payable		<u>(233,291)</u>
Net decrease in cash		(144,201)
Cash at beginning of year		<u>469,441</u>
Cash at end of year	\$	<u><u>325,240</u></u>

See notes to financial statements.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

Concept Schools, Inc. (the "Organization") was established to organize, operate and manage K - 12 charter schools. The Organization currently manages twenty-seven charter schools throughout the Midwest under annual agreements.

B. Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

C. Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

D. Subsequent Events

Management has evaluated subsequent events through April 9, 2012, which is the date the financial statements were available to be issued.

E. Cash

For purposes of the statement of cash flows, the Organization considers all short-term debt securities purchased with an original maturity of three months or less to be cash equivalents.

The Organization's bank account balance, at times, exceeds federally insured limits. The Organization has not experienced any losses on this account.

F. Accounts Receivable

The Organization extends credit to the schools it manages and generally requires no collateral. Accounts receivable are reported at their outstanding balance reduced by the allowance for doubtful accounts, if any.

The allowance for doubtful accounts is increased by charges to income and decreased by chargeoffs (net of recoveries). Management's periodic evaluation of the adequacy of the allowance is based on the past collection experience of the Organization, known and inherent risks of the schools comprising the accounts receivable balance, adverse situations that may affect the school's ability to pay, and current economic conditions. Accounts receivable are charged off when management deems the balance to be uncollectible.

Based on a review of outstanding accounts receivable, management determined that an allowance for doubtful accounts was not necessary at June 30, 2011.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011

G. Equipment, Furniture and Vehicles

The Organization's equipment, furniture and vehicles are stated at cost or, if donated, at the estimated fair value upon receipt. It is the Organization's policy to capitalize expenditures for these items in excess of \$500. Lesser amounts are expensed. Depreciation is calculated using the straight-line method over the estimated useful lives of the related assets. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are expensed as incurred.

H. Functional Expenses

The Organization's expenses were incurred primarily for the operations and management of the K - 12 charter schools.

NOTE 2. DUE FROM CHARTER SCHOOLS

The Organization has made advances to seven charter schools. The advances are non-interest bearing, unsecured, and due on demand. The total balance receivable at June 30, 2011 was \$902,800.

NOTE 3. EQUIPMENT, FURNITURE AND VEHICLES

The Organization's equipment, furniture and vehicles at June 30, 2011 consisted of the following:

Equipment and furniture	\$ 129,480
Vehicles	46,100
Less accumulated depreciation	<u>(41,406)</u>
Net equipment, furniture and vehicles	<u>\$ 134,174</u>

NOTE 4. NOTES PAYABLE

The Organization's notes payable as of June 30, 2011 consisted of the following:

Uncollateralized note payable to an unrelated third party that is due in monthly installments of \$7,975, including interest at 7.5%. The note was repaid in July, 2011.	\$ 216,856
Note payable to a bank that is due in monthly installments of \$685, including interest at 5.2%, with final payment due in May, 2016. The note is collateralized by a vehicle.	<u>35,629</u>
Total	<u>\$ 252,485</u>

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011

Future maturities of the notes payable in years ending June 30 are as follows:

2012	\$	223,387
2013		6,878
2014		7,243
2015		7,628
2016		<u>7,349</u>
Total	\$	<u>252,485</u>

NOTE 5. OPERATING LEASES

The Organization conducts its operations from a facility that is leased under a noncancelable operating lease expiring in March, 2014. The lease agreement calls for specified rent increases in future years. Total rent expense is being recorded on the straight-line basis over the term of the lease.

Rent expense for the year ended June 30, 2011 was as follows:

Base rent	\$	105,697
Accrued rent adjustment to record rent on the straight-line basis		(5,609)
Month-to-month leases		<u>11,229</u>
Total rent expense	\$	<u>111,317</u>

Future minimum rental payments required under the long-term lease in years ending June 30 are as follows:

2012	\$	108,868
2013		112,134
2014		<u>96,060</u>
Total	\$	<u>317,062</u>

NOTE 6. CASH FLOW INFORMATION

Cash paid for interest during the year ended June 30, 2011 was \$30,126.

During the year ended June 30, 2011, the Organization had a noncash investing and financing transaction of \$27,357 related to the purchase of a vehicle.

CONCEPT SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2011

NOTE 7. MANAGEMENT FEE INCOME

The Organization, being organized exclusively for charitable and educational purposes under Illinois law, strives to make its charitable services and programs available to the appropriate general public without undue obstacles to access. It is the general policy of the Organization that any fees or charges associated with the charitable services and programs of the Organization will be waived or reduced in accordance with each member school's ability to pay. Management fee income on the statement of activities for the year ended June 30, 2011 is reported net of fee waivers and reductions totaling \$1,153,906.

NOTE 8. INCOME TAXES

A provision for income taxes has not been included in the accompanying financial statements. Concept Schools, Inc. has submitted an application to be recognized as a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code. The Internal Revenue Service has not yet issued its determination as to whether the Organization qualifies as a tax exempt entity. If the application were to be denied, statutory federal and state corporate income tax rates would apply to the change in net assets for the current and prior years.

The income tax returns of the Organization are subject to examination by the taxing authorities, generally for three years after the date they were filed.

April 9, 2012

To the Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

We have audited the financial statements of Concept Schools, Inc. for the year ended June 30, 2011, and have issued our report thereon dated April 9, 2012. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated November 17, 2011. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Concept Schools, Inc. are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2011. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. The attached journal entries were proposed as a result of audit procedures and were agreed to by management.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.



Management Representations

We have requested certain representations from management that are included in the management representation letter dated April 9, 2012.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the Organization’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of Board of Directors and management of Concept Schools, Inc. and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Concept Schools, Inc.

Year End: June 30, 2011

Issues

Date: 7/1/2010 To 6/30/2011

Prepared by	Reviewed by	Reviewed by
PJC 2/8/2012		

AJE

Number	Date	Name	Account No	Reference	Annotation	Debit	Credit	Recurrence
1	6/30/2011	Net Assets	2750			14,212.00		
1	6/30/2011	800-Misc Objects:Donated Serv-Uncollected Fun	5321				14,212.00	
		Record Quickbooks Error in Accounts Receivable						
2	6/30/2011	Accrued Rent	2549			5,609.00		
2	6/30/2011	400-Purchased Services:Rent	5630				5,609.00	
		Record 2011 Straight Line of Rent						
3	6/30/2011	Accounts Payable	2100			3,950.00		
3	6/30/2011	500-Supplies and Materials:Software & Hardware	5616				3,600.00	
3	6/30/2011	400-Purchased Services:Professional & Technica	5763				350.00	
		To reverse fiscal year 2010 accounts payable						
4	6/30/2011	Prepaid Rent	1550			10,670.00		
4	6/30/2011	400-Purchased Services:Rent	5630				10,670.00	
		Record Prepaid Rent						
5	6/30/2011	Accounts Payable	2100	BB-01			8,256.00	
5	6/30/2011	400-Purchased Services:Consulting Services	5762	BB-01		8,256.00		
		To record additional AP						
6	6/30/2011	Note Payable- Short term (current portion)	2528	KK-03			88,754.00	
6	6/30/2011	Note Payable- Long term (less current portion)	2601	KK-03		88,754.00		
		To record current portion of long term debt						
7	6/30/2011	601-Accum Deprec- Fixed Assets	1510			24,725.00		
7	6/30/2011	Depreciation Expense	5450				24,725.00	
		To record depreciation expense						
9	6/30/2011	Management Fees	6000			62,276.00		
9	6/30/2011	Management Fees:Instructional Services	6002				43,000.00	
9	6/30/2011	Management Fees:Professional Development	6004				6,750.00	
9	6/30/2011	Management Fees:Professional & Technical Serv	6005				12,526.00	
		Record Reclassification of fees from Management fees to other fees						
10	6/30/2011	Accounts Receivable	1100				79,840.00	
10	6/30/2011	800-Misc Objects:Donated Serv-Uncollected Fun	5321			79,840.00		
		Record Write off of Accounts Receivable at the end of the year.						
11	6/30/2011	601-Accum Deprec- Fixed Assets	1510			1,269.00		
11	6/30/2011	Depreciation Expense	5450				1,269.00	
		Adjust Depreciation						
12	6/30/2011	Federal Withholding	2304			41,526.00		
12	6/30/2011	Current Liabilities:Payroll Liabilities	2305				133,827.00	
12	6/30/2011	State Tax Withholdings	2306			7,380.00		
12	6/30/2011	FICA Taxes	2308			85,629.00		
12	6/30/2011	Health Insurance	2309				708.00	

4/7/2012

8:00 AM

Concept Schools, Inc.

Year End: June 30, 2011

Issues

Date: 7/1/2010 To 6/30/2011

Prepared by	Reviewed by	Reviewed by
PJC 2/8/2012		

AJE-1

Number	Date	Name	Account No	Reference	Annotation	Debit	Credit	Recurrence
		Reclass payroll taxes						
						434,096.00	434,096.00	
		Net Income (Loss)	1,149,502.00					

*Certified Public Accountants/
Business and Personal Consultants*

To Board of Directors of
Concept Schools, Inc.
Des Plaines, Illinois

In planning and performing our audit of the financial statements of Concept Schools, Inc. (the "Organization") as of and for the year ended June 30, 2011, in accordance with auditing standards generally accepted in the United States of America, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and therefore there can be no assurance that all such deficiencies have been identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the following deficiencies in the Organization's internal control to be material weaknesses:

Supervision

Personnel performing accounting functions in the payroll, billing and accounts receivable, and accounts payable and related disbursements processes are not adequately supervised by appropriate personnel.

The bank reconciliations and payroll tax returns are not reviewed and approved by appropriate personnel.

This communication is intended solely for the information and use of management, the Board of Directors, and others within the Organization, and is not intended to be and should not be used by anyone other than these specified parties.

Mulcahy, Pauritsch, Salvador & Co., Ltd.

Orland Park, Illinois
April 9, 2012



3:48 PM

04/06/12

Accrual Basis

CONCEPT SCHOOLS INC.
Profit & Loss
July 2011 through March 2012

	<u>Jul '11 - Mar 12</u>
Ordinary Income/Expense	
Income	
Management Services	
Management Service Fees	4,693,221.80
Professional & Technical Serv	8,000.00
Instructional Services	15,397.00
Total Management Services	4,716,618.80
Program Registration Fees	12,885.00
Contributions & Donations	10,557.10
Student Activities	6,673.00
Total Income	4,746,733.90
Gross Profit	4,746,733.90
Expense	
100-Salaries	
Payroll	1,706,480.24
Total 100-Salaries	1,706,480.24
200-Benefits	
Medicare	23,737.05
FICA (Soc Sec)	101,338.99
Medical Insurance	107,134.39
Dental Insurance	4,612.08
Unemployment Compensation	7,592.77
Workers Compensation	4,676.90
Total 200-Benefits	249,092.18
400-Purchased Services	
Accounting Services	18,388.04
Advertising	491.68
Consulting Services	70,005.36
Dues and Subscriptions	1,894.30
Electricity	4,547.45
Equipment Rental	593.50
Gas	148.46
Human Resource Services	17,976.00
Auto Lease Expense	2,772.27
Legal Services	137,875.21
Maintenance & Repairs-Building	5,994.58
Maintenance & Repairs-Vehicle	950.07
Moving & Nonrecurring Expenses	3,944.21
Postage and Delivery	10,634.62
PR Expenses	21,583.82
Printing and Reproduction	21,154.03
Prof Develop - Seminar & Worksh	79,770.76

3:48 PM

04/06/12

Accrual Basis

CONCEPT SCHOOLS INC.
Profit & Loss
July 2011 through March 2012

	<u>Jul '11 - Mar 12</u>
Professional & Technical Serv	22,477.59
Building Rent	91,087.36
Staff Retreatment	3,913.64
Student Exchange Program	49,800.00
Telecommunications	12,901.31
Testing Services	107,491.83
Travel Expenses	102,256.81
Total 400-Purchased Services	788,652.90
500-Supplies and Materials	
Company Vehicle Expenses	5,593.33
Educational Supplies&Materials	1,738.51
Food & Entertainment	47,272.74
Furniture & Equipment	1,060.92
Gifts & Incentives	28,364.18
Office Supplies	34,963.08
Software & Hardware	6,428.93
Total 500-Supplies and Materials	125,421.69
600-Capital Outlay	
Electronic and Software	6,637.29
Machinery and Equipment	1,006.53
Total 600-Capital Outlay	7,643.82
800-Misc Objects	
Academic & Sport Fees	11,908.95
Bank Service Charges	1,054.04
Contributions & Memberships	26,385.00
Donated to Member Schools	145,800.00
Insurance; Auto	3,612.67
Insurance; Liability&Property	3,882.08
Licenses, Fees, Permits	3,052.00
Other Dues & Fees	168.67
Interest	723.08
Penalty	32.06
Taxes	41.39
Payroll Service	559.28
Miscellaneous	1,019.34
Total 800-Misc Objects	198,238.56
Total Expense	3,075,529.39
Net Ordinary Income	1,671,204.51
Net Income	1,671,204.51

CONCEPT SCHOOLS INC.
Statement of Cash Flows
 July 2011 through March 2012

	<u>Jul '11 - Mar 12</u>
OPERATING ACTIVITIES	
Net Income	1,671,204.51
Adjustments to reconcile Net Income to net cash provided by operations:	
Accrued Receivable	125,000.00
Accounts Receivable	-739,178.28
Accounts Payable	29,957.81
Loan Payable: Honda Odyssey 2010	-4,866.78
Payroll Liabilities	-1,451.44
Payroll Liabilities: Federal Withholding	13,002.00
Payroll Liabilities: Medicare	5,469.62
Payroll Liabilities: FICA (Soc Sec)	19,615.13
Payroll Liabilities: IL - Withholding	6,263.38
Payroll Liabilities: OH - Withholding	277.09
Payroll Liabilities: IN - Withholding	349.88
Payroll Liabilities: WI - Withholding	972.96
Payroll Liabilities: IL - Unemployment	2,044.33
Payroll Liabilities: OH - Unemployment	378.00
Payroll Liabilities: IN - Unemployment	346.11
Payroll Liabilities: WI - Unemployment	468.00
Payroll Liabilities: Health Insurance (employee)	-8,356.33
Payroll Liabilities: Health Insurance (company)	-5,482.34
Payroll Liabilities: Dental Insurance (employee)	-15.01
Payroll Liabilities: Dental Insurance (company)	-51.05
Payroll Liabilities: Columbus City Income Tax	870.06
Payroll Liabilities: Cleveland City Income Tax	234.95
Net cash provided by Operating Activities	1,117,052.60
INVESTING ACTIVITIES	
600-Fixed Assets: Automobile	-25,170.01
600-Fixed Assets: Electronic and Software	-547.50
Prepaid Expenses	-41,585.86
Security Deposit	-700.00
Loan Receivable: IMSA Indianapolis - North	80,000.00
Loan Receivable: Michigan Math and Science Acad	85,800.00
Loan Receivable: Milwaukee Math and Science Acad	65,000.00
Loan Receivable: HSA Dayton - Downtown	20,000.00
Loan Receivable: HSA Lorain	15,000.00
Loan Receivable: HSA Toledo - Downtown	32,000.00
Net cash provided by Investing Activities	229,796.63
FINANCING ACTIVITIES	
Breeze Inc	-216,843.29
Net cash provided by Financing Activities	-216,843.29
Net cash increase for period	1,130,005.94

CONCEPT SCHOOLS INC.
Statement of Cash Flows
July 2011 through March 2012

	<u>Jul '11 - Mar 12</u>
Cash at beginning of period	<u>325,240.31</u>
Cash at end of period	<u><u>1,455,246.25</u></u>

3:50 PM

04/06/12

Accrual Basis

CONCEPT SCHOOLS INC.

Balance Sheet

As of March 31, 2012

	<u>Mar 31, 12</u>
ASSETS	
Current Assets	
Checking/Savings	
Chase Bank	1,455,246.25
Total Checking/Savings	<u>1,455,246.25</u>
Accounts Receivable	
Accounts Receivable	1,260,200.00
Total Accounts Receivable	<u>1,260,200.00</u>
Total Current Assets	2,715,446.25
Fixed Assets	
600-Fixed Assets	
Automobile	71,270.54
Electronic and Software	48,576.99
Furniture and Fixtures	20,060.86
Machinery and Equipment	61,390.44
Total 600-Fixed Assets	<u>201,298.83</u>
601-Accum Deprec-Fixed Assets	
Accumulated Depreciation	-67,399.11
Total 601-Accum Deprec-Fixed Assets	<u>-67,399.11</u>
Total Fixed Assets	133,899.72
Other Assets	
Prepaid Expenses	41,585.86
Security Deposit	11,058.96
Loan Receivable	
Minnesota School of Science	250,000.00
Michigan Math and Science Acad	130,000.00
Milwaukee Math and Science Acad	105,000.00
HSA Dayton - Downtown	120,000.00
Total Loan Receivable	<u>605,000.00</u>
Total Other Assets	<u>657,644.82</u>
TOTAL ASSETS	<u>3,506,990.79</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	36,746.98
Total Accounts Payable	<u>36,746.98</u>

3:50 PM

04/06/12

Accrual Basis

CONCEPT SCHOOLS INC.
Balance Sheet
As of March 31, 2012

	<u>Mar 31, 12</u>
Other Current Liabilities	
Accrued Rent	47,428.00
HSA - Cleveland Elementary	962.40
Loan Payable	
Honda Odyssey 2010	30,762.25
Total Loan Payable	<u>30,762.25</u>
Payroll Liabilities	
Federal Withholding	54,528.41
Medicare	21,700.14
FICA (Soc Sec)	89,014.09
IL - Withholding	10,100.87
OH - Withholding	3,195.94
IN - Withholding	973.23
WI - Withholding	972.96
IL - Unemployment	2,044.33
OH - Unemployment	378.00
IN - Unemployment	346.11
WI - Unemployment	468.00
Health Insurance (employee)	-9,017.31
Health Insurance (company)	-6,207.73
Dental Insurance (employee)	256.35
Dental Insurance (company)	355.99
Columbus City Income Tax	870.06
Cleveland City Income Tax	234.95
Payroll Liabilities - Other	-131,062.16
Total Payroll Liabilities	<u>39,152.23</u>
Total Other Current Liabilities	<u>118,304.88</u>
Total Current Liabilities	<u>155,051.86</u>
Total Liabilities	155,051.86
Equity	
Net Assets	1,680,734.42
Net Income	1,671,204.51
Total Equity	<u>3,351,938.93</u>
TOTAL LIABILITIES & EQUITY	<u><u>3,506,990.79</u></u>

CONCEPT AND CONCEP MANAGED SCHOOLS PAST AND CURRENT LEGAL ISSUES

Legal Claims Against Various Schools Outside Ohio (There are 8 schools outside Ohio):

1- Linde vs. GSA

A. Demand: Former employee of Gateway Science Academy of Saint Louis filed a wrongful discharge suit in Saint Louis County Circuit Court against Gateway Science Academy of Saint Louis claiming that she has suffered damages, including lost wages and other benefits of employment, suffered emotional distress, humiliation, embarrassment and loss of enjoyment of life due to the decision not to renew her employment contract as an instructional coordinator at GSA.

B. Response: Gateway Science Academy of Saint Louis denies that there is a wrongful discharge. GSA submitted a written response and documentation to the court showing that its action was consistent with the applicable state Charter law and its employment policies and procedures.

C. Status: The case is still pending.

2- Rhonda Hartwell vs. Chicago Mathematics and Science Academy Charter School, Inc.

A. Demand: A union filed an unfair labor practice charge on behalf of a former teacher, alleging that her non-retention was discriminatorily motivated by her union activities in violation of the Illinois Educational Labor Relations Act. The Union and the teacher sought relief in the form of backpay and reinstatement.

B. Response: CMSA denies that it violated the Illinois Educational Labor Relations Act when it decided not to retain the teacher.

C. Status: The case was settled, and the charge withdrawn before any official legal finding was Issued by the Illinois Educational Labor Relations Board.

3- Chicago Mathematics and Science Academy Charter School, Inc.,

A. Demand: CMSA filed a representation petition with the National Labor Relations Board ("NLRB"), asserting that the NLRB has jurisdiction over CMSA's labor relations because it is a private sector entity. Among other things, CMSA requested that a secret ballot election be held in connection with a demand for recognition by a local union.

B. Response: Not applicable (this is not a lawsuit that has been filed against CMSA).

C. Status: In January 2011, the NLRB accepted CMSA's appeal. Briefing was completed in March 2011, and the parties are waiting for the NLRB to issue a final decision as to whether CMSA is a private sector employer subject to the National Labor Relations Act.

Legal Claims Against Various Ohio Schools (There are 19 schools in Ohio):

1. Gehrlein v. Horizon Science Academy Denison Middle School (2007)
 - A. Demand: Former teacher of HSA Denison made an age discrimination claim which was denied by EEOC. Litigation was filed.
 - B. Response: School successfully defended the claim.
 - C. Status: The case was resolved by summary judgment in favor of the school.
2. Catalusci v. Horizon Science Academy Denison Middle School (2007)
 - A. Demand: Former teacher of HSA Denison Middle made an age/gender/equal pay claims that were denied by the EEOC. Litigation was filed.
 - B. Response: School defended the claim.
 - C. Status: The case was resolved and dismissed.
3. Addi v. Horizon Science Academy Denison Middle School (2008)
 - A. Demand: Former teacher of HSA Denison made age/gender/reverse national origin discrimination and equal pay claims to the EEOC.
 - B. Response: The claims were successfully defended.
 - C. Status: The EEOC denied the claim. No litigation resulted.
4. Merkle v. Horizon Science Academy Dayton (2009, 2011)
 - A. Demand: Former teacher of HSA Dayton filed a claim with the Ohio Civil Rights Commission, transferred to EEOC. The matter was voluntarily dismissed by Mr. Merkle. He later filed an additional claim with the EEOC.
 - B. Response: School defended the claim.
 - C. Status: The matter was dismissed by the EEOC.
5. Query v. Horizon Science Academy Cincinnati (2009)
 - A. Demand: Former teacher of HSA Cincinnati appealed an unemployment claim.
 - B. Response: School successfully defended the appeal.
 - C. Status: Court upheld denial of unemployment compensation. Case resolved.
6. Johnson v. Horizon Science Academy Cincinnati
 - A. Demand: Former teacher of HSA Dayton filed a claim with the NLRB.
 - B. Response: School defended the claim.
 - C. Status: Ms. Johnson withdrew her complaint.
7. Gardiner v. Horizon Science Academy Columbus Middle School
 - A. Demand: Former teacher of HSA Columbus Middle filed a claim of age discrimination with the EEOC.
 - B. Response: The claim was successfully defended.
 - C. Status: The claim was denied by the EEOC, no litigation resulted.

8. Britton v. Noble Academy- Cleveland (2011)
 - A. Demand: Former teacher of Noble Academy Cleveland filed a claim with the EEOC.
 - B. Response: School defended the claim.
 - C. Status: Claim was dismissed by the EEOC. No litigation resulted.
9. Cambridge Technologies v. Horizon Science Academy Springfield
 - A. Demand: Cambridge Technologies alleges that the School owes it \$8,680 plus interest for tables and computer monitors.
 - B. Response: The School maintains that it did not order the equipment from Cambridge.
 - C. Status: The matter is still pending with a trial set for June 29, 2012.
10. Cambridge Technologies v. Horizon Science Academy-Dayton
 - A. Demand: Cambridge Technologies alleges that the Schools owes it \$16,106.50 plus interest for various equipment.
 - B. Response: The School maintains that it did not order the equipment from Cambridge.
 - C. Status: The matter is still pending with a trial set for June 29, 2012.
11. Cambridge Technologies v. Horizon Science Academy Cincinnati
 - A. Demand: Cambridge Technologies alleges that the Schools owes it \$55,972 plus interest for various equipment.
 - B. Response: The School maintains that it did not order the equipment from Cambridge.
 - C. Status: The matter is still pending with a trial set for June 29, 2012.
12. Cambridge Technologies v. Noble Academy Columbus
 - A. Demand: Cambridge Technologies alleges that the School owes it money for equipment received.
 - B. Response: The School maintained that the amount was incorrect.
 - C. Status: The matter was settled.
13. Cambridge Technologies v. Indiana Math and Science Academy- Indianapolis
 - A. Demand: Cambridge Technologies alleges that the School owes it money for equipment received.
 - B. Response: The School maintained that the amount was incorrect.
 - C. Status: The matter was settled.
14. Cambridge Technologies v. Concept Schools
 - A. Demand: Cambridge Technologies alleges that Concept Schools owed it money for equipment delivered to various Ohio schools.
 - B. Response: Concept maintained that it was not the responsible party.
 - C. Status: The matter was dismissed.
15. Rebecca Enk v. Horizon Science Academy Cincinnati (2010)
 - A. Demand: Former teacher brought retaliation, gender and reverse national origin claims against school at the EEOC.
 - B. Response: School successfully defended the claim.
 - C. Status: The claim was denied by the EEOC. No litigation resulted.

16. Rhoda Case v. Horizon Science Academy Dayton (2011)
 - A. Demand: Former teacher brought gender and reverse national origin claims against school at the EEOC.
 - B. Response: School successfully defended the claim.
 - C. Status: The claims were denied by the EEOC. No litigation resulted.
17. Young v. Horizon Science Academy Cleveland Middle School (2008)
 - A. Demand: A subcontractor obtained a small claims default judgment for \$2800.
 - B. Response: The School was unaware of the claim at the time it was filed.
 - C. Status: The School paid the judgment.
18. Student vs. Horizon Science Academy- Cleveland Elementary School
 - A. Demand: A Student complained to the U.S. Department of Education, Office for Civil Rights that the school was not complying with the student's 504 Plan.
 - B. Response: School denied non-compliance.
 - C. Status: Dispute has been resolved and closed.
19. Student vs. Horizon Science Academy-Cleveland High School
 - A. Demand: A Student complained to the Ohio Department of Education and subsequently to the U.S. Department of Education, Office for Civil Rights that the school was not meeting the student's educational needs.
 - B. Response: School denied non-compliance.
 - C. Status: The Ohio Department of Education matter resulted in an emergency due process hearing and the hearing officer issued a decision of no wrong doing by the School. U.S. DOE's investigation found no reasonable grounds for the complaint and the dispute has been closed.

[English](#)[Customer Service](#)[USPS Mobile](#)[Register / Sign In](#)[Search USPS.com or Track Packages](#)[Quick Tools](#)[Ship a Package](#)[Send Mail](#)[Manage Your Mail](#)[Shop](#)[Business Solutions](#)

Track & Confirm

[GET EMAIL UPDATES](#)[PRINT DETAILS](#)**YOUR LABEL NUMBER**

03103490000113986264

SERVICE

Priority Mail®

STATUS OF YOUR ITEM

Delivered

DATE & TIME

April 11, 2012, 10:27 am

LOCATION

COVINGTON, KY 41011

FEATURES**Expected Delivery By:**
April 11, 2012
Delivery Confirmation™

Arrival at Post Office

April 11, 2012, 5:05 am

COVINGTON, KY 41011

Processed through
USPS Sort Facility

April 10, 2012, 2:36 pm

CINCINNATI, OH 45235

Processed at USPS
Origin Sort Facility

April 09, 2012, 5:52 pm

ELK GROVE
VILLAGE, IL 60007

Acceptance

April 09, 2012, 11:16 am

DES PLAINES, IL 60018

Check on Another Item

What's your label (or receipt) number?

[Find](#)**LEGAL**[Privacy Policy ›](#)
[Terms of Use ›](#)
[FOIA ›](#)
[No FEAR Act EEO Data ›](#)**ON USPS.COM**[Government Services ›](#)
[Buy Stamps & Shop ›](#)
[Print a Label with Postage ›](#)
[Customer Service ›](#)
[Site Index ›](#)**ON ABOUT.USPS.COM**[About USPS Home ›](#)
[Newsroom ›](#)
[Mail Service Updates ›](#)
[Forms & Publications ›](#)
[Careers ›](#)**OTHER USPS SITES**[Business Customer Gateway ›](#)
[Postal Inspectors ›](#)
[Inspector General ›](#)
[Postal Explorer ›](#)

Copyright© 2012 USPS. All Rights Reserved.

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- ☒ Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☒ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☒ Employer Identification Number (EIN)
- ☒ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- ☒ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- ☒ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Article II
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Article VII
- ☒ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- ☒ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at **www.irs.gov** for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Indiana Math and Science Academy South Indianapolis Charter School, Inc.*		2 c/o Name (if applicable)
3 Mailing address (Number and street) (see instructions) 7435 N. Keystone Ave.	Room/Suite	4 Employer Identification Number (EIN) 45-4992195
City or town, state or country, and ZIP + 4 Indianapolis, IN 46240		5 Month the annual accounting period ends (01 - 12) 06
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Bilal Eksili, President		b Phone: (317) 702-7117
		c Fax: (optional) (317) 259-7363
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: www.imsaindy.org		
b Organization's email: (optional) bilaleksili@gmail.com		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 04 / 04 / 2012		
12 Were you formed under the laws of a foreign country? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," state the country.		

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

* - Note that, in the original Articles of Incorporation filed with the Indiana Secretary of State, there was an error in the spelling of the word "Indianapolis," and, in any case, the Indiana Secretary of State's office omitted the word "Indianapolis" entirely on the certificate of incorporation. An amendment has been filed to address this issue but it was not available as of filing and will be forwarded separately.

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. See Attachment 1 ☒ **Yes** ☐ **No**
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ **Yes** ☒ **No**
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ **Yes** ☒ **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ **Yes** ☐ **No**
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. See Attachment 2 ☒ **Yes** ☐ **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Articles of Incorporation Art. II ☒
- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Articles of Incorporation Art. VII
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description. See Attachment 3

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
See Attachment 4			

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
[The individual who will serve in this role has not been hired yet]	Dean of students	[Unknown - not hired yet]	\$50,000

- c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Concept Schools	Management Company	2250 E. Devon Ave. Des Plaines, IL 60018	\$183,600

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties. See Attachment 4, also referenced in Part V, Line 1a
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

d	Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
e	Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
g	If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.	
5a	Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?	
c	What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?	
	Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14. See Attachment 5	
6a	Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments , such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7a	Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length , and explain how you determine or will determine that you pay no more than fair market value . Attach copies of any written contracts or other agreements relating to such purchases.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length , and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8a	Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
b	Describe any written or oral arrangements that you made or intend to make.	
c	Identify with whom you have or will have such arrangements.	
d	Explain how the terms are or will be negotiated at arm's length.	
e	Explain how you determine you pay no more than fair market value or you are paid at least fair market value.	
f	Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.	
9a	Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. See Attachment 6 ☒ Yes ☐ No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. ☐ Yes ☒ No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☒ No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) ☐ Yes ☐ No

- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input type="checkbox"/> accept donations on your website |
| <input type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program. See Attachment 7

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☒ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☒ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you. See Attachment 8

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☒ No

5 Are you affiliated with a governmental unit? If "Yes," explain. ☐ Yes ☒ No

6a Do you or will you engage in **economic development**? If "Yes," describe your program. ☐ Yes ☒ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☒ No

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. See Attachment 9 ☒ Yes ☐ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☒ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☒ No

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☒ No
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☒ No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☒ No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No
- (ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☒ No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII Your Specific Activities (Continued)

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. ☐ Yes ☒ No
- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. ☐ Yes ☒ No
- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. ☐ Yes ☒ No
- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. ☐ Yes ☒ No
- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. ☒ Yes ☐ No
- 20 Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. ☐ Yes ☒ No
- 21 Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F. ☐ Yes ☒ No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. ☐ Yes ☒ No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		(a) From 4/12 To 6/12	(b) From 7/12 To 6/13	(c) From 7/13 To 6/14	(d) From 7/14 To 6/15		
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	522,500	342,000	0		
	2 Membership fees received	0	0	0	0	0	
	3 Gross investment income	0	0	0	0	0	
	4 Net unrelated business income	0	0	0	0	0	
	5 Taxes levied for your benefit	0	0	0	0	0	
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0	0	0	
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	0	0	0	0	0	
	8 Total of lines 1 through 7	0	522,500	342,000	0	864,500	
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list) See Attachment 10	150,000	2,066,068	2,567,973	3,385,503	8,169,544	
	10 Total of lines 8 and 9	150,000	2,588,568	2,909,973	3,385,503	9,034,044	
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0	0	0	
	12 Unusual grants	0	0	0	0	0	
	13 Total Revenue Add lines 10 through 12	150,000	2,588,568	2,909,973	3,385,503	9,034,044	
Expenses	14 Fundraising expenses	0	0	0	0		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0	0		
	17 Compensation of officers, directors, and trustees	0	0	0	0		
	18 Other salaries and wages	37,500	944,236	1,347,329	1,848,140		
	19 Interest expense	0	0	0	0		
	20 Occupancy (rent, utilities, etc.)	2,400	222,600	276,000	302,400		
	21 Depreciation and depletion	0	0	0	0		
	22 Professional fees	3,000	30,000	30,000	30,000		
	23 Any expense not otherwise classified, such as program services (attach itemized list) See Attachment 11	73,000	1,217,804	1,177,052	1,364,114		
	24 Total Expenses Add lines 14 through 23	115,900	2,414,640	2,830,380	3,544,654		

Part IX Financial Data (Continued)**B. Balance Sheet (for your most recently completed tax year)**Year End: Current Date

Assets		Note - the entity was formed immediately prior to the submission of this application.	(Whole dollars)
1	Cash		0
2	Accounts receivable, net		0
3	Inventories		0
4	Bonds and notes receivable (attach an itemized list)		0
5	Corporate stocks (attach an itemized list)		0
6	Loans receivable (attach an itemized list)		0
7	Other investments (attach an itemized list)		0
8	Depreciable and depletable assets (attach an itemized list)		0
9	Land		0
10	Other assets (attach an itemized list)		0
11	Total Assets (add lines 1 through 10)		0
Liabilities			
12	Accounts payable		0
13	Contributions, gifts, grants, etc. payable		0
14	Mortgages and notes payable (attach an itemized list)		0
15	Other liabilities (attach an itemized list)		0
16	Total Liabilities (add lines 12 through 15)		0
Fund Balances or Net Assets			
17	Total fund balances or net assets		0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)		0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. ☐ Yes ☒ No
If you are unsure, see the instructions.

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2. ☐

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. ☐ Yes ☐ No

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. ☐ Yes ☐ No

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? ☐ Yes ☐ No

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☒

c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____ ☐

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☐ No

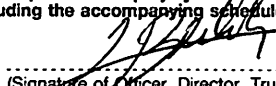
Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No
If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here


(Signature of Officer, Director, Trustee, or other
authorized official)

Bilal Eksili

(Type or print name of signer)

04/09/12
(Date)

President

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 6-2006)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☒ No

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. See Attachment 12 ☒ Yes ☐ No

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☐ No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ Yes ☐ No

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☐ No

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ☐

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ Yes ☐ No

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities (Continued)

- 5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☐ No

- 8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☐ Yes ☐ No

Attachment 1

Part II, Line 1 - Copy of Articles of Incorporation, as amended

[See Attached Document]



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R11 / 2-11) Corporate Form No. 364-1 (October 1984)

Approved by State Board of Accounts, 1995

WPK
CHARLES P. WHITE
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

NOTES: 1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.

2. Article VII must be completed appropriately. Please see (1) above.

INSTRUCTIONS: 1. Use 8 1/2" x 11" white paper for attachments.
2. Present original and one (1) copy to the address in the upper right corner of this form.
3. Please type or print.
4. Please visit our office on the web at www.sos.in.gov.

APPROVED
AND
FILED

Concie Lamm
IND. SECRETARY OF STATE

2012 APR 04 PM 1:53
Indiana Code 23-17-3-2
FILING FEE: \$30.00

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation"), pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Indiana Math and Science Academy-South Indianapolis Charter School Inc.

Principal Office: The address of the principal office of the Corporation is:

Post office address (number and street or building)

City

Indiana

ZIP code

7435 N Keystone Ave

Indianapolis

46240

ARTICLE II - PURPOSE (OPTIONAL)

The purposes for which the Corporation is formed are:

A K-12, charter school that prepares students for college in an environment of high expectations and standard with a rigorous curriculum that focuses on math, science, and technology.

Indiana Secretary of State
Packet: 2012040900107
Filing Date: 04/04/2012
Effective Date: 04/04/2012

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV - REGISTERED AGENT AND REGISTERED OFFICE

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Bilal Eksili

Address of Registered Office (number and street or building)

City

Indiana

ZIP code

11781 Garden Circle E

Fishers

46038

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members:

☐ Yes ☒ No

(Continued on the reverse side)

Effective Date: 04/04/2012

ARTICLE VI - INCORPORATOR(S)

Name(s) and address(es) of the incorporator(s) is/are as follows

Name	Number and Street or Building	City	State	ZIP code
Bilal Eksili	11781 Garden Circle E	Fishers	IN	46038
Bulent Guler	100 S Woodlawn Ave	Bloomington	IN	47405
Ali Kemal Durhan	7516 Sand Point Apt:D	Indianapolis	IN	46240

ARTICLE VII - DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

In the event of dissolution of the Corporation, the Board of Directors shall transfer the remaining assets after payment of all debts of the Corporation as follows:

1- Any remaining funds originally received from Indiana Department of Education shall be returned to the Indiana Department of Education not more than thirty (30) days after dissolution to be used for exclusively public purposes; and

2- all other assets shall be distributed to the United States, the State of Indiana, the municipality in which registered office of the Corporation is located, or any instrumentality or subdivision of thereof, or to any nonprofit corporations, trust, foundation or other organization that is organized for nonprofit educational purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)3 of the Code, and may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

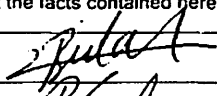
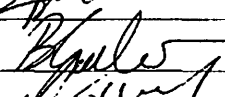
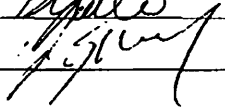
Any such assets not so transferred by the Board of Directors shall be disposed by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine.

No member (other than a member that is exempt from Federal income taxation under section 501(c)3, Director of Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation or dissolution of the Corporation.

* Please note this section must be completed.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this 4th day of April, 2012.

Signature 	Printed name <u>Bilal Eksili</u>
Signature 	Printed name <u>Bulent GULER</u>
Signature 	Printed name <u>Ali Kemal Durhan</u>

This instrument was prepared by: (name)

Ali Kemal Durhan

Address (number and street or building)	City	State	ZIP code
<u>7516 Sand Point Apt:D</u>	<u>Indianapolis</u>	<u>IL</u>	<u>46240</u>

Indiana Secretary of State
Packet: 2012040900107
Filing Date: 04/04/2012
Effective Date: 04/04/2012

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

**INDIANA MATH AND SCIENCE ACADEMY-SOUTH CHARTER SCHOOL
INC.**

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, April 04, 2012.



In Witness Whereof, I have caused to be
affixed my signature and the seal of the
State of Indiana, at the City of Indianapolis,
April 4, 2012.

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2012040900107 / 2012040991576

Attachment 2

Part II, Line 5 - Bylaws

[See Attached Document]

BYLAWS
OF
INDIANA MATH AND SCIENCE ACADEMY-SOUTH INDIANAPOLIS CHARTER
SCHOOL, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is **INDIANA MATH AND SCIENCE ACADEMY-SOUTH INDIANAPOLIS CHARTER SCHOOL, INC.** (the “Corporation”).

Section 2. Registered Office and Registered Agent. The post office mailing address of the Corporation’s registered office at the time of adoption of these Bylaws (the “Bylaws”) is **7435 North Keystone Avenue, Indianapolis, IN 46240**. The registered agent in charge of the registered office at the time of adoption of these Bylaws is **Bilal Eksili**.

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

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than five (5) or greater than nine (9), as designated by resolution of the Board of Directors. At all times all members of the Board of Directors shall be residents of the state of Indiana.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director

to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. Following the expiration of a director's term, at least one (1) year must elapse before he or she again may be elected to the Board of Directors.

In order to be a member of the Board of Directors, an individual must have a background in education, management, law, healthcare, finance, human resources, or other appropriate professional or vocational training, which would be of benefit to the Corporation. The Board of Directors shall be completely independent from the school and the management organization that the school engages with.

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

Section 3. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. The Board of Directors shall hold a minimum of ten (10) regular meetings a year. All regular meetings shall be held at the physical location for the charter school organized by the Corporation unless such other location is permitted by the Authorizer.

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two

(2) days' notice, as described in Section 5 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law and Electronic/Telephonic Attendance at Board of Directors' Meetings. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code section 5-14-1.5, et seq.) and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors. In this regard, the Indiana Open Door Law does not permit any member of the Board of Directors to attend a regular or special meeting(s) via electronic or telephonic means; while a member of the Board of Directors may listen to a meeting via electronic or telephonic means for purposes of staying apprised of Corporation business, a member may not take official action (as that term is defined by the Indiana Open Door Law), or be counted towards a quorum if the member is observing a meeting via electronic or telephonic means.

Section 6. Notice of Meetings. Oral or written notice of the date, time, place of each regular or special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;

(b) Five (5) days after the notice is mailed, as evidence by the postmark 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; or

(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 mail, as evidence by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

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

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this

Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

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

The directors then in office may remove a director automatically for a cause below. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (The “Code”).
- (b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

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

Section 10. Educational Management Organizations (“EMO”) and Corporation and EMO Employees. Should the Board of Directors elect to engage an EMO to manage the School’s operations, no member of the Corporation’s Board of Directors may have any pecuniary interest in or be employed by such EMO. An employee of the Corporation or the charter school may not be a member of the Board of Directors other than in *a non-voting ex officio* capacity who cannot count towards a quorum at any Regular or Special Meeting. An employee of the EMO may not be a member of the Board of Directors.

ARTICLE III

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified. Notwithstanding the foregoing, the Incorporator may name the initial officers of the Corporation.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article II. Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

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

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

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

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

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings

of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

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

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

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

(c) The Board of Directors shall develop and implement an appropriate conflict of interest policy which complies with the Authorizer's Policy Regarding Conflict of Interest. This Board of Directors' conflict of interest policy shall be binding on the Corporation's directors, officers, and employees.

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

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

with the conflict of interest policy of the corporation shall merit for automatic removal from the board as referred in Section 9 of Article II.

ARTICLE VI

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

Section 2. Definitions.

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

of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

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

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

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

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

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

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”⁰), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

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

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

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

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

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons. The insurance purchased and maintained by the Corporation shall be consistent with what is required by the Authorizer in the Charter

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

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

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

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

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

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

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or the repeal of these Bylaws must be approved in writing by the Authorizer prior to the Board of Directors of the Corporation taking any action thereon.

Attachment 3

Part IV

Narrative Description of Your Activities

By implementing the proven, successful design of Concept Schools, the management organization IMSA-South intends to retain ("Concept"), the mission of IMSA-South is to prepare its students for a rigorous high school program by creating an effective learning environment of higher standards and expectations with a challenging college preparatory curriculum that focuses on mathematics, science, and technology. The main characteristics of IMSA-South will be as follows:

- Rigorous college preparatory curriculum with Math, Science, and Technology emphasis
- Longer school days and extended school year
- Small school and class sizes
- Personalized education
- Data-driven instruction through ongoing assessment of learning
- A comprehensive academic support system for all students
- Higher standards and expectations for all students
- Knowledgeable, dedicated, and skilled staff
- Increased student engagement beyond classroom
- Increased parental involvement
- Sustainable relationships with students and parents
- Community partnerships

Concept's design employs a standards-based, college-preparatory curriculum that focuses on Mathematics and English in lower grades and then focuses on math, science, and technology through middle and high school. In terms of pedagogy, Concept's design uses many proven teaching methods to maximize classroom learning, rather than subscribing to only one method. Standard-based curriculum allows teachers to teach in an environment that supports their successful practices and strategies so that each teacher can customize his/her teaching materials according to their particular group of students' needs.

IMSA-South's clearly defined high expectations for academic achievement and conduct make no excuses for students based on their backgrounds. Through an extended school day, week, and year, IMSA-South will provide students more time in the classroom to acquire the academic knowledge and skills that will prepare them for the nation's best colleges and the world beyond. Through our small class sizes, IMSA-South will personalize relationships between teachers and students.

Higher standards and expectations are reflected through grade-promotion standards, school-wide discipline policies and graduation requirements. Students' participation in after-school activities, extracurricular activities, school-wide events, and showcases are not only expected but are mandatory in most cases. Such high expectations and standards are clearly communicated to our students, parents, and the larger community on an ongoing basis.

A comprehensive selection process of our staff members allows us to find teachers who are committed to urban education and willing to go beyond their call of duty in order to meet the needs of our students. Our staff selection process requires demonstration-lessons, classroom visits, online screening tests, comprehensive interviews, review of transcripts, referrals, and reference checks. Since finding high quality math and science teachers has been a challenge for urban schools, Concept Schools also recruits some of the best and brightest math and science teachers from overseas and recommends them to the schools within the network.

IMSA-South will engage students with many opportunities beyond academics. The staff will sponsor after-school clubs, math Olympiad teams, science project teams, debate teams, after-school tutoring, and weekend classes for students who need extra help. IMSA-South also will organize local, national and even international trips for students, parents, and staff members. Our students will be able to participate in summer cultural exchange programs created by Concept Schools.

Through exposing our students to a rich diversity of American and international perspectives, IMSA-South will promote respect for diversity and create a context within where teachers' and students' experiences can be understood, appreciated, and connected to the curriculum. Such high caliber staff will be supported with professional development opportunities, teamwork, and the adequate tools needed to maximize their teaching capacity. IMSA-South's organizational structure treats teachers as professionals and includes them in the decision-making process within the school. Teachers are given the autonomy to implement their own teaching methods and strategies with the expectation that their students will show a certain level of progress throughout the year, measured by formative assessments and even nationally recognized norm-referenced tests like the Measures of Academic Progress (MAP) of Northwest Evaluation Association (NWEA).

Our design team and governing board have an impressive track record indicative of our collective ability to start, grow, and manage a high-performing school. Our team has a wealth of experience spanning education, science, business, government and community development thereby giving us the ability to create a dynamic community school that builds on strong public-private partnerships. Most of the board members have served or are serving on charter school and other nonprofit boards. They are local individuals with invaluable experiences and networks, which they will be able to utilize for the benefit of our students. The Board of Directors of IMSA-South is familiar with the Concept design very well. Board President, Bilal Eksili, has been serving on the board of Indiana Math and Science Academies for the past two years. Others have visited the Concept managed schools in Indianapolis and elsewhere and reviewed the network-wide performance.

IMSA-South will open its doors in the fall of 2012 with 225 students in kindergarten through grade five. Kindergarten will have three sections. First grade will have two sections and rest of the grades will have one section each in the first year. IMSA-South will add one grade each year eventually becoming a K-12 school in 2019. At full capacity IMSA-South will serve 950 students.

With the enrollment plan of beginning with 225 students, our first year operating budget is close to \$ 2.3 million and is expected to increase each year as we raise our student enrollment. Based on the management agreement between board of directors of IMSA-South and Concept, principal and business

manager of the school will be employees of Concept as rest of the staff will be the employees of the school. We will also utilize the purchasing power and preferred vendor program of Concept. Therefore, we will be able to keep administrative costs low. Furthermore, we will be able to attract and retain high quality teachers by providing starting salaries and benefit package that are compatible with the charter schools in Indianapolis.

IMSA-South will be located at 2710 Bethel Avenue. IMSA-South has been working with New Plan Learning, a not-for-profit facility service provider that provides services to Concept managed schools. 2710 Bethel Avenue is a former IPS building that has been vacant only for a few years. It is a 47,000 square feet facility with a gymnasium and a 60+ parking facility. The building is in a good condition that does not require major renovation. New Plan Learning is in the process of purchasing the facility by working with IFF. IFF is a Chicago based not-for-profit lender and real estate consultant dedicated to strengthening nonprofits and the communities they serve. IFF helps nonprofits finance, plan, and build facilities that are critical to their mission and success. IFF has been a long partner and supporter of Concept managed schools in Illinois, Missouri, Wisconsin, and Indiana. Our plan is that the New Plan Learning will purchase the facility and lease it to IMSA-South.

IMSA-South will seek and provide opportunities for colleges and universities, community organizations, museums, businesses and professionals from all fields of expertise to be engaged in the school and provide support for our students. We believe that IMSA-South will be a strong asset to the community, the City of Indianapolis, and the broader world in which we live.

Partnering with the successful management organization, Concept, IMSA-South will implement a unique management and organizational structure. Based on the management agreement between the board of directors of IMSA-South and Concept, the principal and business manager of the school will be employees of Concept and the rest of the staff will be the employees of the school. IMSA-South will also utilize the purchasing power and preferred vendor program of Concept. Therefore, we will be able to keep administrative costs low. Given the success of the Concept model and experience of the Board of Directors of IMSA-South, we have every reason to believe that we can accomplish creating a high-quality charter school that focuses on math, science, and technology in Indianapolis. Personalized education, comprehensive support system, high expectations within a relationship centered environment, and socio-emotional support available for students will be attractive to the families.

Within the 5-mile radius of 2710 Bethel Avenue there are a total of 56 schools of which data was available. Remainder of the schools did not have data available or were too small to be addressed. Three different public school districts are represented within the 5-mile radius of where IMSA-South will be located. Private and charter schools are scattered throughout the area. The Table below is a summary of the data from each district, as well as private and charter school data:

School District	# of Schools	# of Students	Percentage	# Met AYP in 2011
Indianapolis Public Schools	24	14700	55%	3
Beech Grove City Schools	5	2650	10%	1
MSD Perry Township	5	3600	14%	2
Charter Schools	6	3100	12%	2

Private Schools	16	2500	9%	NA
TOTAL	56	26550	100%	9

Average free and reduce lunch percentage in the IPS schools on the table is around 85%. Average IPS school size is 600. There are 17,300 people live within the 3-mile radius. 61% has less then \$40,000 annual household incomes. Most of the students are coming from economically disadvantaged families. Racial demographics are more diverse than academic achievement of the schools in this area. 70% of the population is White, 20% is African American, and 9% is Hispanic.

Several of the 56 schools have a college preparatory focus. However, none of them have a specific focus on math and science. Therefore, we believe that the math and science focus within a rigorous college preparatory curriculum, will make IMSA-South appealing to students in all three districts, as well as in private schools.

In addition to the study that we conducted to show the need for a college prep charter school focusing on math, science, and technology in our target community, we also asked for the support of community members and the parents at the current Indiana Math and Science Academies. There are more than 800 parents at both school some of who live close to Bethel Avenue. Hundreds of parents showed great interest in replicating Indiana Math and Science Academies, committed to helping us with community outreach, student enrollment, and community partnership once the charter is approved.

Moreover, the continuity that IMSA-South offers is attractive to many parents. Students can stay within the same campus from Kindergarten through high school. Such continuum will also allow parents to place multiple children on the same campus with consistent high expectations and standards. We believe that IMSA- South Indianapolis will be a viable public school choice for the families in our target area.

Attachment 4

Part V, Line 1a and 3a

For each of your officers, directors, trustees, highest compensation employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

Name	Title	Qualifications	Address	Ave. Hours per month	Duties
Bilal Eksili	Board Member and President	Executive Director – Niagara Foundation Indiana	11781 Garden Circle E, Fishers, IN 46038	10 hours	Facilitate board meetings, oversee the school
David W. Holt	Board Member, Vice President and Secretary	VP, Connexus Indiana	7361 Bramblewood Lane, Indianapolis, IN 46204	5 hours	Attend board meetings
Virgil Madden	Board Member	Policy Advisor for Indiana Lt. Governor Becky Skillman	200 W. Washington St., Indianapolis, IN 46204	5 hours	Attend board meetings
Oznur Dunder	Board Member	Instructor, ELS Indiana	12119 Landwood Dr., Fishers, IN 46037	5 hours	Attend board meetings
Bulent Guler	Board Member and Treasurer	Assistant Professor – Indiana University	100 S. Woodlawn Ave., Bloomington, IN 47405	5 hours	Attend board meetings
[Not hired yet]	Dean of Students	Dean of Students		180 hours	Serving as dean of students

Attachment 5

Part V, Line 5a

Conflict of Interest Policy

[See attached document]

Conflicts of Interest Policy (Article V of the Corporation's Bylaws)

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

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

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

(c) The Board of Directors shall develop and implement an appropriate conflict of interest policy which complies with the Authorizer's Policy Regarding Conflict of Interest. This Board of Directors' conflict of interest policy shall be binding on the Corporation's directors, officers, and employees.

(d) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a

director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under the applicable law. However, failure to comply with the conflict of interest policy of the corporation shall merit for automatic removal from the board as referred in Section 9 of Article II.

Attachment 6

Part VI, Line 1a

In carrying out your exempt purposes, do you provide goods, services, and funds to individuals? If Yes, describe each program that provides goods, services or funds to individuals.

Indiana Math and Science Academy – South Indianapolis Charter School Inc. will operate a public charter school. In operating the public charter school, the entity will provide education to students. The operation of the charter school will be funded through state tuition support and grants.

Attachment 7

Part VIII, Line 4a

The only fundraising activity that Indiana Math and Science Academy – South Indianapolis Charter School Inc. currently plans to operate will be soliciting grants from foundations across the country that provide grants to public charter schools.

Attachment 8

Part VIII, Line 4d

Indiana Math and Science Academy – South Indianapolis Charter School Inc. plans to solicit from foundations nationwide. We currently plan to do all of our own fundraising activities.

Attachment 9

Part VIII, A, Line 7b

Do or will persons other than your employees or managers manage your facilities or activities? If yes, describe each activity or facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors or trustees.

The operation of Indiana Math and Science Academy – South Indianapolis Charter School Inc. will be managed by Concept Schools NFP, an Illinois nonprofit corporation that has applied for federal income tax exemption. Concept Schools provides financial management, curriculum materials, staff training, and consulting for the school. Attached immediately following this page is as copy of the agreement between Indiana Math and Science Academy – South Indianapolis Charter School Inc. and Concept Schools.

Attachment 10**Part IX, A, Line 9**

	Year Ending June 30, 2012	Year Ending June 30, 2013	Year Ending June 30, 2014	Year Ending June 30, 2015
Per pupil payments from the state	\$0	\$637,500	\$1,955,000	\$2,635,000
State Matching Grants for School Lunch Program	\$0	\$126,968	\$183,398	\$239,828
Full Day Kindergarten Tuition (the State Funds Only a Partial Day Program)	\$0	\$91,500	\$91,500	\$91,500
Gifted and Talented Program Grants	\$0	\$7,500	\$7,500	\$7,500
Textbook Fees	\$0	\$12,600	\$18,200	\$23,800
School Uniform Sales	\$0	\$10,800	\$15,600	\$20,400
Federal Title I Funding	\$0	\$94,500	\$136,500	\$178,500
Federal School Lunch Program	\$0	\$44,100	\$63,700	\$83,300
Federal Breakfast Reimbursement	\$0	\$20,475	\$29,575	\$38,675
Planning Grant	\$0	\$220,000	\$0	\$0
Federal Special Part B	\$0	\$67,000	\$67,000	\$67,000
Money Loaned from Indiana Common School Loan Fund	\$0	\$733,125	\$0	\$0
Money to be Loaned from Concept Schools, the School's EMO	\$150,000	\$0	\$0	\$0
Totals	\$150,000	\$2,066,068.00	\$2,567,973.00	\$3,385,503.00

The Common School Loan is a loan provided by the State of Indiana to start-up charter schools, based on the school's initial enrollment, to help pay start-up expenses. Although the amount is based on enrollment, it must eventually be repaid to the State of Indiana.

Attachment 11

Part IX, A, Line 23

	Year Ending June 30, 2012	Year Ending June 30, 2013	Year Ending June 30, 2014	Year Ending June 30, 2015
Textbooks	\$0	\$90,000	\$40,000	\$40,000
Library	\$0	\$9,000	\$4,000	\$4,000
Technology	\$22,500	\$50,600	\$16,000	\$16,000
Assessment Materials	\$0	\$8,775	\$11,175	\$13,075
Computers	\$1,200	\$10,200	\$4,800	\$5,400
Software	\$150	\$9,000	\$4,500	\$4,500
Other Classroom supplies	\$3,000	\$3,900	\$5,100	\$6,300
Field Trips & Other Unclassified Materials	\$0	\$25,000	\$30,000	\$32,000
Co-Curricular and Athletics	\$0	\$5,000	\$3,000	\$3,000
Computer Lab	\$0	\$31,050	\$15,600	\$20,400
Science Lab	\$0	\$60,020	\$31,050	\$0
Art Room	\$0	\$15,500	\$15,000	\$0
Music Room	\$0	\$8,750	\$0	\$0
Mobile iPad Lab	\$0	\$15,000	\$0	\$0
Administrative Computers	\$2,500	\$0	\$0	\$0
Administrative Software	\$600	\$0	\$0	\$300
Administration Dues	\$0	\$0	\$0	\$0
Office Supplies	\$1,200	\$12,000	\$15,000	\$18,000
Charter Board Training and Retreats	\$500	\$5,000	\$2,500	\$2,500
Charter Board Supplies and Equipment	\$0	\$0	\$0	\$0
Charter Board Dues and Fees	\$0	\$0	\$0	\$0
Print / Newsletter / Annual Report services	\$12,000	\$19,000	\$19,000	\$19,000
Consultants	\$0	\$0	\$0	\$0
Internet Services	\$200	\$2,400	\$2,400	\$2,400
Telecommunications Services	\$200	\$2,400	\$2,400	\$2,400
Insurance Costs	\$2,000	\$20,000	\$20,000	\$22,000
Travel	\$1,500	\$2,000	\$2,000	\$3,000
Postage	\$4,500	\$7,500	\$7,500	\$7,500
Special Education Services	\$0	\$6,000	\$6,000	\$10,000
Student Information Services	\$0	\$0	\$0	\$0
Food Service	\$0	\$126,968	\$183,398	\$239,828
Transportation	\$0	\$150,000	\$200,000	\$300,000
Copy machines	\$0	\$20,000	\$20,000	\$30,000
Furniture	\$16,000	\$46,100	\$15,500	\$16,250
Grounds Keeping	\$1,000	\$12,000	\$12,000	\$12,000
Maintenance Services	\$2,500	\$12,000	\$22,000	\$12,000
Custodial	\$300	\$18,000	\$18,000	\$18,000
Waste Disposal	\$150	\$3,000	\$3,000	\$3,000
Student Lockers	\$0	\$15,750	\$7,000	\$7,000
Interior Decoration	\$0	\$10,000	\$0	\$0
Computer Installation Fees	\$0	\$10,000	\$0	\$0

Form 1023 – Indiana Math and Science Academy South Indianapolis – EIN 45-4992195

Contingency	\$1,000	\$30,581	\$35,869	\$45,801
Indiana Charter Board Administrative Fee	\$0	\$12,750	\$39,100	\$52,700
EMO Fee	\$0	\$183,600	\$265,200	\$346,800
Community Outreach & PR	\$0	\$15,000	\$15,000	\$15,000
IFF Loan Repayment	\$0	\$33,960	\$33,960	\$33,960
Concept Loan Repayment	\$0	\$100,000	\$50,000	\$0
Totals	\$73,000.00	\$1,217,804.00	\$1,177,052.00	\$1,364,114.00

Attachment 12

Schedule B, Question 2b

Indiana Math and Science Academy – South Indianapolis Charter School Inc., is intended to be a public charter school and would receive a certain amount of funding from the State of Indiana for each student enrolled in the school. Although the Applicant has not been provided a charter as of this time, it is anticipated that it will be granted a charter to begin operation in Fall 2012.

U.S. Postal Service™ Delivery Confirmation™ Receipt

Postage and Delivery Confirmation fees must be paid before mailing.

Article Sent To: (to be completed by mailer)

(Please Print Clearly)

Concept Schools
2250 E. Devon Ave Ste 215
Des Plaines, IL 60018

POSTAL CUSTOMER:

Keep this receipt. For Inquiries:
Access internet web site at
www.usps.com®
or call 1-800-222-1811



CHECK ONE (POSTAL USE ONLY)

- ☒ Priority Mail™ Service
☐ First-Class Mail® parcel
☐ Package Services parcel

DELIVERY CONFIRMATION NUMBER:

0310 3490 0001 1398 6264

USPS® Delivery Confirmation™ Service

This Service

- provides date and time of delivery and/or attempted delivery upon inquiry
- Is only available with Priority Mail Service™, First-Class Mail® parcels, and Package Services parcels (Parcel Post, Bound Printed Matter, Media Mail, and Library Mail)
- A parcel is a box OR an item that is more than 3/4" thick at its thickest point. The face must be large enough for return and delivery address, special service label, markings or endorsements, and postage.

No insurance coverage is provided. If indemnity coverage is desired, consider Insured Mail, or other special service that provides coverage. Contact your local postmaster for information concerning available options and limitations on coverage.

HOW TO USE:



**1. COMPLETE
FORM
NEATLY**



**2. ATTACH LABEL
TO THE LEFT OF
DELIVERY ADDRESS**