



INDIANA CHARTER NETWORK

Charter School Application
for Experienced Operators



INDIANA CHARTER ACADEMY #1 & INDIANA CHARTER ACADEMY #2

School locations: TBD

Submitted to:

Nick LeRoy, Executive Director
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204



Submitted on:

March 16, 2015



PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from 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 Charter Network, Inc.

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

James Owen, Board President, Senior Staff Attorney, Simon Property Group, Inc.

Chris Bird, Board Vice President, Head of Medical and Scientific Affairs, Roche Diagnostics Corporation

Brian Anderson, Board Treasurer, Director of Strategic Planning – Charter Schools, Bookkeeping Plus, Inc.

Carrie W. O'Connor, Board Secretary, VP-Director of Corporate Communications, Federal Home Loan Bank of Indianapolis

Felicia Howells, Board Member, Owner and Senior Partner, Howells Legal Group

Katelyn (Hancock) Prentice, Board Member, Director of Media Relations and Public Affairs, Indiana Economic Develop Corp.

Designated applicant representative: Paula Jackson, ESP Representative

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Fort Lauderdale, FL 33334

Office and cell phone numbers: 954-202-3500; 606-356-3008

Email address: pjackson@charterschoolsusa.com

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

(You may add rows 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
ICN Academy #1	2016	College Prep	Perry Township/ Greenwood	Perry Township/ Greenwood	K – 8
ICN Academy #2	2016	College Prep	New Albany/ Clarksburg/ Sellersburg	New Albany/ Clarksburg/ Sellersburg	K – 8

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

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: ICN Academy #1		
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (2016-2017)	K – 6	661/1145
Year 2 (2017-2018)	K – 7	903/1145
Year 3 (2018-2019)	K - 8	1076/1145
Year 4 (2019-2020)	K – 8	1099/1145
Year 5 (2020–2021)	K – 8	1145/1145
At Capacity	K – 8	1145/1145

Proposed School Name: ICN Academy #2		
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (2016-2017)	K – 6	591/860
Year 2 (2017-2018)	K – 7	714/860
Year 3 (2018-2019)	K - 8	837/860
Year 4 (2019-2020)	K – 8	860/860
Year 5 (2020–2021)	K – 8	860/860
At Capacity	K – 8	860/860

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: Charter Schools USA

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

Yes No

Please list the number of previous submissions (including withdrawn 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): N/A

Submission date(s): N/A

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PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

Mission and Vision for Growth in Indiana

The mission of the Indiana Charter Network (ICN) Academies is to create an academically rigorous learning environment for a diverse student body by focusing on the priorities of student, parent, and community engagement; citizenship; and experiential learning in a culture of student safety and academic success. The teachers, administrators, staff, and students of ICN will embrace the core philosophy that all students can learn, become self-motivated lifelong learners, function as responsible citizens, and reach their potential as productive members of the local community, global society, and 21st century workforce.

The strategic vision of the organization is currently focused on bringing educational options to families in the two targeted market areas. The Indiana Charter Network has a broader vision to eventually create and operate a statewide network of 10 – 15 high-performing charter schools located throughout the state. However, the implementation of this broader expansion will be contingent upon charter school funding equalization sufficient to support the high-quality model in a fiscally sound and sustainable manner in those additional markets. For the 2016-2017 school year, ICN is proposing to open two K – 8 schools with target enrollments of 1,145 and 860 students.

The first targeted community is the Perry Township/Greenwood area. ICN Academy #1 is proposed for this area. This area is just south of Indianapolis and aligns with the future I-69 corridor expansion. There is a distinct lack of middle school choices for families in this area, and with the anticipated population growth expected for the area, the need will only increase into 2017. The community includes over 14,000 students in grades K – 8, with approximately 30% minority, 12% special needs, and 17% English Language Learners, with a free and reduced lunch rate of close to 40%.

The second of the targeted communities is the New Albany/Clarksburg/Sellersburg area. ICN Academy #2 is proposed for this area. This area is quickly growing with a significant service gap between the number of students and the number of high performing seats available to families. The general area includes more than 10,000 students in grades K – 8 with approximately 33% minority, 18% special needs, and 6% English Language Learners, with a free and reduced lunch rate of over 60%.

Educational Need

While each community is unique, both are similar in that they demonstrate a clear need for additional educational opportunities and school choice options. Both have a service gap between numbers of students and high-performing seats, in addition to projected population growth rates exceeding the statewide average. The free and reduced lunch rates are reflective of the Charter Schools USA (CSUSA) network average of 51% (CSUSA also has high-performing schools at 99% FRL rates). Both communities have growing English Language Learner (ELL) populations, an education challenge for which CSUSA has a strong track record of delivering results. For example, in the state of Florida, where CSUSA serves the highest percentages of ELL students, CSUSA performance for ELL students exceeds the state in reading, math, and graduation rates. CSUSA ELL graduation rates are at 88%, compared to only a 55% statewide average. The two targeted communities have minority rates that exceed the Indiana statewide average of approximately 47%. CSUSA has a national overall student body of 70% minority students and the educational model has been proven to meet the needs of diverse learners from a variety of ethnic and socioeconomic backgrounds. In both communities, thousands of students at the K – 8 level are zoned in D- or F-rated schools. Given the very limited number of private and/or charter schools accessible to students within the communities, ICN chose these two areas as locations with the potential to significantly impact student achievement on a large scale.

Target Population

For ICN Academy #1 we are targeting the region surrounding the vertex of Perry Township, Johnson County, and the

future path of I-69 into Indianapolis. Our hope is that a school placed in this area will serve two purposes. First, we hope to offer a public school of choice to families in the area, who currently have to drive a great distance to Indianapolis to attend the nearest public charter school. Secondly, we hope to help the local schools absorb the population growth that will follow development along the new interstate.

Within the proposed area, there are 17 elementary schools, 1 intermediate or single-grade school, and 3 middle schools across 4 separate school districts. Over 570 nearby students in grades K – 6 are zoned for D-rated Gold Academy, while almost 2,300 area students in grades K – 8 are zoned for C-rated schools like West Newton Elementary, Winchester Village Elementary, and Perry Meridian Middle, the last of which is one of only three middle school options in the area. A charter school serving grades K – 8 in the area would help mitigate the lack of middle schools, since average enrollment at those three local middle schools is over 1,000 students.

Unfortunately, there are few to no viable options nearby for students seeking educational alternatives. There are no charter school options at all, which is surprising given the expansion of charter programs statewide, especially throughout nearby Marion County. There are only three private school options in the region, and even considering the availability of voucher programs, the enrollments at those schools are small and discretionary, accounting for only about 1,000 students in grades K – 8.

The area is expected to see a surge in population and household growth over the next 5 years, easily exceeding that of the state's growth averages. The population and the number of households within the area is expected to expand 1% annually into and beyond 2017 (an addition of more than 1,100 people per year). Given the absence of schools of choice in the area and the growth the area is expected to see, we feel that a charter K – 8 option would be a beneficial addition to a community that values the academic future of its children.

For ICN Academy #2 we are targeting the area of Clarksville, Jeffersonville, and greater Clark County and east New Albany. We anticipate our student body to be comprised of students residing in these areas, with a majority of them coming from the nearby school districts of Clarksville Community School Corporation and Greater Clark County Schools.

Within the proposed region, there are 13 public elementary schools and 5 middle schools. Over 340 nearby students in grades K – 4 are zoned for F-rated Green Valley Elementary, while almost 1,600 area students in grades K – 8 are zoned for D-rated schools like River Valley Middle, Spring Hill Elementary, and Community Montessori, the last of which is one of only two charter school options in the area. An additional four schools serving grades K – 8 (most notably Clarksville Middle School) were C-rated in 2014.

The relative lack of school choice in the area is surprising given the expansion of charter programs statewide. There are only five private school options in the area measured, and even considering the availability of voucher programs, the enrollments at them are small and discretionary, accounting for less than 1,800 students in grades K – 8 (< 360 per school).

The metro Louisville area has experienced incredible growth since the 1960s, and the counties of Clark and Floyd have benefitted. Indiana's side of the river is expected to exceed Indiana's statewide growth averages. The population and the number of households within this region is expected to expand over the next five years. Given the absence of schools of choice in the area and the growth the area is expected to see, we feel that a charter K – 8 option would be a beneficial addition to a community that values the academic future of its children.

Community Engagement

The Indiana Charter Network plans to partner with a host of community organizations to enrich the experience of students within our charter schools, increase family involvement, and build stronger ties with the targeted communities. The Governing Board is in the process of building partnerships with a variety of groups, including Teach for America, Roche Diagnostics, the Gateway Community Alliance, and others. ICN will partner with Garry

Holland and associates to provide culturally responsive training for faculty and staff and other services similar to those currently provided at other CSUSA-operated schools. Once the charter is granted, the schools will begin to build neighborhood specific partnerships with groups situated in close proximity to the school site.

Many of the students and families who currently choose to enroll in the CSUSA-operated turnaround academies located on the south side of Indianapolis actually reside within or in the proximity of the Perry/Greenwood/I-69 community. The turnaround academies currently only serve grades 7 – 12. Numerous families who currently choose one of these schools have requested a CSUSA-operated school for younger siblings. We continue to work with these families to provide K – 8 solutions to meet their needs.

CSUSA has existing partnerships with a variety of national, state, and community organizations and intends to expand these partnerships to the new schools. See below for examples of some existing CSUSA partnerships in Indiana. These will be particularly applicable to the Perry/Greenwood/I-69 community because of the proximity to the turnaround academies.

- Rolls Royce
- Friedman Foundation for Educational Choice
- Deloitte Financial
- Eli Lilly
- University Indianapolis
- Gleaners food Drive
- Meridian Health Services
- St. Francis
- Lilly's Boys and Girls Club
- White Castle
- Institute for Quality Education
- Angie's List
- Kmart
- Blue Bell Ice Cream
- Jane Pauley Wellness Center and Community Hospital
- Rotary Club of Indianapolis
- Young Champions
- Butler University
- Indiana Partnerships Center
- Little Caesars

Education Plan/School Design

The CSUSA Education Model provides students with the greatest opportunity to attain at least a year's worth of learning by following a continuous cycle of baseline assessment, data-driven instruction, assessment, grading, reporting, and a decision to reteach or move on to the next standard. This process allows individualization to meet the needs of each student. Students will be given the instruction and resources needed to achieve a level of proficiency on the Indiana Standards through a Guaranteed and Viable Curriculum (GVC), Personalized Learning Plans (PLP), and Instructional Focus Plans (IFP). The model is used at other CSUSA-managed schools in Indiana and can be scaled by providing extensive training for administrators and teachers; a continuous school monitoring process including data chats and site visits; and ongoing professional development throughout the year. The schools will constantly evaluate and analyze empirical data to overcome any issues that may hinder the success of the students. The rigorous culture of the schools will be based on high expectations for both academics and behavior and unparalleled support from teachers and parents. This will translate into expected success even after the students have left, as the schools will produce high-achieving, responsible citizens prepared for high school and future aspirations.

CSUSA has developed a continuously innovative and rigorous approach to monitoring, supporting, and improving results at schools. When implemented with fidelity, the CSUSA Education Model has shown success with all students regardless of a school's demographics. The longer students and schools are in the network, the higher performing they become. Nationwide, CSUSA serves a student population that is 70% minority with individual school-level populations ranging from 16% to 100%. Approximately half of CSUSA students receive free or reduced price lunch. At the school level, this ranges from 6% to 98%. The diversity of CSUSA's schools paired with their historical performance trends speaks to the versatility and effectiveness of the CSUSA Education Model.

CSUSA's past performance record demonstrates its capability to effectively increase student learning gains regardless of student demographics. As of the most recent school year (2014), 87% of CSUSA-managed schools are rated an "A", "B", or "C" and 100% of schools managed for 3 or more years are rated an "A", "B", or "C". Furthermore, 85% of schools that have been in operation for at least 5 years maintained or improved their letter grade to an "A" or "B" in 2014. Success is not isolated to CSUSA's established schools, 100% of CSUSA's charter schools in only their second year maintained a "passing" grade of a C or better, or improved one or more letter grades in a single year. Over half of these second year charter schools actually improved by 2 or more letter grades in 2014!

CSUSA's Performance Highlights from 2014:

- FLORIDA: Net proficiency growth in CSUSA's 41 Florida schools was 10 times higher than the state of Florida. All of 2012-13's D or F schools earned an "A", "B", or "C" in 2014. These once struggling schools improved reading proficiency by 3% points, students making learning gains by 15% points, and students making gains among the lowest quartile by 21% points. In math, these numbers are even more impressive. Math proficiency improved by 8% points, learning gains by 22% points, and gains for the lowest quartile of students improved by 23% points.
- GEORGIA: CSUSA's Georgia students exceeded their districts' performance in 80% of grade level and subject categories. 99% of students achieved proficiency in reading on Georgia's state assessment.
- LOUISIANA: The veteran Louisiana schools were ranked in the top 20% of statewide schools for growth, and both exceeded the performance of local schools on state assessments and final school performance scores.
- ILLINOIS: Each of CSUSA's 3 Chicago schools that receives a final rating improved one or more levels this year. Performance at the fourth school, a primary campus, was rated "Far Above Average," the highest rating awarded by Chicago Public Schools.
- INDIANA: CSUSA's Indiana turnaround schools continue to make progress. Emmerich Manual high school was the first turnaround school in Indianapolis to improve its letter grade from an "F" in 2014, and was also the only turnaround school to have more than 60% of students proficient in any subject. All three schools

made significant gains in 2014, many of which outpaced students in their home district and growth at the state level. Additionally, Algebra performance increased by double digits at all three schools in 2014.

- NORTH CAROLINA: Both of CSUSA's North Carolina schools opened in 2013-14 and quickly established themselves in their communities. Both schools outperformed the state and their respective districts on the rigorous new college and career readiness performance standards for both math and reading. They also achieved an average 15% point proficiency advantage over state performance. Both schools "Exceeded Growth Expectations," the highest growth rating awarded by the state of North Carolina.

Historically, CSUSA schools with lower school grades or proficiency results are typically in their initial years of operations. CSUSA's results clearly show that once schools are in operation for multiple years, they get on the track of high performance. Even in the initial years of operation, CSUSA students demonstrate growth that translates into higher overall proficiency and performance rates over time.

Network Governance and Leadership

The Indiana Charter Network is a not-for-profit, network-level Governing Board that will hold the charter for the proposed schools. The schools will be led by its Board of Directors. The Board of Directors has decided to hire Charter Schools USA to manage the day-to-day instruction and operation of the schools. The role of the Board is to provide governance and strategic support to the schools while holding the ESP accountable for the operation and performance of the schools in accordance with the management agreement. The Board is responsible for ensuring that the schools' programs and operations are faithful to the terms of the charter, including compliance with all statutory and regulatory requirements. The Board will uphold the mission and vision of the schools through ethical leadership and good stewardship of public funds. The Board will communicate the mission and vision of the schools to the public, represent the schools as leaders in the community, and lead by example in all professional endeavors. The ESP will manage the day-to-day operations of the schools, submit timely reports to the Board in accordance with the management agreement and Board reporting calendar, adhere to the approved annual budget, and perform such goals as are contained within the charter application.

The ESP shall consult with the Board with respect to the hiring of the school leader. The school leader and all school employees will be employed by and report to the ESP. The school leader will attend all Board meetings and provide a monthly report for the Board with opportunities for follow-up questions and answers. The school leader will field any questions of the Board members and conduct follow-up action items as necessary. Board members will be given the opportunity to provide input on the school leader's performance and the ESP will remove the school leader if the Board is reasonably dissatisfied with his/her performance.

The school's principal serves as the site-based leader of the school and is responsible for implementing and managing the policies, regulations, procedures, and CSUSA curriculum to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. The principal is also responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

The principal also serves as the educational leader of the school; develops and coordinates educational programs in accordance with CSUSA and Indiana standards and guidelines; supervises the guidance program to enhance individual student education and development; leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities; supervises the instructional programs of the school; ensures lesson plans are evaluated; and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.

The Governing Board brings a well-rounded, experienced skill set to the role of governance.

Jim Owen, Board President, brings over 20 years of experience in legal affairs and years of board service with non-profit organizations to the Indiana Charter Network Board. His background working with the largest real estate

property company in the world will impart valuable insight to the Board on matters of real property and facilities. He brings board leadership experience to the group, having founded a 501(c)3 to operate Youth Enhancement and Training Initiative, Inc. (YETI), an orphanage in Nepal. Jim continues to serve on the YETI board 10 years later and is also the immediate past president of the Indiana Leadership Forum. Beyond legal and board experience, Jim also has a solid understanding of school choice and Indiana charter schools in particular. Having served on the Walton Family Foundation charter school grant committee for Indianapolis for a number of grant cycles, he has reviewed numerous charter applications and has participated in several interviews of potential charter school operators and grant recipients.

Dr. Christopher Bird, Board Vice President, provides executive level experience in personnel, human resources, finance, marketing, and business development to the Board. Dr. Bird is an executive ultimately responsible for the proper utilization of all Roche diagnostic scientific and clinical products for North America, and serves as a point person for all strategic alliances and foundational support for the company. Global executive training programs have afforded him the opportunity to develop mastery of high-level leadership acumen in process development, project management, marketing, and finance in a variety of settings while working with diverse groups. He has lived in India, China, Switzerland and the United States and has been responsible for driving multi-billion dollar acquisitions/licensing opportunities. These skills will enhance the Board's decision-making processes, strategic planning, and business perspective. He is currently responsible for a multi-million dollar budget, which further demonstrates his capacity to provide effective oversight and governance as part of the ICN Board.

Brian Anderson, the Board Treasurer, brings a depth of knowledge specific to charter school finance. Brian has been a school-level business manager, a legislative budget analyst, administered federal grants for charter schools through a state department of education, led the Colorado charter school business managers network, developed the Chicago Public Schools charter school finance metrics, and worked with charter school lending through IFF. He is a recognized expert in charter school finance.

Carrie O'Connor, Board Secretary, holds an MBA and adds more than 20 years of strategy, marketing, and communications experience to the Board. She has served on the Board of Directors for the City Market Corporation, appointed to that role by the Mayor of Indianapolis, and was a member of the Board of Directors for the National Junior Tennis League. She contributes a host of education reform, school choice, and policy experience, including the role of chief speechwriter for the Mayor of Indianapolis (the only Mayor nation at the time with chartering authority); consultant for a firm specializing in higher education gifts; and work with Luntz Global on a wide array of projects in educational choice, education reform, and educational foundations.

Katelyn (Hancock) Prentice, Board Member, has a master's degree in teaching and offers successful classroom teaching experience and the perspective of a Teach for America Corps member to the Board. Having taught on the south side of Indianapolis in one of the city's most challenging schools, she knows firsthand the kind of educational programs and support services necessary to meet the needs of the state's most underserved students. Katelyn also brings expertise in the areas of economic development and media relations.

Felicia Howells, Board Member, contributes not only years of experience in family and criminal law to the Board, but also the perspective of a parent whose child attended a charter school in central Indiana. Her contributions to the Board will include monitoring and accountability for the involvement of parents and families in the schools.

Organizational charts can be found in **Attachment 10**.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school(s).

Governing Board:

Jim Owen – President

Christopher Bird – Vice President

Brian Anderson – Treasurer

Carrie O'Connor – Secretary

Katelyn (Hancock) Prentice – Board Member

Felicia Howells – Board Member

The Founding Group for the ICN Academies are highly qualified to provide ongoing leadership and governance to the network.

In the area of leadership, administration and governance, Dr. Christopher Bird brings executive-level experience in personnel, human resources, finance, marketing, and business development to the Board. Dr. Bird is the top single executive for Roche diagnostic products for North America and serves as point person for all strategic alliances and foundational support for the company. Global executive training programs have afforded him the opportunity to master high-level leadership acumen in process development, project management, marketing, and finance within a variety of settings. His skills will enhance the Board's decision-making processes, strategic planning, and business perspective. Dr. Bird's leadership and administrative experience demonstrates strong, high-level capacity for governance. Jim Owen compliments Dr. Bird's background by adding 10 years of actual experience opening and operating a successful fencing school in Indianapolis. In the area of performance management, Jim Owen provides his experience of overseeing and managing hundreds of contracts over decades of legal work and board service.

In the area of curriculum, instruction and assessment, Katelyn (Hancock) Prentice brings successful classroom teaching experience, a master's degree in teaching, and the perspective of a Teach for America Corps member to the Board. Having taught on the south side of Indianapolis in one of the city's most challenging schools, she knows firsthand the kind of educational programs and support services necessary to meet the needs of the state's most underserved students. Katelyn remains active as a TFA Alumnae, and in her role with the Indiana Economic Development Corporation she has developed an in-depth understanding of the necessity of academic programs supporting students on the path to college and career readiness. She is committed to providing strong accountability for academic outcomes as a member of the Governing Board.

In the area of financial, business and school operations management, Brian Anderson imparts a depth of knowledge specific to charter school finance. Brian has been a successful school-level business manager, a legislative budget analyst, administered federal grants for charter schools through a state department of education, led the Colorado charter school business managers network, developed the Chicago Public Schools charter school finance metrics, and worked with charter school lending through IFF. In addition to Brian's vast expertise, Dr. Bird is currently responsible for the administration and leadership of a multi-million dollar budget, while Carrie O'Connor holds an MBA. The Governing Board has a strong, collective capacity for assuming stewardship of public funds.

In the area of parent and community engagement, Felicia Howells adds years of experience in family and criminal law to the Board, in addition to the perspective of a parent whose child attended a charter school in central Indiana. Her contributions to the Board will include monitoring and accountability for the involvement of parents and families in the schools. Katelyn Prentice and Carrie O'Connor both bring considerable capacity for communications, messaging, and public relations with a history of involving stakeholders in the educational process. All board members are involved in a variety of community organizations and bring potential partners to the table.

Jim Owen's 20 years of experience working with the largest real estate property company in the world will allow him to provide valuable insight to the Board on matters of real property and facilities. He brings board leadership experience to the group, having founded a 501(c)3 to operate Youth Enhancement and Training Initiative, Inc. (YETI), an orphanage in Nepal. 10 years later, he continues to serve on the YETI board. Brian Anderson's

experience with IFF also adds to the Board's capacity to oversee and govern the facilities management services provided by CSUSA.

Please find full resumes for the members the Founding Group in **Attachment 1**.

2. Identify any organizations that are partners in planning and establishing the schools proposed.

No other organizations (with the exception of CSUSA) are partners in planning or establishing the schools. CSUSA, the ESP, will provide the Governing Board with assistance developing, planning, and marketing the schools, as well as organizing finances, human resources, curricula, and operations. CSUSA was the first educational service provider to earn district accreditation from AdvancED. As the organization grows, it continues its commitment to the continuous improvement and innovations that maintain the quality of its schools, curricula, and instruction.

Together, CSUSA and the Board are committed to increasing educational options for areas across the state where choices are limited or nonexistent. These markets present unique opportunities as well as unique challenges, and require a long-term commitment on the part of CSUSA, the Board, school leadership, and the authorizer. The Board recognizes that education is one of the most important investments a community and state can make on behalf its children; it is a crucial step towards breaking the cycle of poverty and inequality. Giving all children and parents additional educational options through charter schools infuses elements of choice, competition, and community that ultimately transform the entire landscape of public education and benefits all Hoosiers.

The relationship between the Governing Board and the ESP is codified by a performance based contract. The final management agreement will outline the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board has complete authority to oversee the ESP and can terminate the management agreement at any time for non-performance.

3. Explain the circumstances and motivations that brought the Founding Group together.

The founding group consists of a group of business and civic leaders with diverse backgrounds with a common goal: to bring high quality educational options to the families of Indiana. While most of the Board members have been involved in education reform in one way or another, it wasn't until Jim Owen and Dr. Bird got to know one another that the current vision began to form. They reached out to others in the education reform arena to facilitate introductions, and eventually the current Board organized into a non-profit with a vision for bringing educational options to the families of Indiana.

Board members were somewhat familiar with CSUSA from the Indianapolis Turnaround Academies, but became convinced that CSUSA's record of performance and capacity for large scale implementation were the right fit after an in-depth presentation and Question/Answer session with CSUSA Chief Academic Officer, Sherry Hage. The Board considered other management organizations, but based on various factors, including CSUSA's network AdvancED accreditation and the organization's financial ability to support school development in the early years, the Board made the decision to work with CSUSA. A flexible management fee, and the organization's proven track record of coordinating facilities and financing gave the Board additional peace of mind. The Board was impressed by CSUSA's educational delivery model, and the level of central support services provided to the schools including Regional Directors and Managers for finance, education, marketing, enrollment and human resources. CSUSA personnel have been highly responsive to the Board and created an atmosphere of professionalism and trust.

School Leader and Leadership Team

1. Explain your timeline, criteria, and process for recruiting and hiring the school leader.

A principal has not yet been identified. After application approval, Leadership Assessment hiring events typically begin in January immediately preceding school opening. It is planned that the principal will be hired by mid-January prior to school opening. Please see **Attachment #2** for the principal's job description.

The principal is responsible for the administration of the school staff. The selection criterion includes, at a minimum, the following:

- Educational Leadership Certification
- Educational Background – degree in Education with appropriate school-grade-level background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the school's population
- Knowledge of curriculum for appropriate grades of student body
- Experience in working with governing school boards
- Skills in using technology as a tool for learning and monitoring student progress
- Ability to work with community organizations, agencies, and resources
- Motivation to establish innovative and creative learning programs
- Dedication to providing supplementary programs to enhance student learning
- Commitment to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Ability to promote a positive school climate
- Commitment to enabling each student to reach his/her personal best

The ESP uses a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good school leader and is an important component of the interview process. All candidates for Dean, Assistant Principal, and School Principal participate in the 1-day event. Leadership Assessment Center activities consist of:

Technology Activity – Desegregating Data (60 Minutes)

This activity evaluates a candidate's ability to access raw data from the Indiana Department of Education (Internet) and compile it into a useable spreadsheet and convert it into a graph (Excel). Finally, the candidates transfer the graphs into a presentation (Power Point).

- Each technology component is intended to gauge the level of basic computer skills.
- Assessors of this activity look for mastery of a cohesive and complete data analysis presentation.

Essay Writing Sample (60 Minutes)

This activity is used to assess the candidate's writing ability as well as his/her overall philosophy of education:

- The subject of the essay forces the candidate to read an education article, reviewing the subject and asserting a personal view point.
- Assessors of this activity look for congruence with the CSUSA Education Model as well as the candidate's ability to articulate his/her viewpoint in writing.

Group Presentation (40 Minutes)

This activity is used to determine the candidate's ability to work collaboratively with a group as well as his/her ability to present in front of a group:

- Group topics are decided by assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice, and other leadership traits.

Interview (60 Minutes)

Each candidate is interviewed by CSUSA. Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education
- The candidate's understanding of his/her role
- The candidate's use of data, including understanding of Indiana state assessments
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards, and other key information relevant to being a school leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role, such as interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

Candidates that participate in the event may be invited into the pool of approved candidates. As the organizational demand for talented leaders arise, candidates in the pre-approved pool are offered positions within their preferred regional areas. Care is also given to match each school leader to the school environment that best matches his/her leadership strengths.

2. Who will work immediately after approval to lead development of the school?

Resources from CSUSA's corporate support center have enabled the company to scale its model to new sites in an efficient and effective manner. The first step in scaling the model is the creation of the New School Opening Team (NSOT). The NSOT is a team of people representing each functional area within the company (finance, education, human resources, technology, operations, facilities, marketing, enrollment, development, and governance), focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly.

The team then works to complete the following tasks:

- Facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues, developing recommendations, and oversight of project status
- Implement systems for quality assurance, support, oversight, and accountability
- Develop full-scale project plans specific to the school project
- Track project deliverables using appropriate tools
- Consistently monitor and report on the progress of the projects to department heads and the CSUSA Executive Team

Meetings are attended by all departments and the new school leadership team (Principal, Assistant Principal, Business Operations Manager, etc.) once hired. Meetings are tailored to the corresponding timeline in the project plan; each department is responsible for providing updates/information on their respective tasks and alerting the team of any potential issues. Any deficiencies or delays noticed by the project manager will also be addressed in these meetings.

Next, the NSOT team takes responsibility for the full range of tasks required to get a new school open. This includes recruiting, hiring, and training school staff; marketing and enrollment of students; facility planning, acquisition, and construction; school operations infrastructure (food service, uniforms, furniture, fixtures, and equipment, etc.); establishing financial processes; managing board relations; and compliance with authorizer requirements. A school operations manual has been developed and is continually refined and is provided to new schools as an additional resource for understanding key processes and systems.

As the team is completing the above tasks, CSUSA (with input from the NSOT) identifies the additional resources and staffing required in each functional department based on planned growth, and acquires these resources with the expectation to be able to continually support the growing network of schools. In addition, as CSUSA scales, the company hires regional support positions that reside in the geographic regions around the schools so that they can

provide direct support to the schools, yet report to the functional departments at the corporate support center. Over the past three years, the number of corporate support staff has increased from 50 to over 300 to accommodate growth.

Once the prep work is done and the staff is hired, the staff-development process begins. Finally, the CSUSA corporate team provides new schools with continual support during the school year through strong educational and philosophical training, as well as long-term teamwork between new and existing schools. The NSOT is employed at the management company and is not included in the school's budget.

3. Describe the responsibilities and qualifications of the school's administrative/management team.

The school's administrative team consists of the Assistant Principal and Dean of Students. Candidates for these positions have not yet been identified. CSUSA has moved up the hiring timeline for these school leadership positions to three months prior to school opening so that the school leadership team can participate in the new school opening process.

All candidates for Assistant Principal and Dean participate in the Leadership Assessment Center as described above. Job descriptions for the Assistant Principal and Dean can be found in **Attachment 3**.

Governance

Legal Status and Governing Documents

The following governance documents can be found in **Attachment 4**: 501(c)(3) Letter of Determination from the Internal Revenue Service; Copy of the Articles of Incorporation; and Copy of Board Bylaws. A completed and signed Statement of Assurances form can be found in **Attachment 5**.

Governing Board

1. Governance Structure and Composition.

The Board will serve as a network-level board, governing multiple schools in Indiana. The current Board consists of six members, the same as the founding group: Jim Owen, Christopher Bird, Brian Anderson, Carrie O'Connor, Katelyn (Hancock) Prentice, and Felicia Howells. All the current Board members reside in the Central Indiana Area. The Board is seeking an additional member from the Southeastern Indiana area to bring additional connection and insight to the New Albany/Clarksburg/Sellersburg community. The Board intends to maintain a minimum of 5 and a maximum of 9 Board members. The Board will exercise direct oversight and governance over each of the schools.

2. Pre-Existing Nonprofit Organization.

This question is not applicable, as this application is being submitted by an existing nonprofit charter school governing board.

3. Governing Entity's Responsibilities.

The proposed governance structure, whereby the Board will directly govern all schools within the network and will help ensure that active and effective oversight will be consistent across the network. Policies, procedures, and processes will be uniform (to the extent possible while maintaining the absolute best interest of each individual school). This will create efficiency and direct oversight by the ultimately responsible body.

4. Procedures.

ICN is committed to transparency and accountability. To date, the Board has met six times. The Board plans, in general, to meet on a monthly basis, with occasional exceptions. Meetings will focus on the priorities of the schools and a reporting calendar agreed upon with the ESP. At each meeting, the Board intends to receive a school-level report and a report from CSUSA. A typical annual meeting cycle would likely reflect the general topics listed below:

- **January** – New School Opening Team (year 0) school report; Enrollment/Hiring Overview
- **February** – School report (NSOT report year 0); In subsequent years the schedule will include interim

- assessment testing results, an enrollment update and Q2 financial presentations
- **March** – School report, curriculum and technology overviews, school strategic planning progress check; administration of board surveys, facilities update, enrollment update
- **April** – School report; enrollment update, budget workshop, board survey results
- **May** – School report, interim assessment test 3 Results; Q3 financial reports, enrollment update
- **June** – School report; budget approval
- **July** – School report, report on Spring parent/staff survey results; Q4 Financial Reports
- **August** – School report; facilities quarterly report; state level accountability results (if available); annual board calendar; year-end financials
- **September** – School report; school financial audit results, enrollment update
- **October** – School report; interim assessment test 1 results; Q1 financials, strategic planning
- **November** – School report, school scorecard; vendor overview; strategic planning follow-up; Q1 Financials continued
- **December** – School report; Fall parent/staff survey results; school-level strategic planning process check; marketing plan overview; facilities report

We invite and will seek community involvement as we envision community schools. All board meetings will be open to the public and posted in accordance with Indiana Public Access Laws and any related federal laws. While ICN has not formally formed subcommittees, ICN fully expects to develop subcommittees as the priorities of the schools require.

5. Ethics and Conflicts of Interest.

The Board's Code of Ethics policy and Conflict of Interest policy is provided in **Attachment 7**.

6. Advisory Bodies.

At this time, the Governing Board has not formed any advisory bodies or councils and has not outlined specific plans for the formation of such bodies.

7. Grievance Process.

The Governing Board believes in just, fair, and equitable treatment of ALL students and in providing a learning environment that is free from unfair or discriminatory practices. Procedures for addressing grievances and complaints from students and parents, and resolution of discriminatory practices have been established.

It is the belief of the Governing Board that school-based concerns and complaints are best handled at the school level. In general, when a parent complaint or concern is received, we will first ensure that the parent has contacted the appropriate school administrator about the concern, and that the issue had the opportunity of being addressed at the school. If this has not been successful, we will then generally refer them to the ESP or address the issue directly. It is the belief that it is the Governing Board's responsibility to make every effort to address all such complaints and concerns and not that of the authorizer.

Rights: Students/Parents have the right to report and seek redress for unfair treatment, discriminatory practices, or harassment.

Responsibilities: Students/Parents have a responsibility to know and follow procedures for filing complaints.

There may be times when students feel they have been treated unfairly. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student or parent may request a conference with the Principal or Assistant Principal. The student/parent may also request the presence of a third party, such as a counselor, resource teacher or other staff person. The parent may also be present.

If the problem is not resolved at this level, the following steps should be followed:

1. The student/parent must present a written and signed statement to the school principal within five school days. The statement should include the following information: (a) description of the incident; (b) date and time of the incident; (c) persons involved and/or witnesses; (d) location of the incident; and (e) attempts made to resolve the issue.
2. The principal shall respond, in writing, within five school days of the receipt of the statement. The principal shall make every effort to resolve the matter.
3. If the problem still has not been resolved or the principal fails to respond in a timely manner, the student/parent may submit the grievance to the ESP for resolution.
4. A meeting will be scheduled within five school days of receipt of the student's/parent's request for such a meeting. This meeting will include the person involved in the original action, the principal, the student, the parents, and representative from the ESP. If a decision is made at this meeting, documentation of the agreed upon actions will be forwarded to all parties within five school days.
5. If the student or parents are not satisfied with the outcome of the decision, they may contact the Governing Board for their input. This may be done at any point of the process.

Parents will have access to the Parent/Student Handbook and Pupil Progression Plan which is disseminated to all students at the start of each school year. The handbook can also be found on the school's website. Parents will also have access to the Governing Board meeting calendar, meeting minutes, and public notices through the school's website.

School Management Contracts

a. A brief overview of the ESP's founding year, mission, leadership team, and geographic footprint.

CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip, and maintain the facility and programs. CSUSA has an experienced and talented management team led by Jonathan K. Hage, President and Chief Executive Officer. Since CSUSA's founding year in 1997, under Mr. Hage's leadership, Charter Schools USA started the nation's first charter school in the workplace, the first municipal charter school, and operates the nation's largest municipal charter middle-high school. CSUSA currently educates more than 57,800 students in 70 schools across 7 states including Florida, Georgia, North Carolina, Indiana, Illinois, Louisiana, and Michigan.

For the past 18 years, Charter Schools USA has been a leader in education reform. CSUSA is the first education management organization in the nation to receive full, system-wide accreditation through AdvancED. Since its inception, its mission has been to put students first. CSUSA's commitment to providing parents and students choice drives their thinking and day-to-day decisions. CSUSA's educational philosophy is that every child can learn given the appropriate learning tools and relevant teaching strategies.

Every one of the schools managed by CSUSA has increased its academic performance over time and closed the achievement gap. CSUSA has clearly defined, high standards for academic excellence, personal growth, and social development incorporated into the curriculum across all grades. Students are expected to master the skills they need to acquire in order to be productive members of the local and global society.

CSUSA's highlights include the following:

- 100% of schools managed for 3 years or more achieved an A, B or C.
- 95% network-wide parent satisfaction.
- 58% of schools met or exceeded their district's performance on state assessments.

b. A summary explanation of how and why the ESP was selected.

After careful review of the ESP's results across the country, the Board selected CSUSA to manage the day-to-day operations of the schools. The Board was most impressed with the proven track record of the organization to impact student achievement over time, regardless of the demographics of the students in the school. The exemplar of this is that across the network, all the charter schools that CSUSA has operated for more than three years have earned a rating of "C" or better, and those schools CSUSA has operated for more than five years are all rated "B" or higher. The CSUSA annual report provides a detailed analysis of all the schools in the network, including all pertinent demographic and performance data, packaged in a way the Board was able to process quickly in evaluating the organization's results. Board members met directly with the CEO and Chief Academic Officer, and have participated in a variety of activities with the organization over the course of the past year, including visits to CSUSA schools and participation in the annual CSUSA Summit. While other ESPs including KIPP, Rocketship, and National Heritage were briefly considered, the Board quickly eliminated them for various reasons and CSUSA was selected as the right fit to deliver the results the Board envisions.

c. A term sheet can be found in **Attachment 8**.

d. A draft of the proposed management contract can be found in **Attachment 8**.

e. Explanation of the relationship between the school governing board and the ESP.

The Governing Board will hold the ESP accountable to manage the day-to-day operations of the schools and deliver academic results over time while maintaining responsible financial practices. The Board will approve all budgets, and will monitor and exercise oversight of financials through a quarterly reporting process and yearly audits. The Board will create and set policies to ensure the ESP receives adequate support and direction to fully implement the educational model in compliance with any and all applicable laws. The Board will exercise continuous monitoring of academic progress through quarterly reporting by the ESP of student testing assessment data as well as state-level yearly accountability results and the corresponding school-level strategic planning, and will receive monthly school-level reports. The Board will set any necessary policies to ensure academic success of the schools, up to and if necessary, termination of the ESP.

On an annual basis, the Governing Board shall adopt a comprehensive budget, which shall include all forms of revenue and all expenditures. The ESP may make purchases on behalf of the Governing Board based on the approved budget. If purchases outside of the approved budget are required, the Governing Board will need to approve those purchases and amendments to the budget.

CSUSA maintains internal control policies which are adopted by the Governing Board via the Management Agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll.

CSUSA views internal controls as a means to reduce risk of asset loss and ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control which include control environment, risk assessment, control activities information, and communication and monitoring. CSUSA uses these components to establish its internal control policies and procedures.

CSUSA will provide to the Governing Board, on a monthly basis, an accounting of all school revenues and expenditures as well as a balance sheet. In addition, CSUSA will report on a monthly basis the current student enrollment of the schools and the number of students on the waiting list, if any. CSUSA will also provide a budget vs. actual report and forecast which shows the schools' anticipated results at year-end.

CSUSA will be responsible for the day-to-day financial management of the schools. The schools will obtain an annual financial audit to be performed by an independent certified public accountant. The schools' audited financial

statements will be comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. In addition, the audit will consider internal controls in place and will note any significant deficiencies or material weaknesses in internal controls. This report will also contain other supplementary information in addition to the basic financial statements themselves.

f. Disclosure and explanation of any existing or potential conflicts of interest.

There are no known or potential conflicts of interest between the Governing Board and proposed service provider or any affiliated business entities.

g. Evidence that the ESP is authorized to do business in Indiana can be found in Attachment 8.

h. Assurance that the organizer will be structurally independent of the ESP.

Student success and expanding future opportunities for students drives the ICN Board to apply for a charter to operate charter schools. It is imperative that these goals occur. ICN plans to enter into a management agreement with CSUSA to operate the daily functions of the schools. ICN chose CSUSA because of their commitment to excellence and their structured and sequential programming for student success. The work that CSUSA has done with the turnaround schools in Indianapolis is notable and indicative of their commitment to quality education no matter the student. CSUSA has programs in suburban and urban populations and has been nationally recognized for their successes. While it is ICN's commitment to student success that drove it to choose CSUSA as the schools' educational service provider, it is that same commitment to student success that ICN will consider in evaluating CSUSA. ICN is a separate entity from CSUSA. ICN will set and approve all school policies and implement the proper procedures for board governance over the schools. ICN is represented by legal counsel who does not represent CSUSA; CSUSA has its own separate legal counsel. Moreover, the President of the ICN Board is also an attorney. All negotiations between ICN and CSUSA occur through arms-length negotiations between ICN's counsel and a CSUSA representative. While ICN is still negotiating the terms of the management agreement with CSUSA, the eventual terms will include a specific term of the contract, delineation of CSUSA's roles and responsibilities, the performance measures and timelines ICN will expect, compensation terms, methods of contract oversight and enforcement, investment disclosure, potential conflict disclosures, and an assurance that CSUSA expressly and unequivocally understands that the charters are being granted to ICN, and pursuant to that magnitude of responsibility it is ICN that will approve all school policies.

Network Vision, Growth Plan & Capacity

Please see the 5-year business plan (**Attachment 9**) which includes a description of the organization's strategic vision, desired impact, and 5-year growth plan for developing new schools in Indiana and other states

Network Management

1. Explain any shared or centralized support services the organization will provide.

CSUSA will offer centralized support to the Board in the following areas: establishing the school; delivery of the Educational Model; human resource management; financial management; strategic improvement; technology; marketing, enrollment and communications; governing board relations; business and contracts management; and facility maintenance.

The organization will know that it is successfully delivering these services because the relationship between the Governing Board and the ESP will be codified with a performance-based contract. The Governing Board has complete authority to cancel the management agreement with the ESP for non-performance. A detailed explanation of costs is included in the Management Agreement – please see Attachment 8. For specific service goals, please see the Management Agreement as well as the Term Sheet (both in Attachment 8).

2. School- and organization-level decision-making authority as it relates to key functions.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	CSUSA Regional Director	School Principal (including input from all stakeholders)
Curriculum	Vice President of Education, CSUSA	School Principal
Professional Development	Vice President of Education, CSUSA, Regional Curriculum Specialist	School Principal, Leadership Team
Data Management and Interim Student Assessments	Vice President of Education, CSUSA	School Principal, Assistant Principal
Grade Level Promotion Criteria	Vice President of Education, CSUSA	Principal
Culture	Vice President of Education, CSUSA	Principal, Parent Teacher Co-op
Budgeting, Finance, and Accounting	Vice President of Finance, CSUSA	School Business Operations Manager
Student Recruitment	Senior Director of Student Enrollment, CSUSA	School Enrollment Manager
School Staff Recruitment and Hiring	Sr. Director of Talent Acquisition and Development	School Principal
HR Services (payroll, benefits, etc.)	Sr. Director of Human Resources	School Business Operations Manager
Development	Vice President of Development, CSUSA	Principal, Parent Teacher Co-op
Community Relations	Vice President of Development, CSUSA	Principal, Parent Teacher Co-op
Information Technology	Chief Information Officer, CSUSA	School Based Technician
Facilities Management	Vice President of Projects & Facilities, CSUSA	Assistant Principal
Vendor Management / Procurement	Senior Manager of School Operations	Business Operations Manager

3. Attachment 10 includes organizational charts at the network-level as well as the school level.

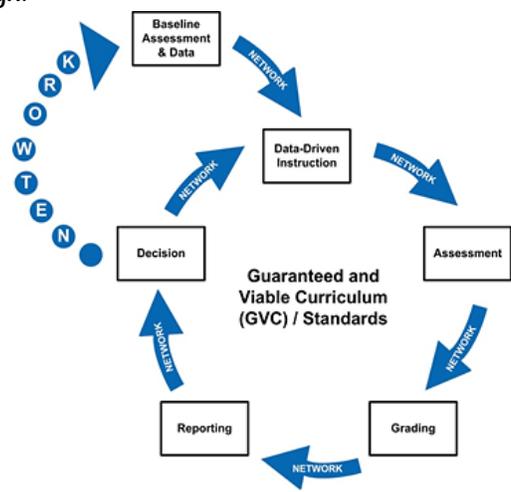
SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design.

Both schools proposed in this application will utilize the same Education Plan as outlined below. Both schools will have a classroom-based learning environment with a class size of 20 students for each kindergarten class, 23 students in each class for grades 1 – 5, and 25 students in each class for grades 6 – 8. At capacity, ICN Academy #1 will have 6 classes in kindergarten, 5 classes per grade for first through fifth grade, and 6 classes per grade in sixth through eighth grade. At capacity, ICN Academy #2 will have 5 classes in kindergarten, 4 classes per grade in first through eighth grade.



The CSUSA Education Model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of the education model was based on Robert J. Marzano's 35 years of research. Its structure enables administrators and teachers to better understand, explain, and predict the elements needed to facilitate each student's mastery of the Indiana Academic Standards. Educational best practices, technology, communication, and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student. The components below create a cycle that teachers follow to ensure students are mastering all of their grade level standards in the curriculum.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses; effectively target instruction; and set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students' scores from the state-mandated assessment of the previous school year. Baseline data is obtained throughout the year with standards-aligned pretests that are utilized prior to each new unit of instruction.

Component 2: Data-Driven Instruction

The schools' leaders and teachers will analyze baseline data from the school's student information system and then provide targeted professional development to equip teachers with the instructional strategies that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation techniques to ensure that each student is making progress towards mastery of specific skills and content. By using this innovative approach of data-driven instruction and basing teacher support around meeting the needs of each student, the schools will ensure a culture of continuous improvement and increased student achievement.

Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments are an integral part of the education model because they measure instructional effectiveness and student achievement. In particular, formative assessments are the processes used to drive instructional practice since they provide a systematic and regular measurement of students' progress in the classroom. Further, timely and specific feedback based upon formative assessments of student performance on grade level standards establishes individualized goals for all students (Marzano).

Component 4: Grading

Academic grades will only reflect the standards taught. Grading a student's work solely on standards allows the schools to have a true indicator of the proficiency level of students since grades will not be skewed by non-academically related aspects such as neatness and timeliness. Students will be given enough opportunity to practice what is taught and multiple opportunities to master a concept. The schools' grading philosophy is described in more detail in Section II of this application.

Component 5: Reporting

Formative assessments will be graded at the most specific level of the Indiana Academic Standards to facilitate data collection. As the data is collected, it is reported within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed according to the specified standard for targeting individual student needs on specific skill expectations. It will also give teachers, parents, and students access to online student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of benchmarks more efficient. It will also provide students, parents, teachers, and administrators with information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Based on the data, teachers and administrators will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction. This allows teachers to reach students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this education model is the fact that the schools do not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher will re-teach, either by whole-class or small-group instruction until all students have mastered the standard.

At the core of the education model is the Guaranteed and Viable Curriculum. The GVC ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next in order to master the Indiana Academic Standards. The GVC is primarily a combination of the factors "opportunity to learn" and "time." Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one: If students do not have the opportunity to learn the content expected of them, there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is "guaranteed." After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the ESP (which provides curriculum and educational strategy support the schools) and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced. The GVC allows educators to center the curriculum and assessments by establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and authentic performance tasks (the type(s) of performance tasks that learners demonstrate the desired understandings). The schools will offer courses in English Language Arts, Mathematics, Science, Social Studies, Physical Education, Foreign Language, and other electives.

The review of data through the use of the education model will guide the schools' learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the GVC based on the needs of the students recognized through data and observation, the alignment of professional development to the needs of teachers, and the revision of functionality within the student information system, the education model serves as the foundation that will drive continuous improvement within the schools.

Another distinctive component of the education model is the constant connection within the network that supports the implementation of the model with fidelity. This creates a sense of camaraderie and teamwork, further motivating the staff to achieve the vision and mission of each school. At each step, teachers and administrators have the opportunity to reach out to others to gain insight on best practices to provide the most effective instruction for students. This can range from lesson plan sharing to model lessons and professional development on instructional strategies, or many other tools that will be utilized within the schools. The schools will also have the ability to reach out to the entire network for support, in particular the CSUSA-managed schools in Indiana, and will receive regular assistance from the Regional Director and curriculum specialists.

The schools will utilize blended learning to provide differentiated instruction to all students. Various models can be implemented, including a rotation model, flipped learning, a la carte, or others. Teachers can assign content to students on their level to practice skills they need to master. Students can also use programs that adapt based on their responses, providing an individualized learning path. Online courses can be taken for course recovery or elective options. Programs the schools may use include Plato, Think Through Math, Reading Plus, Reading Eggs, and Mathletics. Teachers will utilize various technology resources to create an experiential learning environment. Flat screen televisions used in conjunction with tablets allow the students to interact with learning. There will be laptops in each classroom for individual and group work. Students will also use computer labs and mobile laptop carts for word processing practice, research, projects, or to use their online instructional programs.

In order for the education model to be implemented successfully, we must hire the most qualified staff and provide extensive training and professional development. The schools' hiring process is described further in the Human

Capital section of this application. Once teachers are hired, they attend New Teacher Induction to become accustomed to the CSUSA Education Model, Marzano's instructional strategies, common expectations, and other aspects of the school. Professional development continues throughout the year with after-school sessions, webinars, face-to-face trainings, full-day sessions, and team meetings. Professional development choices are determined by the needs of the teachers and student performance. The leadership team conducts weekly walkthroughs and administers formal evaluations during the year to monitor teacher performance and provide feedback for improvement.

A unique advantage of being a part of the CSUSA network of schools is having the opportunity to participate in site visits, called Quality Education for Students and Teachers (QUEST). The QUEST visits occur four times in the first year of the school and twice yearly (at a minimum) in subsequent years. The QUEST process is a full-day, in-depth process, in which members of the CSUSA network who have had proven success in their roles (principals, master teachers, curriculum specialists, and curriculum resource teachers) observe teachers and provide feedback on instruction. The purpose of the QUEST process is to support the schools with the implementation and monitoring of the education model. The QUEST process examines three critical factors: classroom management, student motivation, and instructional strategies. The observer, a trained member of the CSUSA network, observes a lesson for approximately 45 minutes to examine how the teacher is integrating educational strategies within the lesson to promote student learning. The process allows for connection among professionals to share best practices, in particular with others who have had successful experiences with similar populations. Those who are paired typically develop relationships in which they continue to share ideas with each other and their teams to promote effective instruction.

After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from trends in the data, are compiled into a presentation and delivered to the staff to motivate and drive certain instructional practices. Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year. This data is tracked from visit to visit, and the Board is also kept informed of the school's overall performance and growth on QUEST visits to monitor fidelity of the education model.

2. Specify instructional strategies that your school will implement to support the education plan.

Based on Marzano's research and the learning map to guide instruction, students will be the designers of their own learning in order to obtain a deeper level of understanding. Students will follow a 7-step process for learning: 1) Processing; 2) Elaborating; 3) Recording; 4) Reflection; 5) Practice; 6) Deepening; and 7) Extension. For each unit, students will go through a discovery or exploration process to first make their own inferences and hypotheses about content, adjust those understandings after instruction from the teacher, then correct mistakes and demonstrate their new learning. They will practice skills for fluency and deepen their understanding of declarative knowledge through various activities that require analysis and evaluation. To further show ownership of learning, students can be presented with a rubric and the standards of a particular unit to construct their own way of demonstrating mastery of the content, whether in the form of a presentation, written piece, or other methods. Other strategies that can be used focus on helping students elaborate on content, managing response rates with tiered questioning techniques, and helping students examine their reasoning. The intent of using student-centered learning is to increase the level of rigor within the classroom to help students be able to demonstrate college and career readiness.

Within the 7-step process described above, teachers will use Marzano's thirteen high-probability instructional strategies. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures, and instructional strategies implemented in their classroom is a technique that can help raise the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student learning needs. The table below outlines various strategies and their applications in order for students to attain the standards.

Category	Applications
Tracking Student Progress and Using Scoring Scales (Yields a 34 percentile gain)	<ul style="list-style-type: none"> • Determine current level of performance • Identify achievement goals and establish a rate of progress • Track progress visually • Adjust instruction to improve learning • Provide more intensive instruction to reteach the material if goals are not being met
Setting Goals/Objectives (Yields a 25 percentile gain)	<ul style="list-style-type: none"> • Set a core goal and let students personalize it • Make sure goals are achievable • Teachers help with strategies to achieve goals • Teachers and students monitor progress and celebrate success
Building Vocabulary (Yields a 20 percentile gain)	<ul style="list-style-type: none"> • Use strategies before, during, and after lessons • Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions
Identifying Similarities and Differences (Yields a 20 percentile gain)	<ul style="list-style-type: none"> • Teacher-directed activities focus on identifying specific items • Student-directed activities encourage variation and broaden understanding • Include activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.
Interactive Games (Yields a 20 percentile gain)	<ul style="list-style-type: none"> • To use in addition to effective teaching • Define the objectives of the game to set a purpose • Should be challenging but not frustrating • Can foster teamwork and social interaction • Provides opportunities for success and positive reinforcement
Summarizing (Yields a 19 percentile gain)	<ul style="list-style-type: none"> • Requires analysis of text to determine what's important • Students use key words and phrases while summarizing content • Students constantly refine their work to determine the most essential and relevant information
Note Taking (Yields a 17 percentile gain)	<ul style="list-style-type: none"> • Use teacher-prepared models/templates to teach basic principles and expectations • Give time to practice note-taking and provide feedback on the skills • Students become familiar with content, jot down main ideas, and write down questions
Nonlinguistic Representations (Yields a 17 percentile gain)	<ul style="list-style-type: none"> • Incorporate words and images to represent relationships • Use physical models, dramatization, and movement to represent information • Have students explain their rationale and meaning behind the nonlinguistic representation
Student Discussion/Chunking (Yields a 17 percentile gain)	<ul style="list-style-type: none"> • Set expectations for classroom discussions and try in small groups first • Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding • Organize content into small, related segments that are more manageable for understanding in daily lessons
Homework (Yields a 15 percentile gain)	<ul style="list-style-type: none"> • Establish and communicate a homework policy • Provide specific feedback on all assigned homework and vary the way the feedback is delivered
Practice (Yields a 14 percentile gain)	<ul style="list-style-type: none"> • Ask questions that require students to process and rehearse the material • Give feedback on the practice while circulating and monitoring work • Provide additional explanations and several examples

Category	Applications
	<ul style="list-style-type: none"> • Cooperative learning is an effective strategy to utilize practice
Effort and Recognition (Yields a 14 percentile gain)	<ul style="list-style-type: none"> • Personalize recognition and give praise for individual accomplishments • Provide suggestions to help students improve if they are struggling, then praise the improvements
Graphic Organizers (Yields a 13 percentile gain)	<ul style="list-style-type: none"> • Use various types to expose students to information before the learn it • Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

The aforementioned strategies have been research-proven to yield positive results in student learning. From there, professional development (specific to the grade level) is provided to help teachers create and implement an instructional framework that guides them towards the most appropriate use of research-based instructional strategies and innovative learning methods. As new research is released and improved, professional development and teaching strategies are continuously updated to meet the needs of students.

The schools will hold the belief that differentiated instruction is: 1) a teacher's response to student needs; 2) the recognition of students' varying background knowledge and preferences; 3) student centered; 4) instruction that addresses students' differences; and 5) a blend of whole-group and small-group instruction. Students will benefit through the use of innovative, differentiated instructional methods. These methods will utilize research-based instructional strategies, including but not limited to Marzano's thirteen high-probability teaching strategies mentioned above, to enhance the student's opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects in order to support the needs of students who are struggling with the content or those that are above grade level and need more challenging tasks. The reading lesson segments will incorporate differentiated texts targeted to below-level, on-level, advanced, and ELL students. The schools will also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson. Enrichment opportunities through the Cambridge program will also be available for more rigorous instruction for advanced students.

Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles. Some best practices with regard to differentiating include:

- For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on-level text).
- For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project whereas others might write an essay).
- For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Teachers use data from Northwest Evaluation Association (NWEA), Common Monthly Assessments (CMA), and class assessments to drive the decision-making process with regard to differentiated instruction. Student groupings will change periodically in classes depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

Blended learning (as described above) is another opportunity for teachers to differentiate learning for their students. To further monitor progress towards mastery of the standards, teachers (in conjunction with the school administrative team) will plan and schedule learning objectives aligned to the data-driven Instructional Focus Plan. This calendar is developed based on the data provided by each CMA report, which teachers analyze to determine what standards the students need to be re-taught or taught more in depth than initially expected. This constant spiral instruction not only

helps students reach mastery, but also reinforces concepts for better retention of information. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the schools while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

Every child is unique, therefore the schools will create a Personalized Learning Plan for every student designed to track individual strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The PLP will empower students to track their own progress, which initiates student ownership of learning goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Teachers will act as facilitators and coaches for the plans, aiding in creating, monitoring, and challenging the students to push themselves. The parents' role is to be a cheerleader or mentor, motivating and guiding the students in their endeavors. Most importantly, students are the producers of the plan, faced with the responsibility of understanding their data, making good decisions as learners, and following through with expectations.

Administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains through analysis and evaluation of data. As a reference, baseline achievement levels are incorporated into each student's PLP, which is visible to the student, parent, and teacher within the student information system. This baseline serves as a starting point for determining future rates of academic progress. Students and parents are able to consider areas of mastery and deficiency based upon reports from NWEA, which provide detail regarding the skills the child has mastered, the skills that need remediation, and skills the child is ready to learn next. The student will set personal goals each quarter, which will be confirmed by teachers. Teachers will post formative data such as interim assessment scores and reading diagnostic assessments to support student goal setting. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the Indiana Academic Standards within the GVC. Students are expected, at a minimum, to achieve mastery of each standard for each grade level and the goals and objectives specified in their PLP.

The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any assessment testing and classroom assessments
- Non-assessed student work and project-based learning
- Student information about what the student likes to learn and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents and the student

Not only will the PLP include quarterly grade goals and NWEA assessment goals, but also action steps to reach each goal, teaching students the valuable lesson of not just having a goal, but also knowing what it takes to reach it. The action steps help guide both the child and the parent in implementing the PLP. The process of creating and monitoring the PLP is a life skill that all students need to develop in order to become productive citizens. The ability to be self-aware of one's strengths and weaknesses, to self-motivate to set and reach goals, and to self-monitor progress will lead to successful completion of ambitions throughout life.

3. Identify any key educational features that would *differ* from your current education model.

What makes the CSUSA education model so effective is that its components are driven by the needs of the student population. The core processes and features stay the same, but we adjust our features as needed. Once our students enter the school, and throughout the years of operation, we continue to adjust and adapt.

4. **Attachment 11** includes a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards.

Pupil Performance Standards

1. **Attachment 12** delineates the schools' exit standards for graduating students for each division of the school.

2. **Explain the school's policies and standards for promoting students from one grade to the next.**

The Pupil Progression Plan outlines the requirements for promotion and graduation in adherence to Indiana regulations. This document will be provided to families at the start of the school year in order to clearly communicate expectations for the year. Parents and students will be consistently reminded of requirements throughout conferences, Curriculum Nights, and other notifications sent home throughout the year. The schools will ensure that parents have consistent communication of student progress to ensure the schools are implementing appropriate interventions for preventing retention. The schools will adhere to the House Enrolled Act 1367. The Act states that students in third grade must take and pass the Indiana Reading Evaluation and Determination (IREAD-3) Assessment in order to be promoted to fourth grade, unless the student meets one of the Good Cause Exemption criteria. For all other grade levels, the school leader takes into consideration multiple factors, including current grades, assessment performance, previous retentions, level of text at which student is independently successful, observations, checklists, and student portfolios.

School Calendar and Schedule

The schools' proposed calendar for the first year of operation is provided in **Attachment 13**

School Culture

1. **Describe the culture of the proposed school.**

The schools will foster a culture of high expectations and positivity for all, including students, parents, teachers, and administration. Each stakeholder is expected to play an integral part in the success of the schools and the success of each student. Through student-centered learning, students will be the driver of their education, with the teacher as the facilitator. They are expected to make responsible decisions and put forth their best effort with regard to their work. Teachers are expected to conduct themselves in a manner that motivates students and provides instruction that enables students to master their grade-level standards. Enthusiasm is contagious, and teachers are expected to provide engaging and thoughtful lessons to promote that enthusiasm in students as well. Parents will participate in their child's education through attending conferences, communicating with the teacher, completing volunteer hours, and other opportunities. Administrators are expected to make all decisions in the best interest of students and help implement the education model with fidelity.

There will also be high expectations for student behavior through implementation of Responsive Classroom and Developmental Designs. The schools will hold the belief that the students' social environment is just as important as the academic curriculum. Teachers will use strategies from this program to promote social development, responsibility, and communication skills within the students. Routines and procedures will set the tone of an efficient, focused classroom. The aim is to provide an environment that is safe not just in the physical sense, but also in the sense that students feel safe to explore ideas in a new way and share their opinions, beliefs, and academic findings.

2. **Explain how you will implement this culture for students, teachers, administrators, and parents.**

The expectations of stakeholders are communicated even before school begins at Parent Orientation. Families will be informed of the various responsibilities that they and students have in order to be successful at the school. The uniform policy will be communicated and students will be expected to follow this policy starting on the first day of school. Parents will be given a calendar for the year to plan their commitments accordingly so they can play an active role in their child's education.

Teacher expectations are clearly communicated prior to the start of the school year. There will be two weeks of training during New Teacher Induction to review common expectations, teaching strategies, curriculum mapping, grading, behavior management, and other pertinent information for the start of the school year. Administration will conduct weekly walkthroughs to monitor teacher performance and fidelity to the education model. Curriculum Resource Teachers will check the teacher's lesson plans and provide feedback to ensure teachers are providing engaging lesson plans and differentiated instruction to meet the needs of their students. Teachers will be formally evaluated and will also create Deliberate Practice Plans to set goals and action steps in achieving those goals based on their administrator's feedback.

The first two weeks of school are heavily focused on enforcing the uniform policy, and teaching and practicing school procedures. These highly structured routines are developed by teachers in order to prevent the opportunity for misbehavior. These procedures can include arrival routines, lining up for transitions, sharpening a pencil, and every possible action in-between. They are taught until they are second nature for the students, and are continuously implemented throughout the school year with fidelity in order to avoid distraction from poor behavior and keep the students focused on academics and instruction. The teacher will implement morning classroom meetings from the start of the year to develop a unified family environment and start the day off on a positive note.

The culture of high expectations for student success will be seen throughout the schools, as monitoring of progress will be posted and tracked throughout the schools. School-wide goals will be posted for all stakeholders to see when they enter the schools. Teachers will post excellent work, class goals, progress on IFP assessments, and the Reading Challenge, further motivating students to succeed. The students will gain a sense that the entire school is working together to achieve goals and the constant reminder of progress and success creates an environment of healthy competition, expectation of success, and team building. This is particularly advantageous for students who need the community of support and motivation.

Teachers are expected to hold themselves and students to a high standard, teaching minute-by-minute and bell-to-bell in order to maximize learning. Purposeful tasks and higher-order thinking activities will be conducted, not just rote memorization work. All students will be expected to be engaged and participate to ensure accountability for learning. If a teacher poses a problem, one student does not explain the answer. All students persevere and attempt to solve it in journals or dry-erase boards. The teacher may call on several students to provide answers, then the class can evaluate and determine the correct one and discuss why it is correct. Students therefore go through a discovery or exploration process to first make their own inferences and hypotheses about content, adjust those understandings after instruction from the teacher, then correct mistakes and demonstrate their new learning. There will be an emphasis on student-centered learning and developing autonomy in processing, evaluating, analyzing, and demonstrating knowledge. Teachers will be there to support the students, scaffolding learning to make sure that students are able to complete the more critical thinking tasks that are being implemented. Teachers will be constantly observing and providing help, such as taking students in small-groups to further aid those who need more support. The assignments will require more higher-order thinking skills and real-world application, such as justification, analysis, and communication, to better prepare the students to be college- and career-ready.

3. Summarize a typical day from the perspective of a student.

This summary is told from the perspective of a middle school student in 6th grade. The student arrives at school and is greeted by at least the principal and any other staff member at a particular post. He or she has the option to either go to breakfast in the cafeteria or go straight to class, at which time the expectation is to get all materials and supplies ready for the day, then read or complete work silently until class begins. First period is a Learning Skills block, which is a time when there is a morning meeting/team building activity to create a positive start to the morning. The students also develop study skills and organizational skills, which help in preparation for the rest of their classes. In addition, teachers can provide a targeted mini-lesson based on student data (i.e. if students in that teacher's class are struggling with a particular math concept, the teacher will review this to support instruction of the core math teacher). After Learning Skills, the student will attend his or her classes for ELA, science, social studies, math, physical education, and an elective. The student will have time for lunch in his or her schedule. At dismissal, the child

may either go home, attend extended day tutoring if required, or participate in a club or after-school enrichment.

4. Summarize, a typical day from the perspective of a teacher.

This summary is described from the perspective of a fourth-grade classroom teacher. Each day, the teacher is expected to come early to set up the classroom and ensure their materials are ready for the day. He or she will update the agenda, objectives, essential questions, and any other pertinent information the students need to be successful for the day. The teacher is expected to stand at the class doorway at arrival in order to greet students and monitor hallway behavior. A minute-by-minute plan will be followed to ensure the teacher is covering all elements of the lesson plans for each subject taught. The teacher will have lunch at the same time as the students, and will have a planning period every day. Depending on the day of the week, there will be various responsibilities for the planning time, including data chats, team meetings, lesson planning, conferences, or other tasks. At dismissal, teachers are expected to monitor students either in their room or at a designated post. Teachers are expected to stay after school at least one day per week for tutoring and at least one day for professional development.

Supplemental Programming

1. Will you offer summer school?

If Title I funding or grants are available, the schools will offer summer school. Students will be selected based on their performance on interim assessments, state assessments, and class grades. The priority will be to provide summer school to those student who are performing below grade level. As such, the number of students who attend may vary each year. The length of each day for summer school, as well as the length of the entire program, will be determined depending on the amount of time needed to catch students up to grade level. Funding will also be a determining factor in deciding the length of the program and the amount of students that can attend.

2. Describe the extra- or co-curricular activities or programming the school will offer.

The schools will determine the extra-curricular activities offered once the needs of the community and student population are determined. The schools will distribute surveys and other notices to determine the interest in particular programs to offer. These programs may be fee-based or free of charge, depending on grant funding or scholarships. Sample extra-curricular activities that may be offered include Safety Patrol, Student Government, Honor Society, Service Club, Young Engineers, Basketball, Dance, Chess/Games Club, Mathletes, Journalism, or others.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

The schools will hire a Student Services Coordinator who will have the responsibility of connecting students, parents, and families with various entities and programs that can support the mental, emotional, social, and health needs of each student. The schools will implement Responsive Classroom and Developmental Designs, as stated previously, to foster an environment of social responsibility and character development. These programs are aimed to provide a climate in which students feel safe in sharing their thoughts and feelings as students develop empathy for each other and learn strategies for communicating. When students are in this type of environment, they are able to thrive academically as well.

4. Describe any other student-focused activities and programs.

The schools may offer social skills training in addition to the Responsive Classroom and Developmental Designs program for those needing additional support. The schools can also implement the Restorative Justice program if it will be more applicable and effective with the student population. It is a program that is similar to Responsive Classroom and Developmental Designs, in that it promotes character development, internal behavior management, and social responsibility. Peer Counseling/Mediation is also an option for student development.

Opportunities for mentorship will also be provided by staff members or partnerships with other entities to support behavioral and academic growth of the students. Within the schools, there may be buddy programs between the upper grades and the lower grades to further motivate students to succeed both academically and behaviorally. Honor roll assemblies, pep rallies, and other motivational events will be hosted to reinforce positive choices within the

schools.

Special Populations and At-Risk Students

1. Summarize the school's overall plan to serve students with special needs.

The schools' admission policy welcomes and encourages the enrollment of students with all learning profiles. Students who are identified as English Language Learners, children with special needs, students who enter below grade level, and students who are intellectually gifted will all have an equal opportunity of being selected for enrollment in the schools. The schools do not discriminate or limit enrollment based on race, religion, or disability. Furthermore, the schools' marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it accommodates and serves students with "exceptionalities," "disabilities," and "English Language Learners." The schools' plan to serve these students involves a process of identifying student needs through diagnostic assessments, and then responding to those needs appropriately through various instructional strategies or through social programming that supports the success of these students.

Students receiving special education services shall be provided with a free and appropriate public education (FAPE) in accordance with ISBE special education rules and regulations (Article 7), the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The schools will ensure, to the maximum extent appropriate, that students with disabilities are educated in the least restrictive environment (LRE). The Case Conference Committee (CCC) will determine the appropriate special education, related services, and placement for a student as well as the LRE in which those services will be provided in accordance with ISBE 511 IAC 7-32-12. The schools believe that it is very important that each student has the opportunity to learn and grow within their community so they can become productive citizens.

The schools will employ appropriately certified special education teachers to meet the needs of their students and will also employ or contract with the necessary personnel to provide special education and related services (e.g., Speech and Language services, Occupational Therapy and Physical Therapy) as required by the student's Individualized Education Plan (IEP). In providing for the educational needs of the exceptional student, the regular school facilities will be utilized, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA.

2. How the school will meet the learning needs of students with disabilities.

The schools will conduct the child find process in accordance with ISBE 511 IAC 7-40-1, to focus on early identification and interventions of children with learning, physical, and emotional difficulties. The schools will use a team problem solving approach to systematically monitor all students' progress and performance data and to identify unique interventions as needed to improve individual student performance. This serves to ensure that all students suspected of having a disability, regardless of the severity of the disability, and who are in need of instructional accommodations and/or special education and related services, are identified, located, and evaluated.

All students enrolled at the schools will participate in evidence-based instruction that is based on grade level Indiana Academic Standards. When it is discovered that a student is having difficulty mastering the content of the general education curriculum, a tiered system of interventions will be provided to help the student make progress. For students who do not make progress within the tiered system of interventions, referral will be made to the schools' special education department for a comprehensive evaluation to consider special education eligibility.

The schools will form a Student Intervention Team (SIT) to collaboratively address the needs of students who continue to have learning and/or behavior problems after the teacher has tried appropriate interventions in the general education classroom. A student may be referred to the SIT by a teacher or at the request of the student's parent/guardian.

First, the SIT will identify whether the concern is academic and/or behavioral in nature through data analysis. The SIT

will then identify and implement appropriate instructional interventions. The staff at the schools will be fully trained on the Response to Intervention (RtI) process and how to implement designated interventions. The schools' RtI process correlates with the Indiana Department of Education's three-tier instructional model, the flowchart of instructional decision-making, and the problem-solving model. RtI greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day. Interventions that are established will be implemented with periodic assessments during the intervention period to evaluate whether the student is responding to the interventions. These interventions are implemented for 12 weeks. Progress monitoring will be conducted with a minimum of six assessments to determine if the student is responding to the interventions. Documentation of the instructional interventions will then be reviewed to evaluate whether the strategies were successful. If the strategies are successful, the SIT will continue to monitor the student on a monthly or as needed basis. If the interventions were not successful and sufficient evidence has been gathered that shows that a disability may be the primary cause of the student's learning or behavior problems, the SIT will refer the student for an evaluation.

After a signed, informed parental consent has been obtained, a comprehensive evaluation will be conducted by a multidisciplinary team that includes the parent(s), special education teachers or service providers, at least one of the child's general education teachers, the public agency representative, any individual determined by the public agency or by the parents to have knowledge or special expertise regarding the student, and the student, when appropriate. At a minimum, a qualified psychological examiner will participate when psychological and clinical evaluation components are required. The testing will include all areas related to the suspected disability, which may include but is not limited to cognitive functioning, academic achievement, psychological processing, speech/language skills, medical information, social/emotional functioning, and results from vision and hearing screenings. The schools will ensure that competent evaluation specialists conduct evaluations for students suspected of having a disability. Examiners must be qualified in the professional's field as evidenced by a valid license or certificate, and must have adequate training and knowledge to administer the particular assessment instrument. Tests of intellectual functioning must be administered and interpreted by a certified school psychologist or a licensed professional psychologist.

Once the testing is complete, an eligibility meeting will be held to determine whether a disability exists, the degree to which any identified disability impacts the student's academic, functional, and/or developmental performance in the school setting, and whether the student meets eligibility criteria for a plan for students with disabilities. If special education and related services are deemed necessary, an IEP will be written. If the results of the evaluation indicate that the child requires accommodations without the need for special education services, a 504 Plan would be put into effect for the student. The student's placement will be designed to meet that student's needs in the least restrictive environment.

Upon the determination that a student is eligible for an IEP, a case conference committee will develop an initial IEP. The initial IEP will be developed in a timely manner after the determination that the child needs special education and related services. The CCC would consist of the student's parents, not less than one regular education teacher of the student, not less than one special education/provider, a public agency representative, and an evaluation specialist. In addition, other individuals who have knowledge or special expertise regarding the student might also be invited to participate in the development of the IEP, as would the individual student whenever appropriate. The case conference committee will also participate in the review/revision and development of subsequent IEPs.

When developing an IEP, the CCC will consider the student's strengths; parent concerns; evaluation results; statewide/school assessment results; the academic, developmental, and functional needs of the student; and special considerations that would need to be taken into account when writing the student's IEP. The goals on the IEP will be developed based on the student's needs and considering the progress that can be anticipated by the student during the next 12-month period through the provision of special education services and supports. It will be the responsibility of the CCC to make placement decisions on behalf of the student and ensure that the individual instructional needs of the student are reflected in the student's IEP based on FAPE guidelines and being mindful of the provision of services in the LRE. The case conference committee will reconvene at least annually to review and develop an

updated IEP. Additionally, if the case conference committee determines that modifications need to be made to the IEP at any time during the duration of a current IEP, the case conference committee will meet and revise the student's IEP accordingly.

Within the schools, the special education teachers and the general education teachers working with special education students will collaborate with regard to lesson planning and implementation, and to review progress notes on the students that they serve to determine if the students are on target to achieve their IEP goals. Similarly, related service providers will also collaborate with the student's special education and general education teachers. This will ensure that all teachers working with special education students will be focused on meeting the students' needs as well as student growth and goal attainment. Special Education Teachers will be responsible for directly providing services for exceptional students in the classroom, interacting with the regular education teacher to optimize the inclusion of exceptional students in regular classroom activities as appropriate, reviewing lesson plans, and strategizing ways to integrate special services seamlessly into classroom activities. Special education students will be encouraged to participate in school functions, field trips, and extracurricular activities with their general education peers. Should supplemental aids and services be needed by the student to access such programming, the schools will make these supports available.

The schools' effectiveness in serving students with disabilities will be evaluated on a continuous basis. The special education and general education staff will meet as a team on a quarterly basis to review progress monitoring data on the students served to determine if students are meeting the goals and objectives of their IEPs. Accommodations and supports will also be reviewed in order to ensure they are being implemented in the general education setting. If a student with a disability is not meeting the expected progress, a CCC meeting will be held to discuss the student's academic and functional performance and may reflect committee recommendations on a revised IEP.

In order to provide high-quality instructional services to the students with disabilities enrolled at the schools, school leadership and staff will participate in professional development to ensure compliance related to special education policies and best practice when it comes to serving students. Professional development topics for school leadership may include, but are not limited to, LRE requirements, responsibilities of the public agency representative, continuum of services, and scheduling around the needs of students with disabilities. Teachers will be required to participate in professional development opportunities that focus on writing quality IEPs, the use of research-based instructional strategies for exceptional-education students, implementing accommodations for students with disabilities in the regular education classroom, and modeling how to use progress monitoring data to analyze whether students are effectively meeting their IEP goals. Furthermore, all teachers, including the special education teachers, will be observed throughout each school year by the schools' Administrative Team as well as by visiting teams through the ESP's QUEST visit process. All observations are aligned to Marzano's teacher level factors and timely, constructive feedback is provided to teachers following each observation.

Appropriately certified teachers will serve students meeting the eligibility criteria for special education in our educational program as specified in the students' IEPs. Based on the enrollment of students with disabilities, the schools will hire and train the appropriate number of teachers/para-professionals to ensure adherence to the federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented. The schools will also contract with appropriately licensed vendors to provide special education and related clinical services including, but not limited to speech and language services, occupational therapy, physical therapy, social work services, nursing services, and school psychology evaluation services. The students' IEPs will determine the specific services that will be contracted for by the schools. All contracted providers will be appropriately certified/licensed based on State Board of Education requirements. In addition, contracted providers will be required to maintain professional liability insurance. During the summer prior to the schools' opening, IEPs of enrolled students will be reviewed to determine which of these special education clinical services will be needed, and contracts with vendors will be finalized to allow services to be in place at the start of the school year. As the ESP already has a presence in Indiana, professional relationships with special education clinical service vendors have already been established. These positions collectively form the schools' Special Education Department and will allow

for the provision of a continuum of special education and related services within the schools to meet the needs of its students with disabilities.

At times it has been necessary to adjust schedules and special education service delivery models to best meet the needs of enrolled students within the ESP's existing network of schools. For example, in order to provide a more diverse continuum of services, one of the schools added self-contained classrooms in addition to the inclusion and resource services already provided at the school. It was also determined at one school that increased opportunities in a life-skills curriculum were needed, allowing the school to work toward establishing agreements to afford more community based opportunities for these students. The ESP is committed to being flexible in terms of scheduling and programming in order to meet the needs of its students with disabilities.

3. Explain how the school will meet the needs of English Language Learner ("ELL") students.

The mission of the English Language Learners program is to prepare and successfully equip ELLs with different levels of limited English proficiency with the academic and communication skills needed to meet the same curriculum standards as non-ELLs. The schools will follow state and federal regulations with regard to identifying, instructing, exiting, monitoring, reporting, and all other aspects of the ELL plan. ELL students will be identified upon enrollment through a Home Language Survey. Students who are foreign born or do not speak English in the home will be selected to take the LAS Links mandatory screener within 30 days of enrollment or within two weeks if entering school after the school year has begun. If the student is from another school in Indiana, the schools will attempt to obtain LAS Links results from the previous school. This assessment is used to determine initial language level and course placement. It is administered by a licensed English Learner (EL) staff member.

Once the assessment results are collected, an instructional plan for the students who qualify will be created using the integration of scaffolding methods to address the ELL and the setting of goals for achieving proficiency. As prescribed by law, intervention that facilitates growth in English mastery will be administered, to promote content knowledge. The ESP will assist the schools in the tracking of individual student data through the student information system. The schools will have the capability to disaggregate data by individual student, class, grade level, and school. It also offers teachers, parents, and students access to online student data. Student achievement data will be included in each student's file and will allow year-to-year evaluation and tracking of mastery of individualized instruction while supporting growth in the target language.

In order to promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. The ELL program will be in a climate that promotes not only listening, speaking, and reading, but also writing skills. ELL students will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data. The school offers ELL students' instructional services through an English Immersion program mainstream/inclusion instructional delivery models from either their general classroom teacher or support through an EL licensed staff member. Instruction provided to ELL students is equal in amount, sequence, and scope to the instruction provided to the non-ELL students within the same grade levels. Instruction is supported through the use of ELL instructional strategies which teachers provide in their lesson plans and differentiate instruction accordingly. In addition, the resources, textbooks, and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials of the reading program are also provided that are geared toward ELLs and other various levels of learners. This grading of the appropriate language development level provides optimal opportunity for promotion.

A cumulative file will be maintained for ELLs that includes:

- Home Language Survey
- Individual Learning Plan, which includes the student's language level, services provided, and accommodations and modifications needed for instruction and assessments
- Copy of the parent notification letter that indicates placement in the program due to performance on the

- screener/annual assessment
- Copy of LAS links student proficiency report
- iStep and scores
- Exit/monitoring documents for those in the formal two year monitoring period
- Log of updates, including the date of the update as well as who reported the update
- If applicable, a copy of the parent letter indicating refusal of services

In order for students to exit the ELL program, they must achieve a level 5 on the LAS Links annual assessment for two consecutive years. The annual LAS Links assessment is administered by a licensed EL staff member. After the first attainment of level 5, the student will exit English language development services and begin informal monitoring by the general classroom teacher and the Student Services Coordinator. After the second attainment of level 5, the student will begin the formal two year monitoring period as required by NCLB.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress.

The schools will follow Indiana's framework for Response to Intervention to ensure students are learning and progressing at an appropriate rate. The Indiana's RtI model for academics and behavior includes:

- Tier 1: Provide evidence-based, differentiated instruction to meet the needs of all students; utilize flexible grouping; administer universal screening assessments to red flag students; monitor progress to assess student growth; ensure 80 – 90% of students are instructionally or behaviorally successful with universal interventions; and evaluate the core curriculum and instructional practices if less than approximately 80% are successful.
- Tier 2: Provide small group supplemental instruction for students requiring targeted interventions (5 – 10% of students), but who continue to receive core instruction; provide increasingly intensive instruction or extensions; monitor progress to assess student growth.
- Tier 3: Provide individual or very small group instruction for students requiring intense interventions (1 – 5%), but who continue to receive core instruction; provide individualized instruction focused on specific skill deficits; monitor progress to assess student growth.

Options for interventions provided during the day for students include RtI block, intensive reading or math courses, and online learning. The RtI block is scheduled for all students to receive targeted instruction based on ability level. Students are grouped based on their performance on NWEA and CMA; these groups are adjusted after each administration if necessary. Each teacher is assigned a particular group to focus on a particular skill-gap. For example, one teacher may focus on comprehension skills whereas another may work with a group on fluency or foundational skills.

Another way that students receive targeted instruction based on their needs that aligns with the RtI model is through push-in/pull-out instruction. Certified teachers will be available to pull out or push in with students who are below grade level. As described in the RtI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind* (Fielding, Kerr, Rosier 2007).

The online learning programs used for intervention include Reading Plus, Reading Eggs, ThinkThroughMath, and Mathletics. The materials or resources used for push-in/pull-out or intensive classes include Wonderworks, Triumph Learning, Reading Mastery, or Fountas and Pinnel. Resources are updated as necessary depending on effectiveness with the student population.

The schools will also offer extended day tutoring and Saturday School as needed to provide extra instructional minutes. These sessions are derived from the operating budget and are applied to those students requiring extra

intervention to bring them up to grade-level expectations. Teachers use a set curriculum in a small group setting targeted to students' skill deficiencies, as determined by diagnostic and formative data.

5. Explain how the school will identify and meet the needs of intellectually gifted students.

High ability students, as defined by IC 20-10.1-5.1-1, are those students who perform at or show potential for performing at an outstanding level of accomplishment in at least one of the following areas of aptitude and talent when compared to other students of the same age, experience, or environment and is characterized by exceptional gifted, talents, motivation, or interests. The areas include general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal. Students who have been identified and qualify for services due to their high ability classification, and whose parents have given consent, will have instruction that is appropriately differentiated to meet the students' high ability needs.

The schools recognize the need to provide developmentally appropriate and challenging educational services for high ability students who have a potential for exceptional achievement and are committed to meeting the special needs of these students by providing a variety of service options and educational opportunities. The program will build parent/school relationships; provide a forum for discussing student needs beyond the general curriculum, thereby facilitating changes in instruction and classes; and determining appropriate service options. The schools' high-ability students will receive regularly scheduled enrichment provided by a teacher who is certified/endorsed to work with gifted and talented students. This teacher will also collaborate with the student's regular education teacher to support the student's learning. All high-ability students are responsible for mastering the Indiana State Standards, however, differentiated instruction is provided to the student to allow for more enrichment and curriculum compacting opportunities in areas of particular strength.

The goal of the program is to further develop the student's cognitive, learning, research and reference, and metacognitive skills at each grade level. High-ability elementary students receive gifted services one segment per day in a resource setting. While the student participates in a high-ability resource class, assignments in general education classes are modified or eliminated depending on the student's academic strengths. High-ability services in the middle school extend the middle school curriculum and take into consideration the academic, social, and emotional growth of the student. High ability students are placed in advanced-content courses or cluster groupings on the basis of achievement scores, past academic performance, and teacher recommendations. Differentiated instruction is provided to the student to allow for enrichment and curriculum compacting opportunities in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts, and vocational/technical education. The curriculum provided for high-ability students at the schools will incorporate the Indiana State Board of Education approved student competencies and standards.

After each administration, teachers analyze the benchmark assessment results of their students. For high-ability students, the teachers use this benchmark assessment data to help identify enrichment areas. Within the framework of the schools' Guaranteed and Viable Curriculum Educational Model, the teachers determine the instructional focus, strategies, and curriculum resources to be used for enrichment during the six weeks between benchmark assessments. In addition, the schools' high-ability instruction as a whole is built upon an academic foundation and centered on interdisciplinary enrichment activities. Students' studies may include holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher-selected topics. All classroom teachers will use differentiated instruction within their classrooms to ensure that advanced students continue to grow, while at the same time meeting the educational needs of students who may be below grade level.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing.

The marketing plan will include an integrated marketing approach; which will include direct mail, television, online, radio, and events. Our goal is to successfully drive traffic to our schools' website and consequently increase the

number of applications received to increase overall enrollment. Based on the targeted areas, we will also employ newspaper and magazine advertising.

Our geo-targeted marketing strategy will include a 10-mile radius around the schools, targeting families with children ages 5 – 10 for elementary school and 11 – 14 for middle school. In addition, our marketing outreach will include:

- Production of marketing materials such as brochures and flyers.
- A website with information regarding enrollment, curriculum and the school.
- Posting of information in local public areas such as the local library, YMCA, community, and civic centers.
- Advertising in free community publications, newsletters, and email blasts in local website, magazines, and parenting publications.
- Membership to local chambers of commerce, rotary clubs, and community organizations.
- Various information sessions for parents to attend.

A multi-part direct-mail campaign targeting the proposed locations and the surrounding areas will be utilized. The scope of the direct mail will consist of geographic and age-related boundaries. Direct mail pieces include an introductory letter to the community from the Board and postcards reminding parents to apply and/or attend an information session.

We will use economies of scale and utilize broadcast and cable advertising in these areas, with stations such as WRTV, WTVW, WISH and WTHR. Broadcast will provide a much wider reach but because of the cost, the frequency may be limited. In these markets, we will also include a lower-level, cable-zoned advertising schedule to geographically target specific schools.

Online advertising will primarily include Facebook/Google targeted ads/ad words focused on geographic and psychographic data and targeted searches. The online ad will direct the potential parent/guardian to the schools' website.

Print advertising will consist of newspapers, magazines, flyers, and brochures. We will secure advertising in the local community newspapers and other local parenting magazines. We will also distribute brochures and flyers to local pre-schools, day care centers, churches, and businesses in the Indianapolis area.

The following timeline provides a more detailed plan for our marketing outreach:

January – March 2016

- Update website with information regarding the approval, application, enrollment policy and lottery process, school information and information session dates, venues, and times.
- Launch first direct mail introductory letter to the community announcing the approval of a new charter school with information regarding the schools; information sessions; and how to apply.
- Launch paid media mix campaign to include TV, radio, online, newspaper, and magazine advertisements.
- Join chambers of commerce, rotary clubs, and local organizations.
- Begin initial outreach to daycare centers, churches, preschools, and businesses.
- If the number of applications exceeds the number of seats that are available at the end of the open-enrollment period, a lottery will be held to determine the wait list.

April – August 2016

Our maintenance program will include:

- Updating the schools' website with information sessions, the student handbook, school supply lists, and information on before- and after-care, uniforms, and lunch programs.
- If there are more seats than applications received, we will continue the paid media mix campaign to generate additional applications.

- Launching grassroots marketing campaign and tabling events at community and civic centers, libraries, and the local YMCA.
- Developing sponsorship opportunities and attending school expos and tabling events.

October 2016:

- Hold a “ribbon-cutting” event with students, faculty, staff, and community members.
2. The schools’ Enrollment Policy can be found in **Attachment 14**.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model.

CSUSA ensures a safe and orderly environment by adhering to a Code of Conduct that outlines the procedures and action steps for handling behavioral infractions. Staff, parents, and students will be provided a copy of the Code of Conduct, as well as the Student Handbook, prior to the start of school to make sure everyone understands the type of behaviors and actions that are expected at the schools. The schools will utilize a school-wide positive behavior plan, described below, in order to promote safety and responsibility while developing each student's character.

Each school will have explicit procedures and routines for daily activities that both teachers and students will be taught in order to minimize the opportunity for misconduct. Teachers receive extensive training on the importance of the routines and setting up expectations for the students. The first two weeks of school are focused on teaching and practicing school procedures, which are highly structured routines developed by teachers in order to prevent the opportunity for misbehavior. These procedures can include arrival routines, lining up for transitions, sharpening a pencil, and more. These procedures are taught until they are second-nature for the students and are continuously implemented throughout the school year with fidelity in order to keep students focused on academics and instruction, not distractions such as poor behavior.

Referrals and other behavior consequences can be tracked within CSUSA's student information system provided by PowerSchool. This is monitored by the leadership team and evaluated each month to determine whether school-wide corrective actions need to be taken to improve student behavior. Parent, staff, and student surveys are delivered twice a year for each school to gauge the satisfaction of stakeholders with regard to the safety and security of the school. According to the CSUSA 2013-2014 year-end parent survey, more than 96% agreed that their school provided a safe and orderly environment.

CSUSA's philosophy related to student behavior and discipline is to foster a school-wide culture that promotes a safe and orderly environment for all students. School leaders and teachers receive training on a variety of topics including, but not limited to establishing school/classroom rituals and routines, classroom rules, and how to identify misbehavior and respond effectively. Using positive and proactive approaches to student behavior and discipline will result in fewer disciplinary incidents within the schools.

The Responsive Classroom program may be utilized for grades K – 5 to support the social and emotional growth of students, which will in turn promote the academic growth of students. The schools will adhere to the following guiding principles outlined in the program:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need social skills such as cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.

6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

A similar program may be used for grades 6 – 8, targeting the unique needs of adolescents in order to help them build a love for school and feel like a part of a community at school. The Developmental Designs program targets three main areas: self-management and other social-emotional skill building; relationship and community-building; and academic skill building. When used with fidelity, this program promotes the development of students into responsible citizens as they grow through adolescence, which leads to conscientious decision making with regard to their academic success.

With the assistance of parents working with the schools, a strong bond is created that will help stop bullying. Communication among parents, students, and teachers concerning incidents of bullying will be used to help prevent acts of violence and possible tragedies. All school employees are required to report allegations of bullying and/or harassment to the principal or the principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may constitute bullying or harassment anonymously or in person to the principal or principal's designee. Schools and parents must educate children about bullying behaviors to help create a safe and secure school environment. Children who bully need to be taught empathy in order to change their behaviors and the schools must adopt a zero-tolerance policy regarding bullying.

The schools' grading philosophies include components that help maintain the integrity of student work and assessments. Only work that is completed at school and under the supervision of a staff member will be included in the child's academic-mastery grade. Students will only be graded on mastery of the standards taught in that particular lesson or unit. Non-academic factors such as neatness and timeliness will not be included in the academic grade. Students who do not complete their work on time will receive a behavior consequence as opposed to an academic one. In addition, if it is found that students have cheated on an assignment, that grade will be discarded and the student(s) will have to complete a different assignment or test that measures mastery of the standard.

2. The schools' discipline policy can be found in **Attachment 15**.

Parents & Community

1. **What other school options exist in the targeted location for your proposed school(s)?**

ICN Academy #1

School Market Summary - Perry/Greenwood/I-69 Region											
School Name	2014 A-F Grade	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	Total School Enrollment
Private Schools	2014 Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Enrollment
Calvary Lutheran School (K-8)	A										281
St Barnabas School (K-8)	A										516
St Mark Catholic School (K-8)	A										252
Charter Schools	2014 Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Enrollment
None											
Public Schools	2014 Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Enrollment
Abraham Lincoln Elementary	B	152	131	136	129	141	146				835
Blue Academy	A		111	106	102	95	102	100			616
Center Grove Elementary	A	124	125	106	99	127	135				716
Center Grove Middle School Central	A							319	321	336	976
Center Grove Middle School North	A							320	295	306	921
Douglas MacArthur Elementary	A	114	125	106	108	104	106				663
Glenns Valley Elementary	B	132	118	110	107	103	113				683
Gold Academy	D		81	99	102	92	107	92			573
Homecroft Elementary	A	87	102	101	87	103	73				553
North Grove Elementary	A	99	91	93	86	118	95				582
North Madison Elementary	B	91	102	87	99	98	83	123			683
Perry Meridian 6th	A							566			566
Perry Meridian Middle	C								613	517	1130
Pleasant Grove Elementary	A	92	112	92	109	89	107				601
Rosa Parks-Edison Elementary	A	114	118	115	97	98	91				654
Southport Elementary	A	98	93	76	88	84	81				520
Sugar Grove Elementary	A	115	109	91	137	123	128				703
West Newton Elementary	C		99	94	87	91	89	99			559
Westwood Elementary	A	52	66	68	57	89	81				448
William Henry Burkhardt Elementary	A	112	104	87	92	80	72				547
Winchester Village Elementary	C	108	104	108	100	91	85				616
Total Private within 5 Miles	A	-	-	-	-	-	-	-	-	-	1049
Total Charters within 5 Miles	-	-	-	-	-	-	-	-	-	-	0
Total Public within 5 Miles	B+	1490	1791	1675	1686	1726	1694	1619	1229	1159	14145
Total All-Told	A	1490	1791	1675	1686	1726	1694	1619	1229	1159	15194

ICN Academy #2

School Market Summary - Clarksville Region											
School Name	2014 A-F Grade	Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	Total School Enrollment
Private Schools											
Holy Family School (K-8)	A										401
Our Lady of Perpetual Help School (K-8)	A										382
Our Lady of Providence Jr-Sr HS (7-12)	A										517
St Anthony Elementary (K-8)	A										327
St Marys Catholic School (K-8)											118
St Marys of the Knobs Catholic School (K-6)	A										163
Charter Schools											
Community Montessori	D	52	43	40	41	45	35	39	40	40	526
Rock Creek Community Academy	A	36	38	47	36	31	40	28	38	35	462
Public Schools											
Clarksville Elementary	A	92	111	102	94	105					534
Clarksville Middle	C						85	109	102	107	403
Fairmont Elementary	A	74	74	68	62	63					341
Floyds Knobs Elementary	A	110	122	117	147	132					628
Grant Line School	C	101	121	109	129	105					565
Green Valley Elementary	F	65	76	72	66	62					341
Hazelwood Middle	A						232	235	241	254	962
Mount Tabor School	B	131	131	143	141	130					676
Nathaniel Scribner Middle	A						193	189	241	227	850
Northhaven Elementary	A	73	86	66	66	81	75				447
Parkwood Elementary	B	108	81	85	101	88	70				533
River Valley Middle	D							281	299	296	876
S Ellen Jones Elementary	C	55	49	70	59	55					288
Silver Creek Elementary	C			214	197	206	229				846
Silver Creek Middle	A							208	239	240	687
Spring Hill Elementary	D	35	42	32	29	32	34				230
Thomas Jefferson Elementary	B	68	66	69	53	57	56				369
W E Wilson Elementary	A	90	98	78	89	76	77				508
Total Private within 5 Miles	A	-	-	-	-	-	-	-	-	-	1908
Total Charters within 5 Miles	A	88	81	87	77	76	75	67	78	75	988
Total Public within 5 Miles	C+	1002	1057	1225	1233	1192	1051	1022	1122	1124	10084
Total All-Told	B	1090	1138	1312	1310	1268	1126	1089	1200	1199	12980

2. What will be unique or compelling about the proposed schools?

What makes the schools unique are their focus on a student-centered learning environments. Programs, resources, and materials are chosen, reviewed, and updated depending on their effectiveness with the student population. All students will have a Personalized Learning Plan that determines goals for the students and outlines action steps to reach that goal. Students are the key driver of their plan to promote student ownership of their learning program. Our 7-step instructional design described previously develops learners that are autonomous, critical thinkers, enabling them to prepare for secondary and post-secondary endeavors.

The schools will use assessment tools that effectively target student performance throughout the year. The NWEA interim assessment is an adaptive assessment that adjusts its questions depending on student responses. This enables teachers to be able to pinpoint exactly how far above or how far below grade level a child is. This online assessment allows for instant access to student performance to provide timely feedback to students and adjustments to instruction. This nationally normed assessment provides a scale score so teachers, parents, and students can track performance year to year. In addition, the schools will use CMAs, created from a question bank provided by Performance Matters, to track mastery of grade level standards. Assessment results are also provided in a timely manner (within 24 hours) as opposed to typical paper-based assessments that may take weeks to be scored and generate reports. Results from both of these assessments are analyzed and support decisions for supplemental instruction and interventions for students. We typically have a longer school day than public schools to accommodate for additional instruction given to help students catch up to grade level.

The grading philosophy of the schools are also unique in that the students are only graded on their mastery of grade-level standards. Nonacademic elements, including neatness and timeliness, are not included in the academic grade.

For those instances, students will receive a behavioral consequence. We want to set our students up for success, so our policy allows multiple opportunities for students to demonstrate mastery. If the student does not achieve an acceptable level of at least 80% mastery, that student will be retaught the concept or skill and then assessed in a new way until he or she does reach mastery. The student will not receive a failing grade and simply move on to the next standard without attempting to master the standard again. Our teachers are committed to differentiating instruction and assignments in order for students to have the best chance of success.

3. Describe how you will engage parents in the life of the school.

Parent participation is integral to the success of the schools and is solicited for the development of school goals and objectives through Parent/Teacher Co-ops (PTC). The PTC will be established to provide an opportunity for parent and community input that can be used in the development of new schools and programs. PTCs will be organized at the schools each school year and will participate in and provide input for fundraising, volunteering, and operations. The PTC will be comprised of parents of enrolled students, administrators, and teachers.

Prior to the start of the school year, the schools will host Parent Orientation in order for parents to come in and meet the teacher and principal and receive important notifications and documents for the beginning of the school year, such as the handbook, promotion and retention policies, code of conduct, and more. The schools will host Open House after the school year has begun and additional Parent/Curriculum nights each month to give parents the opportunity to learn more about what is happening at the schools.

The schools will maintain constant communication with parents through daily notes in the student agenda, notices, flyers, and newsletters. Parents will have real-time access to their child's gradebook to monitor their class progress. Notifications of performance on NWEA and CMA will be sent home as assessments are administered. Parent conferences will be held at least once each quarter, but parents and teachers can schedule additional conferences if needed. Parents also play a role in development of the PLP, and must sign a child's Progress Monitoring Plan (PMP) if that child is below grade level and receiving interventions.

Parents will be given the opportunity to complete volunteer hours at the schools. This can be done through assisting at school events, attending Parent/Teacher meetings, and other opportunities. The schools value having the parent come to the school to volunteer and show students that they support their educational success and play an integral role in their achievement.

4. What community resources will be available to students and parents

The Indiana Charter Network plans to partner with a host of community organizations to enrich the experience of students within our charter schools, increase family involvement, and build stronger ties with the targeted communities. The Board is in the process of building partnerships with a variety of groups including Teach for America, Roche Diagnostics, the Gateway Community Alliance, and others. ICN will partner with Garry Holland and associates to provide culturally responsive training for faculty and staff and other services similar to those currently provided at other CSUSA operated schools. Once the charter is granted, the schools will actively begin to build neighborhood specific partnerships with groups situated in close proximity to the school. Across the CSUSA network, community resources are leveraged through partnerships with businesses, non-profits, service providers, and community organizations. These include, but are not limited to, health care and counseling services, mentoring, tutoring, academic enrichment, internships, leadership development, extracurricular clubs, and food pantry services.

5. Attachment 16 includes a detailed plan to accomplish successful community engagement.

Performance Management

1. What goals will students be expected to achieve by the end of the first 5-year charter term?

The Indiana Charter School Board, as of the December 2012 publication, will evaluate the schools on 12 academic measures aligned to Indiana's A – F Accountability model, including a final grade of A – F; ISTEP+ proficiency in ELA and math; third-grade proficiency on the IREAD-3; ISTEP+ proficiency results when compared to student performance at comparable schools in ELA and math; sub-group performance on ISTEP+ in ELA and Math; and Student Growth Percentile improvements among the lowest quartile and top performing 75% of students in ELA and math.

A sample baseline, calculated by the 2014 A – F results in a 3-mile radius of the proposed schools, along with 5-year goals are shown in the table below. The school's goals will be to reduce the percentage of students who are not proficient each year by 10%, make similar gains with the percentage of students making adequate growth, and significantly reduce the percentage of students making low growth.

Indiana A-F Accountability Goals - Perry Greenwood Area

			Sample Baseline		Year 2		Year 3		Year 4		Year 5	
Each year displays performance and points earned.												
Student Performance	% Passing	Math	88%	3.5	89%	3.5	90%	3.5	91%	4.0	91%	4.0
		ELA	85%	3.0	86%	3.5	88%	3.5	89%	3.5	90%	4.0
Student Growth	Math	Lowest 25%	38%	0.0	45%	0.0	50%	1.0	55%	1.0	60%	1.0
		Top 75%	39%	0.0	45%	1.0	50%	1.0	55%	1.0	60%	1.0
		% Low Growth	30%	0.0	27%	0.0	24%	0.0	22%	0.0	20%	0.0
	ELA	Lowest 25%	38%	0.0	44%	1.0	50%	1.0	55%	1.0	59%	1.0
		Top 75%	35%	0.0	41%	1.0	47%	1.0	52%	1.0	57%	1.0
		% Low Growth	29%	0.0	26%	0.0	24%	0.0	21%	0.0	19%	0.0
Math Score		3.5		4		4		4		4		
ELA Score		3		4		4		4		4		
Combined		B	3.25	A	4.00	A	4.00	A	4.00	A	4.00	

Schools included: 3 Mile Radius
 Pleasant Grove Elem Sch
 Sugar Grove Elementary Sch
 North Grove Elementary School
 Center Grove Middle Schl Central
 Center Grove Middle School North
 Perry Meridian 6th Grade Academy
 Perry Meridian Middle School
 Glens Valley Elem Sch
 Rosa Parks-Edison Elem

Indiana A-F Accountability Goals - New Albany-Clarksburg

		Sample Baseline		Year 2		Year 3		Year 4		Year 5		
Each year displays performance and points earned.												
Student Performance	% Passing	Math	76%	2.5	78%	2.5	81%	3.0	83%	3.0	84%	3.0
		ELA	81%	3.0	83%	3.0	84%	3.0	86%	3.5	87%	3.5
Student Growth	Math	Lowest 25%	34%	0.0	40%	0.0	46%	1.0	52%	1.0	56%	1.0
		Top 75%	32%	0.0	39%	0.0	45%	1.0	50%	1.0	55%	1.0
		% Low Growth	35%	0.0	31%	0.0	28%	0.0	25%	0.0	23%	0.0
	ELA	Lowest 25%	34%	0.0	40%	0.0	46%	1.0	52%	1.0	57%	1.0
		Top 75%	33%	0.0	40%	1.0	46%	1.0	51%	1.0	56%	1.0
		% Low Growth	31%	0.0	28%	0.0	25%	0.0	23%	0.0	21%	0.0
Math Score		2.5		2.5		4		4		4		
ELA Score		3		4		4		4		4		
Combined		C	2.75	B	3.25	A	4.00	A	4.00	A	4.00	

Schools included: 3 Mile Radius Fairmont Elementary School
 Parkwood Elementary School Grant Line School
 Community Montessori Mount Tabor School

In addition to the indicators captured in the ICSB's Accountability System, the schools will establish SMART goals that are aligned to the schools' mission of providing an academically rigorous learning environment for a diverse student body. The personalized learning approach places an emphasis on individual student performance and student growth.

The schools will assess students using the NWEA Measures of Academic Progress (MAP). These nationally-normed, interim assessments measure student achievement and growth in ELA, mathematics, and science. They are aligned to the Indiana Academic Standards and the Common Core state standards. Each year, after the fall MAP assessment, NWEA provides each student with an end-year (spring), nationally-normed, growth target tailored to their grade and instructional level. These targets will be used systemically for student, classroom, grade, and school-level goal setting. Annually, the goal is for students to exceed normative growth.

GOAL: Each grade level will meet or exceed 100% of spring RIT growth targets in ELA, math, and science annually. All students with fall and end-year scores will be included in NWEA's grade-level calculations of "Overall Percent of Projected RIT Met or Exceeded."

2. Identify the primary interim assessments the school will use.

The schools will participate in all state-mandated assessments to determine the proficiency of students and monitor their growth from year to year. Listed below are additional measurement tools that will be used for assessment purposes to monitor progress within the school year. These will be used to determine the progress of students with regard to mastery of the standards, reaching a level of proficiency on the state assessments, and growth relative to national norms. The assessment tools listed below do not preclude the schools from incorporating additional measures that may be determined necessary to support the mission of the schools.

- Interim Formative Assessments, which include three administrations in the areas of ELA, mathematics, and science. The NWEA assessments are nationally normed, Common Core, and Indiana Academic Standards-aligned assessments proven to be effective at targeting student achievement and determining student skill

gaps. NWEA uses a continuous scale score (RIT) that spans grades K – 11, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below the grade level norm a student is performing. NWEA currently provides the Measures of Academic Progress and the MAP for Primary Grades (MPG). These assessments are computer based, which helps prepare students for the eventual format of the state assessment.

- Common Monthly Assessments, provided by CSUSA, are created from an item bank and disseminated to all CSUSA schools to gauge students' progress on mastering the GVC. The assessments are aligned to state standards, and include both short-term and spiral review to check for mastery. This provides a uniform tool for all schools in CSUSA's network to monitor progress more frequently between the interim assessments administered by NWEA.
- Instructional Focus Plan Assessments are tests aligned to specifications of Indiana Academic Standards and measure mastery of competencies within the GVC, given minimally every two weeks. IFP instruction and assessments match the skills and concepts each class needs to work on in order to reach mastery.
- Weekly Standards-Based Assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. These can be teacher-created or from purchased resources and are used in all subjects.
- Fountas and Pinnell Running Reading Records will be used as an assessment tool to identify a student's accurate reading level. The results of these assessments will help guide the instructional program, identify students who might need additional interventions, and will be used as one identifying factor in determining eligibility for promotion.

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

Upon enrollment, the schools will obtain previous records of the student through the Learning Connection, including performance on state assessments such as the ISTEP+, iREAD, End of Course Assessments, and LAS Links (if applicable). When available, this information will be shared with teachers prior to the start of the school year so they can adjust their instructional plan appropriately. Beginning the second week of school, the schools will administer the fall NWEA assessment which accurately pinpoints the skills and standards students have already mastered, need to review, or are ready to learn next. Administrators and CRTs review the school-wide, grade-level, and class-level performance to support decisions such as extended day offerings, push-in/pull-out groupings, and other programmatic decisions. Teachers review the class-level and student-level data to make instructional decisions, such as differentiated instructional strategies or adjusting the instructional focus plan. Administrators, CRTs, and teachers work together to analyze this data during data chats based on reports generated from NWEA. The same process will also occur after each administration of the CMA.

Results are reported to students and parents as soon as scores become available. With NWEA, individual student performance results are available immediately. Class reports and grade reports are available within 24 hours, or when all students in a particular cohort have completed the assessment. For CMAs, results are available within 24 hours for the paper-based assessment, or immediately for computer-based assessments. The schools can determine which format is preferred for each grade level and subject.

CSUSA typically establishes a monthly reporting cycle in which data is presented as it becomes available to the Governing Board. Benchmark and interim assessment results such as the NWEA MAP and MPG are available at least three times per year for all tested grade levels. CSUSA also administers and reports student, parent, and staff survey results twice each year. The reporting format and venue varies by availability.

In addition to the support offered by school-based staff, CSUSA provides regional, targeted support. A local Regional Education Director provides regular support, oversight, and monitoring – working closely with school leadership in the collection and analysis of assessment data. In addition, CSUSA provides a host of support services – some local and others provided from the Support Center in Florida.

CSUSA Support services include but are not limited to:

- Academic design and educational delivery
- Strategic Planning and performance monitoring
- Data analysis
- Survey administration
- Facility – maintenance and custodial
- Technology – hardware, software and infrastructure
- Finance – budgeting, accounting, financial analysis and reporting
- Grant writing and grant management
- Talent acquisition, onboarding, training and evaluation
- Human resources – compensation planning, payroll, benefits, policy and compliance
- Marketing and enrollment
- Procurement, vendor and contract management
- Board meeting administration
- Compliance
- Charter application and renewal
- Accreditation

4. Describe the information system the school will use to manage student performance data.

PowerSchool: Our SIS provider offers dedicated, secure rack for all hardware, battery backup, and all networking hardware located within their secure facility. The Pearson-provided storage facility also uses a 128-bit SSL transport mechanism.

CSUSA: Our schools will employ an 802.11n/ac wireless network with WPA 2 encryption. Devices are protected from viruses and malware through a combination of antivirus software, best practice security measures, LAN and WAN monitoring, and intrusion detection systems, as well as a CIPA-compliant content filter. Email and other systems are accessed through secure SSL encryption. Data protection is provided via redundancy of hardware as well as encrypted local and cloud-based backups. Access to resources is provided via network security groups and individual account passwords. Assignment of those security roles and permissions is performed by designated IT staff and requires appropriate authorization before completion.

Performance Matters/Data Warehouse: Performance Matters platform is constructed based on the principles of High Availability Architecture. Performance Matters provides multiple redundant security systems at the presentation, business and data tiers of our application to protect the privacy and integrity of student and teacher data. Internet browser communications with the systems support both SHA1 and RSA signature algorithms and require SSL connectivity for all users. All servers are protected by redundant firewall systems, managed virtual network segmentation, and database division at the customer level. Source files are transferred using encryption and IP restriction for origination verification and security. End to end all data is secured to prevent unauthorized access. Hosted deployments of the Performance Matters application physically share hardware but are virtually separated through configuration management and database security. This design places a high degree of emphasis on security while greatly reducing the effort associated with maintenance and support of the system. It is important to note that each distinct client has its own database instance and no records are shared between any of the databases. This architectural aspect of the Performance Matters Application ensures the confidentiality of all student information contained. Furthermore, all data is transmitted through Secure Sockets Layer with support of up to 1024-bit encryption.

Please see the section above for a description of who interprets the data and leads professional development for analyzing the data to improve student achievement.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

CSUSA will provide returning principals and new principals with their own professional development institutes each summer to best prepare for the upcoming year. These institutes will include information regarding analyzing, interpreting, and using performance data to improve student learning. They will be trained on NWEA, CMA, and any other applicable assessment, as well as the reports generated from these assessments. Principals and assistant principals will also attend monthly meetings to receive support on continuing that process throughout the school year. This support is increased for administrators needing extra assistance in improving the performance of their schools.

Teachers receive training on data analysis and decision making during New Teacher Induction, as described previously. This support continues throughout the year during data chats, professional development days, team meetings, and after-school meetings. CRTs attend weekly webinars and monthly cadres, which include information on analyzing and using data to drive instruction. This information is then disseminated to teachers through their PD sessions. Continuous e-mails and updates are sent out as needed for pertinent information regarding the assessment systems used. Regional curriculum specialists will visit the schools regularly to provide support in data analysis to both administrators and teachers.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals.

There are different levels of monitoring academic progress throughout the schools. The schools will have the ability to track the progress of each individual student, class, grade level, and the school as a whole, as each area has a goal set in the beginning of the year. The table below describes how progress is monitored, and what course corrections can be taken if necessary. Some assessments and course corrections may overlap.

Level	Source of Data	Course Corrections
Student	NWEA, CMA, Weekly standards assessments, IFP assessments, Classroom progress monitoring tools (i.e. RRR), Educational software program use (i.e. Reading Plus reports)	PLP is updated; Target for differentiated instruction altered; Groupings and focus for Push-in/Pull-out support, tutoring, and Rtl adjusted
Class		IFP adjusted; Minute-by-minute plan evaluated
Grade	NWEA, CMA	IFP adjusted; Groupings and focus for Tutoring, Push-in/Pull-out, and Intervention/Enrichment block updated.
School	NWEA, CMA	Considerations for changes to tutoring, resource selection, resource allocation (i.e. co-teacher or coach), and school-wide focus

Strategic Plans

The schools will develop a strategic action plan focused on its mission, vision, and values. Through analysis of assessment results, observations, surveys, and any other feedback items, the schools will create key intended outcomes in each of the following five priority areas: academic excellence, financial health, growth, operational performance, and culture of excellence. The schools will then create initiatives and monitor the implementation of these throughout the year. When reflecting on the plan throughout the year, the schools will determine gaps based on data, and then make budget priorities for the following year based on what is needed to improve. The strategic plan is intended to improve the schools' performance thereby providing the best environment for student success.

Progress Checks

Toward the end of the fall term, around October, the CSUSA's Strategic Planning team will engage with school leaders through a process known as the "Progress Check." This process provides mid-year assessments of school

functions and allows school leaders to see where they are relative to their goals. It also guides leaders to identify issues that need to be addressed. The Progress Check addresses all key functions including employee turnover, school culture, financial issues, academic progress, and any other relevant indicators that are critical to tracking how the schools are functioning. The Progress Check provides an invaluable opportunity for the School to assess themselves and take necessary actions to ensure school success.

SECTION III: IMPLEMENTATION PLAN

Human Capital

Network-wide Staffing

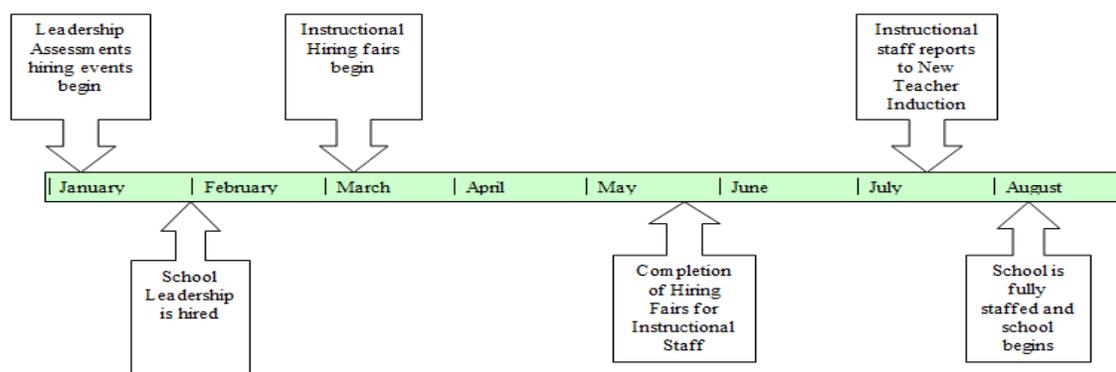
Please see the Network-wide staffing matrix included in the business plan found in **Attachment 9**.

School Leadership & Staff Hiring, Management and Evaluation

1. Explain your process and timeline for developing or identifying leaders.

CSUSA uses a robust recruiting process called the Leadership Assessment Center, previously described in “The School Leader and Leadership Team” section of this application. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for Dean, Assistant Principal, and School Principal participate in the 1-day event. This process is led by CSUSA’s Senior Director of Talent Acquisition. As the proposed schools are projected to open for the 2016-2017 school year, the hiring timelines are identical.

Hiring Timeline



Professional Development

Effective leaders who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research-based instructional strategies, CSUSA will provide the following professional development trainings:

Required Trainings	Other Offerings
Principal Induction – a 1 – 2 week seminar depending on the needs of the leaders that includes instructional methods for data-driven instruction and research based classroom management and student motivation.	<ul style="list-style-type: none"> • Formalization of the Instructional Program • Development of a Comprehensive Assessment Plan • Collection and Interpretation of Student Performance and Achievement Data • Assessment and Evaluation
Leadership meetings – an on-going community for	

Required Trainings	Other Offerings
<p>leaders that include monthly meetings to review and enhance the leader’s knowledge of high-yield leadership strategies.</p> <p>Leading Edge – Leadership Training Program designed to train aspiring leaders from within the network</p> <p>Data Analysis – development is provided to leaders to ensure that they are analyzing their students’ data for maximum student achievement.</p>	<ul style="list-style-type: none"> • Six Traits of Effective Writers • Using Manipulatives in Math • Strategies for Successful Test Taking • CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) • “Best Practice” Strategies for the Classroom • Technology in the Classroom • The Interdisciplinary Curriculum • Regulations and Procedures • Regulations and Procedures • Research-Based Innovative Learning Methods

2. Describe your strategy and timeline for recruiting and hiring teachers across the network.

CSUSA provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants. The schools will be equal opportunity employers and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School’s website
- Employee Referral Program: Produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover.
- Resume databases social networks: Search and scan for qualified candidates.
- Job Fairs: Hold education job fairs to seek teaching professionals.
- College Recruiting: Identify colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- On-line Job Posting Boards: Utilize select educational and job recruitment websites to advertise teaching openings.
- Minority Organizations: Work closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served.

CSUSA will manage job advertising, conduct applicant screening, and refer qualified applicants to the principal and administration to ensure that each school’s staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to each school’s ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The interview process for hiring instructional staff uses a panel or team interview approach assembled by the principal. Final candidates progress to an interview with the principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses.

The selection process is informed by factors identified in applied psychology such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process.

According to research, the following six quality indicators of teacher effectiveness ultimately influence student achievement:

1. Pre-requisites of effective teaching
2. The teacher as a person (i.e., personal attributes)
3. Classroom management and organization
4. Planning for instruction
5. Implementing instruction (i.e., instructional delivery)
6. Monitoring student progress and potential (i.e., student assessment and student expectations)

These quality indicators are explicitly linked to core qualities of effective teachers and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in the table below.

Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience 	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice 	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline 	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning 	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement 	<ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities

Processes are in place to ensure that all hiring is consistent with state and federal law and supports each school's budget. Approval processes are followed that include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended. Upon acceptance of the offer, a virtual New-Hire Packet is presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, Employee Handbook (and acknowledgement page), and information related to company-offered benefits

3. Describe the staffing plan.

The leadership team consists of a principal, assistant principal, and a dean of students. Each class will have a full-time teacher and there will be a teacher for each elective. Starting in the second year co-teachers are added for push-in/pull-out support throughout the day. The plan includes two special education teachers, but additional staff may be hired depending on the requirements of students' IEPs. Curriculum resource teachers will be hired to provide curriculum and instructional support to teachers, providing feedback with lesson plans, teaching strategies, classroom management, and other aspects. All teachers and staff members report to the principal. All staff members play a role in student achievement. All teachers, co-teachers, and CRTs are all held accountable for student outcomes for the students they teach on their performance evaluations. Principals, assistant principals, and deans have accountability measures within their evaluations for student performance school-wide. All instructional staff work together to ensure students are receiving instruction on their level. Descriptions of the scheduling and differentiation are in the Innovations section.

Teachers will utilize technology to create an interactive classroom, taking technology out of the hands of the teachers

and placing it in the hands of students for an optimal experiential learning environment. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation at the schools. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this will include:

- Flat screen televisions with interactive tablets
- Laptop computers
- Computer labs
- Tablets
- Document cameras
- Production room

The schools will include a production room for filming, processing, and streaming morning announcements; mobile and stationary computer labs; multi-purpose rooms outfitted with sufficient audio/video equipment for presentations; and handheld tablets. Outside the classroom, technology teachers will provide additional instruction in the computer lab or on laptops to practice word processing, presentations, research, and other computer skills. Students will also have the opportunity to use their instructional software programs during this time.

Innovative instructional techniques are described in the Curriculum and Instructional Design section.

4. Explain how the school/network will evaluate the performance of the school leader and teachers.

The schools will implement a Staff Performance Evaluation Plan (SPEP). The purpose of the SPEP is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The SPEP will include performance evaluations and metrics—the Indiana Growth Model (IGM) for each certified employee. For example:

- Teacher – Teacher Performance Evaluation (TPE) & IGM
- Non-classroom Instructor – Performance evaluations for Dean, Curriculum Resource Teacher, Guidance Counselors, etc. (NCPE) & School-Wide IGM
- School Administrator – Principal Performance Evaluation (PPE) & School-Wide IGM

The SPEP is organized according to 5 strategic priorities—1) Academic Excellence, 2) Financial Health, 3) Growth, 4) Operational Performance, and 5) Culture of Excellence—which reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996). The 5 strategic priorities represent CSUSA's approach of ensuring that the energies, abilities, and specific knowledge of all employees throughout the schools are focused on improving the quality of services needed to increase student learning growth.

The TPE, NCPEs, and PPE will be administered annually. Additionally, new teachers will receive a mid-year TPE and new administrators will conduct a mid-year self-reflection. To ensure integrity of the SPEP and inter-rater reliability, all evaluators will utilize the appropriate rubrics, participate in extensive hands-on training, and use the same core of effective practices. Additionally, all certified employees, including teachers, administrators, counselors, etc. will be properly informed and trained on the Staff Performance Evaluation Plan.

The SPEP will utilize the IGM to provide objective measures of student growth. The IGM indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s). Then it looks at all of the current year scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP+ scores compare to students who had scored similarly in previous ISTEP+ tests.

Student growth, as measured by the IGM, will significantly inform all certified employees' evaluations, representing 50% of the overall score:

- 50% IGM
- 50% TPE/NCPE/PPE

Specifically, weighting for teachers, non-classroom instructional personnel, and school administrators will reflect the following:

Teachers/Non-Classroom Instructional Personnel

1. Teachers with a state provided Individual Growth Measure (IGM) for \geq 50% of students:
 - 50% TPE
 - 50% Teacher's IGM

2. Teachers/Non-Classroom Instructors with a state provided IGM for $<$ 50% of students:
 - 50% TPE
 - 25% Teacher's IGM
 - 25% Average of School-Wide IGM for Math and/or* ELA

3. Teachers/Non-Classroom Instructors without a state provided IGM:
 - 50% TPE/NCPE
 - 50% Average of School-Wide IGM for Math and/or* ELA

* Teachers of the following subjects will receive the corresponding average School-Wide IGM:

Subject	Appropriate IGM
Science	Math IGM
Social Studies	ELA IGM
Remainder of courses	Avg. of Math and ELA IGMs
If teachers teach across multiple subject areas, their IGM component will be weighted by the number of students in each subject area.	

Principals/Assistant Principals

- 50% PPE
- 50% Average of School-Wide IGM for Math and ELA

First-year teachers will be evaluated by their supervisor no fewer than two times annually using the TPE/NCPEs, student data reviews, and reviews of student work. The process will include feedback specific to the improvements and the level of progress to be achieved to attain greater effectiveness in instruction. Feedback will follow within 7 days of formal evaluations—which are reviews at 90 days and at the end of the year—as well as informal observations. The evaluation will include consideration from multiple forms of observation and evaluation types, including classroom walkthroughs, announced instructional observations, unannounced observations, student data reviews, Performance Growth Plan reviews, and participation in the Charter Schools USA Teacher Learning Community (TLC) for first year or newly hired teachers. Evaluations, which include formal observations, will be conducted by the school principal, assistant principals, or other trained supervisors. All evaluators will be trained through Charter Schools USA.

New principals will participate in a mid- year self-reflection, but they will not actually undergo a formal evaluation until the end of the school year. The self-reflection is intended to ensure the new principal has an awareness of the rigorous requirements of the evaluations and provides an opportunity not long after hire to strengthen weak areas

prior to the annual evaluation. The self-reflection will result in an opportunity between supervisor and the new principal to discuss the school's priorities in the context of the new principal's performance and adjust practices to reflect what is required.

The Deliberate Practice Score will serve as an additional metric evaluation element for all teachers and non-classroom instructional personnel. It will include three primary Focus Strategies developed as specific goals in each teacher's Deliberate Practice Plan (DPP). The DPP will be created, reviewed and completed in conjunction with school administration. Progress will be monitored via additional observations and classroom strategy reviews by school administration and/or mentors assigned to the teacher.

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance.

After each evaluation, evaluator/principal conferences are conducted by the Regional Director of Education and the Chief Academic Officer to review the principal's performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. After each evaluation, Evaluator/Teacher conferences are conducted to review the teacher's performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. Feedback will be given within seven days of both formal evaluations and informal observations in accordance with Indiana Statute. The evaluator will then work with the teacher to identify select goals to be articulated in the teacher's Deliberate Practice (DPP), as well as recommend specific professional development opportunities to ensure the teacher's continuous professional improvement.

In accordance with Indiana statute, certified employees rated *Improvement Necessary* or *Ineffective* will develop a remediation plan of not more than ninety school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan will require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. Additionally, employees rated ineffective may file a request for a private conference with the Regional Director of Education or designee, in accordance with Indiana statute. Employees rated *Ineffective* may not be asked to return for the next consecutive year unless significant performance improvement is observed. If performance is improved and the employee is rehired, the employee will be on a Performance Growth Plan to start the year.

To ensure a student would not be instructed for two consecutive years by a teacher rated as ineffective, students whose teacher receives a rating as Ineffective will be flagged. These students will be scheduled the following year in a teacher's class rated "Effective" or higher. If a student assignment to consecutive teachers rated as ineffective is unavoidable, the schools will notify parents before the start of the second consecutive year in accordance with Indiana Statute.

6. Provide an overview of the organization's compensation system.

CSUSA believes that it is in the best interest of both the schools and their employees to fairly compensate our workforce for the value of the work provided, and has structured the compensation system in a way that rewards high performers based on criteria linked to student achievement. Pay bands have been established to a minimum, midpoint, and maximum scale by which job families can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance through an annual performance appraisal process. Incentive bonuses are provided that link to the school Strategic Plan. Examples of these include student achievement and school enrollment criteria. The Governing Board will work with the ESP to establish budget criteria, incentives, and other motivating factors that will attract, reward, and retain the best employees. When determining an employee's starting salary several factors are considered, including but not limited to:

1. Base Pay, which is the start of the salary band.
2. Years of experience the candidate brings with them.
3. Higher education of a Master's or Ph.D.
4. Critical shortage area: Science, Math, etc. (as needed)

The schools will use a salary worksheet to calculate starting salaries in a fair and consistent manner. For an example of how starting salaries may be calculated, please see the table below for basic criteria:

Example	Criteria	
Base – Plus	Experience	Up to \$2,000
Base – Plus	Education	Master's or PhDs \$1,000
Base – Plus	Critical Shortage (if applicable)	\$2,000
Base – Minus	Met all requirements, Waiting for Certification documentation	\$-3,000

Once the starting salary is determined the employee moves through the band depending on how well he/she performs. The band is assessed annually based on local market analysis, COLA, budget, and any other factors that might justify adjusting the salary band. The above does not include additional bonus opportunities that teachers can be eligible for through school and goal achievement. Retaining high-performing teachers is equally important to the success and culture of any school. In order to reward high-performing teachers, CSUSA strives to provide additional incentives such as professional development opportunities, potential retention bonuses, leadership and growth opportunities, opportunities to participate in network-wide site visits, and participation in Leading Edge and Leadership Training Program which are designed to train aspiring leaders from within the network.

CSUSA is committed to recruiting, selecting, inducting, and retaining highly effective employees. It is recognized that hiring talented people who continue to develop skills and increase their value to the school and to students is critical and that high-performing educators are the school's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the school in a way that aligns with the school's mission, and behave in a way that is consistent with the school's values.

The schools will adopt a performance-based compensation plan that includes:

- Performance bonuses for Administration based on pre-determined goals
- Merit increases for faculty and staff are determined by a robust evaluation tool based on the research of Robert Marzano
- Participation in various programs to provide incentive bonuses for teachers
- Provide school wide performance incentive goal – provided to faculty and staff at each school that achieves predetermined school-wide goals

Employees will be offered mandated benefits as follows: Workers Compensation; Unemployment Insurance; and Social Security Insurance. Employees will also be provided benefits with various levels of coverage and premiums to meet their needs. Eligible employees (those working a minimum average of 30 hours/week) are able to participate in the benefits plan the first of the month following date of hire and also during the year for qualifying events (i.e. birth of child, marriage, divorce). If benefits are not selected during the employee's new-hire enrollment period which is the first of the month following date of hire, or within 30-days of a qualifying event, enrollment changes may only be made during our annual "open enrollment" sessions. Benefits available include medical, dental, vision, life insurance, supplemental life insurance, dependent life insurance, short & long term disability, 401k, Paid Personal Time Off and Employee Assistance Program. Indiana Employees are also eligible to participate in the TERF or PERF pension plan through the State of Indiana. If employees participate in the pension plan through the state they are not eligible for the 401(k) benefit through CSUSA.

Professional Development

1. Describe how school leaders will be supported and developed throughout the year.

Effective leaders who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad

understanding of high-yield research based instructional strategies CSUSA will provide the following professional development trainings:

Required Trainings	Other Offerings
<p>Principal Induction – a 1-2 week seminar depending on the needs of the leaders that includes instructional methods for data-driven instruction and research based classroom management and student motivation.</p> <p>Leadership meetings– an on-going community for leaders that include monthly meetings to review and enhance the leader’s knowledge of high-yield leadership strategies.</p> <p>Leading Edge – Leadership Training Program designed to train aspiring leaders from within the network</p> <p>Data Analysis – development is provided to leaders to ensure that they are analyzing their students’ data for maximum student achievement.</p>	<ul style="list-style-type: none"> • Formalization of the Instructional Program • Development of a Comprehensive Assessment Plan • Collection and Interpretation of Student Performance and Achievement Data • Assessment and Evaluation • Six Traits of Effective Writers • Using Manipulatives in Math • Strategies for Successful Test Taking • CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) • “Best Practice” Strategies for the Classroom • Technology in the Classroom • The Interdisciplinary Curriculum • Regulations and Procedures • Regulations and Procedures • Research-Based Innovative Learning Methods

2. Provide professional development that will take place prior to school opening.

All new teachers, including those who are new to CSUSA’s network of schools, not just to the field of teaching, will receive comprehensive training that ensures their understanding of the GVC and education model. Two weeks prior to the opening of a new school, teachers are trained in CSUSA’s philosophy and instructional mindset, and given professional development on data analysis, classroom management, lesson planning, and instructions for utilizing the Student Information System (SIS). Trainings will include a wide range of topics including, but not limited to Curriculum Mapping, Lesson Planning, Targeted Instruction, Differentiated Instruction, NWEA and CMAs, Grading Philosophy, Tracking Progress, Responsive Classroom and Developmental Designs, and many more. New Teacher Induction will be modified annually based upon the needs of the schools and to reflect new strategies and innovations in effective teacher preparation. The training is given by curriculum specialists, principals, assistant principals, or curriculum resource teachers. Professional development trainings include workshop sessions with their grade-level teams in addition to presentations to ensure teachers have the opportunity to deepen their understanding of the material and are prepared to deliver the curriculum. This training is in addition to more professional development sessions that occur at Returning Teacher Orientation for all teachers at the schools in subsequent years.

In addition to formal training, new school staff hired prior to the school opening are paired with mentors from other CSUSA schools to guide them throughout their entire first year. The mentors do this through school site (QUEST) visits, e-mail contact, and additional school visits when needed.

3. Include the expected number of days/hours for professional development throughout the year.

The number of days and hours for professional development may vary, depending on the staff that is hired. Professional development may look very different for a staff of mostly new teachers, as opposed to mostly veteran teachers. The plan is to provide professional development to teachers during a weekly team meeting with the CRT and during data chats with CRTs and/or administrators, for which teachers will use their planning time to do so. After-school PD sessions will be provided bimonthly, and professional development days as indicated on the school calendar. Plans for PD will coincide

with when assessments are administered to accommodate data analysis. For example, teachers will be taught how to read the NWEA reports, analyze the data, and make instructional decisions right after the first assessment is administered. This will occur in multiple sessions.

4. Explain how the professional development program will be evaluated.

The schools will evaluate the professional development program based on Teacher Performance Evaluations, Deliberate Practice Plans, and weekly walkthroughs. The administrator can monitor implementation of strategies taught during professional development with weekly walkthroughs and then ultimately evaluate success by factors included on the TPE. If teachers are able to reach the goals they indicate on their DPPs, then that is an indicator of a successful PD program.

At each QUEST visit, data is shared and suggestions are provided for professional development based on the teacher's performance school-wide. On each subsequent visit, the data is tracked and compared to be able to determine the effectiveness of those PD suggestions and implementation of strategies.

At the network level, we can monitor effectiveness of the PD by collecting school-level data for the indicators above and make appropriate decisions for future PD offerings. Surveys are also distributed at each school and staff members have the opportunity to share their thoughts on various aspects of the school including PD.

Start-Up & Operations

1. The schools' Start-Up Plan is provided as **Attachment 17**.
2. Start-Up Staffing and Costs are provided in the Budget and Staffing Workbook found in **Attachment 19**.

3. Transportation

The schools are not anticipating providing transportation beyond what is legally required by law. The schools may provide transportation through an agreement or contract with the local school district or a private provider. The provider shall furnish proof that it meets or exceeds all applicable rules and regulations governing student transportation. The schools shall receive their portion of categorical funds relating specifically to transportation of students. The schools will provide transportation to students eligible under the McKinney-Vento Homeless Assistance Act and the Individuals with Disabilities Education Act, if applicable.

Transportation will be offered to students for field trips and athletic events. Vehicles that have been inspected and approved by the authority having jurisdiction will be utilized for all activities. Any time the students are in the vehicle, at least one staff member or chaperone is also expected to ride in the vehicle to supervise the students. All students are expected to ride in the approved vehicle to and from the activity.

4. Safety and Security

The schools will have comprehensive safety plans that are distributed and explained to staff prior to the start of the school year. Colored emergency codes will indicate the level of severity of the emergency and the protocol that must be followed in the event of the emergency. Types of emergencies that are covered in the plan include bomb threats, weather-related emergencies, fires, intruders, use of firearms/weapons, and others. Emergency drills are practiced with students at the beginning of the year to ensure they understand the seriousness of these emergencies and the actions they must take if one were to happen.

The schools will use all available personnel in aiding in the safety and security of the schools. Every person will have a duty during fire drills and other emergencies. Most teachers will be with whichever class they have at the moment, but other staff members will have posts that involve directing students to appropriate locations and making sure all students exit the building, if appropriate in that particular emergency. Day-to-day operations also involve all staff members having the responsibility to ensure students go to their classes safely and transition throughout the day. Everyone has a post at arrival and dismissal, and explicit procedures will be developed to ensure those times of the day run smoothly. During the day, staff will be available to monitor the hallways, the cafeteria, outside of the

bathroom, or any other area necessary. In addition, administrators and CRTs will be consistently conducting walkthroughs each day to continue to monitor safety within the classroom as well. A camera system will be installed to further monitor security within the schools.

Each school facility will meet all commercial and life safety codes required for a school. All local and state policies related to health and safety will be met through rigorous oversight of facility maintenance by a Facilities Maintenance Supervisor at the school with additional oversight from the principal and the CSUSA Facilities Superintendent. Preventative maintenance and inspection calendars will be developed using CSUSA's tools and templates and all facility repair items will be tracked via CSUSA's web-based facility help ticket system. The schools will meet state and federal requirements for student immunization, food inspections, hazardous chemicals, and other health and safety issues.

It is acknowledged that as an independent charter school it will be required to develop and submit a plan in compliance with the Indiana Board of Education.

Technology: Security is vital in a school environment both for safety and privacy. To accomplish these two goals, CSUSA employs hardware-, software- and procedural-based security including the following:

- A closed TCP/IP-based network protected externally through a firewall
- Virtual local access networks (VLANs) to separate network traffic and avoid service interruptions
- Implementation of best practices to prevent unauthorized access to network equipment
- SSL encryption on CSUSA-based Internet services
- WPA2 encryption on all wireless access points
- Anti-virus/anti-malware software on all computers
- Content filtering to protect against inappropriate access
- Individual accounts with passwords
- Network-based permissions assigned to individuals and/or groups

Visitors: To provide for the safety and security of employees and the facilities at CSUSA, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances. The front doors remain locked at all times from the outside. Per the Jessica Lunsford Act, all visitors must have photo identification and will be scanned using the Raptor system. All visitors should enter the office through the reception area, and must check in with the Receptionist or front office at the school. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on CSUSA's premises, employees should immediately direct the individual to the reception area, or if necessary notify their Administrator. Cooperation will enable the schools to provide a safe and orderly learning environment for all students.

Operations: It is the policy of CSUSA to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. CSUSA will follow all applicable federal and/or state run Occupational Safety and Health programs. All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform. All incidents must be reported in the schools' OSHA 300 log and must be available for review by auditors if necessary.

Student Discipline: To ensure the safety and security of students and staff each student will receive a copy of the Student Handbook, which clearly outlines the behavior expectations of the students. Students who become violent or disruptive shall, when safety permits be removed from other students. If safety does not permit the removal of the

student, staff will immediately remove the other students from the area and locate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and the appropriate disciplinary action shall be taken.

5. **Attachment 18** includes an estimate for insurance coverage that aligns with ICSB insurance requirements.

Facility Plan

1. **Describe the viable facility options that your team has identified.**

A facility has not yet been identified. It is anticipated that the initial facilities will be developed to serve the entire K-8 student population. It is anticipated that the facilities will be owned, constructed, or renovated, and financed by a private developer, who will then lease the facility to the schools which will make rent payments for the facility. The budget provided in this application includes projected lease payments for the facility to demonstrate the viability of the schools. The facility lease will be developed and executed as a component of the development project plan.

The school facilities will comply with state and local health and safety requirements as described in IC §§ 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. Before the schools begin operations, ICSB will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, and accessibility for the disabled.

In the unfortunate event that an adequate permanent school facility cannot be secured, the Board and CSUSA will work diligently to secure an appropriate alternative short-term facility as part of its facility contingency plan. The temporary facility would fully meet the programmatic and educational needs of the schools.

2. **Please indicate the street address and the school district in which the building is located.**

A facility has not yet been identified.

3. **Describe your plan for identifying and financing a sufficient quantity of facilities.**

Financing has been assumed for the cost of the facility as well as the associated property and equipment required to operate the schools (furniture, computer equipment, etc.). Charter Schools USA, Inc. and/or an affiliated development entity has secured financing from various sources in order to complete the construction and equipping of various charter school facilities. Sources of financing have included: 1) issuance of taxable and tax-exempt bonds to finance the acquisition of educational facilities and associated equipment, to-date, Charter Schools USA has participated in the issuance of approximately \$500 million of taxable and tax-exempt bonds; 2) use of an available revolving line of credit facility; 3) commercial bank financing, in some cases backstopped by a guarantee from either the management company or its affiliated development company; 4) financing provided by either the management company or the development company; and 5) financing provided by a construction partner.

Budget & Finance

1. **Describe the systems and processes for managing accounting, purchasing, payroll, and audits.**

The Governing Board will contract with the ESP to provide financial management services to the schools. The Governing Board will adopt the established processes and procedures of the ESP to ensure fiscal responsibility and sound internal controls. The Governing Board will retain ultimate control of each school's finances. CSUSA maintains internal control policies which are adopted by the Governing Board via the Management Agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll.

Internal controls are viewed as a means to reduce risk of asset loss, ensure reliability of financial statements, as well

as compliance with laws and regulations. There are several components to internal control which include control environment, risk assessment, control activities information, and communication and monitoring. These components are used to establish the internal control policies and procedures. Internal controls that will be maintained at a minimum relate to administration, accounting and reporting, cash management, set up of accounting system, receipts and deposits, purchasing and expenditures, and payroll procedures.

In order for compliance with I.C. 5-11-1-9, the schools will obtain an annual financial audit that is performed by the state or an independent certified public accounting firm. The Governing Board may select an audit committee to oversee the audit of the schools. Adhering to I.C. 5-11-1-24(d), the Governing Board will follow the auditor selection procedures outlined in the "Uniform Compliance Guidelines for Examination of Entities Receiving Financial Assistance from Governmental Sources." The audit shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; the "Uniform Compliance Guidelines for Examination of Entities Receiving Financial Assistance from Governmental Sources," per I.C. 5-11-1-24; and applicable provisions of the Office of Management and Budget Circulars A-133. Audited statements will be submitted to the State Board of Accounts no later than December 31st of each year.

The Governing Board's approach to budget management is a three-part process including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of each school's monthly financial statements. These financial statements are prepared by the ESP and are distributed to both school leadership and the Governing Board. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. The schools will also follow the guidelines in the "Indiana Charter Schools Manual" as issued by the Indiana State Board of Accounts. Monthly financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, the Governing Board will be able to make timely decisions to ensure the financial health of the schools.

In addition to the process described above, the schools will be provided monthly dashboard reports. The dashboard report summarizes the monthly activity of the school, compares the results to the budget and identifies significant budget variances. As budget variances arise and are managed, new forecasts are developed each month to ensure the schools stay on track financially throughout the year.

The ESP will manage the day to day accounting and financial reporting function for the schools in accordance with the Indiana Charter Schools Manual. There will be several layers of oversight internally between employees performing finance-related tasks at the schools and at the ESP's corporate support center. The ESP's Finance Department consists of several CPAs including the Chief Financial Officer, Controller, Assistant Controllers, and Staff Accountants. This sets the tone for the control environment to ensure that financial resources are properly managed. The schools will employ a school-based Business Operations Manager who will act as a liaison to the ESP for human resource, payroll, and financial matters relating to cash collection. The Business Operations Manager will also work with the Principal to ensure adherence to the Governing Board-approved budget as well as adherence to the Indiana Charter Schools Manual. Below is a summary of the finance and accounting functions that the Business Operations Manager will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit instructional related purchase orders according to policy
- Prepare and submit check requests for certain invoices
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of any school accounts

The ESP's financial management services include:

- Processing of accounts payable
- Preparation of the monthly financial statements for the schools
- Processing of payroll
- Budget preparation, maintenance and forecasting
- Financial reporting to internal and external parties
- Audit management

Accounting records will be stored in the accounting information system, utilizing the Microsoft Dynamics SL accounting software. In addition, journal entries and the appropriate back up documentation is printed out and maintained in a school file by month. All files will be maintained in a secured environment. Information system backups are completed daily in order to ensure data is secured and to minimize risk of loss.

2. **Attachment 19** includes a detailed 5-Year Pro-Forma Budget.
3. **Attachment 20** includes a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan.

SECTION IV: INNOVATION

Foundations of Innovation

The innovation behind our education model is driven by making all decisions based on empirical data of student performance and need. Creating instructional focus plans, fostering student-centered learning, and shifting teacher responsibilities and schedules are just an overview of the various ways we adjust our educational programming to best support our students. The unique measurement tools used at the schools enable the teachers to pinpoint exactly how far above or how far below grade level a student is. In addition, reports generated from these assessments provide the skills and concepts students have not yet mastered, need to review, or are ready to learn next. This provides for ease in instructional planning, developing small groups, and setting goals for students.

The work of Robert Marzano, which our education model is based upon, is widely known and well respected. By integrating his research into most facets of our schools we have seen its positive impact. Please see the performance data of CSUSA in this application for evidentiary basis of the success and efficacy of the model.

The CSUSA education model is first and foremost focused on raising student academic achievement. This focus is complimented by a positive behavior curriculum that fosters community as well as a sense of student ownership over their own data and overall education outcomes. The schools will continue to adhere to all statutory requirements with regard to accountability to ensure ICSB can hold us to the same high accountability standards as all authorized schools.

Description of Innovation(s)

Teaching

With our model, we are creating an instructional shift that focuses on the student, as opposed to the teacher. Student-centered instruction will enable students to become autonomous and develop the critical thinking skills required to master the more rigorous standards of Indiana. Based on Marzano's research, we will use a 7-step process to engage students in learning and deepen their understanding of content to be able to apply their knowledge to new situations. The 7-step process is as follows: 1) Processing; 2) Elaborating; 3) Recording; 4) Reflection; 5) Practice; 6) Deepening; and 7) Extension. For each unit, students will go through a discovery or exploration process to first make their own inferences and hypotheses about content, be able to adjust those understandings after instruction from the teacher, then correct mistakes and demonstrate their new learning. They will practice skills for fluency and deepen their understanding of declarative knowledge through various activities that require analysis and evaluation. To further show ownership of learning, students can be presented with a rubric and

the standards of a particular unit to construct their own way of demonstrating mastery of the content whether that be in the form of a presentation, written piece, or other methods. Other strategies that can be used are helping students elaborate on content, managing response rates with tiered questioning techniques, and helping students examine their reasoning. The intent of using student-centered learning is to increase the level of rigor within the classroom to help students be able to demonstrate college- and career-readiness.

Another unique aspect of our model is the use of manpower to provide instruction to all students on their level. Every teacher will have an instructional focus plan, including specials and electives teachers. Teachers analyze data from Common Monthly Assessments and determine the standards that students need to be re-taught in a new way in order to reach mastery. Special area teachers use data from their own assessment measures and observations to create their calendar. They also support core teachers with their instructional focus plans by integrating math, ELA, science, or social studies standards within their lessons. For example, if students need more practice with visualizing fractional pieces, the art teacher can easily incorporate that skill into developing a piece of art work.

We also use co-teachers to provide push-in and pull-out instruction targeted toward student needs. CRTs and administrators use data from NWEA and CMA to develop schedules and groupings for the teachers based on skill gaps. In addition, we have a block of time each day dedicated to providing intervention for students below grade level or enrichment activities for students who are advanced. This can occur at a different time for each grade level to be able to utilize co-teachers for every grade level, or the schools will have the option of using an “all hands on deck” method in which all available staff teach a group at the same time. In either situation, students are either receiving remedial instruction based on skill gaps for RtI, supplemental support on grade level, or higher level challenging instruction for those students who are above grade level.

Our model is financially efficient because we do not rely on any program in order to implement this model. Our strategies can be applied to any program that we choose to use each year. We use all of our current teachers and staff to provide support for our students so no additional hires outside of our schools are required. In addition, we require a double block of ELA (whereas most schools only have one block) to provide more instruction in that area, which will ultimately improve students’ performance in other subject areas as well. Our school day is typically longer than public schools to accommodate this schedule without taking away from other subject.

SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

1. **Attachment 21** includes a summary of every school in the organization's portfolio.
2. **Select one or more of the consistently high-performing schools and discuss the school's academic performance.**

ICN Academy #1

Below are all CSUSA elementary and middle charter schools within 5% points of either the percent of minority students or the percent of students receiving free or reduced-price lunches. Seven schools, roughly 10% of the CSUSA network, fell within one of these ranges. This list incorporates schools across three states and multiple regions. The average age of the schools listed is three years, relatively young in terms of school operations. Just as each region has a nuanced story, each school has individual needs and challenges.

School	State	Managed Since	Grades Served (13-14)	School Grade (13-14)	Enrollment	% Minority	% FRL
Proposed Charter Population						22%	36%
CCAS	GA	2010-11	K-7	<i>B</i>	598	21.2%	6.7%
LANG	NC	2013-14	K-6	B	657	25.3%	9.3%
CHER	GA	2011-12	K-8	<i>B</i>	1087	25.9%	16.2%

School	State	Managed Since	Grades Served (13-14)	School Grade (13-14)	Enrollment	% Minority	% FRL
COOP	FL - South	2012-13	K-7	A	934	64.2%	33.9%
GOV	FL - North	2012-13	K-7	C	540	69.4%	34.1%
WIN	FL - West	2011-12	K-8	A	1076	58.4%	36.2%
RCSSL	FL - South	2009-10	K-8	A	1296	48.8%	41.3%

Georgia schools CCAS and CHER, received the equivalent of B grades, 84.1 and 87.0 out of 100, respectively.

Schools like Langtree Charter Academy (LANG) and Renaissance Charter School at Cooper City (COOP), two of the highest-performing schools in the CSUSA network, outperformed local schools and their respective districts in their first year of operation. Langtree's student proficiency exceeded their home district by 16% points in reading and 18% points in math. Cooper City outperformed district students by 18% points in reading and 17% points in math. Both schools also had above average growth. Langtree is ranked among the top 11% of elementary/middle schools state-wide, while Cooper City is ranked in the top 5%.

The majority of students in these schools did not come to the school multiple years below grade level. Instead, the challenge in these buildings is maintaining high performance and enriching those students who are already at or above grade level. Growth results at both schools are indicative of this unwavering commitment to student growth. Langtree "Exceeded Growth Expectations," the highest rating awarded to North Carolina schools. They were also one of only 3 first year charter schools in North Carolina to earn this recognition (CSUSA's other school in North Carolina, Cabarrus Charter Academy, was also awarded this distinction). At Cooper City, 80% of students made learning gains in reading, and 78% made gains in math. Among the lowest quartile of students, 78% made gains in reading, 72% in math.

Continuing the enrichment of their highest performers, Langtree was approved as a Cambridge academy for the 2014-15 school year and Cooper City is expecting their approval for the 2015-16 school year. This distinction allows students to participate in advanced coursework rooted in academic rigor and the latest educational research. More than 450 institutions across the United States formally recognize Cambridge qualifications, including all Ivy League institutions, and many more accept them upon application. Over 40% of CSUSA's school are approved Cambridge academies.

Renaissance Charter School at Cooper City

	Year	2013+	2014
Proficiency	Reading	72	77
	Math	70	78
	Writing	88	94
	Science	70	75
Learning Gains	Reading	68	80
	Math	67	78
Learning Gains - Lowest 25%	Reading	63	78
	Math	63	72
Total Academic Points		561	632
Grade		A	A
% FRL		36	38
% Minority		65	67

* Math Gains included for the first time in school grade calculations

** Transition to more rigorous standards and assessment, FCAT 2.0.

+ Prior year results do not align to newer proficiency cut scores

Increase from previous year.

Greater than 5% point increase from previous year.

First Year Charter School Performance in North Carolina - LANG

School Name	SPG Grade	SPG Score	Reading SPG Grade	Reading SPG Score	Math SPG Grade	Math SPG Score	EVAAS Growth Status	EVAAS Growth Score	Overall Achievement Score*	Read Score*	Math Score*	Science Score*
The North Carolina Leadership Academy	B	77	B	80	B	74	Met	81.7	76	80	72	72
Langtree Charter Academy	B	76	B	79	B	73	Exceeded	88.2	74	77	70	75
Cabarrus Charter Academy	B	75	B	75	B	72	Exceeded	85.1	72	73	70	82
Southeastern Academy	B	73	B	70	B	74	Exceeded	88.4	69	65	71	67
Willow Oak Montessori	B	71	B	82	C	55	Met	80.4	69	83	55	
Pinnacle Classical Academy	C	69	B	75	C	63	Met	78	67	73	61	68
Summerfield Charter Academy	C	67	B	71	C	65	NotMet	60	69	72	65	70
Invest Collegiate	C	63	B	80	D	50	Met	71.4	62	79	47	50
Falls Lake Academy	C	63	C	69	C	56	NotMet	69.4	61	66	55	72
Aristotle Preparatory Academy	D	50	C	59	F	33	Met	71.2	44	56	33	
Island Montessori Charter	D	47	C	62	F	37	NotMet	55.4	44	61	33	26
Charlotte Choice Charter	F	34	F	37	F	35	Met	71.6	25	28	25	14
Z.E.C.A. School of Arts and Technology	F	28	F	31	F	30	NotMet	69.7	18	20	20	<5
Flemington Academy	F	26	D	40	F	8			26	40	8	60
Paul R. Brown Leadership Academy	F	23	F	30	F	13	NotMet	59.6	14	20	<5	25
The Institute Development Young Leaders	F	19	F	22	F	17	NotMet	64.1	8	12	<5	7

LANG outperformed
CSUSA school

ICN Academy #2

Below are all CSUSA elementary and middle charter schools within 5% points of either the percent of minority students or the percent of students receiving free or reduced-price lunches. Eight schools, roughly 10% of the CSUSA network, fell within one of these ranges. This list incorporates schools across three states and multiple regions. The average age of the schools listed is five years, relatively young in terms of school operations.

School	State	Managed Since	Grades Served (13-14)	School Grade (13-14)	Enrollment	% Minority	% FRL
Proposed Charter Population						36%	62%
CABA	NC	2013-14	K-6	B	632	37.7%	16.1%
SMCA	FL - West	2005-06	K-8	B	1191	49.2%	56.8%
CCCS	FL - West	2004-05	K-8	A	656	53.2%	60.2%
GCS	FL - West	2003-04	K-4	C	1148	61.7%	60.4%
UNIV	FL - South	2012-13	K-7	A	944	76.7%	62.1%
DCSW	FL - North	2013-14	K-6	F	657	67.1%	62.4%
FCCS	FL - North	2005-06	K-8	A	1066	61.9%	66.3%
WOOD	FL - West	2011-12	K-8	C	744	78.0%	66.7%

Schools like Cabarrus Charter Academy (CABA) and Four Corners Charter Academy (FCCS), two of the highest performing schools in the CSUSA network, right from the beginning of CSUSA management outperformed local schools and their respective districts. In their first year Cabarrus' student proficiency exceeded their home district by 10% points in reading and 12% points in math. This year, Four Corners outperformed district students by 9% points in both reading and math. Both schools also had above average growth. Cabarrus is ranked among the top 17% of elementary/middle schools state-wide, while Four Corners is ranked in the top 25%.

The majority of students at Cabarrus do not come to the school multiple years below grade level. Instead, their challenge is maintaining high performance and enriching those students who are already at or above grade level. Four Corners' proficiency rates are above average when compared to the state, but that does not take their focus off of student learning gains. Growth results at both schools are indicative of this unwavering commitment to student growth. Cabarrus "Exceeded Growth Expectations," the highest rating awarded to North Carolina schools. They were also one of only 3 first year charter schools in North Carolina to earn this recognition (CSUSA's other school in North Carolina, Langtree Charter Academy, was also awarded this distinction). At Four Corners, 73% of students made

learning gains in reading, and 77% made gains in math. Among the lowest quartile of students, 68% made gains in reading, 76% in math.

Continuing to enrich their highest performers, Cabarrus was approved as a Cambridge academy for the 2014-15 school year. Four Corners, while not a Cambridge academy, encourages students to participate in high school level course work. In fact, in 2014 Four Corners had a 100% passage rate on each of the high school end of course assessments administered; Algebra 1, Geometry, and Biology. Four Corners students constitutes 23 out of the 25 Biology 1 assessments administered to middle school students in their home district of Osceola County.

Four Corners Charter School

	Year	2002	2003	2004	2005	2006*	2007	2008	2009	2010**	2011	2012+	2013+	2014
Proficiency	Reading	68	59	65	61	61	63	70	73	76	74	62	60	64
	Math	68	50	63	50	47	52	59	66	73	70	58	60	61
	Writing	61	75	75	74	59	77	86	90	86	87	85	59	65
	Science						22	44	48	45	51	46	59	57
Learning Gains	Reading	74	62	66	58	46	71	62	72	70	65	75	71	73
	Math	90	53	82	51	45	67	68	75	73	61	69	72	77
Learning Gains - Lowest 25%	Reading	74	48	68	58	51	72	65	73	60	67	79	73	68
	Math						71	73	75	78	54	64	72	76
Total Academic Points		435	347	419	352	309	495	527	572	561	529	538	526	541
Grade		A	C	A	C	D	B	A	A	A	A	A	A	A
% FRL		--	37	40	39	48	53	56	57	59	55	60	60	59
% Minority		--	47	52	57	59	64	61	62	64	63	64	63	64

* Math Gains included for the first time in school grade calculations

** Transition to more rigorous standards and assessment, FCAT 2.0.

† Prior year results do not align to newer proficiency cut scores

Increase from previous year.
Greater than 5% point increase from previous year.
Not managed by CSUSA

First Year Charter School Performance in North Carolina - CABA

School Name	SPG Grade	SPG Score	Reading SPG Grade	Reading SPG Score	Math SPG Grade	Math SPG Score	EVAAS Growth Status	EVAAS Growth Score	Overall Achievement Score*	Read Score*	Math Score*	Science Score*
The North Carolina Leadership Academy	B	77	B	80	B	74	Met	81.7	76	80	72	72
Cabarrus Charter Academy	B	75	B	75	B	72	Exceeded	85.1	72	73	70	82
Langtree Charter Academy	B	76	B	79	B	73	Exceeded	88.2	74	77	70	75
Southeastern Academy	B	73	B	70	B	74	Exceeded	88.4	69	65	71	67
Willow Oak Montessori	B	71	B	82	C	55	Met	80.4	69	83	55	
Pinnacle Classical Academy	C	69	B	75	C	63	Met	78	67	73	61	68
Summerfield Charter Academy	C	67	B	71	C	65	NotMet	60	69	72	65	70
Invest Collegiate	C	63	B	80	D	50	Met	71.4	62	79	47	50
Falls Lake Academy	C	63	C	69	C	56	NotMet	69.4	61	66	55	72
Aristotle Preparatory Academy	D	50	C	59	F	33	Met	71.2	44	56	33	
Island Montessori Charter	D	47	C	62	F	37	NotMet	55.4	44	61	33	26
Charlotte Choice Charter	F	34	F	37	F	35	Met	71.6	25	28	25	14
Z.E.C.A. School of Arts and Technology	F	28	F	31	F	30	NotMet	69.7	18	20	20	<5
Flemington Academy	F	26	D	40	F	8			26	40	8	60
Paul R. Brown Leadership Academy	F	23	F	30	F	13	NotMet	59.6	14	20	<5	25
The Institute Development Young Leaders	F	19	F	22	F	17	NotMet	64.1	8	12	<5	7

CABA outperformed
CSUSA school

3. Select one or more of the organization's schools whose performance is relatively low.

The CSUSA schools within the demographic range of the proposed charter perform very well. Lower performing schools within the CSUSA network tend to serve higher "at-risk" populations (high minority, FRL, EL, SPED, etc.) than the proposed charter schools. While the proposed charter is not anticipated to serve one of these populations, the impact and effectiveness of the CSUSA education model regardless of demographics is telling. The CSUSA Education Model works when implemented with fidelity. The data in Attachment 21 illustrates that the longer a school is in the CSUSA network, the higher it performs. In schools with consistent and above average growth students will get to proficiency. In the turnaround setting or when educating predominantly "at-risk" populations, where students are multiple years below grade level, it takes more than a single year to reach proficiency.

CSUSA engages in continual progress monitoring. When schools do not meet CSUSA's standards, regardless of the student population they serve, targeted intervention teams are created and deployed to schools to provide the support they need. The intervention teams consist of veteran school leaders, CSUSA support center staff, as well as

executive and regional directors. Rapid intervention action plans are created by the team and are monitored daily by those team members on the ground in conjunction with weekly strategic target setting and monitoring calls for all team members. CSUSA's executive board is also apprised of the team's progress on many fronts, not just academic. Up-to-date benchmark results, as well as current enrollment, staffing, and culture updates are constantly updated on the school's dashboard. These comprehensive dashboards are available to many stakeholders including school leaders, regional support staff, and the school's governing board.

The outcomes at targeted schools speak for themselves. Five of the schools on this list in 2013-2014 were in Florida, all of which had school grades of a "D" or "F" in the prior year. CSUSA's three turnaround schools in Indiana were also targeted for support. As a result of this target school status, schools benefitted from an increased regional and support center presence. Expanded tutoring initiatives, the implementation of instructional programs to effectively target instruction and the guidance of CSUSA's most experienced and effective leaders provided the medium by which after just 2 years in Indiana, Emmerich Manual High School improved their letter grade from an "F" to a "D" for the first time in six years. In fact, all three turnaround schools made significant gains in both student proficiency and growth from 2013 to 2014. All five of the Florida target schools improved to an "A", "B", or "C" in 2014. Even more telling than the grades themselves are the improvements in learning gains made between 2013 and 2014. Student reading gains at target schools increased from an average of 55% in 2013 to almost 70% in 2014, and among the lowest quartile of students from 58% to 79%. Student math gains improved from 50% in 2013 to 72% in 2014 and from 54% to 77% among the lowest quartile of students. The target school results are yet another example of the impact that targeted interventions can have when used in conjunction with the research-based CSUSA Education Model.

4. Provide audited financial statements for the school.

CSUSA is a profitable, financially viable, privately-held company. CSUSA's corporate policy is to refrain from providing audited financial statements in documents that may become available to the public. However, as CSUSA understands the nature of the request and the validity of verifying the company's financial health, CSUSA is prepared to provide financial information to appropriate designated financial representatives for ICSB upon execution of a mutual non-disclosure agreement. Attachment 22 contains the 3-year audited fund balance report for all schools in the CSUSA network; this information helps illustrate the financial viability of each individual school.

5. Provide audited financial statements and management letters.

The Governing Board does not have any financial statements as it has not operated any schools to date. CSUSA's corporate policy is to refrain from providing audited financial statements in documents that may become available to the public. However, CSUSA is prepared to provide financial information to appropriate designated financial representatives for ICSB upon execution of a mutual non-disclosure agreement.

6. List any contracts with charter schools that have been terminated.

In 2009, the management agreement for the City of Palm Bay municipal charter school was mutually terminated. There was not a material breach and the school remained open.

7. Charter revocations, non-renewals, shortened or conditional renewals.

Only once in CSUSA's history has a situation occurred leading to the closure of a school under its management. CSUSA operated two charters on one campus (Northeast Academy and North County Charter School) in Miami-Dade. Prior to the beginning of SY 2005-06, the schools were voluntarily shut down by CSUSA and the Governing Board with support from the Miami-Dade School District due to unresolved facility issues. School facility safety concerns existed that the third-party landlord was unwilling or unable to correct.

8. Performance deficiencies or compliance violations that have led to formal authorizer intervention.

There are no performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization within the last three years.

9. Attachment 24 provides a summary of litigation involving the organization

Attachment 1: Founding Group Resumes

James Owen – President

James C. Owen Narrative Resume

I grew up the son of a small town doctor in Alexandria, Indiana. I graduated from **Ball State University with a Bachelor of Science in Legal Administration**. After moving to Indianapolis, I operated a fencing school at the Athenaeum for approximately ten years during evenings and on weekends. During the daytime I worked as a legal administrator, legislative assistant and paralegal. I was nationally competitive in fencing, and had some success at the Olympic trials for the 1992 Barcelona games.

I was admitted to law school in 1996 at **Indiana University School of Law in Indianapolis**. I attended classes in the evening division, while working as a paralegal at Simon Property Group, having started working there in 1990. **I graduated *summa cum laude* in December, 1999**, having served as Articles Editor for the Indiana Law Review and the Assistant Editor for the Law School newspaper.

After graduating from Law School, I stayed on as **in-house counsel with Simon Property Group, Inc.**, which has now become the largest real estate company in the world. I now serve as senior litigation and business counsel at Simon, where I manage complex litigation and give legal advice to the field and home office executives.

In 2003, I founded the Youth Enhancement and Training Initiative, Inc. (YETI) with Jeff Papa, my best friend from law school. We formed the 501(c) (3) corporation that is the charitable vehicle through which we raise the funds to construct and by which we continue to operate an orphanage in Nepal. YETI holds fundraising events through the year by the efforts of our volunteer board members. Today, the orphanage is home to over 25 children who were saved from the streets of Kathmandu. YETI also gives a percentage of funds raised to local “at need” children. I currently serve on the Board of Directors for YETI.

I am a 2007 graduate of the Indiana Leadership Forum (“ILF”). In 2008, I was awarded ILF’s Founder’s Award for Community Service. I serve on the Board of Directors for ILF and currently hold the office of Vice President. I have also served on the Walton Family Foundation’s grant review committee. I am a 2011 graduate of the FBI Citizen Academy, and remain active with the Alumni Association.

I am an avid sportsman. I sail on Monroe Lake in Bloomington, Indiana and have served on the Board of Directors for the Lake Monroe Sailing Association since 2010, following my successful treatment for stage four Cancer. I was Commodore during the 2012 sailing season. I enjoy Sporting Clays, fly fishing and hiking. I also compete regularly in International Defensive Pistol Association competitions, and was the 2010 State Champion in my division.

I reside on the North side of Indianapolis with my wife and step daughter.

Christopher Bird – Vice President

DR. CHRISTOPHER A. BIRD

M: 317.447.1230

13699 Darby Dale Court, Fishers, IN 46038

chris.bird@roche.com

PROFESSIONAL EXPERIENCE

ROCHE DIAGNOSTICS CORPORATION, Indianapolis, IN

Dec 2012 – Present

Head of Medical and Scientific Affairs

- Responsible for finance, personnel, human resources, deployment of field-based personnel, investigator-initiated and Roche-sponsored studies, clinical and scientific content for all Roche products in North America
- Leads team of 35 clinicians / PhD level scientists
- Corporate responsibility for clinical / scientific interactions with customers in North America
- Serves on various executive committees within Roche local and Global organizations

ROCHE MOLECULAR DIAGNOSTICS, Indianapolis, IN

Mar 2011 – Dec 2012

Strategic Business Development, MCOE

- Director-level position encompassing sales, marketing and business development for the Midwest region
- Work with existing Molecular Centers of Excellence (MCOE) members to expand business (2 consecutive years >15% growth; 110% to plan), adopt new technology, present at conferences / webinars / user group meetings
- Indirectly manage 7 Account Managers, 1 Consultant Sales Executive, 2 Regional Product Specialists
- Selected for *Leadership Focus*, one of Roche Diagnostics' elite training programs for high-potential employees
- Key player in developing the next-generation clinical sequencing market through strategic study placements (oncology focus) requiring cross-divisional engagement

ROCHE DIAGNOSTICS, Basel, Switzerland

Mar 2009 – Mar 2011

Perspectives, Global Executive Training Program: Rotations below

Rotation 1: North America Applied Science, Indianapolis, IN

Mar – Sept 2009

Marketing – launch of CIM (Cellular Invasion/Migration)

- Developed 9-point marketing plan
- Identified key opinion leaders (KOLs) - developed a mathematical algorithm to quantitatively assess potential KOLs (extended to all Roche Applied Science - Indianapolis)
- Authored 2 articles, a sell sheet and brochure; coordinated with global on pre-launch packet; trained sales team; assembled training presentations, webinars, and infomercial
- Participant in *Accelerate* Global Development Program (London Business School)

Rotation 2: India Affiliate Finance, Mumbai, India

Sept – Dec 2009

Finance – process development

- Assembled Roche India's Delegation of Authority document and put in place a strategy for its execution (coordinated this with the India senior leadership team)
- Worked with finance team to write 18 SOPs specific to the finance division
- Liaised with the logistics team to assemble India's Central Procurement Policy and SOP, complete with its own strategy for execution

Rotation 3: China Affiliate Finance, Shanghai, China

Jan – April 2010

Finance – project management

- Worked with senior and middle management to determine Key Performance Indicators (KPIs)
- Determined and implemented metrics for KPIs, and devised a method (with IT) for delivery

Rotation 4: Professional Diagnostics, Rotkreuz, Switzerland

April – Sept 2010

Business Development – blood screening market entrance

- Assembled market / customer data and financials to determine business case for entrance into the \$1B serology blood screening market
- Delivered recommendation and execution strategy to global RPD management
- Participant in *Connections* Global Development Leadership Program (Buonas) and advanced Negotiations Training 1&2

Rotation 5: Same as current role

Oct 2010 – Mar 2011

AUTOGENOMICS, INC., San Diego, CA

Aug 2000 – Aug 2003

Research and Development and Business Development/Marketing

- Designed, developed and tested analytical chips capable of handling diagnostic samples and full automation whilst minimizing production costs from \$80/chip to \$0.30/chip
- Assisted in building the molecular applications team of scientists from myself only to 10 people and assisted the company's growth from 4 to 50 employees (one of the original 4 employees at AutoGenomics)
- Assisted in raising capital (various angel rounds totaling more than \$15M) and developing alliances (academic labs, hospitals, and industry)
- Authored/co-authored 3 NIH Small Business Innovation Research grants and 1 Small Business Technology Transfer grant; awarded one joint patent
- Presented research/products at 2 international conferences

EDUCATION

ESADE Business School – Corporate Entrepreneurship and Open Innovation executive education

2012

London Business School – General Management executive education

2010

Oxford University – *Doctor of Philosophy*

2005 – 2009

- Pathology/Immunology doctoral research: worked with molecular markers on immune cells and cellular recognition/communication for autoimmune disorders and inflammatory response
- Awarded departmental travel grant to present research at international conference (only 1 out of 26)
- Organized and chaired 3 external industry seminars for >200 people
- Completed a 'Business in Science' course at Oxford's Business School (Saïd)

University of California, Los Angeles – *Master of Science*

2003 – 2005

- Biochemistry/Molecular Biology; thesis encompassed mass spectrometry work
- Taught advanced analytical biochemistry laboratory to > 85 students
- Taught introductory Biochemistry to pre-medical undergraduate students ~30 students
- Invited to present research at an international conference (only one in group of 22)
- Published in a peer-reviewed journal
- Completed an 'Entrepreneurial Science' course, UCLA Business School (Anderson)

Brigham Young University – *Bachelor of Science*

1995 – 2000

- Physiology, Pre-Medicine (finished 5 year degree in 3 years)
- Served as Freshman Class Vice-President of > 9000 people

Break in education – *Full-time Missionary Service – Concepcion, Chile*

1996 – 1998

- Held debates, offered lectures, and organized seminars about the LDS faith with varying leadership roles

AWARDS / RECOGNITION / ACHIEVEMENT

Christopher A. Bird Honorary Seminar Series

2006 – 2008

- **Chairman:** appointed by Oxford faculty to chair a weekly seminar (named in my honor); ~50 attendees / week

Graduate Student Co-Representative

2006 – 2008

- Represented Immunology Department and graduate students including the induction of new students within the department

Edward P. Abraham Scholar – Oxford University

2005 – 2008

- Prestigious scholarship awarded to medical scientists covering all expenses and stipend (>\$500,000)

Full Fellowship UCLA

2003 – 2005

- Awarded fellowship covering tuition, expenses, and stipend for up to five years

Association Lab Automation Grant

2005

- Awarded \$1500 grant covering all costs to present research at international conference

SKILLS

Software – certified in Microsoft Word, Excel, PowerPoint, Outlook, Endnote, and Windows. Fluent in apple interface programs including iLife

Languages – English (native), Spanish (fluent), Portuguese (read, understand, mildly conversational), Italian (read, understand, mildly conversational), learning German and Mandarin Chinese

Leadership – attended “GRADschool” workshop for high intensity leadership/teamwork training over 4 days, former President of men’s organization in local church congregation, former President for young men’s organization in previous church congregation, participant in the Indiana Leadership Forum (class of 2013)

INTERESTS

Sport: tennis, running, weight-lifting, football, fishing, volleyball, mountain climbing

Art/music: digital portrait photography, classical piano performance (specialty: Rachmaninoff & Debussy), vocals in jazz band, performing in church choirs and community musical productions

Service: Serve on the scientific advisory board at Conner Prairie, Sunday school instruction, Boy Scout leader, YMCA soccer coach, Bill and Melinda Gates Global Aid – Kenya / Tanzania, humanitarian aid – Chile, South America, Board member of Indiana Schools

Other: real estate development; trained in series 6/63 securities and insurance sales

Chicago Public Schools (CPS)

- Participate in the development of financial metrics for charter schools authorized by CPS
- Evaluate charter school applications for the National Association of Charter School Authorizers (NACSA)

2005 – 2009 (Employee 2005-07; Contractor 2007-09)

Colorado Department of Education

Denver, CO

Consultant, Schools of Choice Unit

- Run the Colorado Charter School Business Managers Network
- Read, evaluate, and make recommendations for charter applications submitted to the Colorado Charter School Institute
- Provide technical assistance to all interested parties in the state of Colorado regarding charter school, private school, and home school issues
- Conduct seminars and individual training for school business managers, board members, and administrators in the area of school business management
- Administer the Federal Grant Programs for the state of Colorado
- Conduct grant writer trainings
- Conduct charter school application trainings for new charter school developers and for existing and potential charter school authorizers
- Research and interpret education laws and regulations for interested parties
- Write guides, instruction manuals, and other communication for publication on state website and for distribution to different segments of the education sector in Colorado

2000 – 2007

Owner, Colorado Business and Accountability Services (C-BAS)

- Perform business and accounting services for schools and non-profit organizations on a contract basis, including all aspects of accounting, auditing, budgeting, planning, and fundraising
- Consult with several charter schools on financial matters directly and through the Colorado Department of Education and the Colorado League of Charter Schools
- Provide training to school business managers on financial and human resources matters
- Perform research and write reports on various charter school and education-related financial and policy issues for interested parties
- Run all aspects of a small business, including marketing, operations, payroll, tax preparation, financial statement preparation, budgeting, development, etc.
- Interpret financial policies and make recommendations for proper financial management within the context of complex regulatory requirements

2000 – 2001

Colorado State Legislature Denver, CO

Legislative Budget Analyst/ Joint Budget Committee

- Prepare and present recommendations on budget requests from the Governor's Office and the Department of Regulatory Affairs to the Legislative Joint Budget Committee
- Analyze fiscal impacts of proposed legislation
- Draft fiscal notes to attach to bills introduced in the House of Representatives and the Senate
- Write sections of the annual appropriations bill that sets the State's budget for the following year
- Write various reports for legislators regarding issues related to the State budget
- Research budget-related questions for legislators and the public

1996 – 2000 Cherry Creek Academy Englewood, CO

Business Manager (Continued as a C-BAS client through 2006)

- Responsible for business functions of a K-8 charter school
- Perform all accounting functions including purchasing, payroll, cash receipts, and G/L and financial statement preparation
- Prepare and monitor annual budget and cash flow projections
- Design and implement all internal control procedures
- Perform human resources functions for staff of 35
- Responsible for annual audit at the end of each fiscal year
- Serve on the school's long-range planning and finance committees
- Serve as Secretary/Treasurer of CCA Foundation
- Responsible for securing financing and overseeing building of school
- Coach basketball and provide oversight for school's athletic program

1993 – 1996 University of California, San Diego La Jolla, CA

Financial Reporting Specialist, Extramural Funds Accounting

- Interpret agency and university policies to ensure compliance with terms and conditions of governmentally funded awards
- Perform post-award financial administration of various contracts and grants, including preparing financial reports for government agencies and billing agencies as appropriate under contract and/or grant terms
- Review and interpret award documents and act as liaison between university researchers and governmental agencies
- Responsible for administration of clinical and research laboratories in the School of Medicine, Department of Pediatrics

Education

1986 – 1990 North Park University Chicago, IL

Bachelor of Arts

- Major: Accounting
- Minor: Spanish

Carrie O'Connor - Secretary

CARRIE W. O'CONNOR

3865 Washington Blvd • Indianapolis, IN 46205-2636
carrieoconnor@gmail.com • (317) 427-3463

EXPERIENCE	FEDERAL HOME LOAN BANK OF INDIANAPOLIS	Indianapolis, IN
2014-Present	VP, Director of Corporate Communications <ul style="list-style-type: none">• Provide strategic communications guidance to executive leadership at a 200-employee, \$40B bank serving 400 financial institutions throughout Indiana and Michigan• Lead a team of three to develop and an effective, integrated corporate communications program that successfully advances the Bank's mission and goals with customers, bank staff, the Board of Directors, regulators, members of Congress, community organizations, interest groups, and trade associations	
2013-2014	LUNTZ GLOBAL Communications Advisor <ul style="list-style-type: none">• Developed tailored, compelling, research-driven messaging and communications for a wide array of private sector, government and non-profit clients• Content expertise includes: internal communications evaluations; speech writing and reviews; corporate website assessments; consumer marketing; executive communication development and review; public advocacy messaging; congressional testimony• Industry experience includes: consulting; education reform; energy; financial services; food services; healthcare; legal services; manufacturing; media; medical technology; non-profits; politics; professional sports; retailers; trade groups; transportation; and travel/leisure	Las Vegas, NV
2011-2013	OFFICE OF MAYOR GREG BALLARD, CITY OF INDIANAPOLIS Deputy Communications Director <ul style="list-style-type: none">• Speechwriter for Mayor of the 12th largest city in the U.S.• Prepared Mayor Ballard for as many as 15 to 20 scheduled civic engagements weekly• Researched and wrote key annual policy and civic speeches, including budget, inauguration, and State of the City addresses• Developed outcomes-focused media content, including press releases and talking points, allowing Mayor to consistently talk about benefits to constituents as opposed to governmental process• Oversaw all aspects of messaging coordination within the Mayor's Office and with other executive branch functions in the City of Indianapolis• Directed and implemented re-design of Mayor's Office website to make it more user-friendly for constituents• Consulted and advised other key Ballard Administration Officials as needed	Indianapolis, IN
2000-2010	ELI LILLY & COMPANY (NYSE: LLY) Senior Consultant & Speechwriter, Executive Communications, 2006-2010 <ul style="list-style-type: none">• Provided communications, policy and strategic support to Lilly's leadership team• Executed strategic research and projects for the CEO• Identified, pursued and secured top speaking venues for C-Suite leadership• Partnered with Investor Relations to develop key corporate messages and material for A-level analyst meetings• Developed communications that advanced Lilly's strategy, reputation, and priorities to customers, employees, national thought leaders and other stakeholders• Explained Lilly's innovations, technology and business opportunities to various stakeholders• Made the case to policymakers for a pro-health care innovation environment• Built strong network of resources throughout the company in order to get things done Consultant, Global Public Policy, 2003-2006 <ul style="list-style-type: none">• Provided analysis and recommendations on legislation and public policy developments affecting our priority issues, including health care reform, Medicare/Medicaid, and drug re-importation• Crafted Congressional testimony and other formal responses to legislative acts, policy promulgations, and special interest group commentary in the public eye.• Created concise and impactful talking points and leave-behinds for federal and state government affairs teams	Indianapolis, IN

Marketing Associate, Anxiety Disorders, 2002-2003

- Developed marketing strategy for novel anti-anxiety compound: Identified new business opportunities; built business cases to support strategy; aligned senior management to plan; managed market research and competitive intelligence functions
- Liaised with investor relations, public relations, corporate communications and executive speechwriters to ensure alignment with external communications messaging

Associate, Neuroscience Strategy, 2000-2002

- Part of a team that reported to the Presidents of Commercialization, Clinical Development and R&D for Lilly's Global Neuroscience business
- Developed comprehensive 10-year neuroscience portfolio strategy
- Designed program to build alignment to strategy throughout the company: translated key elements of 10-year strategy into communications program; rolled out strategy to product teams, brand teams, marketing organization, investor relations, corporate communications
- Worked closely with corporate speechwriters to define Lilly's long-term neuroscience vision and to communicate vision to financial analysts and shareholders
- Identified key business development targets based on neuroscience portfolio gaps; partnered with Lilly's Business Development team to assess value of potential in-licensing opportunities

1994-1998

FDC REPORTS, INC. (A REED ELSEVIER SUBSIDIARY)

Founder/Editor, European News Bureau, 1997-1998

Oxford, UK

- Co-founded European news bureau for "The Pink Sheet," a U.S.-based pharmaceutical industry newsweekly
- Built competitive and sustainable research infrastructure, resulting in additional funding and project extension after six months
- Developed and launched news product incorporating competitive information on regulatory, legislative, strategic, and new product development issues in the EU

Assistant Managing Editor, "The Rose Sheet", 1996-1997

Chevy Chase, MD

- Directed financial research, analysis and writing
- Managed weekly responsibilities for two reporters covering the cosmetics and personal care industries
- Increased subscriptions 25% during my tenure

Reporter, "The Rose Sheet", 1994-1996

Chevy Chase, MD

- Reported on regulatory news, product launches, legislative activity, mergers & acquisitions, and financial reports

EDUCATION

UNIVERSITY OF MICHIGAN

Ann Arbor, MI

Stephen M. Ross School of Business

Master of Business Administration, May 2000

- Emphases in Marketing, Finance and Strategy

HVERFORD COLLEGE

Haverford, PA

Bachelor of Arts, English, May 1993

ADDITIONAL

- Indiana Charter Network, Inc., Board of Directors and Secretary, August 2013-present
- Indianapolis City Market Board of Directors, January 2013-July 2013 (Mayoral appointee)
- Board of Directors, National Junior Tennis League of Indianapolis, January 2009-January 2013

Felicia Howells – Board Member

FELICIA L. HOWELLS

120 E. Market Street, Suite 350*Indianapolis, Indiana 46204* (317) 721-1369/(317) 701-5323*FHLaw@yahoo.com

INDIANA BAR ADMISSION

- State Courts - October 20, 2006
- Southern District of Indiana – October 20, 2006

EDUCATION

Michigan State University College of Law, East Lansing, Michigan
Juris Doctor, May 2005

- First Year Moot Court Competition Quarter Finalist
- Research, Writing and Advocacy Moot Court Competitor
- Dean's List – September 2004 to May 2005

Indiana University-Bloomington, Bloomington, Indiana
Bachelor of Arts in Biology, May 1996

LEGAL EXPERIENCE

Howells Legal Group
September 2012 to the present
Family Law
Criminal Law

Roberts & Bishop, Indianapolis
May 2007 to September 2012

Associate

Civil Matters
Criminal Matters
Estate Matters
Corporate Law
Asbestos Litigation
Insurance Defense
Personal Injury

Springfield College, Charleston, South Carolina
January 2005 to August 2006

Adjunct Professor

- Course - Conflict Mediation
- Course - Legal and Ethical Aspects of Non-Profit Management

Motley Rice, Mount Pleasant, South Carolina
August 2005 to December 2005

Paralegal – Asbestos Division

- Reviewed documents
- Consulted with attorneys

Duane Hildebrandt, Attorney and Mediator, Lansing, Michigan
January 2005 to May 2005

Mediation Externship

- Analyzed mediation summaries
- Participated in mediations
- Conferred with attorneys

Charleston County Public Defenders Office
Charleston, South Carolina, Summer 2004

Law Clerk

- Drafted memoranda and correspondence
- Interviewed clients and witnesses
- Assisted in trial and plea preparation
- Assisted with Investigations
- Acted as liaison between client and attorneys

Pamela J. Sisson, Mediator and Attorney, Lansing, Michigan
April 2003 to March 2005

Legal Secretary

- Drafted pleadings and correspondence
- Interviewed clients

Feiwell & Hannoy, P.C., Indianapolis, Indiana
December 1999 to July 2001

Litigation Secretary

- Drafted pleadings for federal bankruptcy court
- Drafted pleadings for state courts
- Drafted correspondence.

John O. Moss & Associates, Indianapolis, Indiana
April 1996 - December 1999

Paralegal

- Drafted and prepared pleadings, motions and records of the proceedings
- Drafted briefs for the Indiana Court of Appeals
- Interviewed clients
- Drafted correspondence

BIOLOGY EXPERIENCE Springfield College, Charleston, South Carolina
September 2006 to December 2006

Adjunct Professor

- Course - Contemporary Issues in Biology

Indiana University, Bloomington, Indiana
September 1991 to May 1993

Laboratory Technician

- Conducted DNA (RFLP) based experiments
- Prepared chemical solutions

Psychiatric Research Institute, Indianapolis, Indiana
September 1988 to May 1991

Laboratory Technician

- Assisted in bi-polar disorder study
- Conducted DNA (RFLP) based experiments
- Prepared chemical solutions

PROFESSIONAL ORGANIZATIONS

American Bar Association

- 2005 to the Present

Indiana State Bar Association

- 2006 to the Present
- Women in Law Committee
- CLE Committee
- Young Lawyer Section
- Legal Education Conclave Committee
- Leadership Development Academy Committee

Marion County Bar Association

2006 to the Present

President – 2012 to 2013

President - 2011 to 2012

Secretary – 2010 to 2011

Project WHY!!

Board Member – May 2009 to present

Indianapolis Children’s Museum -Neighborhood
Development Group

Board Member – January 2010 to present

Indianapolis Minority Joint Professional
Committee

Board Member-2011 to 2012

PUBLISHED CASES

Tanika Walker vs. Samuel Nelson, III

Indiana Court of Appeals No. 49A05-0903-CV-138

Lower Court Cause No. 49C01-9902-RS-380

Counsel for Samuel Nelson, III

Decision Affirmed in Client’s Favor

WORKSHOPS

ICLEF Trial Advocacy Skills College

March 17, 2011 to March 20, 2011

Continuing Legal Education - Presenter

How to Start a Small Law Firm

December 6, 2011

Katelyn Prentice - Board Member

Katelyn Prentice

Experience

Director, Media Relations & Public Affairs, Indiana Economic Development Corp.
Indianapolis, IN, July 2013-Present

Director, Media Relations, June 2012-July 2013

Senior Manager, Media Relations, June 2011-June 2012

- Work closely with the Governor's office, senior cabinet members and private-sector executives to develop strategies and opportunities to create visibility and consistent messaging for major statewide economic development activities
- Serve as the state's spokesperson for the Governor's economic development initiatives and accomplishments, proactively and reactively responding to issues and ensuring the agency is represented often and accurately, in state, regional, national and international media
- Provide strategic counsel to agency leaders on brand voice and ensure clear, consistent internal and external communications across platforms that align with the state's economic development priorities
- Develop and distribute targeted communications materials that promote Indiana as a pro-business state, including press releases, media statements, Q&As, editorials, newsletters and digital content
- Plan and manage news conferences, special events and board meetings for the Governor, Lt. Governor and senior cabinet members
- Develop and maintain relationships and partnerships with key government, community and corporate stakeholders to inform, motivate and drive the state's business attraction efforts
- Launched and continually manage the state's economic development speakers bureau, including drafting speeches, presentations and talking points
- Create strategies and oversee the agency's social media presence and ensure consistent messaging across all platforms
- Produce and review internal and executive communications, working collaboratively across departments and advising agency leaders on messaging
- Developed and executed media relations campaigns for the Governor and First Lady on five international jobs missions and multiple national economic development trips

Teach For America Corps Member, T.C. Howe Community High School
Indianapolis, IN, June 2009-June 2011

- Selected as one of 4,000 out of 35,000 applicants nationwide to join teaching corps committing to two years of teaching in under-resourced public schools
- Taught Title I Reading to 105 seventh and eighth grade students; strategically planning and designing original curriculum and resources to achieve two years of student reading growth in one school year
- Created ambitious vision and goals to lead lowest-performing middle school students to 1.2 years of reading growth in four months
- Inspired students to reach their maximum potential through transparent tracking of progress, leveraging outside influences and raising more than \$9,000 for fundamental classroom materials
- Analyzed data to plan, execute and re-teach differentiated lessons, texts and materials at each student's level

Assistant to the President, John Dau Sudan Foundation
Syracuse, NY, March 2008-June 2009

- Evaluated and identified communication needs in order to create marketing materials to inform targeted groups of Foundation's mission and activities
- Developed and maintained Foundation internet and intranet web pages, social media strategies and organizational identity and image

Education

Syracuse University, Syracuse, NY
S.I. Newhouse School of Public Communications

B.S. in Public Relations, May 2009
Concentration: Public Affairs

Marian University, Indianapolis, IN
M.A. in Teaching, May 2011

Additional Experience

Marketing Consultant, Laura's List Books For Women, Skaneateles, NY, Spring 2009

Media Liaison, PostSecret, Syracuse, NY, Spring 2009

Research Assistant, Dr. Bill Coplin, Syracuse University Public Affairs Department, Syracuse, NY, Fall 2007-Spring 2009

Assistant Coordinator of Alumni Programs, Syracuse University's Center for Career Services, Syracuse, NY, Fall 2006-Spring 2009

Congressional Page, U.S. House of Representatives, Washington, D.C., Summer 2003-Summer 2004

Community Engagement

Board Member, Indiana Charter Network, Indianapolis, IN, Fall 2014-Present

Public Relations Advisory Committee Member, Lemonade Day Indianapolis, Indianapolis, IN, Fall 2011-Present

Website Designer, Second Time Around Mutts, Fishers, IN, Fall 2010-Fall 2011

Contact

katelyn.e.prentice@gmail.com
317 345 7544

5571 Pillory Way
Indianapolis, IN 46254

Attachment 2: Head of
School/Principal
Candidate Resume



Job Description

Job Title: PRINCIPAL
Reports to: Vice President of Education
Job Code: 410X00
Revision Date: 01/2009

JOB PURPOSE

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

Serves as Chief Administrator of School

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.

Job Description

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

Supervises and Develops Staff

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

Communicates with Stakeholders

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other CSUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise



Job Description

- Represents school and CSUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Indiana Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

Principal



Job Description

- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Attachment 3: School Administrators' Resumes



Job Description

Job Title: ASSISTANT PRINCIPAL

Reports to: Principal

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates staff in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.



Job Description

- Assists the principal in the recruiting, screening, recommending and assigning of school staff. Is familiar with hiring statutory laws and state regulations.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Assists the principal in generating and maintaining personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Superintendent

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrated ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Work and interact with individual at all levels of the organization.
5. Think ahead and plan over a 1-2 year time span.
6. Ability to organize and manage multiple priorities.
7. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Strong customer and student orientation.
11. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of North Carolina.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Job Description

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Position Title: Dean of Students

Reports to: Principal

JOB PURPOSE

Responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops, and parent involvement networks. Responsible for ensuring the overall security, safety, and wellbeing of students and staff, and assists the Principal in the implementation of CSUSA policies and school oversight.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Education Responsibilities

- Ensures teachers are organized, manage their time well and cover proper curriculum and cover proper curriculum conforming to State and CSUSA mandates.
- Conducts 3-minute walk through; reports non-compliance to Principal.
- Ensures teachers follow curriculum maps to maximize high assessments test scores.
- Works with Principal, Assistant Principal and Lead Teachers to observe and evaluate designing and planning of instruction, execution of education, classroom environment.
- Informs teachers of expectations prior to observing/evaluating. Uses announced and unannounced evaluations.
- Debriefs each observation/evaluation with a post conference.
- Ensures classroom teachers are using Personal Learning Plans (PLP) which personalize instruction and differentiate CSUSA schools from district schools.
- Ensures teachers meet with students individually.
- Conducts PLP training and checks PLPs quarterly.
- Supervises the setting of grade level goals for teachers who set classroom goals.
- Analyzes data from formative and summative assessments throughout the school.
- Works with Leadership Team to set annual school goals based on previous year's data.
- Analyzes benchmark data.
- Checks grade books to ensure correct input of grades.
- Monitors that teachers are using assessment data for targeted and differentiated instruction.
- Visits classrooms regularly; provide coaching on classroom management.
- Serves as liaison with Corporate Education to advise of what is effective in the classroom.
- Provides professional development/coaching on research based instructional strategies.

Operations

- Assigns teachers to arrival and dismissal duties; creates, posts and updates schedules.
- Creates schedules so that specialized teachers are scheduled properly.
- Creates schedule and assigns specialist teachers for special area schedule to ensure teacher coverage of PE, Music, Art, Spanish, Computer, Library.

- Designs schedule to create common planning time so that classroom teachers can attend grade level cluster meetings.
- Balances schedule so that special teachers have equally distributed planning time.
- Designs schedule so that gifted and talented students have time for key activities and have a variety of specialized teachers.
- Places students to ensure students are with appropriate teacher.
- Checks cumulative files for learning problems to ensure student is in correct learning environment.
- Oversees and monitors progress reports and report cards before distribution date to ensure completeness and accuracy.
- Oversees, interviews, arranges and orients substitute teachers to ensure smooth transition for substitute and students.

Discipline

- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, principal and local law enforcement agencies and make referrals as appropriate.
- Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.
- Makes periodic tours of campus to ensure that school and school board policies are being enforced.
- Assists with the enforcement of school/state attendance policies.
- Counsels students and parents where behavioral problems are involved.
- Assists with the supervision of organized student gatherings and see that all equipment is operative
- Coordinates school bus supervision before and after school.
- Coordinates the student lunchroom and work duty assignments.
- Assists with the supervision of students detained after school hours for disciplinary reasons
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school based leadership opportunities (i.e.: team meeting, lead teacher meeting, etc).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

- Demonstrates enthusiasm and commitment toward the position and the mission of the company; support the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
- Possesses strong time management & organizational skills and the ability to prioritize effectively and complete work with little supervision within agreed timeline.
- Has the ability to establish and maintain effective working relationships with teachers, students, parents, the community, and administrative staff. Is sensitive to corporate needs, employee goodwill, and the public image, as unique situations present themselves.
- Possesses excellent interpersonal skills and displays such between all stakeholders: being courteous, professional, and helpful.
- Possesses excellent communication skills: Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
- Has the ability to be at work consistently, to be on time, to follow instructions, to respond to management direction and to solicit feedback to improve performance.
- Demonstrates proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS) and email communications.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Strives to implement best practices and positive character education consistently.
- Has the ability to demonstrate flexible and creative management of disciplinary issues.
- Has the ability to provide a supportive role to the principal.

JOB REQUIREMENTS

- Bachelor's degree (BA) from an accredited college or university or equivalent.
- Possession of valid teaching certification (as appropriate).
- Minimum of one (1) to three (3) years successful teaching experience (may include Student Teaching Internship experience).
- Equivalent combination of education and experience.
- Command of grades/subject specific content and theoretical knowledge of learning theory, including motivation, reinforcement, evaluation and feedback techniques.
- Understanding of and commitment to company values.
- Successful results of criminal and employment background check.
- Effective instructional delivery techniques and excellent communication skills.
- Adherence to the requirements of the Code of Ethics for the Education Profession.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is moderately quiet except during periods of heavy student activity.

PHYSICAL DEMANDS

- Agility and ability to quickly move in a school environment where children are present.
- Exposure to weather and other elements, including rain, heat, wind, humidity plus bus and student drop off traffic,
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT

Salary and benefits shall be paid consistent with CSUSA's salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA's Policy.

DECLARATION

The Charter Schools USA Human Resources Department retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by Human Resources Department will be subject to disciplinary action up to and including termination.

Attachment 4: Governance Documents

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

DEPARTMENT OF THE TREASURY

Date: NOV 20 2014

INDIANA CHARTER NETWORK INC
C/O ALEXANDRA CURLIN
8555 CEDAR PLACE DRIVE SUITE 112
INDIANAPOLIS, IN 46240

Employer Identification Number:
46-3548275
DLN:
17053249303003
Contact Person:
ZENIA LUK ID# 31522
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
August 27, 2013
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

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

Sincerely,



Director, Exempt Organizations

INDIANA CHARTER NETWORK INC

INFORMATION FOR CHARTER SCHOOLS

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

ADDENDUM

You are the holder of a charter from an authorized government entity to operate a school. You have contracted with a management company to provide comprehensive services. If you change your operations and do not contract with a comprehensive management company, you may be eligible for foundation classification status as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Code. To request reclassification under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Code, submit Form 8940 and the applicable user fee.

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

CERTIFICATE OF INCORPORATION

of

INDIANA CHARTER NETWORK INC.

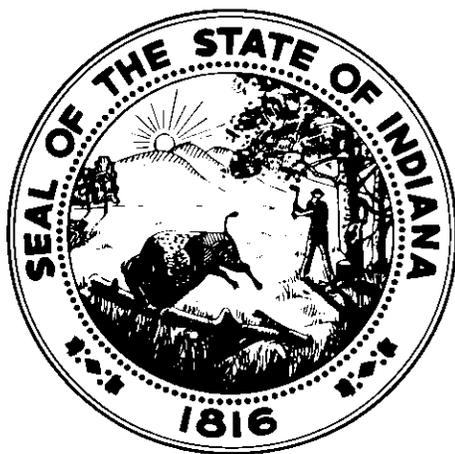
I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions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

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, August 27, 2013.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 27, 2013

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
8/27/2013 2:40 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

INDIANA CHARTER NETWORK INC.

FLEMING STAGE, LLC 310 N. ALABAMA ST., STE. 300, INDIANAPOLIS, IN 46204

ARTICLE II - REGISTERED OFFICE AND AGENT

ALEXANDRA CURLIN

FLEMING STAGE, LLC 310 N. ALABAMA ST., STE. 300, INDIANAPOLIS, IN 46204

ARTICLE III – INCORPORATORS

ALEXANDRA CURLIN

FLEMING STAGE, LLC 310 N. ALABAMA ST., STE. 300, INDIANAPOLIS, IN 46204

Signature: ALEXANDRA CURLIN

ARTICLE IV – GENERAL INFORMATION

Effective Date: 8/27/2013

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

NOTWITHSTANDING ANY OTHER PROVISIONS OF THESE ARTICLES, THE PURPOSES FOR WHICH THIS ORGANIZATION IS ORGANIZED ARE EXCLUSIVELY RELIGIOUS, CHARITABLE, SCIENTIFIC, LITERARY AND EDUCATIONAL WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986 (THE "CODE") OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW. THE INITIAL PURPOSE OF THE CORPORATION IS TO ASSIST WITH THE ESTABLISHMENT, DEVELOPMENT AND ADMINISTRATION OF CHARTER SCHOOLS, AND TO MAKE GRANTS TO FURTHER ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS AND FACILITIES AND OTHER CAPITAL NEEDS FOR SUCH SCHOOLS PROVIDING ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS THROUGH CHARTER SCHOOLS AND OTHER CHARITABLE ACTIVITIES AND TO DISTRIBUTE THE WHOLE OR ANY PART OF THE INCOME THEREFROM AND THE PRINCIPAL THEREOF EXCLUSIVELY FOR SUCH PURPOSES, EITHER DIRECTLY OR BY CONTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL OF THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL OF THE ASSETS OF THE CORPORATION, EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH MANNER, OR TO SUCH ORGANIZATION OR ORGANIZATIONS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL, RELIGIOUS OR SCIENTIFIC PURPOSES, AS SHALL AT THE TIME QUALIFY AS AN EXEMPT ORGANIZATION OR ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE (OR THE CORRESPONDING PROVISIONS OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW), AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY OF SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT HAVING PROPER JURISDICTION IN THE COUNTY WHERE THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE V

ARTICLE IV PURPOSE

SECTION 4.1. NOTWITHSTANDING ANY OTHER PROVISIONS OF THESE ARTICLES, THE PURPOSES FOR WHICH THIS ORGANIZATION IS ORGANIZED ARE EXCLUSIVELY RELIGIOUS, CHARITABLE, SCIENTIFIC, LITERARY AND EDUCATIONAL WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986 (THE "CODE") OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW. THE INITIAL PURPOSE OF THE CORPORATION IS TO ASSIST WITH THE ESTABLISHMENT, DEVELOPMENT AND ADMINISTRATION OF CHARTER SCHOOLS, AND TO MAKE GRANTS TO FURTHER ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS AND FACILITIES AND OTHER CAPITAL NEEDS FOR SUCH SCHOOLS PROVIDING ELEMENTARY, MIDDLE AND HIGH SCHOOL EDUCATIONAL PROGRAMS THROUGH CHARTER SCHOOLS AND OTHER CHARITABLE ACTIVITIES AND TO DISTRIBUTE THE WHOLE OR ANY PART OF THE INCOME THEREFROM AND THE PRINCIPAL THEREOF EXCLUSIVELY FOR SUCH PURPOSES, EITHER DIRECTLY OR BY CONTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE.

SECTION 4.2. THE CORPORATION SHALL HAVE THE POWER, EITHER DIRECTLY OR INDIRECTLY, EITHER ALONE OR IN CONJUNCTION OR COOPERATION WITH OTHERS, TO DO ANY AND ALL LAWFUL ACTS AND THINGS AND TO ENGAGE IN ANY AND ALL LAWFUL ACTIVITIES WHICH MAY BE NECESSARY, USEFUL, SUITABLE, DESIRABLE OR PROPER FOR THE FURTHERANCE, ACCOMPLISHMENT, FOSTERING OR ATTAINMENT OF ANY OR ALL OF THE PURPOSES FOR WHICH A CORPORATION IS ORGANIZED, AND TO AID OR ASSIST OTHER ORGANIZATIONS WHOSE ACTIVITIES ARE SUCH AS TO FURTHER ACCOMPLISH, FOSTER OR ATTAIN ANY OF SUCH PURPOSES. NOTWITHSTANDING ANYTHING HEREIN TO THE CONTRARY, THE CORPORATION SHALL EXERCISE ONLY SUCH POWERS AS ARE IN FURTHERANCE OF THE EXEMPT PURPOSES OF ORGANIZATIONS SET FORTH IN SECTION 501(C)(3) OF THE CODE AS THE SAME NOW EXIST OR AS THEY MAY BE HEREINAFTER AMENDED FROM TIME TO TIME.

SECTION 4.3. NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT

OF, OR BE DISTRIBUTABLE TO, ANY DIRECTOR OR OFFICER OF THE CORPORATION OR ANY OTHER PRIVATE INDIVIDUAL (EXCEPT THAT REASONABLE COMPENSATION MAY BE PAID FOR SERVICES RENDERED TO OR FOR THE CORPORATION AFFECTING ONE OR MORE OF ITS PURPOSES); AND NO DIRECTOR OR OFFICER OF THE CORPORATION, OR ANY PRIVATE INDIVIDUAL, SHALL BE ENTITLED TO SHARE IN THE DISTRIBUTION OF ANY OF THE CORPORATE ASSETS ON DISSOLUTION OF THE CORPORATION.

SECTION 4.4 NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE OR INTERVENE IN (INCLUDING THE PUBLICATION OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OF OR IN OPPOSITION OF ANY CANDIDATE FOR PUBLIC OFFICE.

SECTION 4.5. THE CORPORATION SHALL DISTRIBUTE ITS INCOME FOR EACH TAXABLE YEAR AT SUCH TIME AND IN SUCH MANNER AS NOT TO BECOME SUBJECT TO TAX ON UNDISTRIBUTED INCOME IMPOSED BY SECTION 4942 OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.6. THE CORPORATION SHALL NOT ENGAGE IN ANY ACT OF SELF-DEALING AS DEFINED IN SECTION 4941(D) OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.7. THE CORPORATION SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.8. THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN SUCH MANNER AS TO SUBJECT IT TO TAX UNDER SECTION 4944 OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.9. THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURES AS DEFINED IN SECTION 4945(D) OF THE CODE OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS.

SECTION 4.10. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES OF INCORPORATION, THE CORPORATION SHALL NOT CONDUCT OR CARRY ON ANY ACTIVITIES NOT PERMITTED TO BE CONDUCTED OR CARRIED ON BY AN ORGANIZATION EXEMPT FROM TAXATION UNDER SECTION 501(C)(3) OF THE CODE OR BY AN ORGANIZATION CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE CODE.

SECTION 4.11. UPON THE DISSOLUTION OF THE CORPORATION, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL OF THE LIABILITIES OF THE CORPORATION, DISPOSE OF ALL OF THE ASSETS OF THE CORPORATION, EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION IN SUCH MANNER, OR TO SUCH ORGANIZATION OR ORGANIZATIONS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL, RELIGIOUS OR SCIENTIFIC PURPOSES, AS SHALL AT THE TIME QUALIFY AS AN EXEMPT ORGANIZATION OR ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE (OR THE CORRESPONDING PROVISIONS OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW), AS THE BOARD OF DIRECTORS SHALL DETERMINE. ANY OF SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE COURT HAVING PROPER JURISDICTION IN THE COUNTY WHERE THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION

OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE VI
DIRECTORS

SECTION 6.1. THE AFFAIRS OF THE CORPORATION SHALL BE GOVERNED BY A BOARD OF DIRECTORS (HEREINAFTER REFERRED TO AS THE "BOARD").

SECTION 6.2. THE INITIAL BOARD OF DIRECTORS SHALL CONSIST OF THE FOLLOWING MEMBERS ELECTED IN ACCORDANCE WITH THIS SECTION AND THE BYLAWS AND SHALL SERVE UNTIL THE FIRST ELECTION OF DIRECTORS AS PROVIDED IN THE BYLAWS:

NAME ADDRESS
CHAIR/PRESIDENT
JIM OWEN

SECRETARY
CARRIE O'CONNOR

TREASURER
BRIAN ANDERSON

VP CHRISTOPHER BIRD

8715 FLINTLOCK CT
INDIANAPOLIS, IN
46256

3865 WASHINGTON

BLVD
INDIANAPOLIS, IN
46205

11208 HARRISTON DRIVE
FISHERS, IN
46037

11803 EDGEFIELD DRIVE
FISHERS, IN
46307

THE MEMBERS OF THE BOARD OF DIRECTORS SHALL BE APPOINTED ACCORDING TO THE PROCEDURES SET FORTH IN THE BYLAWS. THE NUMBER OF MEMBERS ON THE BOARD OF DIRECTORS MAY BE INCREASED OR DECREASED FROM TIME TO TIME BY A VOTE OF THE BOARD OF DIRECTORS IN ACCORDANCE WITH THE BYLAWS OF THE CORPORATION, BUT IN ANY EVENT THERE SHALL NEVER BE LESS THAN ONE (1) MEMBER ON THE BOARD OF DIRECTORS. THESE ARTICLES OF INCORPORATION DO NOT NEED TO BE AMENDED EACH TIME NEW DIRECTORS ARE APPOINTED.

ARTICLE VII
ADDRESS

SECTION 7.1. THE STREET ADDRESS AND MAILING ADDRESS OF THE PRINCIPAL OFFICE OF THIS CORPORATION IS: 310 N. ALABAMA ST., STE. 300 INDIANAPOLIS, IN 46204. THE BOARD MAY, FROM TIME TO TIME, MOVE ITS PRINCIPAL OFFICE.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

SECTION 8.1. THE REGISTERED AGENT AND REGISTERED OFFICE OF THE CORPORATION SHALL BE:

NAME	ADDRESS
ALEXANDRA CURLIN	310 N. ALABAMA ST., STE. 300 INDIANAPOLIS, IN 46204

ARTICLE IX
AMENDMENT

SECTION 9.1. THESE ARTICLES OF INCORPORATION MAY BE AMENDED IN THE MANNER AND WITH THE VOTE PROVIDED BY LAW.

ARTICLE X
BYLAWS

SECTION 10.1. THE BOARD OF DIRECTORS OF THIS CORPORATION SHALL ADOPT BYLAWS FOR THE GOVERNMENT

OF THIS CORPORATION WHICH SHALL BE SUBORDINATE ONLY TO THE ARTICLES OF INCORPORATION AND THE LAWS OF THE UNITED STATES AND THE STATE OF INDIANA. THE BYLAWS MAY BE AMENDED FROM TIME TO TIME BY THE BOARD OF DIRECTORS.

ARTICLE XI
INCORPORATOR

SECTION 11.1. THE NAME AND ADDRESS OF THE INCORPORATOR OF THIS CORPORATION ARE AS FOLLOWS:

NAME	ADDRESS
ALEXANDRA CURLIN	310 N. ALABAMA ST., STE. 300 INDIANAPOLIS, IN 46204

IN WITNESS WHEREOF, THE UNDERSIGNED INCORPORATOR HAS EXECUTED THESE ARTICLES OF INCORPORATION THIS 27TH DAY OF AUGUST, 2013.

INCORPORATOR:

NAME: ALEXANDRA CURLIN

ARTICLES OF INCORPORATION
OF
INDIANA CHARTER NETWORK, INC.

THE UNDERSIGNED, as incorporator and on behalf of a non-profit, non-stock corporation under the laws of the State of Indiana, hereby adopts the following Articles of Incorporation:

ARTICLE I
NAME

Section 1.1. The name of the corporation is Indiana Charter Network, Inc., (the "Corporation").

ARTICLE II
DURATION

Section 2.1. The Corporation shall have perpetual existence unless dissolved pursuant to Indiana law.

ARTICLE IV
PURPOSE

Section 4.1. Notwithstanding any other provisions of these articles, the purposes for which this organization is organized are exclusively religious, charitable, scientific, literary and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code") or the corresponding provision of any future United States Internal Revenue law. The initial purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Section 4.2. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which a Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster or attain any of such purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Code as the same now exist or as they may be hereinafter amended from time to time.

Section 4.3. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or Officer of the Corporation or any other private individual (except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes); and no Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation.

Section 4.4 No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition of any candidate for public office.

Section 4.5. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.6. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.7. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.8. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.9. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code or corresponding provisions of any subsequent federal tax laws.

Section 4.10. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from taxation under Section 501(c)(3) of the Code or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Section 4.11. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VI DIRECTORS

Section 6.1. The affairs of the Corporation shall be governed by a Board of Directors (hereinafter referred to as the "Board").

Section 6.2. The initial Board of Directors shall consist of the following members elected in accordance with this Section and the Bylaws and shall serve until the first election of Directors as provided in the Bylaws:

<u>Name</u>	<u>Address</u>
Chair/President Jim Owen	8715 Flintlock Ct Indianapolis, IN 46256
Secretary Carrie O'Connor	3865 Washington Blvd Indianapolis, IN 46205
Treasurer Brian Anderson	11208 Harriston Drive Fishers, IN 46037
VP Christopher Bird	11803 Edgefield Drive Fishers, IN 46307

The members of the Board of Directors shall be appointed according to the procedures set forth in the Bylaws. The number of members on the Board of Directors may be increased or decreased from time to time by a vote of the Board of Directors in accordance with the Bylaws of the Corporation, but in any event there shall never be less than one (1) member on the Board of Directors. These Articles of Incorporation do not need to be amended each time new Directors are appointed.

ARTICLE VII
ADDRESS

Section 7.1. The street address and mailing address of the principal office of this corporation is: 310 N. Alabama St., Ste. 300 Indianapolis, IN 46204. The Board may, from time to time, move its principal office.

ARTICLE VIII
REGISTERED AGENT AND REGISTERED OFFICE

Section 8.1. The registered agent and registered office of the Corporation shall be:

<u>Name</u>	<u>Address</u>
Alexandra Curlin	310 N. Alabama St., Ste. 300 Indianapolis, IN 46204

**ARTICLE IX
AMENDMENT**

Section 9.1. These Articles of Incorporation may be amended in the manner and with the vote provided by law.

**ARTICLE X
BYLAWS**

Section 10.1. The Board of Directors of this Corporation shall adopt Bylaws for the government of this Corporation which shall be subordinate only to the Articles of Incorporation and the laws of the United States and the State of Indiana. The Bylaws may be amended from time to time by the Board of Directors.

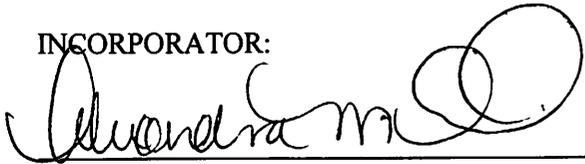
**ARTICLE XI
INCORPORATOR**

Section 11.1. The name and address of the incorporator of this Corporation are as follows:

<u>Name</u>	<u>Address</u>
Alexandra Curlin	310 N. Alabama St., Ste. 300 Indianapolis, IN 46204

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 27th day of August, 2013.

INCORPORATOR:


Name: Alexandra Curlin

**BYLAWS OF
INDIANA CHARTER NETWORK, INC.
(A Non-Profit Corporation)**

**ARTICLE 1
NAME**

Section 1.1. Name. The name of the Corporation shall be Indiana Charter Network, Inc. (the "Corporation").

**ARTICLE 2
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Indiana Nonprofit Corporation Act of 1991 (the "1991 Act") and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The specific purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE 3
MEMBERSHIP**

Section 3.1. This Corporation is a non-profit, non-stock corporation, and shall have no members.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of at least 60% of the Directors are present. The affirmative vote of a majority of the Directors shall be necessary for all actions by the Board relating to the following:

- 4.1.1 Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;
- 4.1.2 Adoption of an amendment to the Articles of Incorporation or the Bylaws;
- 4.1.3 Organization of a subsidiary or affiliate by the Corporation; and
- 4.1.4 Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2 Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased by a majority vote of the Board, but in no event shall the number of Directors be fewer than three (3). In the event of an increase in the number of Directors, the additional directorships created shall be filled in the manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3 Nomination of Directors. Not less than one (1) month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting, which slate shall be approved by the Board. If the Board does not approve of any nominee, then the nominee shall be removed from the slate, and the committee may replace the removed nominee with another nominee approved by the Board. These submissions shall be deemed to be nominations of each person named.

Section 4.4 Election of Directors. Directors shall be elected by the Board from a slate of nominees at any meeting when there is an expiring term.

Section 4.5 Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with the nominating provisions of Section 4.3 and Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's term, a Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6 Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the

Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7 Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation. Payment of any such compensation or reimbursement to a Director shall require and be subject to approval of the Board.

Section 4.8 Annual Meetings of the Board. The annual meeting of the Board shall be held in person or electronically with such notice required by Indiana law on the first business day of April of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9 Special Meetings. Special meetings of the Board may be called at any time by the President of the Board and may be held in person or electronically. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting or at such time and in the manner prescribed by Indiana law. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10 Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The meetings may be held in person or electronically. The Secretary (or his/her designee) shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.11 Notice of Compliance. All meetings will be conducted in accordance with all applicable Indiana laws.

Section 4.12 Quorum and Action of the Board. At least sixty percent (60%) of the Directors must be present in person or electronically at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such

adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13 Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE 5 **OFFICERS**

Section 5.1 Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Indiana or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2 Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election and qualification of their successors or their earlier death, resignation or removal.

Section 5.3 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 5.1 for the remaining unexpired term of such office.

Section 5.4 Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 5.1 hereinabove.

Section 5.5 President. The President shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in

general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6 Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7 Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8 Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9 Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10 Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.10.1 The Treasurer shall perform the services of the Chairman.

5.10.2 The Chairman shall perform the services of the Secretary and the President.

5.10.3 The Secretary shall perform the services of the Treasurer.

Section 5.11 Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any Officer from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation.

ARTICLE 6
COMMITTEES OF THE BOARD

Section 6.1 Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2 Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3 Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4 Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6 Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove

any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE 7
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1 Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE 8
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3 Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5 Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6 Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7 Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE 9 **FISCAL YEAR**

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall end on June 30th of each year.

ARTICLE 10 **CORPORATE SEAL**

Section 10.1 Corporate Seal. The Board may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE 11 **NOTICE**

Section 11.1 General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or sent by first class mail, by e-mail or facsimile (or similar electronic means) or by a nationally recognized overnight courier, charges prepaid, addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered shall be deemed to be the time of the giving of such notice.

Section 11.2 Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE 12
AMENDMENTS

Section 12.1 By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

Attachment 5: Statement of Assurances

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE JAMES C. OWEN

DATE
3/13/15

SIGN NAME


Attachment 6: Board Member Information

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

Disclosures

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

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

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

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

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

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

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

Certification

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

James C. Owen
 Signature

3/11/15
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

INDIANA CHARTER NETWORK ACADEMY

2. Your full name:

CHRISTOPHER ALLEN BIRD

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.

- Please refer to CV -

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

N/A I / we have no such interest Yes

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

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

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

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

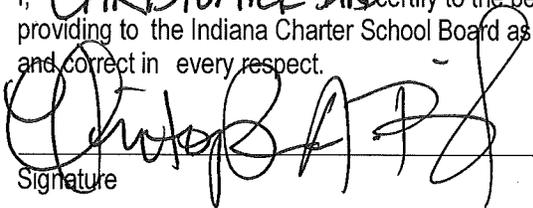
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None Yes

None

Certification

I, **CHRISTOPHER BID** 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



March 10, 2015
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
ICN Academy
2. Your full name: Bran D. Anderson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My career has been in the charter sector and is mostly reflected on my resume. I've been through several start-ups as a business services provider, consultant, and board member. I served on two charter school boards in Colorado, one charter school finance committee in Chicago, and one other charter school board in Indiana previously. Currently, this is the only board I serve on.
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 the other board members since we've formed. I did not know any of the other board members prior and my spouse does not know any of the board members.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

Certification

I, Brian D. Anderson, 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 Charter Network Charter School is true and correct in every respect.

Brian D. Anderson
Signature

3/13/15
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Indiana Charter Network Academy

2. Your full name: *Carrie O'Connor*

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.

- served in Administration for Indianapolis Mayor Greg Ballard, one of a very small number of 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

authorizers

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

Certification

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

Carne O' Connor
Signature

3-10-15
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Charter Schools USA

2. Your full name:

Felicia L. Howells

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 CV.

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

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

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

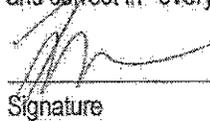
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A I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

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

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

Certification

I, Felicia Stewart, 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

3/11/15
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indiana Charter Network
2. Your full name:
Katelyn Elizabeth Proulx
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.
Teach For America Corps Member
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

Certification

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

Signature

Katelyn Prentice

Date

3-13-13

Attachment 7: Code of Ethics and Conflict of Interest Policies

CONFLICT OF INTEREST POLICY
FOR
Indiana Charter Network, Inc.

Article I

Purpose

The purpose of the conflict of interest policy is to protect Indiana Charter Network's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III
Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or not a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 8: ESP Documentation

MANAGEMENT AGREEMENT SUMMARY OF TERMS

March 2015

THIS DOCUMENT SUMMARIZES THE PRINCIPAL TERMS OF THE MANAGEMENT AGREEMENT MADE BY AND BETWEEN CHARTER SCHOOLS USA (“CSUSA”) AND INDIANA CHARTER NETWORK (“ICN”). THIS SUMMARY IS FOR DISCUSSION PURPOSES ONLY; THERE IS NO OBLIGATION ON THE PART OF ANY PARTY UNTIL A DEFINITIVE MANAGEMENT AGREEMENT IS SIGNED BY BOTH PARTIES.

Contract Duration:

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier.

Roles and Responsibilities of the school governing board:

- (a) **Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA’s recommendations concerning policies, rules, regulations and budgets. If the Board’s unwillingness to adopt CSUSA’s reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA’s ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.
- (b) **Assistance to CSUSA.** The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.
- (c) **Unusual Events.** The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.
- (d) **Retained Authority.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.
- (e) **Food Service.** The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter

School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

Roles and Responsibilities of School Staff: CSUSA school staff will implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor.

Roles and Responsibilities of CSUSA: CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Charter School;
5. Management of the business administration of the Charter School.
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

<i>Services provided by CSUSA:</i>	Establishing the charter school; Education Delivery; Human Resource Management; Financial Management; Strategic Improvement; Technology; Marketing, Enrollment & Communications; Governing Board Relations; Business & Contracts Management; Facility Maintenance.
<i>Performance evaluation measures and mechanisms:</i>	Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.
<i>Compensation paid to CSUSA:</i>	As and for compensation for its services, CSUSA shall be entitled to an amount not to exceed 15% of "Revenues."
<i>Financial Controls and Oversight:</i>	<p>Financial Reporting. CSUSA shall provide the Board with:</p> <ol style="list-style-type: none"> 1. The projected Annual Budget as required by the terms of this Agreement. 2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request. 3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures. 4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.
<i>Methods of Contract Oversight and Enforcement:</i>	The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.
<i>Investment Disclosure:</i>	Not applicable.
<i>Conditions for Renewal and Termination of the Contract:</i>	After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the

length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School.

Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the ____ day of _____, 2015, by and between Charter Schools USA at _____, LLC, a Limited Liability Company (“CSUSA”), and _____, a Indiana non-profit corporation (the “Charter School”).

RECITALS

WHEREAS, the Charter School has submitted or will submit a charter application for the operation of _____ to _____ (the “Sponsor”) to operate a public charter school (the “Charter Application”); and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire CSUSA, and CSUSA wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Charter School represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Charter School further represents that it expects the Charter Application will be approved by the Sponsor to organize and operate a public charter school and that once the Charter Application has been approved, the Charter School will enter into a charter contract with the Sponsor (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control such charter school, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum,

methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA is a Florida limited liability company, and is not a division or a part of the Charter School. The Charter School is a non-profit corporation or a Limited Liability Corporation with 501(c) (3) IRS designation authorized by the Charter Contract, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of CSUSA shall be deemed to be the agent or employee of the Charter School. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Charter School.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

B. Educational Program. CSUSA agrees to implement the Educational Program. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;

4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Charter School;
5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and;
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. CSUSA shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Charter School to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board

acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application;

S. Educational and Other Services. Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools

as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.

B. Assistance to CSUSA. The Charter School shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Charter School agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter

School. Except as specifically excluded by the terms of this Agreement, the term “Revenues” shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.
3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School start up funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the “Revenues”).

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School’s operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA’s option, deposit funds into the Charter School Operating Accounting (“Operating Advances”). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse CSUSA all Operating Advances, together with interest

earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget.

CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify the CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by CSUSA, Charter School shall be deemed to approve the Annual Budget. CSUSA and the Charter School acknowledge that a Final Budget shall be completed no later than June 30.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA

shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Fee. As and for compensation for its services, CSUSA shall be entitled to an amount not to exceed 15% of "Revenues."

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by

CSUSA.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Operating Losses. With Charter School approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the start up period. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned

to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed

for more than sixty (60) days.

4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges

related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of Louisiana. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida, and subject to venue in Broward County. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Charter School against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current

address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

The Charter School:

Phone: _____

with a copy to:

CSUSA:

Chairman, Chief Executive Officer
Charter Schools USA
6245 North Federal Highway, 5th Floor
Ft. Lauderdale, FL 33308
Phone: 954-202-3500
Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.
Attn: Edward J. Pozzuoli
110 S.E. Sixth Street
15th Floor
Fort Lauderdale, FL 33301
Phone: 954-525-7500
Fax: 954-761-8475

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

SIGNATURE PAGE TO FOLLOW

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Charter Schools USA at _____, LLC

By: _____
Name: Jonathan Hage
Title: President
Date: _____

Charter School

By: _____
Name: _____
Title: _____
Date: _____

DRAFT

INDIANA BUSINESS ENTITY REPORT

Indiana Secretary of State

10/8/2013 2:54:36 PM

Filer Name
ERIN O'BRIEN

Filer Title
DIRECTOR

Years Filed
2013/2014

Entity name and current principal office address

CHARTER SCHOOLS USA, INC.
6245 N FEDERAL HWY
5TH FL
FORT LAUDERDALE, FL 33308

Entity Creation Date
10/21/2011

Domicile State
DELAWARE

Entity Type
FOR-PROFIT FOREIGN CORPORATION

Current registered agent and registered address

CT CORPORATION SYSTEM
150 WEST MARKET STREET
SUITE 800
INDIANAPOLIS, IN 46204

Current principal(s) and address(es)

PRESIDENT

JONATHAN K HAGE
6245 N FEDERAL HWY
5TH FL
FORT LAUDERDALE, FL 33308

SECRETARY

JONATHAN K HAGE
6245 N FEDERAL HWY
5TH FL
FORT LAUDERDALE, FL 33308

Attachment 9:
Organization's Business
Plan

5-Year Business Plan

The Indiana Charter Network, at this time, is focused on opening the two charter schools applied for herein beginning in the 2016-2017 school year.

CSUSA's strategic vision is to operate high-performing K-12 systems with an unwavering dedication to student achievement, and to ethical and sound business practices. In implementing this vision, CSUSA seeks to create K-12 education systems in partnership with state and local authorizers across the country that will serve as powerful platforms for change by establishing schools of choice that will instill academic rigor along with character and leadership development. CSUSA's goal is to ensure that each student is college or career-ready.

A fully detailed 5-year growth plan including the internal criteria for selecting targeted geographies is considered by the ESP to be proprietary information and will not be made available in a public document. The ESP plans to continue expanding within current markets in which it currently operates schools, at a rate of approximately 10 – 12 schools per year for the next five years. As an example, the table below reflects the current CSUSA plans to scale operations in Louisiana.

Proposed School	Governing Board	Parish or District	Grades Served	Enrollment	District FRL %	District Minority %	District SPED %	Opening Year
Shreveport Charter Academy	Shreveport Charter Foundation	Caddo	K-8	900	71%	70%	8%	2016 (pending)
Monroe Charter Academy	Louisiana Charter Foundation	City of Monroe	K-8	900	84%	88%	14%	2016 (pending)
Renaissance Academy	Southwest Louisiana Charter Academy Foundation	Calcasieu	K-8	900	63%	40%	13%	2016 (pending)
Academy of Excellence	Southwest Louisiana Charter Academy Foundation	Calcasieu	K-8	900	63%	40%	13%	2016 (pending)
Lafayette Charter High	Lafayette Charter Foundation, Inc.	Lafayette	9-12	1,200	61%	52%	7%	2017 (approved)

CSUSA's current applications for school openings in 2016 are outlined in the following table. This table represents current projects that have been approved, are planned for submission, or are pending approval. It is not anticipated that all schools listed will open. In all of the states in which it currently operates, CSUSA is engaged with stakeholders to identify opportunities for new school openings. As such, additional projects and opportunities are anticipated as formal applications are submitted. In the converse, some applications may not move forward and result in a school. Based on recent experience, CSUSA anticipates opening between 10 – 12 schools each year.

School Name	Location/County	Authorizer	Application Status	Scheduled Opening	Capacity
Renaissance Charter School of West Broward	Broward County, FL	Broward	Approved	2015	862
Clay Charter Academy	Clay County, FL	Clay	Approved	2015	591
Renaissance Charter School at Duval	Duval County, FL	Duval	Approved	2015	661
Renaissance Charter School at Central Florida	Orange County, FL	Orange	Approved	2015	862
Renaissance Charter School at Osceola	Osceola County, FL	Osceola	Approved	2015	862
Renaissance Charter High School at Osceola	Osceola County, FL	Osceola	Approved	2015	750
Union Prep Academy	Union County, NC	NC DPI	Pending	2016	661
Mooresville Charter Academy	Iredell County, NC	NC DPI	Pending	2016	661
Kannapolis Charter Academy	Cabarrus County, NC	NC DPI	Pending	2016	661
Cardinal Charter Academy at Knightdale	Wake County, NC	NC DPI	Pending	2016	661
Renaissance Charter School at Seminole	Seminole County, FL	SCPS	Pending	2016	661

Having added approximately 10,000 student stations to the network each of the past several years, CSUSA has developed processes and infrastructure necessary to support quality at the highest levels at its new and existing schools. Resources from CSUSA's corporate support center have enabled the company and the non-profit boards it serves to expand its model to new sites in an efficient and effective manner. A key component that enables CSUSA to successfully expand its model is the New School Opening Team (NSOT). The NSOT represents each functional area within the company (finance, education, human resources, technology, operations, facilities, marketing, enrollment, development and governance), and is focused on ensuring all tasks that are required to open new schools are completed on time and correctly. The NSOT takes responsibility for the full range of tasks required to open a new school. The role of NSOT is fully described elsewhere in the application. Once a school has opened, the support center provides constant interaction, management, and support services to the schools in a consistent, process driven method to ensure quality control at the point of service delivery.

CSUSA has made a strong commitment to find, develop, and hire the very best educational talent. CSUSA's Department of Talent Acquisition and Development is dedicated to building a team of professional educational leaders and teachers. The Department's mission is to maximize value through recruitment, development, and retention of human capital. CSUSA's staff development process is another key component of its growth strategy and significantly contributes to the ability to expand our model and open new sites. CSUSA has accelerated the hiring timeline for school leadership positions (Principal, Business Operations Manager, and School Registrar) with the goal of having these positions in place several months prior to school opening. This enables the leadership teams to fully participate in onboarding, professional development, and the opening process. All new teacher hires attend New Teacher Induction for two weeks prior to the opening of a new school and new school staff members and leadership are part of a robust mentorship program with mature network schools. Frequently, new school leaders come from individuals who have completed the CSUSA principal in training program with a veteran principal in the network.

As the number of schools has grown and its geographic dispersion has expanded, CSUSA has increased its staff and the support center and implemented regional support roles, including: Regional Curriculum Specialists, Regional Directors of Education, and Regional Business Operations Managers. While CSUSA retains a central support center in Ft. Lauderdale, as it adds schools to its network, it has increased its regional support network as a way to mitigate the risks of growth by making the proper investments in human capital at the regional support level. CSUSA continually

monitors and evolves the support model as it expands. For example, in 2014, 2 Regional Directors were hired to oversee the 9 schools in Louisiana. CSUSA already has a full complement of Regional Support Staff in place to support the Indiana Turnaround Academies and the four charter schools it currently operates in Chicago. Additional support staff will be added to that existing structure as needed to provide the highest level of support to the new Indiana charter schools.

The greatest potential risk that could hinder success as the organization adds schools to its network revolves around human capital. Teachers are the most important resources in our classrooms, and effective school leaders are a requirement. To ensure CSUSA-network schools will have high-quality teachers and leaders, CSUSA has started a new initiative to focus on regional partnerships including local and state colleges and universities so that it can better support human capital, particularly in areas of high need. CSUSA has also just hired a new Director of Community Relations and Partnerships, based in Indiana, to help facilitate creating innovative partnerships with colleges and other organizations. CSUSA is optimistic that relationships can be developed to provide the resources for a continual pipeline of quality talent for CSUSA-network schools. The board is committed to using its network and influence to help build such partnerships.

Staffing Matrix

ICN Academy #1 (Perry Township/Greenwood/I69)

Total Number of Students

661	903	1,076	1,099	1,145
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Administration Staff

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal	85,000	1.00	1.00	1.00	1.00	1.00
Assistant Principal	65,000	1.00	1.00	1.00	1.00	1.00
Dean of Students	45,000	-	-	-	1.00	1.00
Business Operations Manager	35,000	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	15.00	1.00	2.00	2.00	2.00	2.00
Receptionist	13.00	1.00	1.00	1.00	1.00	1.00
Enrollment Manager	35,000	1.00	1.00	1.00	1.00	1.00
Student Services Coordinator	40,000	1.00	1.00	1.00	1.00	1.00
Food Service-Director	12.00	1.00	1.00	1.00	1.00	1.00
Food Service	10.00	2.00	3.00	3.00	3.00	4.00
Before/Aftercare Director	12.00	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	10.00	3.00	4.00	4.00	4.00	4.00
		14.00	17.00	17.00	18.00	19.00

Instruction Staff

Teachers (K-5)	35,000	23.00	27.00	28.00	29.00	31.00
Teachers (6-8) (Math, Sci, SS, ELA)	35,000	5.00	10.00	15.00	15.00	15.00
General Music / Chorus Teacher	35,000	1.00	2.00	2.00	2.00	2.00
Art Teacher	35,000	1.00	2.00	2.00	2.00	2.00
PE Teacher	35,000	1.00	2.00	2.00	2.00	2.00
Foreign Language Teacher	35,000	1.00	2.00	2.00	2.00	2.00
Technology Teacher	35,000	1.00	2.00	2.00	2.00	2.00
Special Education	35,000	2.00	3.00	3.00	3.00	3.00
PE Aide	14.00	1.00				
Co-Teacher	35,000	-	2.00	2.00	2.00	2.00
Curriculum Resource Teacher	35,000	1.00	2.00	2.00	2.00	2.00
		37.00	54.00	60.00	61.00	63.00

TOTAL Staffing

51.00	71.00	77.00	79.00	82.00
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Staffing Matrix

ICN Academy #2 (New Albany/Sellersburg/Clarksville)

Total Number of Students

591	714	837	860	860
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Administration Staff

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal		85,000	1.00	1.00	1.00	1.00
Assistant Principal		65,000	-	1.00	1.00	1.00
Dean of Students		45,000	-	-	1.00	1.00
Business Operations Manager		35,000	1.00	1.00	1.00	1.00
Administrative Assistant	per hour	15.00	1.00	1.00	2.00	3.00
Receptionist	per hour	13.00	1.00	1.00	1.00	1.00
Enrollment Manager		35,000	1.00	1.00	1.00	1.00
Student Services Coordinator		40,000	1.00	1.00	1.00	1.00
Food Service-Director	per hour	12.00	1.00	1.00	1.00	1.00
Food Service	per hour	10.00	2.00	2.00	2.00	3.00
Before/Aftercare Director	per hour	12.00	1.00	1.00	1.00	1.00
Before/Aftercare	per hour	10.00	3.00	4.00	4.00	4.00
			13.00	15.00	16.00	19.00

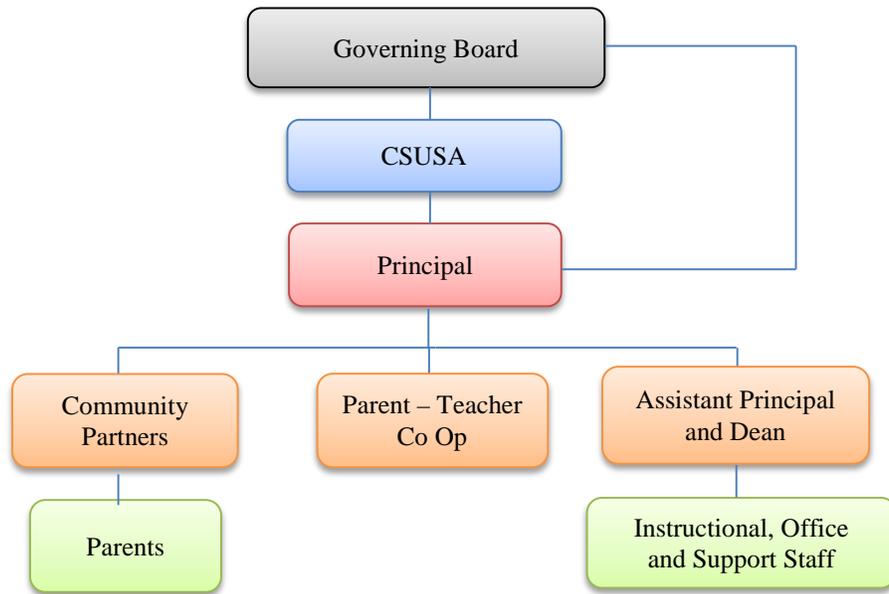
Instruction Staff

Teachers (K-5)		35,000	22.00	23.00	24.00	25.00	25.00
Teachers (6-8) (Math, Sci, SS, ELA)		35,000	5.00	10.00	10.00	10.00	10.00
General Music / Chorus Teacher		35,000	1.00	2.00	2.00	2.00	2.00
Art Teacher		35,000	1.00	2.00	2.00	2.00	2.00
PE Teacher		35,000	1.00	2.00	2.00	2.00	2.00
Foreign Language Teacher		35,000	1.00	1.00	2.00	2.00	2.00
Technology Teacher		35,000	1.00	1.00	2.00	2.00	2.00
Special Education		35,000	2.00	2.00	3.00	3.00	3.00
PE Aide	per hour	14.00	1.00				
Co-Teacher		35,000	-	1.00	1.00	1.00	1.00
Curriculum Resource Teacher		35,000	1.00	1.00	2.00	2.00	2.00
			36.00	45.00	50.00	51.00	51.00

TOTAL Staffing

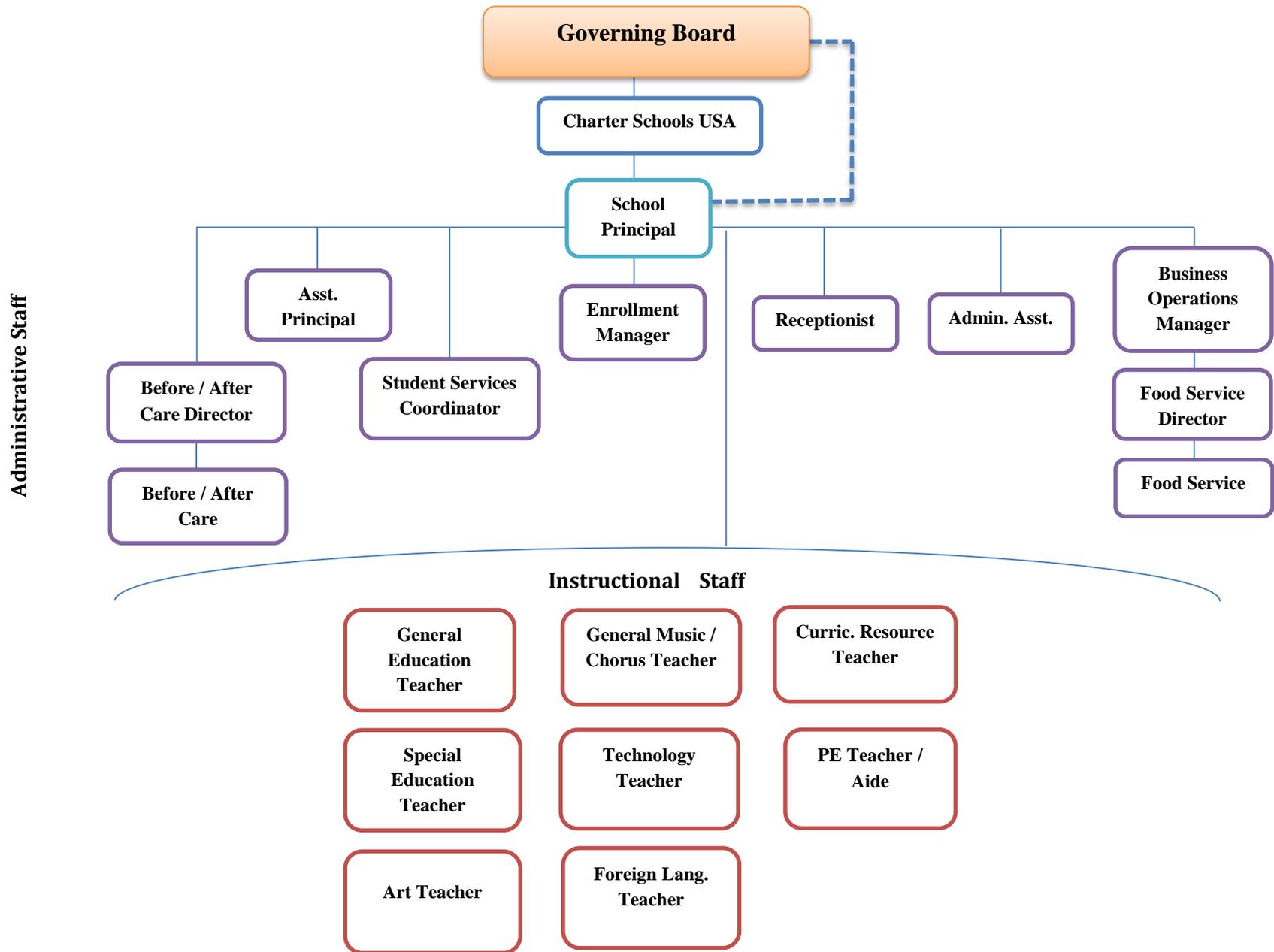
49.00	60.00	66.00	70.00	70.00
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Attachment 10: Organizational Charts

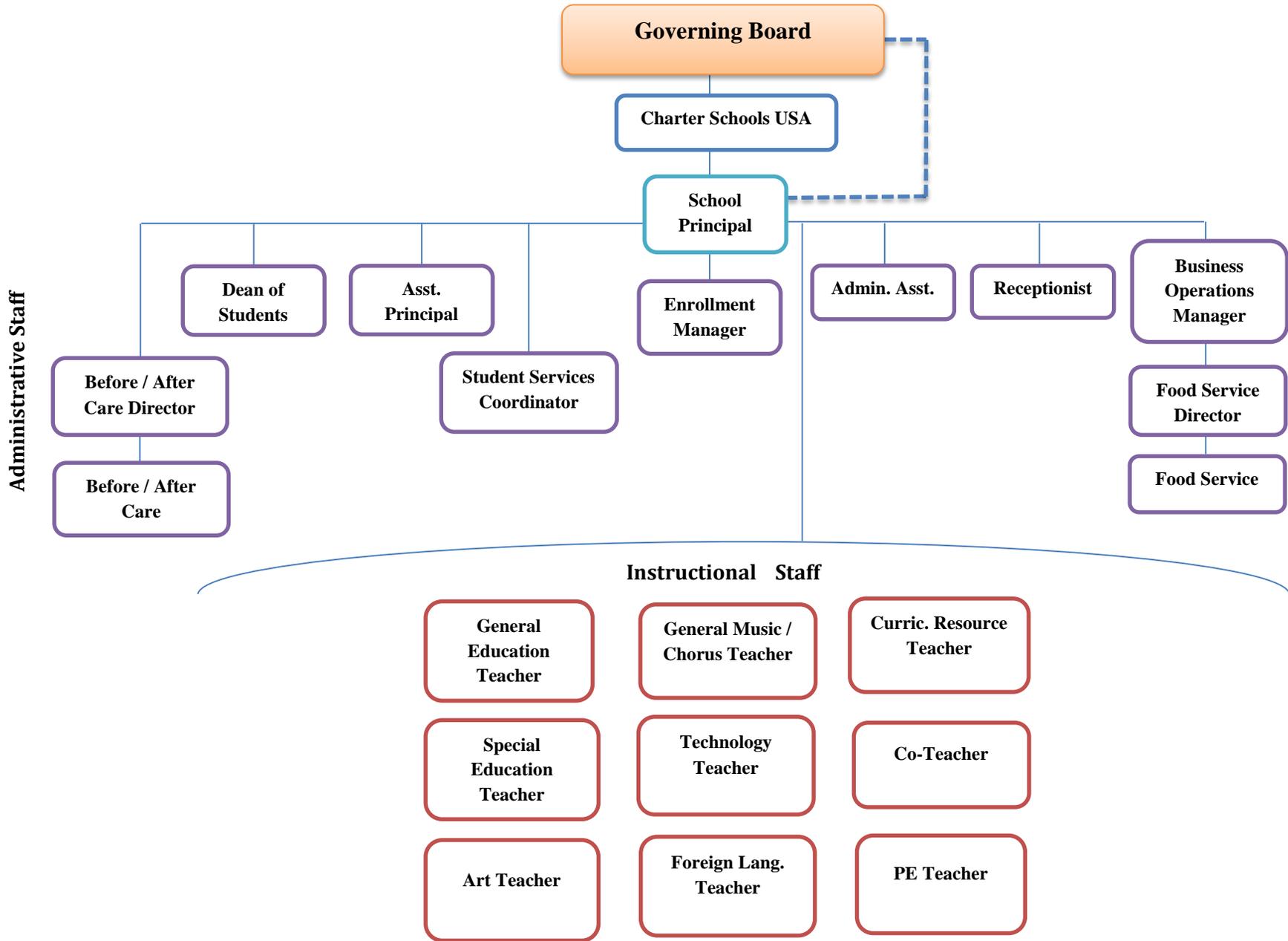


Meetings of the Governing Board are open to the public and held in accordance with Indiana's Public Access Laws. Although the School will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the School with the Governing Board during that time.

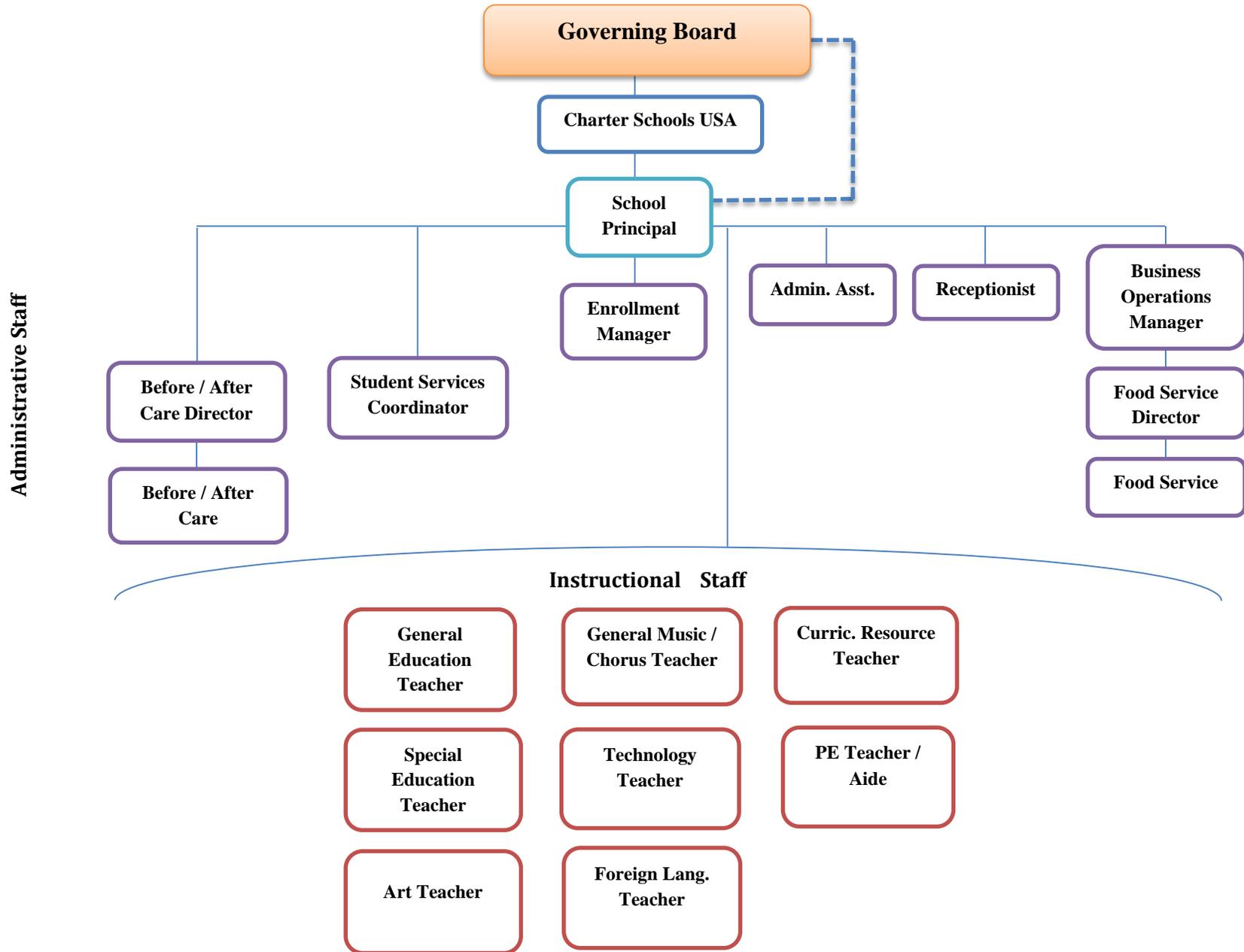
ICN Academy #1 Organizational Chart (Year 1)



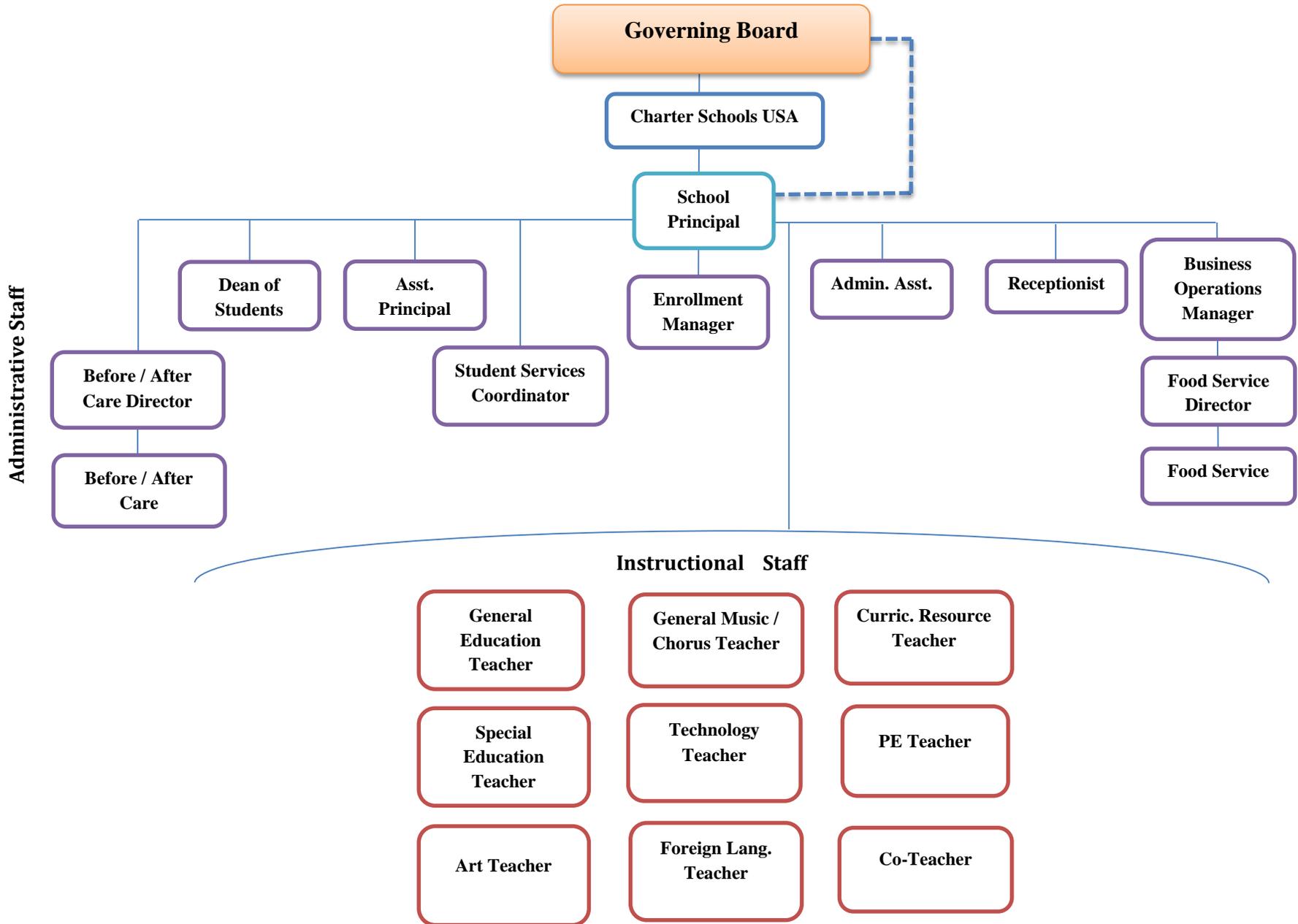
ICN Academy #1 Organizational Chart (Year 5)



ICN Academy #2 Organizational Chart (Year 1)



ICN Academy #2 Organizational Chart (Year 5)



Attachment 11: Course and Scope Sequence



This Scope and Sequence provides an overview of the overarching and dominant standards covered in ELA and Math for each grade level. Every subject in every grade level is given a curriculum map in the beginning of the year that covers the standards, time estimations, resources, essential questions, objectives, sample assessments and more. Science and social studies do have their own curriculum maps, but some standards are also included on the ELA curriculum maps for integration of subject areas. The maps also include additional subordinate standards for each subject. They may include foundational standards from previous grades, as well as extension standards from higher grades, to aid in instructional planning and differentiation.

This is a *draft* scope and sequence. Our curriculum maps are evaluated and updated each year as necessary.

DRAFT

**Kindergarten ELA
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Understanding Literature: Exploring Text and Literacy	4 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.1, K.RF.3.1, K.RL.2.1, K.RL.2.3, K.RV.3.1, K.RV.3.2, K.SL.2.1, K.SL.4.1, K.RN.2.1, K.W.6.1
2	Interpreting Text Features: Many Ways to Read a Book	4 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.1, K.RF.3.2, K.RF.3.3, K.RL.2.1, K.RL.2.3, K.RV.3.1, K.RV.3.2, K.RN.2.1, K.RN.2.2, K.RN.2.3, K.W.4, K.W.6.2, SL.2.1
3	Integrating Details: Connecting Ideas, Words, and Illustrations	4 weeks	K.RL.1, K.RN.1, K.RV.1, K.RL.2.1, K.RL.3.1, K.RL.4.2, K.RV.3.1, K.RF.1, K.RF.3.1, K.RF.3.2, K.RF.3.3, K.RF.3.4, K.RF.3.5, K.RN.2.2, K.RF.1, K.W.6.1, K.W.6.2
4	Applying Details and Support: Cues and Clues to Understanding Text	3 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.3.1, K.RF.3.2, K.RF.3.3, K.RF.4.1, K.RF.4.3, K.RF.4.4, K.RF.4.5, K.RL.2.1, K.RL.2.2, K.RL.2.3, K.RL.3.2, K.RL.4.1, K.W.3.3, K.2.4, K.RV.2.4
5	Describing Literature: The Parts of a Story	4 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.3.1, K.RF.3.2, K.RF.3.3, K.RF.3.4, K.RF.3.5, K.RF.4.1, K.RF.4.3, K.RF.4.4, K.RF.4.5, K.RL.2.1, K.RL.3.2, K.RL.4.1, K.RN.2.2, K.RN.1, K.W.3.3, K.W.4, K.RV.2.4
6	Analyzing Literary Elements: Comparing Details and Characteristics	4 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.3.1, K.RF.3.2, K.RF.3.3, K.RF.3.4, K.RF.3.5, K.RF.4.1, K.RF.4.3, K.RF.4.4, K.RF.4.5,

			K.RL.2.2, K.RL.2.3, K.RL.3.1, K.RL.4.2, K.RV.3.1, K.RN.2.2, K.W.3.3, K.W.4
7	Relating Literary Elements: Retelling the Story and Connecting to New Text	3 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.5, K.RN.2.1, K.SL.3.1, K.SL.2.4, K.W.3.2, K.W.4, K.W.6.1b, K.RV.2.2
8	Applying Literary Evidence: Using Text for Reference and Support	3 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.5, K.RN.3.1, K.RN.4.1, K.SL.4.1, K.W.3.1, K.W.3.3, K.W.4, K.W.5, K.W.6.1, K.L.6.1, K.L.6.2, K.RV.2.2
9	Drawing Text Based Conclusions: Comparing, Contrasting and Evaluating Details in the Text	3 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.5, K.RN.2.1, K.RN.4.2, K.W.3.1, K.W.3.3, K.W.4, K.W.6.1, K.SL.4.1, K.L.6.1, K.L.6.2, L.RV.2.2
10	Determining Messages from Text: Understanding Author's Purpose and Perspectives	4 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.5, K.RN.4.1, K.W.3.1, K.W.3.3, K.W.4, K.W.5, K.SL.3.1, K.SL.2.4, K.SL.4.1, K.RV.2.4S
11	Examining Literature: Applying Skills to New Text and Learning	3 weeks	K.RL.1, K.RN.1, K.RV.1, K.RF.5, K.W.3.3, K.W.4, K.W.5, K.SL.4.1, K.RV.2.4

**Kindergarten Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Describing Numbers and Quantities: Counting Up to 20 Units	4	MA.K.NS.1, MA.K.NS.2, MA.K.NS.4, MA.K.NS.7, MA.K.NS.2, MA.K.NS.4 MA.PS.2, MA.PS.3, MA.PS.4, MA.PS.7, MA.PS.8
2	Describing Numbers, Quantities and Groups: Counting Up to 20 Units	4	MA.K.NS.1, MA.K.NS.2, MA.K.NS.4, MA.K.NS.7, MA.K.NS.2, MA.K.NS.4, MA.K.DA.1, MA.PS.2, MA.PS.3, MA.PS.6, MA.PS.8
3	Arranging and Classifying Quantities: Counting and Sorting Up to 20 Units	3	MA.K.NS.1, MA.K.NS.2, MA.K.NS.4, MA.K.NS.7, MA.K.NS.2, MA.K.NS.4, MA.K.DA.1, MA.PS.2, MA.PS.3, MA.PS.6, MA.PS.8
4	Understanding Two Dimensional and Three Dimensional Shapes: Describing Objects and Orientation	4	MA.K.G.1, MA.K.G.2, MA.K.G.1, MA.K.G.2, MA.PS.1, MA.PS.3, MA.PS.6, MA.PS.7
5	Comparing and Representing Quantities, and Shape Attributes: Using Numbers to Describe Objects	4	MA.K.NS.5, MA.K.MS.7, MA.K.M.1, MA.K.MS.7, MA.K.MS.8, MA.K.M.1, MA.PS.2, MA.PS.3, MA.PS.5, MA.PS.6, MA.PS.7
6	Understanding Addition and Subtraction: Grouping Numbers to Describe Addition and Subtraction	4	MA.K.CA.1, MA.K.CA.2, MA.K.CA.1, MA.K.CA.2, MA.K.CA.3, MA.K.CA.4, MA.PS.1, MA.PS.2, MA.PS.4, MA.PS.5, MA.PS.7, MA.PS.8
7	Categorizing and Describing Groups of 10: Demonstrating Cardinality	3	MA.K.NS.1, MA.K.NS.4, MA.PS.2, MA.PS.3, MA.PS.4, MA.PS.7
8	Counting and Grouping Units: Decomposing Numbers and Quantities from 11 to 20	4	MA.K.NS.1, MA.K.NS.2, MA.K.NS.5, MA.K.NS.11, MA.PS.2, MA.PS.3, MA.PS.4, MA.PS.7
9	Describing Attributes, Quantity and Order with Numbers: Counting and Shapes	4	MA.K.NS.7, MA.K.G.2, MA.K.NS.4, MA.K.G.3, MA.K.G.4, MA.PS.1, MA.PS.4, MA.PS.6, MA.PS.7

**First Grade ELA
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Understanding Literature: Asking Questions and Making Text Connections	4 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RF.1, 1.RF.4.1, 1.RF.4.2, 1.RF.4.4, 1.RF.5, 1.RL.2.1, 1.RL.2.3, 1.RV.3.1, 1.RN.2.1, 1.SL.2.1, 1.SL.1, 1.W.2.1, 1.RV.2.1, 1.RV.2.4, 1.RV.2.4
2	Recalling Messages and Meaning in Text: Listing Key Details and Finding the Main Idea	4 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RF.1, 1.RF.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF.4, 1.RV.4.3, 1.RF.4.4, 1.RF.5, 1.RL.2.1, 1.RL.2.3, 1.RV.3.1, 1.RN.2.1, 1.RN.2.2, 1.RN.2.3, 1.RV.3.2, 1.W.4, 1.W.2.1, 1.RV.2.1
3	Applying Techniques and Practice: Enhancing Reading Comprehension with Skills and Strategies	4 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RF.2.3, 1.RF.3.2, 1.RF.3.5, 1.RF.4.1, R.RF.4.2, 1.RF.4.3, 1.RF.4.4, 1.RF.5, 1.RL.2.1, 1.RL.3.1, 1.RL.4.2, 1.RV.2.1, 1.RV.2.4, 1.RV.3.1, 1.RN.2.2, 1.RN.3.1, 1 W.6.1
4	Deriving Meaning: Asking Questions to Clarify and Using Text and Illustrations to Define New Words	4 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RF.2.3, 1.RF.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF.4.1, 1.RF.4.2, 1.RF.4.3, 1.RF.4.4, 1.RF.5, 1.RL.2.1, 1.RL.3.1, 1.RL.4.2, 1.RV.3.1, 1.RN.2.2, 1.RN.3.1, 1.W.6.1
5	Explaining Text and Details: Retelling Key Details and Identify Narrator Point of View	4 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RF.3.2, 1.RF.3.4, 1.RF.3.5, 1.RF.3.2, 1.RF.3.5, 1.RF.4.1, 1.RF.4.2, 1.RF.4.3, 1.RF.4.4, 1.RF.4.6, 1.RL.2.1, 1.RL.3.2, 1.RL.4.1, 1.W.3.3, 1.W.4, 1.RN.2.2, 1.RN.3.1

6	Analyzing Literary Purpose: Finding Key Details in Informative and Narrative Text	4 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RF.3.2, 1.RF.3.5, 1.RF.4.1, 1.RF.4.2, 1.RF.4.3, 1.RF.4.4, 1.RF.4.6, 1.RF.5, 1.RL.2.1, 1.RL.2.3, 1.RL.3.1, 1.RL.4.2, 1.RV.3.1, 1.RN.2.2, 1.W.3.3, 1.W.4, 1.W.6.2
7	Examining Literary Meaning: Strategies for Understanding Text	3 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RN.2.4, 1.RN.4.2, 1.W.3.2, 1.W.4, 1.W.6.2, 1.SL.3.1
8	Composing Informational Literature: Researching a Topic and Writing a Report	3 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RN.3.1, 1.RI.4.1, 1.SL.4.1, 1.SL.4.2, 1.W.3.2, 1.W.4, 1.W.6.2, 1.RV.2.1, 1.RV.2.2, 1.RV.3.1
9	Analyzing Genres and Text: Finding Similarities and Differences Across Text Selections	3 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RN.2.1, 1.RN.4.2, 1.W.3.1, 1.W.4, 1.W.6.1, 1.W.6.2, 1.RV.2.2, 1.RV.2.1, 1.RV.3.1
10	Interpreting Messages in Text: Identifying and Illustrating the Meaning in Text	3 Weeks	1.RL.1, 1.RN.1, RV.1, 1.RN.4.1, 1.W.3.1, 1.W.4, 1.W.5, 1.SL.1, 1.SL.3.1, 1.SL.3.2, 1.SL.4.1, 1.SL.4.2, 1.RV.2.1, 1.RV.2.4
11	Distinguishing Literal and Figurative Messages: Connecting Text With Meaning	3 Weeks	1.RL.1, 1.RN.1, RV.1, 1.W.5, 1.SL.1, 1.SL.4.1, 1.SL.4.2, 1.SL.4.2, 1.RV.2.1, 1.RV.2.4

**First Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Addition and Subtraction: Exploring Properties for Sums and Differences within 20	4	MA.1.CA.2, MA.1.CA.5
2	Addition and Subtraction: Applying Properties, Sums and Differences within 20 and Understanding Equations	4	MA.1.CA.5, MA.1.CA.1, MA.1.CA.2, MA.1.CA.6, MA.1.CA.4
3	Place Value, Addition and Subtraction: Solving Addition and Subtraction Problems, Understanding and Applying Properties of Operations and Understanding Place Values of Tens and Ones	4	MA.1.CA.2, MA.1.CA.4, MA.1.CA.5, MA.1.CA.1, MA.1.NS.2
4	Exploring Measurement and Data: Describing Length Indirectly and Reasoning Measurements	4	MA.1.M.1, MA.1.DA.1
5	Representing Addition and Subtraction Problem Solutions, Counting to 120 and Connecting Place Value With Properties of Operations	4	MA.1.CA.2, MA.1.NS.1, MA.1.NS.2, MA.1.CA.5
6	Understanding and Comparing Place Value Up to Tens and Properties of Operations for Addition and Subtraction	4	MA.1.NS.2, MA.1.NS.4, MA.1.NS.5
7	Time and Money, Composing and Describing Shapes	4	MA.1.M.2, MA.1.M.3, MA.1.G.2, MA.1.G.3
8	Telling Time and Counting Money and Working With Shapes and Attributes	3	MA.1.M.2, MA.1.M.3, MA.1.G.3, MA.1.G.4
9	Addition and Subtraction Problem Solving, Counting to 120 and Understanding and Comparing Two – Digit Numbers	4	MA.1.CA.2, MA.1.NS.1, MA.1.NS.2, MA.1.NS.4, MA.1.NS.3
10	Mental Math and Counting With Tens and Telling and Recording Time	4	MA.1.NS.1, MA.1.NS.5, MA.1.M.2

**Second Grade ELA
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Asking Questions and Finding Answers: Using Details to Deepen Understanding	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RL.2.1, 2.RL.2.3, 2.RV.3.1, 2.RN.2.1, 2.RV.3.2, 2.W.3.3, 2.W.4
2	Deconstructing Descriptive Words and Details: Enhancing the Theme and Mood in Text	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RL.2.1, 2.RL.2.3, 2.RV.3.1, 2.RN.2.1, 2.RN.2.2, 2.RN.2.3, 2.RV.3.2, 2.W.3.3, 2.W.4
3	Interpreting Meaning and Analyzing Story Structure: Variation in Literature and Figurative Language	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RL.2.1, 2.RV.3.1, 2.RL.3.1, 2.RL.4.2, 2.RN.2.2, 2.RN.3.1, 2.RN.3.3
4	Analyzing Characters and Describing Meaning: Using Explicit and Inferred Details for Comprehension	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RL.2.1, 2.RL.2.2, 2.RL.2.3, 2.RL.3.2, 2.RL.4.1, 2.W.3.2, 2.W.4, 2.W.6.2, 2.RF.4.3
5	Distinguishing Perspectives, Purpose and Points of View: Analyzing Text and Character	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RL.2.1, 2.RL.3.2, 2.RL.4.1, 2.RN.2.2, 2.RN.3.1, 2.RN.3.3, 2.RF.4.3
6	Reading One Story, Hearing Many Voices: Making Text to Text Connections and Distinguishing Text Structure	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RL.2.2, 2.RL.2.3, 2.RV.3.1, 2.RL.3.1, 2.RL.4.2, 2.RN.2.2, 2.W.3.2, 2.W.4, 2.W.6.2, 2.RF.5
7	Examining Structure and Essential Message: Comparing Multiple Versions and Sources of Text	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RN.2.1, 2.RN.4.2, 2.W.3.2, 2.W.4, 2.W.6.2, 2.W.6.1, 2.RF.5
8	Debating Positions and Perspectives: Applying Text as Evidence and Support	3	2.RL.1, 2.RN.1, 2.RV.1, 2.SL.2.1, 2.W.3.1, 2.W.4, 2.W.6.1, 2.W.6.2, 2.W.6.1, 2.W.3.3
9	Functional Literature: Using Text Features for Comprehension and Determining Main Idea Across Literary Sources	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RN.2.1, 2.RN.3.1, 2.RN.4.2, 2.W.3.2, 2.W.3.1, 2.W.4, 2.SL.2.1, 2.W.6.1, 2.W.6.1, 2.W.3.3
10	Examining the Author's Role: Investigating the Purpose of Text and Determining Author's Message from Details	3	2.RL.1, 2.RN.1, 2.RV.1, 2.RN.3.3, 2.RN.4.1, 2.W.4, 2.W.5, 2.SL.3.1, 2.SL.3.2, 2.SL.4.1, 2.SL.4.2, 2.RV.3.1
11	Thinking Like an Author: Composing a Research Report	3	2.RL.1, 2.RN.1, 2.RV.1, 2.W.5, 2.SL.4.1, 2.SL.4.2

**Second Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Addition and Subtraction Problem Solutions, Adding and Subtracting Within 20 and Using Place Value With Properties of Operations	3	MA.2.CA.1, MA.2.CA.2
2	Estimating, Adding and Subtracting Measurements of Length	4	MA.2.M.2, MA.2.M.3, MA.2.CA.3, MA.2.NS.3
3	Understanding Place Value Up to Hundreds	3	MA.2.NS.6, MA.2.NS.1, MA.2.NS.2, MA.2.NS.7
4	Problem Solving With Addition and Subtracting and Understanding Place Value with Properties of Operation	4	MA.2.NS.6, MA.2.NS.1, MA.2.NS.2, MA.2.CA.1, MA.2.CA.4, MA.2.CA.4, MA.2.CA.2
5	Representing Addition and Subtraction Within One Thousand	4	MA.2.NS.6, MA.2.NS.1, MA.2.NS.2, MA.2.CA.1, MA.2.CA.4, MA.2.CA.6
6	Grouping Quantities to Represent Multiplication and Reasoning With Shapes and Attributes	4	MA.2.NS.1, MA.2.CA.4, MA.2.NS.5, MA.2.CA.5, MA.2.G.4
7	Place Value and Properties of Operations and Measuring, Estimating and Computing Length	4	MA.2.CA.2, MA.2.NS.1, MA.2.NS.7, MA.2.CA.4, MA.2.CA.1, MA.2.M.2, MA.2.M.3, MA.2.CA.3, MA.2.M.5, MA.2.M.7
8	Representing Measurements, Adding, Subtracting and Estimating Length	4	MA.2.CA.2, MA.2.NS.1, MA.2.NS.7, MA.2.CA.4, MA.2.M.2, MA.2.M.2, MA.2.NS.3, MA.2.M.2, MA.2.DA.1
9	Reasoning with Shapes and Attributes	3	MA.2.NS.1, MA.2.CA.1, MA.2.CA.4 MA.2.M.2, MA.2.G.1, MA.2.G.5

**Third Grade ELA
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Reading for Comprehension: Formulating Questions and Using Details to Deepen Understanding	3	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RL.2.1, 3.RL.2.3, 3.RN.2.1, 3.RV.3.2
2	Reading for Application: Using Context Clues for Inference and Vocabulary	2	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RL.2.1, 3.RL.2.3, 3.RN.2.1, 3.RN.2.2, 3.RN.2.3, 3.RV.3.2, 3.W.3.2, 3.W.4, 3.RF.4.2
3	Reading for Knowledge: Determine Main Ideas and Key Details Across Reading Selections and Use Details for Support	3	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RL.2.1, 3.RL.3.1, 3.RL.4.2, 3.RN.2.2, 3.RN.3.1, 3.RN.3.3, 3.RF.5
4	Reading for Meaning: Identify the Central Messages and Ideas Between Reading Selections	2	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RL.2.1, 3.RL.2.2, 3.RL.3.2, 3.RL.4.1, 3.W.3.1, 3.W.3.1, 3.W.6.2
5	Reading for Conclusion: Identify the Main Ideas in Text and Support Consensus or Dissention	3	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RL.2.1, 3.RL.3.2, 3.RL.4.1, 3.RN.2.2, 3.RN.3.1, 3.RN.3.3, 3.RF.5
6	Reading for Analysis: Character Traits and Literary Devices	2	3.RL.1, 3.RN.1, 3.RN.1, 3.RV.1, 3.RL.2.2, 3.RL.2.3, 3.RL.3.1, 3.RL.4.2, 3.RN.2.2, 3.W.3.1, 3.W.4, 3.W.6.2
7	Reading for Connection: Comparing and Contrasting Similar Text and Topics	3	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RN.2.1, 3.RN.4.2, 3.W.3.2, 3.W.4, 3.W.6.2,
8	Reading for Composition: Using Literature as Models for Writing	2	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.SL.2.1, 3.W.3.3, 3.W.4, 3.W.6.1, 3.W.6.2,
9	Reading for Evaluation: Identify the Most Salient Points and Details for Evidence and Support	2	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RN.2.1, 3.RN.3.1, 3.RN.4.2, 3.W.3.2, 3.W.3.3, 3.W.4, 3.SL.2.1, 3.W.6.1,

10	Reading for Synthesis: Gathering Ideas and Support for Reports and Presentations	2	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.RN.3.3, 3.RN.4.2, 3.W.4, 3.W.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.SL.1
11	Reading for Research and Reporting: Investigating and Reporting a Topic for Informative Writing	3	3.RL.1, 3.RN.1, 3.W.1, 3.RV.1, 3.W.5, 3.SL.4.1, 3.SL.4.2

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**Third Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Representing Solutions for Multiplication and Division Problems and Using Properties of Operations	3	MA.3.C.2, MA.3.C.4, MA.3.C.5
2	Representing Solutions for Multiplication and Division Problems, Computing Products and Quotients Using Arrays and Solving Two-Step Problems	3	MA.3.AT.2, MA.3.AT.5, MA.3.C.5, MA.3.AT.3
3	Using Place Value to Round Up to the Nearest Hundred and Adding and Subtracting Thousands with Regrouping Across 0s	4	MA.3.NS.9, MA.3.C.1
4	Using Patterns to Solve Problems With the Four Operations, Computing Sums, Differences, Products and Quotients with Multiples of Tens.	4	MA.3.C.2, MA.3.C.4, MA.3.C.5, MA.3.AT.6, MA.3.C.5
5	Multiplication and Area and Addition and Area and Relating Arrays to Benchmark Fractions	4	MA.3.M.5, MA.3.G.4
6	Understanding, Representing and Comparing Fractions	5	MA.3.NS.3, MA.3.NS.4, MA.3.NS.4, MA.3.NS.6, MA.3.NS.7, MA.3.NS.8
7	Representing Data with Graphs and Measuring Length with Half, Fourth and Whole Units	3	MA.3.DA.1, MA.3.DA.2
8	Solving Two Step Equations and Expressions Involving the Four Operations, Representing Measurement Data with A Line Plot, Working With Perimeter, and Reasoning with Shapes and Attributes	5	MA.3.AT.3, MA.3.DA.2, MA.3.M.7, MA.3.G.1, MA.3.G.2
9	Representing Time Intervals and Representing Liquid Volume, and Mass Measurements Graphically	4	MA.3.C.2, MA.3.C.4, MA.3.C.5, MA.3.M.3, MA.3.M.1

Fourth Grade ELA Indiana Scope and Sequence			
Unit #	Title	Number of Weeks	Standards Covered
1	Analyzing Detail: Explicit and Implicit Details in the Text	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RL.2.3, 4.RV.3.2, 4.W.6.1, 4.W.3.2, 4.W.5, 4.W.4, 4.RF.4.6
2	Synthesizing Details: Constructing and Describing Meaning with Implicit and Explicit Details	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RL.2.3, 4.RN.2.2, 4.RN.2.3, 4.RV.3.2, 4.W.3.2, 4.W.1, 4.W.4, 4.W.5, 4.RF.4.6, 4.W.6.1
3	Evaluating Structure: Determining Mood, Theme and Essential Meanings with Structural Elements in Literature	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RL.2.3, 4.RL.3.1, 4.RL.4.2, 4.RN.2.2, 4.RN.3.2, 4.RV.3.3, 4.RF.5, 4.W.6.1
4	Applying Details and Examples: Describing Literary Elements and Comparing Details Across Literary Selections	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2, 4.RL.4.1, 4.W.4, 4.W.6.1
5	Applying Literary Characteristics: Connecting Visual and Textual Representations	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RL.3.2, 4.RL.4.1, 4.RN.2.2, 4.RN.3.2, 4.RV.3.3, 4.RF.5
6	Evaluating Story Elements: Determining Theme and Meaning from Details in the Text	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.1, 4.RL.4.2, 4.RN.2.2, 4.W.4, 4.W.6.1

7	Synthesizing Information and Literature: Presenting Literary Knowledge and Citing Text	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RN.4.2, 4.W.3.2, 4.W.4, 4.W.6.1, 4.W.3.3
8	Composing Literature and Building Informational Structures: Collaborative Presentations and Developing Technique	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.SL.2.1, 4.SL.2.2, 4.SL.2.3, 4.SL.2.4, 4.SL.2.5, 4.W.3.3, 4.W.4, 4.W.6.1a,b,c,d,e, 4.W.6.1, 4.RV.2.2, 4.W.3.3
9	Integrating Information and Knowledge: Representing Findings and Citing Text in Formal Writing	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RN.3.1, 4.RN.4.2, 4.W.3.2, 4.W.3.3, 4.W.4, 4.SL.2.1, 4.SL.2.2, 4.SL.2.3, 4.SL.2.4, 4.SL.2.5, 4.W.6.1a,b,c,d,e, 4.W.6.2a, b, d, 4.RV.2.2
10	Distinguishing Literary Support: Recognizing Purpose, Perspective and Point of View Across Text	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.RV.3.3, 4.RN.4.1, 4.W.4, 4.W.5, 4.SL.2.1, 4.SL.2.2, 4.SL.2.3, 4.SL.2.4, 4.SL.2.5, 4.SL.1, 4.SL.3.2, 4.SL.4.1, 4.SL.4.2, 4.RV.2.1
11	Evaluating Literature and Information: Supporting Informational and Research with Literature	4	4.RL.1, 4.RN.1, 4.W.1, 4.RV.1, 4.W.5, 4.SL.1, 4.SL.4.1, 4.SL.4.2

**Fourth Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Solving Multi-Step Problems, Applying Place Value, Representing Numbers, Rounding Numbers, and Computing Sums and Differences using Standard Algorithms	3	MA.4.AT.1, MA.4.NS.1, MA.4.NS.2, MA.4.NS.9, MA.4.C.1
2	Converting Measurements within Customary Units, and Solving Word Problems Involving Measurement	3	MA.4.M.1, MA.4.M.2, MA.4.M.3
3	Factors and Multiples and Decomposing Numbers for Multi-Digit Multiplication	3	MA.4.AT.3, MA.4.AT.4, MA.4.NS.8, MA.4.C.2
4	Solving Word Problems With Missing Variables, Using Place Value Strategies to Compute Multi-Digit Multiplication and Division, and Area and Perimeter in Real World Math Problems	4	MA.4.AT.4, MA.4.AT.1, MA.4.C.2, MA.4.C.3, MA.4.M.4
5	Composing, Measuring, and Classifying Angles and Shapes	3	MA.4.M.5, MA.4.M.6, MA.4.G.1, MA.4.G.2, MA.4.G.3, MA.4.G.4, MA.4.G.5
6	Identifying Patterns and Rules With Shapes and Numbers, Comparing Fractions and Generating Equivalent Fractions	4	MA.4.AT.6, MA.4.NS.4, MA.4.NS.5, MA.4.C.5, MA.4.DA.2
7	Comparing Fractions With Common Denominators and Benchmark Fractions and Adding, Subtracting and Multiplying With Fractions	4	MA.4.NS.5, MA.4.C.5, MA.4.DA.2
8	Generalizing Patterns for Equivalent Fractions, Representing Fractions and Decimals, and Solving Word Problems with Units of Measurements With Four Operations	4	MA.4.NS.4, MA.4.NS.6, MA.4.NS.7, MA.4.M.3
9	Computing and Solving Problems With Multi-Digit Multiplication, Division, Metric Measures and Unit Conversion	4	MA.4.AT.3, MA.4.AT.4, MA.4.AT.1, MA.4.M.2, MA.4.M.3

**Fifth Grade ELA
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Evaluating and Applying Details: Using Text for Support and Structure	4	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RL.2.3, 5.RV.3.1, 5.W.3.2, 5.W.4, 5.W.5, 5.RF.4.6
2	Distinguishing Meaning: Interpreting and Constructing Figurative and Literal Meaning in Literature	5	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RL.2.3, 5.RV.3.1, 5.RN.2.2, 5.RN.2.3, 5.W.3.2, 5.W.4, 5.W.5, 5.RF.4.6
3	Analyzing and Comparing Text: Distinguishing Characteristics and Details in Literature	3	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RV.3.1, 5.RL.3.1, 5.RL.4.2, 5.RN.2.2, 5.RN.3.2, 5.RN.3.3, 5.RF.5
4	Determining Essential Message from Literature: Locating Information and Distinguishing Author Influence	3	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RL.2.2, 5.RL.2.3, 5.RL.3.2, 5.RL.4.1, 5.W.4, 5.W.6.2a,b,c,d
5	Examining Literature: Determining Main Ideas and Author's Message with Support from Text	4	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RL.3.2, 5.RL.4.1, 5.RN.2.2, 5.RN.3.2, 5.RN.3.3, 5.RF.5
6	Analyzing Text Structure and Organization: Summarizing Story Elements and Literary Structure to Support Main Ideas	2	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RL.2.2, 5.RL.2.3, 5.RV.3.1, 5.RL.4.2, 5.RN.2.2, 5.W.4, 5.W.6.2
7	Evaluating Text and Information: Supporting Explanations and Writing with Text Based Evidence	2	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1,

			5.RN.4.2, 5.W.3.2, 5.W.4, 5.W.6.2
8	Constructing Narrative Structures: Composing Literature and Applying Effective Technique and Support	3	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.SL.2.1, 5.W.3.3, 5.W.4, 5.W.6.1, 5.W.4, 5.RV.2.2
9	Synthesizing Text and Information: Integrating Textual Support in Citations and Summarizing Research for Informational Compositions	2	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RN.3.1, 5.RN.4.2, 5.W.3.2, 5.W.3.3, 5.W.4, 5.SL.2.1, 5.W.6.1, 5.W.4, 5.RV.2.2
10	Analyzing Perspective and Points of View: Attributing Literary Details and Support to Author's Ideas	4	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.RN.3.3, 5.RN.4.1, 5.W.4, 5.W.5, 5.SL.3.1, 5.SL.3.2, 5.SL.4.1, 5.SL.4.2, 5.SL.1, 5.RV.2.1
11	Integrating Information and Composition: Presenting Research and Literature for Topic Papers and Projects	2	5.RL.1, 5.RN.1, 5.W.1, 5.RV.1, 5.W.5, 5.SL.4.1, 5.SL.4.2, 5.SL.1

**Fifth Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Comparing and Rounding Decimals Up to Thousandths and Using Models to Add, Subtract, Multiply and Divide Decimals	3	MA.5.NS.1, MA.5.NS.5, MA.5.C.8
2	Using Place Value with Decimal Fractions and Multiplying Multi-Digit Numbers With Standard Algorithm	5	MA.5.NS.3, MA.5.NS.4, MA.5.C.1, MA.5.C.2
3	Writing and Evaluating Simple Expressions and Multiplying Multiple-Digits With Decimals	3	MA.5.C.9, MA.5.NS.3, MA.5.NS.4
4	Adding and Subtracting Fractions With Equivalent Fractions and Generalizing Patterns and Benchmark Fractions	3	MA.5.C.4, MA.5.AT.2
5	Writing and Interpreting Numerical Expressions, Computing Four Operations and Multi-Digit Whole Numbers With Decimals and Dividing and Multiplying Fractions	4	MA.5.C.9, MA.5.C.8, MA.5.NS.2, MA.5.C.5
6	Multiplying and Dividing Fractions, Multiplying Mixed Numbers and Decimals, and Representing Measurements with Fractions and Decimals	4	MA.5.C.5, MA.5.C.6, MA.5.AT.3, MA.5.AT.4, MA.5.DS.1
7	Finding Area of Irregular Shapes with Complimentary Fractions, Representing Volume Formula with Multiplication	4	MA.5.C.5, MA.5.AT.3, MA.5.M.4
8	Representing and Computing Volume Measures, Classifying Two-Dimensional Figures by Attributes	3	MA.5.M.4, MA.5.G.2
9	Write and Interpret Numerical Expressions, Graph Ordered Pairs, and Represent Real World Solutions on a Coordinate Plane	3	MA.5.AT.6, MA.5.AT.7, MA.5.AT.8

Sixth Grade ELA Indiana Scope and Sequence			
Unit #	Title	Number of Weeks	Standards Covered
1	Analyzing Literary Elements: Applying Details, Characters and Events to Text Comprehension	3	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RL.2.3, 6.RV.3.1, 6.RN.2.1, 6.RV.3.2, 6.W.3.2, 6.W.4, 6.W.5, 6.W.5
2	Generalizing Literary Details: Integrating Text Details and Support for Summaries and Explanations	3	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RL.2.3, 6.RV.3.1, 6.RN.2.1, 6.RN.2, 6.RN.2.3, 6.RV.3.2, 6.W.3.2, 6.W.3.1, 6.W.4, 6.W.5
3	Determining Meaning from Details: Using Details and Text Structure to Generalize Essential Messages	4	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RV.3.1, 6.RL.3.1, 6.RL.3.2, 6.RL.4.2, 6.RN.2, 6.RN.3.2, 6.RN.3.3, 6.W.3.2
4	Understanding Literary Elements and Structure: Examining the Roles of Narrators and Audience in Literature	3	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RL.2.2, 6.RL.2.3, 6.RL.3.2, 6.RL.4.1, 6.W.3.1, 6.W.3.1, 6.W.4, 6.W.6.2
5	Evaluating Text and Support: Integrating Text and Details in Summaries and Critiques	3	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RL.3.2, 6.RL.4.1, 6.RN.2, 6.RN.3.2, 6.RN.3.3, 6.W.3.1, 6.W.5, 6.W.5, 6.W.3.10
6	Evaluating Theme and Meaning in Literature:	3	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.2, 6.RV.3.1,

	Determining Similarities and Differences Across Genres		6.RL.3.1, 6.RL.4.2, 6.RN.2, 6.W.3.1, 6.W.4, 6.W.6.2
7	Analyzing Perspectives: Distinguishing Narrative Points of View and Retelling of Same Events	3	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RL.4.2, 6.W.3.3, 6.W.4, 6.W.6.2
8	Integrating Information and Literature: Composing Topic Reports and Presentations	2	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RL.4.1, 6.RL.4.2, 6.W.3.2, 6.W.4, 6.SL.2.1, 6.W.6.1, 6.RV.2.2, 6.RV.2.3
9	Applying Information and Text: Presenting Topic Research and Citing Evidence	3	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RN.3.3, RI.6.8, 6.W.4, W.6.6, 6.W.5, W.6.8, 6.SL.3.1, 6.SL.3.2, 6.SL.4.1, 6.SL.4.2, 6.SL.1, 6.RV.2.1, 6.RV.2.4, 6.RV.2.5
10	Analyzing Dynamics and Interaction in Literature: Describing Character Growth and Development Within Text and Describing Literary Experiences	4	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.3, 6.RL.4.1, 6.SL.4.2, 6.SL.1
11	Evaluating Meaning and Support: Deriving Figurative and Literal Meaning in Literature and Structuring Explanations	4	6.RL.1, 6.RN.1, 6.W.1, 6.RV.1, 6.RL.2.1, 6.RL.2.3, 6.RV.3.1, 6.RN.2.1, 6.RV.3.2, 6.W.3.2, 6.W.4, 6.W.5, 6.W.1

**Sixth Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Representing and Converting Ratios, Converting Units of Measure and Solving Real World Problems with Unit Rates	4	MA.6.NS.8, MA.6.NS.9
2	Graphing Ratios, Finding Unit Rate, and Creating, Solving and Converting Units of Measurement	4	MA.6.NS.9, MA.6.NS.10
3	Computing Quotients, Products, Differences and Sums with Fractions and Decimals and Real World Problem Solutions, Finding Greatest Common and Least Common Factors with Models and Grids	4	MA.6.NS.1, MA.6.C.1, MA.6.C.2, MA.6.C.3, MA.6.NS.7
4	Representing, Comparing and Applying the Value of Integers and Whole Numbers and Representing Real World Problem Solutions with Coordinate Pairs and Graphs	4	MA.6.NS.1, MA.6.NS.2, MA.6.NS.3, MA.6.AF.8
5	Representing and Evaluating Numeric and Algebraic Expressions in Real World Problems	4	MA.6.C.5, MA.6.AF.1, MA.6.AF.4, MA.6.AF.3
6	Writing Algebraic Expressions and Solving Real World Problems, Representing Equivalent Expressions	4	MA.6.AF.1, MA.6.AF.2, MA.6.AF.3, MA.6.AF.4
7	Comparing Expressions, Representing Relationships Between Quantities, and Graphing Solutions to Real World Problems	4	MA.6.AF.2, MA.6.AF.5, MA.6.AF.6, MA.6.AF.10
8	Comparing Area and Volume Measurements, Plotting Coordinate Points on a Plane and Relating Two Dimensional Figures to Three Dimensional Figures	4	MA.6.GM.4, MA.6.GM.5, MA.6.GM.3, MA.6.GM.6
9	Representing and Displaying Statistical Data, Interpreting Data Sets in Real World Problems	4	MA.6.DS.1, MA.6.DS.2, MA.6.DS.3, MA.6.DS.4

**Seventh Grade ELA
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Analyzing Literary Elements: Applying Details, Characters and Events to Text Comprehension	3	7.RL.1, 7.RN.1, 7.W.1, 7.RL.2.1, 7.RV.3.1, 7.RN.2.1, 7.RV.3.2, 7.W.3.2, 7.W.1
2	Generalizing Literary Details: Integrating Text Details and Support for Summaries and Explanations	3	7.RL.1, 7.RN.1, 7.W.1, 7.RL.2.1, 7.RL.2.3, 7.RV.3.1, 7.RN.2.1, 7.RN.2.2, 7.RV.3.2, 7.W.3.2, 7.W.3.2, 7.W.4, 7.W.1
3	Determining Meaning from Details: Using Details and Text Structure to Generalize Essential Messages	4	7.RL.1, 7.RN.1, 7.W.1, 7.RL.2.1, 7.RV.3.1, 7.RL.3.1, 7.RL.4.2, 7.RN.2.2, 7.RN.3.2, 7.RN.3.3
4	Understanding Literary Elements and Structure: Examining the Roles of Narrators and Audience in Literature	3	7.RL.1, 7.RN.1, 7.W.1, 7.RL.2.1, 7.RL.2.2, 7.RL.2.3, 7.RL.3.2, 7.RL.4.1, 7.W.2.3, 7.W.3.2, 7.W.4
5	Evaluating Text and Support: Integrating Text and Details in Summaries and Critiques	3	7.RL.1, 7.RN.1, 7.W.1, 7.RL.2.1, 7.RL.3.2, 7.RL.4.1, 7.RN.2.2, 7.RN.3.2, 7.RN.3.3
6	Evaluating Theme and Meaning in Literature: Determining Similarities and Differences Across Genres	3	7.RL.1, 7.RN.1, 7.W.1, 7.RL.2.2, 7.RL.2.3, 7.RV.3.1, 7.RL.3.1, 7.RL.4.1, 7.RL.4.2, 7.RN.2.2, 7.W.3.1, 7.W.4, 7.W.6.2
7	Analyzing Perspectives: Distinguishing Narrative Points of View and Retelling of Same Events	3	7.RL.1, 7.RN.1, 7.W.1, RI.7.1, RI.7.9, W.7.2, 7.W.4, 7.W.6.2, 7.RV.2.27.RV.2.3, 7.RV.3.3

8	Integrating Information and Literature: Composing Topic Reports and Presentations	2	7.RL.1, 7.RN.1, 7.W.1, 7.RL.2.1, 7.W.3.3, 7.W.4, 7.W.6.1, 7.W.6.2, 7.RV.2.2, 7.RV.2.3, 7.RV.3.3
9	Applying Information and Text: Presenting Topic Research and Citing Evidence	3	7.RL.1, 7.RN.1, 7.W.1, 7.RN.2.1, 7.RN.4.2, 7.RN.4.3, 7.W.3.2, 7.W.3.3, 7.W.4, 7.RL.2.1, 7.W.6.1, 7.RV.2.2, 7.RV.2.3, 7.RV.3.3
10	Analyzing Dynamics and Interaction in Literature: Describing Character Growth and Development Within Text and Describing Literary Experiences	4	7.RL.1, 7.RN.1, 7.W.1, 7.RN.3.3, 7.RN.4.1, 7.W.4, 7.W.5, 7.SL.3.2, 7.SL.3.1, 7.SL.4.1, 7.SL.4.2, 7.SL.1
11	Evaluating Meaning and Support: Deriving Figurative and Literal Meaning in Literature and Structuring Explanations	4	7.RL.1, 7.RL.1, 7.W.1, 7.W.5, 7.W.5, 7.SL.4.1, 7.SL.4.2, 7.SL.1

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**Seventh Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Ratios, Proportions, and Algebraic Expressions	4	MA.7.AF.7, MA.7.AF.2, MA.7.AF.9
2	Proportional Relationships and Geometric Figures	4	MA.7.AF.6, MA.7.AF.7, MA.7.AF.4, MA.7.AF.5, MA.7.GM.3
3	Operations, Expressions, and Equations	4	MA.7.C.1, MA.7.C.2, MA.7.C.3, MA.7.C.4, MA.7.C.8, MA.7.AF.1, MA.7.AF.2, MA.7.AF.1, MA.7.AF.3
4	Expressions and Equations in Geometry and Measurement	4	MA.7.AF.1, MA.7.AF.2, MA.7.C.8, MA.7.GM.5, MA.7.C.1, MA.7.C.3
5	Angles, Area, Surface Area, and Volume	4	MA.7.C.8, MA.7.AF.2, MA.7.GM.4, MA.7.GM.6, MA.7.C.1, MA.7.C.3
6	Analyze Proportional Relationships in Geometry	4	MA.7.C.5, MA.7.AF.6, MA.7.C.6, MA.7.C.8, MA.7.GM.3, MA.7.C.1, MA.7.C.8, MA.7.AF.2
7	Statistics and Probability	4	MA.7.DSP.1, MA.7.DSP.2, MA.7.DSP.4, MA.7.DSP.5, MA.7.DSP.6, MA.7.AF.6
8	Probability Models	4	MA.7.DSP.3, MA.7.DSP.6, MA.7.DSP.7, MA.7.AF.6
9	Analyzing Measurement and Geometry	4	MA.7.GM.1, MA.7.GM.7, MA.7.GM.4, MA.7.GM.5, MA.7.GM.6

**Eighth Grade ELA
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	Analyzing Literary Elements: Applying Details, Characters and Events to Text Comprehension	3	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RL.2.1, 8.RL.2.3, 8.RL.2.4, 8.RN.2.1, 8.W.3.2, 8.W.5, 8.W.4, 8.W.1
2	Generalizing Literary Details: Integrating Text Details and Support for Summaries and Explanations	3	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RL.2.1, 8.RL.2.3, 8.RL.2.4, 8.RN.2.1, 8.RN.2.2, 8.RN.2.3, 8.W.3.2, 8.W.4, 8.W.1
3	Determining Meaning from Details: Using Details and Text Structure to Generalize Essential Messages	4	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RL.2.1, 8.RL.2.4, 8.RL.3.1, 8.RL.4.2, 8.RN.2.2, 8.W.4, 8.RN.3.3
4	Understanding Literary Elements and Structure: Examining the Roles of Narrators and Audience in Literature	3	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RL.2.1, 8.RL.2.2, 8.RL.2.3, 8.RL.3.2, 8.RL.4.1, 8.W.3.1, 8.W.3.2, 8.W.4, 8.W.6.2
5	Evaluating Text and Support: Integrating Text and Details in Summaries and Critiques	3	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RL.2.1, 8.RL.3.2, 8.RL.4.1, 8.RN.2.2, 8.RN.3.2, 8.RN.3.3
6	Evaluating Theme and Meaning in Literature: Determining Similarities and Differences Across Genres	3	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RL.2.2, 8.RL.2.3, 8.RL.2.4, 8.RL.3.1, 8.RL.4.2, 8.RN.2.2, 8.W.3.1, 8.W.4, 8.W.6.2

7	Analyzing Perspectives: Distinguishing Narrative Points of View and Retelling of Same Events	3	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RN.2.1, 8.RN.4.3, 8.W.3.2, 8.W.4, 8.W.6.2,
8	Integrating Information and Literature: Composing Topic Reports and Presentations	2	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.SL.2.1, 8.W.3.3, 8.W.4, 8.W.6.1, 8.W.6.2, 8.RV.3.3
9	Applying Information and Text: Presenting Topic Research and Citing Evidence	3	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RN.2.1, 8.RN.4.2, 8.RN.4.3, 8.W.3.2, 8.W.3.3, 8.W.4, 8.SL.2.1, 8.W.6.1, 8.RV.3.3
10	Analyzing Dynamics and Interaction in Literature: Describing Character Growth and Development Within Text and Describing Literary Experiences	4	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.RN.3.3, 8.RN.4.1, 8.W.4, 8.W.5, 8.SL.3.1, 8.SL.3.2, 8.SL.4.1, 8.SL.4.2, 8.SL.1, 8.RV.2.1
11	Evaluating Meaning and Support: Deriving Figurative and Literal Meaning in Literature and Structuring Explanations	4	8.RL.1, 8.RN.1, 8.W.1, 8.RV.1, 8.W.5, 8.SL.4.1, 8.SL.4.2, 8.SL.1

**Eighth Grade Math
Indiana Scope and Sequence**

Unit #	Title	Number of Weeks	Standards Covered
1	The Number System	5	MA.8.NS.1, MA.8.NS.2, MA.8.NS.3, MA.8.NS.4, MA.8.C.1
2	Transformation	3	MA.8.GM.3, MA.8.GM.4, MA.8.GM.5, MA.8.GM.1
3	Triangles and Transversals	3	MA.8.GM.6, MA.8.GM.5
4	Linear Relationships	4	MA.8.AF.1, MA.8.AF.5, MA.8.AF.6, MA.8.AF.8
5	Functions	5	MA.8.AF.3, MA.8.AF.7, MA.8.AF.5, MA.8.GM.2, MA.8.AF.5, MA.8.AF.6, MA.8.AF.1, MA.8.AF.8
6	Modeling Relationships – Functions and Linear Equations	4	MA.8.AF.6, MA.8.AF.4, MA.8.DSP.1, MA.8.AF.3, MA.8.AF.7, MA.8.AF.5
7	Data Analysis	5	MA.8.DSP.1, MA.8.DSP.2, MA.8.DSP.3, MA.8.AF.3, MA.8.AF.7, MA.8.AF.5
8	Radicals and Irrational Numbers	4	MA.8.NS.1, MA.8.NS.2, MA.8.NS.4
9	The Pythagorean Theorem	3	MA.8.GM.7, MA.8.GM.8, MA.8.GM.9, MA.8.GM.2

Attachment 12: Academic and Exit Standards



Student Progression Plan

DRAFT

INTRODUCTION

The purpose of the Student Progression Plan is to inform parents, students, and other stakeholders regarding the comprehensive plan for student progression from one grade to another towards graduation. The plan will include criteria for promotion and retention and other components relevant to the appropriate progression of the student population.

PERFORMANCE LEVELS FOR STUDENT PROMOTION

The School must define specific levels of performance in each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained¹. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. Students shall meet the appropriate performance levels for Indiana Academic Standards.

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments as well as teacher judgment, will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each student in grades K – 5.

TEACHER JUDGEMENT FOR PROMOTION

The teacher must provide compelling and verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

- Previous retentions
- Level of text at which student is independently successful
- Observations
- Checklists
- Student portfolios
- Classroom assessments
- Current grades/marks

K – 5 STUDENT PROGRESSION CHARTS

The Student Progression charts show identified performance levels as they relate to state assessments, as well as other assessments and indicators. As stated above, all grade levels can take into consideration multiple factors with regard to promotion and retention, including performance in all areas as well as social and emotional readiness.

This chart is a guide for teachers and administrators to appropriate target students who may be eligible for retention. The teacher, parent, RTI/MTSS representative, and principal will work together to ensure a plan is in place to prevent retention during the school year, but the ultimate decision for promotion or retention is made by the principal.

¹ The School will adhere to all federal and state regulations with regard to promotion and retention of students with disabilities and English Language Learners.

KINDERGARTEN²

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records ³	E+	Promote
	NWEA RIT Score	148+	
At Grade Level	Reading Running Records	D	Promote
	NWEA RIT Score	138-147	
Below Grade Level (needs short-term intervention)	Reading Running Records	C	Promote with Progress Monitoring Plan
	NWEA RIT Score	127-137	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below C	Retention Considered
	NWEA RIT Score	Less than 127	

² The School may use iREAD-K, iREAD-1, and iREAD-2 to determine progress on reading in grades K – 2. If so, the results will be taken into consideration for promotion and retention decisions.

³ If using an alternative equivalent assessment, utilize a CSUSA-approved conversion chart to determine the appropriate correlated level.

FIRST GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Reading Running Records	K+	Promote
	NWEA RIT Score	166+	
At Grade Level	Reading Running Records	J	Promote
	NWEA RIT Score	155-165	
Below Grade Level (needs short-term intervention)	Reading Running Records	I	Promote with Progress Monitoring Plan
	NWEA RIT Score	142-154	
Below Grade Level (needs intensive intervention)	Reading Running Records	Below I	Retention Considered
	NWEA RIT Score	Less than 142	

SECOND GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	516+	Promote
	NWEA RIT Score	184+	
At Grade Level	Lexile Level	365-515	Promote
	NWEA RIT Score	169-183	
Below Grade Level (needs short-term intervention)	Lexile Level	130-364	Promote with Progress Monitoring Plan
	NWEA RIT Score	153-168	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 129	Retention Considered
	NWEA RIT Score	Less than 153	

THIRD GRADE⁴

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	710 +	Promote
	NWEA RIT Score	198+	
	iSTEP ELA and Math	PASS+	
At Grade Level	Lexile Level	534-709	Promote
	NWEA RIT Score	184-197	
	iSTEP ELA and Math	PASS	
Below Grade Level (needs short-term intervention)	Lexile Level	355-533	Promote with Progress Monitoring Plan
	NWEA RIT Score	168-183	
	iSTEP ELA and Math	DNP	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 354	Retention Considered
	NWEA RIT Score	Less than 168	
	iSTEP ELA and Math	DNP	

⁴ Please see section on third grade retention on page 9 for information on using iREAD3 for promotion and retention determination.

FOURTH GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	856+	Promote
	NWEA RIT Score	207+	
	iSTEP ELA and Math	PASS+	
At Grade Level	Lexile Level	720-855	Promote
	NWEA RIT Score	193-206	
	iSTEP ELA and Math	PASS	
Below Grade Level (needs short-term intervention)	Lexile Level	508-719	Promote with Progress Monitoring Plan
	NWEA RIT Score	178-192	
	iSTEP ELA and Math	DNP	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 507	Retention Considered
	NWEA RIT Score	Less than 178	
	iSTEP ELA and Math	DNP	

FIFTH GRADE

Student Progression Level	Measurement Criteria		Decision
Above Grade Level	Lexile Level	975+	Promote
	NWEA RIT Score	214+	
	iSTEP ELA and Math	PASS+	
At Grade Level	Lexile Level	836-974	Promote
	NWEA RIT Score	201-213	
	iSTEP ELA and Math	PASS	
Below Grade Level (needs short-term intervention)	Lexile Level	655-835	Promote with Progress Monitoring Plan
	NWEA RIT Score	186-200	
	iSTEP ELA and Math	DNP	
Below Grade Level (needs intensive intervention)	Lexile Level	Less than 654	Retention Considered
	NWEA RIT Score	Less than 186	
	iSTEP ELA and Math	DNP	

THIRD GRADE RETENTION

All students in third grade are required to take i-READ3 to measure performance in reading through grade three, in accordance with House Enrolled Act (HEA) 1367. Students who do not pass i-READ3 will have the opportunity to retake the assessment in the summer. Those who do not pass the summer retest will be retained in third grade.

Some students may be eligible for Good Cause Exemption if they do not pass i-READ3. Exemptions may be given to students who meet one of the following criteria:

- Students who have previously been retained two times prior to promotion to grade four. (In other words, students can only be retained a maximum of two times in grades K – 3 combined.)
- Students with disabilities whose case conference committee has determined that promotion is appropriate.
- English Learners (ELs) whose Individual Learning Plan (ILP) committee has determined that promotion is appropriate.

The School will adhere to all regulations in HEA 1367 and state board ruling with regard to third grade assessment and promotion.

CREDIT REQUIREMENTS FOR MIDDLE SCHOOL PROGRESSION

To be promoted to ninth grade, students must pass each semester with a grade of "D" or higher in both semesters in the below core subject areas. The credit requirements prior to entry into high school are as follows:

Grade	ELA	Math	Social Studies	Science	Phys. Ed.	Electives	Totals
6	2	1	1	1	1	1	7
7	2	1	1	1	1	1	7
8	2	1	1	1	1	1	7

In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through the virtual school program offered at the School.
- Student has scored an acceptable level on subject related state assessment (iSTEP or ECA).
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery in a corresponding course in a previous district or state.
- Student has documented mastery of course requirements by receiving a grade of "C" or better on a final exam, semester exams, or an end-of-course exit exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met. If a student does not pass a required core semester class in sixth, seventh, or eighth grade and does not

meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in eighth grade unless the courses are successfully completed through credit recovery options. The final decision regarding grade placement is the responsibility of the principal.

ENRICHMENT OPPORTUNITIES

The School will provide multiple opportunities for advanced students to participate in enrichment activities. Eligible students in middle school can take advanced courses in which they will earn high school credit. Prerequisites for high-school and advanced courses will include performance on state assessments and passing grades in current classes.

WHOLE-GRADE / MID-YEAR PROMOTION

Students will progress according to the Student Progression Plan and the School will not promote mid-year or allow students to skip a year of instruction.

COURSE RECOVERY

Students in grades 6 – 8 may validate mastery of the content standards in the failed courses through the following options:

- Retaking the course through course recovery offered by the School. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).
- On-line competency based course in the summer on school grounds
- Repeating the course at the school during the elective period.

REMIEDIATION AND RETENTION

This school has established a comprehensive program for student progression which must include specific levels of performance for each grade level, including the levels of performance on statewide assessments in which a student must receive remediation or be retained within an intensive program. This intensive program must be different from the previous year's program and must take into account the student's learning style. School personnel must use all available resources to achieve parent understanding and cooperation regarding the student's grade placement.

Remedial and supplemental (academic) instruction resources must be allocated to students based on student data and the needs of the school.

Students in grades K – 5 who are identified as below grade level on school-level assessments must receive remediation in one (1) of the following ways:

- Remediation in a before- or after-school tutorial program
- Small group instruction based on documented student deficiencies
- One-on-one instruction based on documented student deficiencies
- Computer software programs that work on fluency in basic skills

Students in grades 6 – 8 have the above options for remediation, but will also take an intensive reading or math course in lieu of their elective the following year.

PROGRESS MONITORING PLAN

The plan is designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. This is included as part of the RtI process. The PMP lists students' areas of academic weakness, performance data, and interventions that can be implemented in the areas of writing, reading, mathematics, or science. The PMP must be reviewed by all stakeholders after at least 12 weeks of instruction in order to assess whether implemented strategies are increasing student achievement in the identified area.

If a student should need multiple specialized plans, such as PMPs for reading intervention, English Learner Plans, or Individual Education Plans (IEP) for Special Education Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

REPORTING STUDENT PROGRESS

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of a their child's current skill level and a measure of his/her progress toward attaining mastery of the standards as it contains both a practice grade and a mastery grade. It also includes a component regarding citizenship aligned with integrated character education, which measures student performance based on conduct, participation, and effort. Attendance reports noting absences and tardiness will also be included.

FREQUENCY OF GRADE REPORTS / PROGRESS REPORTS

All students in grades K – 5 and 6 – 8 will receive a Report Card at the end of each marking period. The Progress Report will be distributed to families at the mid-point of every quarter.

Parent(s) of students with disabilities enrolled in special education services must also be informed of their child's progress toward his or her annual Individual Education Plan (IEP) goals at least as often as their non-disabled peers receive progress reports and report cards. A statement specifying the method and frequency of the progress of a special education student with a disability is reported and included in the student's IEP.

PARENT NOTIFICATION REQUIREMENTS

Parent(s) must be notified in writing of the School's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School's promotion requirements.

All notifications to parent(s) who are not proficient in the English Language shall be in the language or other mode of communication commonly used by the parent(s) unless such communication is clearly not feasible.

School personnel will notify parent(s) in writing of student progression requirements within the first two (2) months of school. The requirements may be included in the parent/student handbook or sent home via another written form.

The parent(s) of a student who is not making adequate progress will be notified in writing during each marking period in the comment section of the student's report card.

Attachment 13: School Calendar and Schedule



Sample School Calendar 2016-2017

July 18-28	New Teacher Induction
July 29	Summit
August 1	First Day for Students
September 5	No School - Labor Day
September 6	Professional Development Day
October 3-14	Fall Break - No School
October 17	Professional Development Day
November 23-25	No School - Thanksgiving Break
December 16	End of First Semester
December 19 - December 30	No School - Winter Break
January 2	Start of Second Semester
January 16	No School - Martin Luther King, Jr. Day
January 17	Professional Development Day
February 20	No School - Presidents Day
March 20 - 31	No School - Spring Break
May 26	No School
May 29	No School - Memorial Day
June 7	Last Day of School for Students
June 8	Professional Development Day/GVC Workshop

Total Instructional Days: 180

Note: In subsequent years, the schedule prior to the start of the school year will adjust to train new teachers at New Teacher Induction, as well as to train returning teachers at Returning Teacher Orientation.

The School will have the opportunity to use days during the breaks for instructional camps for students or professional development days for teachers.

Other school events will be determined once the school leadership team is in place. These events might include Open House, Curriculum Nights, dances, carnivals, choir performances, and other cultural/community activities.

Weekly Schedule of Classes for Students

Arrival – 7:40 am
Classes Begin – 8:00 am
Dismissal – 3:00-3:30 pm

Kindergarten					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 9:30 am	ELA - Reading				
9:30 am - 10:00 am	Rtl	Rtl	Rtl	Rtl	Rtl
10:00 am – 10:30 am	Lunch	Lunch	Lunch	Lunch	Lunch
10:30 am - 11:30 am	ELA- Writing				
11:30 pm - 12:00 pm	Guided PE				
12:00 pm – 1:10 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:10 pm – 1:50 pm	Art*	Technology	Music	Spanish	PE
1:50 pm – 2:30 pm	Mathematics (continued)				
2:30- 3:00 PM	Science/Social Studies Experiential Block				

*This block of time is for specials. Each class in each grade level will have a different weekly schedule rotation.

First Grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 9:30 am	ELA - Reading				
9:30 am - 10:30 am	ELA- Writing				
10:30 am – 11:00 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 am - 11:30 am	Guided PE				
11:30 pm - 1:20 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:20 pm – 1:50 pm	Rtl	Rtl	Rtl	Rtl	Rtl
1:50 pm – 2:30 pm	Art*	Technology	Music	Spanish	PE
2:30 pm- 3:00 pm	Science/Social Studies Experiential Block				

Second Grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 9:30 am	ELA - Reading				
9:30 am - 10:20 am	ELA- Writing				
10:20 am – 11:00 am	Art*	Technology	Music	Spanish	PE
11:00 am - 11:30 am	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 pm – 12:00 pm	ELA-Writing	ELA- Writing	ELA-Writing	ELA-Writing	ELA-Writing
12:00 pm – 12:30 pm	Rtl	Rtl	Rtl	Rtl	Rtl
12:30 pm – 2:00 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
2:00 pm - 2:30 pm	Guided PE				
2:30- 3:00 PM	Science/Social Studies Experiential Block				

Third Grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 9:30 am	ELA - Reading				
9:30 am - 10:30 am	ELA- Writing				
10:30 am – 11:00 am	Rtl	Rtl	Rtl	Rtl	Rtl
11:00 am - 11:40 am	Art*	Technology	Music	Spanish	PE
11:40 pm – 12:10 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:10 pm – 12:40 pm	Guided PE				
12:40 pm – 2:30 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
2:30 pm- 3:00 pm	Science/Social Studies Experiential Block				

Fourth Grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 9:00 am	ELA - Reading				
9:00 am - 10:00 am	ELA- Writing				
10:00 am – 10:30 am	Guided PE				
10:30 am - 11:30 am	Science/Social Studies Experiential Block				
11:30 pm – 12:00 pm	Rtl	Rtl	Rtl	Rtl	Rtl
12:00 pm – 12:30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 pm – 1:10 pm	Art*	Technology	Music	Spanish	PE
1:10 pm- 3:00 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics

Fifth Grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 8:45 am	Science/Social Studies Experiential Block				
8:45 am – 9:25 am	Art*	Technology	Music	Spanish	PE
9:25 am – 9:50 am	Science/Social Studies Experiential Block				
9:50 am – 10:50 am	ELA- Reading				
10:50 pm – 11:50 pm	ELA- Writing				
11:50 pm – 12:20 pm	Guided PE				
12:20 pm – 12:50 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:50 pm- 1:20 pm	Rtl	Rtl	Rtl	Rtl	Rtl
1:20 pm- 3:00 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics

Sixth Grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am – 8:30 am	Learning Skills				
8:30 am – 9:23 am	ELA-Reading	ELA-Reading	ELA-Reading	ELA-Reading	ELA-Reading
9:25 am – 10:08 am	ELA- Writing				
10:10 am – 11:00 am	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:02 pm – 11:52 pm	Science	Science	Science	Science	Science
11:54 pm – 12:44 pm	World History				
12:46 pm- 1:16 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:18 pm- 2:08 pm	Elective	Elective	Elective	Elective	Elective
2:10 pm – 3:00 pm	PE	PE	PE	PE	PE

Overview of Academic and Non-Academic Programs

K-5: English Language Arts

To increase rigor within the classroom and providing for more purposeful learning, reading and language arts are blended to provide for an integrated approach to learning in a reading/writing workshop to master all elements of the strands designated in the Indiana Standards. These strands will be applied to other content areas as well to infuse knowledge of ELA within science and social studies. The primary goal of the reading program is to support the progressive development of reading comprehension and incorporate reading throughout all subject areas. The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare the students. Students who are college and career ready display the following characteristics:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demand of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

A focus will be on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. A firm foundation of reading skills is developed through a strong phonics program in order to strengthen decoding skills and enhance word analysis skills. Systematic, explicit instruction by the teacher within the reading program, as well as with other text sources, will foster the mastery of content and standards within reading. The GVC is the core curriculum for the School, which is the current state standards grouped and mapped in a particular way to ensure they can be mastered within the time given. The GVC map includes the state standards, essential questions, objectives, item specifications, evidence of learning, and sample resources. The basis for the reading resource materials will be text exemplars and a reading program, McGraw Hill Reading Wonders¹. The combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars will provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success.

The Language Arts program is intended to support students' ability to demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students will address increasingly demanding content and activities to increase the rigor of instruction. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Students will build knowledge and understanding of the mechanics and structure of the English language. Language Arts are integrated into all areas of the curriculum. The School will implement a rigorous, cross-curricular writing program, in which writing is incorporated into all subject areas. There will also be writing workshops within the ELA block to teach specific skills. The effectiveness of the program, chosen by the School, will be measured by monthly writing

¹ All chosen programs and materials listed in this application are planned to be implemented the first year. They are continuously reviewed and updated based on: effectiveness in meeting the needs of the students; budgetary considerations; stakeholder input; etc.

prompts that are collaboratively scored, as well as evidence of learning demonstrated in an organized piece of writing in response to literature or questioning within each class period.

The GVC emphasizes the formation of good listening, writing, and speaking skills. Students improve these abilities through small and large group instruction. Teachers will provide daily opportunities to apply skills learned in both writing and speaking activities. All students will participate in activities, which develop important basic concepts and foster creative expression. The GVC emphasizes traditional grammar, including parts of speech, in which students must analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments.

K-5 Mathematics

The GVC focuses students on accuracy of computation and mastery of basic operations; fundamental math concepts; and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks. The GVC is the core curriculum, and the School will implement Pearson Envision as its math textbook resource to use in conjunction with the GVC. Math intervention programs include Plato, Think Through Math, Mathletics, Corrective Math and Triumph Learning materials. Emphasis will be placed on the process standards, as well as the content. Students will study number sense, computation and algebraic thinking, geometry, measurement, and data analysis. In fifth grade, students begin to study statistics.

K-5: Science

Science is a process, a way of thinking about and investigating the world in which we live. The scientific method is the primary system used for students to interact and make connections with scientific knowledge. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials. Through guided observations, students learn to notice as much as possible about objects and events, paying close attention to detail. Students start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences. Developing their own questions and performing investigations and experiments in a safe environment, students will use the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations. A block of instructional time will be dedicated to science inquiry, which can be in the form of a lab/experiment, research period, or other inquiry-based learning session, as designated on the sample schedule as the Science Experiential Block, separate from the Language Arts block. Science curriculum is intended to be infused within the literacy block, in addition to the block of time allotted in the schedule for science inquiry. This is fostered by use of Study Weekly Science Magazines for all grades and Houghton Mifflin Science Fusion in 5th grade. Students will apply their literacy skills, such as identifying main idea and details, comparing and contrasting, and many others, to reading and understanding science content. This provides for deeper understanding of concepts and increased application of reading skills, thus helping students who may be below grade level in science.

K-5: Social Studies

In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others. An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action. Students will gain an understanding of the major factors that have influenced the structures of society from earliest times to present day. Teachers seek to educate students to become effective and contributing members of their community, to increase their understanding of privileges and responsibilities of citizenship, and to instill a feeling of patriotism and national identity. Concepts of home and community will be reviewed and extended. Students will gain a broader understanding of living in communities through the study of both similar and diverse societies. For this reason, the social studies curriculum is based on an integrated approach of using real texts such as newspapers, articles, and text exemplars to incorporate literacy standards.

Literacy and social studies will be infused in the ELA block, which is supported by use of Study Weekly Social Studies magazines for grades K-5 and using reading strategies to understand social studies content. Each week, a block of instructional time will be dedicated to social studies content, in which students work on projects, presentations and real-world applications of social studies. This is designated on the sample schedule as the Social Studies Experiential Block, separate from the Language Arts block.

K-5 Foreign Language

Offered as a “specials” class once a week, the focus of the world language program is learning about the language through study of poetry, songs, and other aspects of culture. Students focus on developing the conversational and written skills, as well as formal language skills, required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge will afford students the ability to recognize cultural practices and the uniqueness of various communities. The School plans to offer Spanish as a World Language.

K-5 Music

The music curriculum includes both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances are incorporated throughout the music curriculum. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

K-5 Art

The primary goal of the art program is to provide every student an opportunity to develop and explore his or her creative potential. Art teachers encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models. Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression.

K-5 Technology

The School recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

The School's philosophy of the role of technology in the classroom is based on three concepts. First, technology is a core for learning. Second, technology must be ubiquitous, (i.e., readily accessible to teachers and students in the classroom and all areas where learning takes place). Third, educational use of the Internet broadens and deepens students' knowledge and academic achievement. Appropriate use of the Internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for student access, including pornographic sites. Supervision by faculty and staff will further ensure appropriate student use of the Internet.

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. The School will ensure that all students receive instruction regarding appropriate on-line behavior.

K-5 Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities, emphasizing fine and gross motor skill development. The kindergarten through second grade curriculum is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five allows students to interact in team sports that also contribute to developing habits of good sportsmanship.

6-8 English Language Arts

Middle school students will complete two courses in ELA each year. Literacy is a primary focus of the school, and having an extended time for ELA enables more opportunity of integration of other subject areas as well into that block of time. Teachers will use the standards-aligned Guaranteed and Viable Curriculum, which includes all of Indiana Academic Standards, as the core curriculum. The School will use the reading program Houghton Mifflin Connections, as well as focus on text exemplars and integrate real-life texts such as newspapers and research articles, providing for a 50/50 balance of fiction and nonfiction text. Novel studies will be also used for instruction, and suggestions for novels and other texts are found in the curriculum maps. Students will refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions. Students will master the following reading skills:

- using the reading process to construct meaning
- understanding and applying literature terminology and literary devices
- recognizing and understanding the characteristics of various literary forms
- analyzing literary selections as a whole
- analyzing characters and their words and/or actions
- evaluating the author's purpose or intent, as well as actions or events that occur within the selection
- understanding the mood, tone and style of writing of the author

Students will also learn how to take notes during presentations and lectures, preparing them not only for summarizing the spoken word but also for evaluating presentations. Students will identify key elements of a well-delivered presentation allowing them to create a rubric that will be used to evaluate their own presentations.

Small groups and centers will be used for individualized instruction and practice, in which students will have access to leveled readings and activities. Highly qualified teachers will appropriately group students by level and provide instruction targeted to each groups' particular needs through scaffolded, guided reading lessons. Continual progress monitoring will ensure that students are receiving instruction accurately, as well as ensure the fidelity of implementation.

Teachers will be encouraged to use a variety of strategies to reach all students at their individual level. When students enter the School reading below grade level, they will have the opportunity to receive extra reading minutes to increase their growth throughout the year. Intensive reading courses will be available as needed. Higher-level students will also reap the benefits of differentiated instruction and will have the opportunity to obtain advanced instruction through blending learning.

6-8 Mathematics

Middle school students will complete three annual courses in Math, per the requirement for matriculation into high school. Students may be required to take an intensive math course in lieu of an elective if they perform below grade level. The GVC focuses students on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All middle grades use problem solving to promote analytical thinking skills. A major emphasis will be placed not only on the content standards, but also the process standards for mathematics. These process standards are incorporated within the content in order to aid students in gaining mathematical proficiency. Mathematics will cover the areas of number sense; computation; algebra and functions; geometry and measurement; data analysis and statistics. Seventh and eighth grade will study probability. Students will have the opportunity to take advanced coursework in math for high school credit.

6-8 Science

Middle school students will complete three annual courses in Science, per the requirement for matriculation into high school. Instruction in the strands of science is achieved through an integrated science curriculum. The integrated science curriculum constructs thematic concepts integrating the perspectives of Biology, Chemistry, Physics, and Earth/Space Science. By integrating science themes throughout the science curriculum students will discover the many connections between the different fields of science. The School will create and implement a rigorous, inquiry-based science program. Knowledge of scientific facts, vocabulary, and investigative skills will be developed through hands on experimentation. With the incorporation of hands-on activities, students will identify and understand science as an active process of systematically examining and searching for understanding about the natural world. Evidence of the students' understanding of experimentation and the scientific method may be demonstrated in a science fair conducted at the School. The science fair may be incorporated within that program, with explicit instruction and practice of the scientific method in the classroom. Winners of the science fair at the School may be able to participate in the ESP-sponsored regional science fair.

6-8 Social Studies

Middle school students will complete three annual courses in social studies per the requirement for matriculation into high school. The primary goal of the social studies program is to provide

instruction in the strands of Geography, Economics, World History, Civics and Government, and American History. Students will understand history as the story of events, peoples, and places, and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history.

Students will demonstrate an understanding that being a good citizen in America involves important actions, including personal and civic rights and responsibilities. Students will identify and describe national symbols, icons, songs, traditions, and individuals of the United States that exemplify cherished ideals, represent American democracy and values, and provide continuity and a sense of community across time. On a broader level, students will demonstrate an understanding of the relationship and interactions between the United States and other nations in the world. In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others.

An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action.

6-8 Foreign Language

The primary goal of the world language program is to provide instruction in communication, cultures, connections, comparisons, and communities. Students will learn to communicate in a language or in languages (other than English) through various modes of communication, including interpretive listening, interpretive reading, interpersonal communication, presentational speaking, and presentational writing. The program is intended to focus on formal communication, as many students may know how to speak the language informally with families, but not formally in writing or reading. Students will formulate and answer questions about the literary elements of targeted language selections. Students will identify themes, ideas, or viewpoints on social behaviors and/or social interactions of various cultures and will discuss these cultural differences as they participate in age-appropriate cultural activities ranging from literature, to music, to food, and other aspects of culture.

With a focus on communication, students will learn to exchange information with peers orally and in writing. They will use appropriate vocabulary and cultural expressions to request additional information when a message in the target language has not been fully understood, and they will use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. Presentations by students will be conducted in the foreign language to further develop their communication skills in front of an audience regarding various topics. Through these presentations, students will recognize that languages have different patterns of communication and interaction. They will be prepared to use the language within and beyond the school system. Foreign language courses for high school credit will be offered for those students who meet prerequisite requirements. The school plans to offer Spanish as the World Language.

6-8 Fine Arts

The primary goal of the art program is to provide instruction aligned to the state standards in the areas of dance, music, theatre or visual arts. Critical thinking and reflection; historical and global connections; innovation, technology, and the future; organizational structure; and skills, techniques,

and processes will all be incorporated in to each subject. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of the Arts has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth.

Students will enhance their knowledge about the Arts by learning artistic traditions of their own culture as well as artistic traditions of other cultures. While understanding that each art is distinctive, students will also recognize the many similarities between and across various art forms. Students will look at the Arts as a language unto itself as well as a link to other disciplines, cultures, and human interactions.

Courses will be determined based on teacher certification and student demand.

6-8 Technology

Technology instruction in grades 6-8 continues to employ national standards, benchmarks, and grade level expectations and builds upon the skills learned in grades K-5. Technology, like other subject areas, is departmentalized and offers specific courses for study. Students in grades 6-8 may elect to take a semester or full-year computer courses, and course options are dependent on student demand and staffing.

6-8 Physical Education

Middle school students will complete one semester of Physical Education in sixth, seventh and eighth grades, per the requirement for matriculation into high school. The primary goal of the physical education program is to provide instruction in the strands of physical education: physical literacy, responsible activity behaviors, and advocate and promote physically active lifestyles. These strands offer students the opportunity to develop and continually enhance life management skills necessary for healthy, active living. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors.

Physical education courses are designed to address the needs of all students. Students will analyze the benefits of regular physical activity; learn how participation in physical activity creates receptiveness toward persons of differing abilities; and understand that physical activity provides for challenge and healthy competition. Students will demonstrate competency in physical education by maintaining a level of physical fitness that enhances health.

Students will obtain the knowledge and skills needed to set goals related to personal health and well-being and to maintain and enjoy a healthy lifestyle. Students will develop and implement a personal wellness plan that promotes mental, physical, emotional, and social health throughout the stages of life.

Attachment 14: Enrollment Policy



Enrollment Policy

Overview

The school is committed to enrolling a diverse student population and shall abide by the provisions in the Indiana Statutes, IC 20-24-2-2, and forbids discrimination on the basis of disability, race, color, gender, national origin, religion, or ancestry.

The school will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section IC 20-24-5-5, the charter school shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a system-generated lottery process. In accordance with IC 20-24-5-5 (c), a charter school may give enrollment preference to populations denoted in its rules and procedures.

The school will endeavor to achieve racial/ethnic balance through a comprehensive marketing plan. The school will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the same school district. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Enrollment Schedule

Below is a tentative schedule that will be followed for the 1st year of enrollment and all subsequent years thereafter.

Year 1	
Open enrollment	February - March
Application verification	March
Notification of lottery	March
Lottery	April
Student enrollment/ waitlist notice sent	April
Registration	April - ongoing
Subsequent Years	
Recommit period	January - February
Open enrollment	January - February
Application verification	March
Notification of lottery	March
Lottery	March
Student enrollment/ waitlist notice sent	March
Registration	March - ongoing



Procedure

Prior to the school's opening, an Open Enrollment period will be established and announced. During Open Enrollment, Charter Schools USA (CSUSA) staff will host informative meetings in areas where new schools will be opening for the upcoming school year. These meetings will not only focus on informing the community about CSUSA schools, but directions for parents/guardians interested in enrolling their child(ren).

There are no pre-admission activities that are contingent to enrollment and/or required for students or parents to complete. We will offer families the opportunity to attend a host of events including:

- Open House – the school will host this event in order to allow parents and their children to become acquainted with their child's classroom and teacher(s). The school may combine Open House with Orientation, or they may host both as separate events.
- Orientation – typically taking place right before the start of school, this event is primarily a medium through which the school communicates operational practices and procedures (e.g. lunch policies and practices, parent pick-up and drop-off plans, etc.) to families.
- Information Session – this event is geared towards interested families who want to learn more about the school before applying.
- School Tour – the purpose of this event is to exhibit student work, show the school building to families, and field any questions families may have.

Process

Applications will be made available online through our Student Information System (SIS), which is accessible on the school website, and in paper form at local distribution sites. CSUSA's proprietary SIS accepts student applications and monitors the number of applications submitted for each grade. SIS manages all aspects of the enrollment process, including online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application, the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports will be created to determine the need for a lottery, waitlists, and letters of acceptance. A lottery will be conducted if there is an over subscription for any grade level at the end of the Open Enrollment period.

At the end of the enrollment period, parents will be notified of acceptance to the school or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted and ordered based on the date the application was received and preferences extended to the applicant.



As seats become available, they will be offered to applicants according to this established order until capacity is reached.

Parents will be notified in writing of their child's acceptance no later than 21 days past the acceptance period deadline and will have a specific timeframe to communicate their decision in writing to attend the school. If an accepted applicant decides not to attend the school, the seat will be offered to the first applicant on the waiting list.

Each applicant selected in the lottery will receive an offer letter containing a confirmation code specific to that applicant. This confirmation code is linked to the applicant's file in SIS, which makes tracking and confirming each applicant's plan for attendance expedient for the CSUSA enrollment staff. Applicants will have one week (7 days) from the date the offer was made to accept or decline the offer via internet or mail. If the applicant fails to respond, the offered seat will be rescinded and offered to an applicant on the waiting list.

Should an applicant decide to accept the offered seat, he or she will receive a confirmation email within 24-48 hours of the response. The email will contain instructions for completing the enrollment and registration process. The applicant will have two weeks (14 days) starting from the day of the received response of acceptance to complete and submit several components of the required registration paperwork. If these specified registration items are not submitted within the two-week window, the applicant will lose his or her seat. Some registration items required to secure an applicant's seat can all be electronically signed online through SIS. The registration documents generally include:

- Authorization for request of cumulative folder
- Proof of residence
- Social security card (optional)
- Birth certificate
- Report card, transcript
- Current immunization/medical history
- Dress Code Agreement
- Internet Use and Promotion Form
- Parent Contract
- Photograph and Video Release Form
- Volunteer Form
- When appropriate, ESE, ESOL/ELL, literacy folder, and any conduct/discipline actions

CSUSA provides a barcode tracking system for recording receipts of registration items. Reports detailing status of student registration items are produced using this data.



Once all current students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications will be accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students will be generated as appropriate.

In subsequent years, applications will be accepted each year during an Open Enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a system-generated lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the capacity minus the number of students who recommit. The automated lottery drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the Open Enrollment period will be placed in the next available slot on the waiting list for that particular program, class, or grade level in the order they are received.

Student Information System (SIS) Based Lottery Process

1. Enrollment office will select the applicants eligible to participate in the lottery.
2. Enrollment office will select the grade levels which require a lottery.
3. Enrollment office will run the lottery process.
4. The lottery results module of Student Information System will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students an acceptance in the charter school.
6. The remaining students will move to a waitlist based on their lottery number.
Applications received after the enrollment period will be placed on the waitlist in the order they are received (according to date, time, and preference).

Lottery Rules

1. For the purposes of these rules, the below terms are defined as follows:
 - a) All references to dates are defined to mean "close of business" on the date indicated.
 - b) Lottery refers to the selection of applicant names by a random method such as a system-generated process or the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - c) Lottery refers to the process whereby all eligible applicants are assigned a random number by the SIS and sorted by grade, in order of the randomly assigned number.
2. All applicants (students not already attending school, including siblings of those already attending) participate in the lottery irrespective of preference status.
3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.

4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excluding declines) will be moved to a pool for the subsequent lottery.
5. A lottery shall be conducted by a school to include all grades in which the number of applicants exceeds the number of expected seats available.
 - a) If the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, **ALL** offers shall be rescinded and applicants shall be offered admission based upon the system assigned numbers.
 - b) Siblings of applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer **SHALL** maintain the seat accepted and the sibling whose offer that has been rescinded shall be considered to have a preference of an applicant with a sibling applying for the same academic year.
6. **ALL** offers of registration shall be made in the order of the lottery results.

Preferences

1. All preference categories shall be published prior to the lottery being conducted.
2. All applicants entitled to receive a placement preference shall be identified **PRIOR** to the lottery.
3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.
4. All preferences shall be considered in the following hierarchy:
 - a) Applicant sibling of a currently attending student.
 - b) Applicant sibling of an accepted applicant applying for the same academic year.
5. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

Withdrawals

If a family wishes to withdrawal from the school, they will need to complete a withdrawal form at the school. The school will mark the child as withdrawn in SIS and PowerSchool. Once the school receives a records request from the child's new school, the school will send the records as requested. Once a student is withdrawn, their seat becomes open. The school will then offer the open seat to the next child on the waitlist.

Transfers

Transfers from one ICN Academy school to another are not authorized. If a student wishes to attend a different ICN Academy school other than the one they are already attending, they must submit an application to the school they wish to attend. The application will be added to the school's waitlist. The school will continue to make offers (as seats become available) in order of the waitlist.



Re-enrollment

If a family leaves the school and wishes to re-enroll at the school, the family must submit a new application, be placed on the waiting list, and then wait until a seat becomes available for their child.

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Attachment 15: Student Discipline Policy



STUDENT CODE OF CONDUCT AND DISCIPLINE GUIDELINES

The School's philosophy related to student behavior and discipline is to foster a school-wide culture that promotes a safe and orderly environment. School leaders and teachers will receive training on a variety of topics including, but not limited to establishing school/classroom rituals and routines, classroom rules, and how to identify misbehavior and respond effectively. The belief is that using positive and proactive approaches to student behavior and discipline will result in fewer disciplinary incidents within the school. Parents and families will be informed of the Code of Conduct and behavioral guidelines at Parent Orientation prior to the start of the school year and will be distributed copies of this document.

Every teacher shall endeavor to hold each pupil strictly accountable for any disorderly conduct in school, school sponsored activities, on the playgrounds of the school, on the street while going to or returning from school, and during intermission or recess. To assist the teacher, regulations are established for the use of disciplinary measures within the schools and are continuously monitored and appraised for their usefulness.

POSITIVE BEHAVIORAL SUPPORTS

All schools shall establish a school-wide system of discipline which utilizes positive behavioral supports. Schools shall establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. School personnel shall provide yearly training to all school staff on positive behavioral supports and the school-wide discipline plan. Each school shall establish a school leadership team which meets regularly to review behavioral and related data and guide the positive behavior process.

Positive behavior will be reinforced with incentives as determined by the school leader and staff. Incentives may include celebrations, field trips, lunch with the teacher or principal, games, and more.

AUTHORITY OF SCHOOL PRINCIPALS

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any pupil(s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. Depending on the severity of the offense committed by the student, the principal retains the right and the responsibility to use any appropriate form of discipline, including suspension, recommending expulsion, and/or law enforcement intervention. However, no pupil shall be disciplined in any manner by the principal, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probably than not was committed solely for the purpose of preventing a forcible offense against the pupil or a forcible offense, provided that the force used must be reasonable and apparently necessary to prevent such offense. A pupil who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend himself.

AUTHORITY OF SCHOOL TEACHERS

Each teacher may take disciplinary action (no state form required) to correct a pupil who disrupts a normal classroom activity, is disrespectful to a teacher, willfully disobeys a teacher, uses abusive or foul language directed at a teacher or another pupil, violates school rules, or interferes with an orderly education process. The disciplinary action taken by the teacher shall be in accordance with such regulations and procedures established by the school's Minor Infraction Policy.

Teaching Behavioral Expectations and Remediation of Deficits

Each teacher shall in the beginning of each school year and periodically throughout the school year provide his or her students with the rules of the school and how those apply in their particular classroom. The teacher should teach the behavioral expectation and provide a system to acknowledge appropriate behavior and remediate behavioral deficits.

In-School Alternatives and Preservation of Instructional Time

Since academic achievement is associated with the amount of instructional time received by a student, the use of alternatives (re-teaching, remediation, brief time-out in classroom, calls to parents, notes home, behavior plans) to removal from class is encouraged. In addition, counseling alternatives (school counselors and/or other appropriate mental health professionals employed by the district or a contracted outside agency) are encouraged.

TEACHER/STAFF INTERVENTIONS

A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Clearly established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

Minor Infractions

Each school is required to have a documented Minor Infraction Policy in accordance with their School Wide Positive Behavior Support Implementation Plan.

The following classroom interventions may be utilized to correct student behavior.

- Restating of desired behavior and verbal reminder
- Re-teaching desired behavior; student-teacher conference
- Verbal warning
- Written warning; phone call/note home to parent
- Behavioral Contract
- Individual Behavior Management plan
- Referral to Student Services
- Denial of special privileges/work assignments
- Assignment of special extra duties
- Time-out
- Assignment of reasonable written or oral work
- Referral for a counseling session
- Peer mediation/conflict resolution
- Parent conference
- Detention

A record of minor infractions for violation of classroom or school rules will be kept by the classroom teacher. Consequences for minor infractions should adhere to the following guidelines:

1st Infraction – Conference with student, documentation of infraction, and parental contact made by teacher

2nd Infraction – Conference with student, documentation of infraction, and parental contact made by teacher

3rd Infraction – Conference with student, documentation of infraction, school specific intervention(s) and parental contact made by teacher

4th Infraction – Teacher completes major referral form for repeated rule violation.

STUDENT REMOVAL FROM CLASSROOM

A pupil may be immediately removed from a classroom by the teacher and placed in custody of the administrator or

designee if the pupil's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of pupils or the teacher, or when a pupil exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall receive credit for school work missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office but do not warrant immediate removal.

Upon the pupil being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the pupil shall be given an opportunity to explain his version of the facts. The principal shall conduct a counseling session with the pupil to discuss the particular misconduct and establish a course of action. If the principal determines that the removal of the student from class was warranted, the pupil shall not be readmitted to the classroom until the principal has implemented one of the following disciplinary measures:

- Detention – After school and/or Saturday school
- Suspension – Requiring the completion of all assigned school and homework which would have been assigned and completed by the pupil during the period of suspension
- Any other disciplinary measure authorized by the principal with the concurrence of the teacher

When a pupil has been removed from a classroom, the teacher may require the parent, tutor, or legal guardian of the pupil to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the pupil's third removal from the same classroom, the teacher and principal shall discuss the pupil's disruptive behavior and the contemplated disciplinary measures before the principal implements such measures. If appropriate, a referral of the matter may be made to the Health and Wellness Team. In addition, a conference between the teacher or other appropriate school employee and the pupil's parent, tutor, or legal guardian shall be required prior to the pupil being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the pupil into another setting.

Whenever a teacher is struck by a pupil, the pupil, in addition to any other discipline given, may be permanently removed from the teacher's classroom unless the teacher objects or unless the principal—with the concurrence of the Health and Wellness Team—finds the striking incident to be entirely inadvertent.

Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.). Students suspended and/or expelled may not attend, participate, or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.

If a student exits to another school or enters from another school, discipline reports will be requested and reviewed.

ADMINISTRATIVE INTERVENTIONS AND DEFINITIONS:

The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction.

After-School and/or Saturday Detention – Held at the school site. A staff member monitors the Detention activities. The child does not miss class time.

Behavior Plan – A student specific plan that is aimed at improving problem behavior. Parents, students and school staff work together to develop and implement this plan.

Confiscation – Of cell phones and electronics (Refer to Policy) and all other items at the principal's discretion.

Loss of Privileges – Revocation of the right to participate in social and/or extracurricular activities.

Parent Contact/Conference – Phone calls, notes home, letters, meetings with parents, automated calls, emails.

Referral to Student Services or Mental Health Professional – School based counseling or mental health services aimed at improving student behavior. Students will receive conflict management counseling, self-control tips, effective communication training, anger management counseling and other counseling as needed. Written parental consent is required for mental health services.

Restitution or Repair – Payment or repair for damages to personal or school property.

School Specific Interventions – Interventions that vary from school to school that are used for certain behavior infractions.

Suspension – A suspension from campus for a specified length of time not to exceed 10 days. The student is marked absent. The student must complete assignments and shall receive full credit for such work if it is completed satisfactorily and timely. No student will be readmitted to school without a parent conference.

Threat Assessment – Multidisciplinary assessment used to validate a verbal, nonverbal or written threat by a student. Student and parent interviews are conducted if necessary.

Time-out – A disciplinary action that allows the student time to reflect and refocus. The child is given time to sit quietly, to calm down and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office or in another classroom. Middle school students may be assigned a consequence that is more age-appropriate.

EXPULSION

Students may be recommended for expulsion on the 4th offense that results in suspension. Expulsion must be recommended for removal prior to the 11th day of the out-of-school suspension and only after a health-and-wellness team meeting. This may be a result of habitual violations of school rules or for other serious one-time infractions (drugs, weapons, and other serious offenses). A parent may waive their right to a due process hearing and select placement at an alternate school after meeting with a representative team from the school to discuss the problem behavior. If an agreement between the parent and school cannot be reached, a due process hearing will be conducted by the Regional Director, who reviews the students discipline record, allows testimony from the student and school staff, and makes a determination if the student is removed from school or if other disciplinary action is taken. The Principal may recommend to the Foundation's Board of Trustees and Charter Schools USA's Regional Director of Education after the due process hearing to expel a student in accordance with the Code of Conduct. Prior to suspension or expulsion, the student has the right to a fair hearing as outlined by the Code of Conduct.

Offenses include, but are not limited to the following:

- Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, pushing or biting)
- Possession or use of illegally-obtained drugs and tobacco
- Being under the influence of alcohol or having alcoholic beverages on school grounds
- Defacing or vandalism of school property
- Igniting any flammable substance
- Continual disruption of class
- Emotional outburst
- Profanity
- Insubordination

- Disrespect
- Peer Conflict

DUE PROCESS IN THE DISCIPLINARY PROCESS:

Every student must be afforded due process in the disciplinary process. Procedural due process is essentially based on the concept of "fundamental fairness." It includes an individual's right to be adequately notified of charges or proceedings and the opportunity to be heard at these proceedings. When a student has been written up and presents to the office, the following must occur:

1. The student must be told what s/he is accused of and by whom (faculty member).
2. The student must be given an opportunity to tell his/her version of the facts.
3. The student must be allowed to provide any witnesses to the event.
4. The student must be informed of the administrator's action on the infraction (consequence).
5. Parents must be notified by personal phone call at the numbers provided if the disposition is one of the following: Detention, Out of School Suspension (a letter must be mailed to home address on file).
6. Parents are not present during the principal's investigation or interviewing of the student.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, degree of cooperation of the student, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken. The process is intended to be instructional and corrective, not punitive.

LEVELS OF DISCIPLINARY ACTION

The School works diligently to provide an optimal learning environment for all students. Nonetheless, at times students may become disruptive, talkative, disrespectful, etc. To better deal with these types of behaviors, teachers and administrators will work collaboratively to implement the **Progressive Discipline Plan** and continue to implement the following alternatives to suspensions. The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other circumstances will be considered in determining which actions should be taken.

Level 1 Infractions are acts that disrupt the orderly operation of the school environment.

Infraction	Definition of Infraction	Consequences
Uses Profanity or Obscenities	Vulgar verbal messages, words, or gestures that include swearing/cursing or name calling used towards another, including writing or drawing words or images considered obscene or profane.	Assign consequences appropriate for the type and number of infractions that can include: <ul style="list-style-type: none"> • <i>Parent contact</i> • <i>Detention</i> • <i>Conference with student and/or parent</i> • <i>Loss of privileges</i> • <i>Reprimand</i> • <i>Work Assignment</i> • <i>Behavior plan</i> • <i>Referral to Student Services</i> • <i>Suspension</i> • <i>Time Out</i> <p>Note: Repeated violations of Level 1 infractions will be coded as Level 2- Repeated Rule Violation.</p>
Disturbs the school	Behavior causing major disruption of instruction or any school activity that includes, but is not limited to sustained loud talking, yelling or screaming, noise with materials, and/or sustained out of seat behavior.	
Violates traffic and safety regulations	To break any rule or law that pertains to the obstruction and flow of traffic and/or safety regulations.	
Gambling	Wagering money or property.	
Improper Dress/Dress Code Violation	Out of dress code.	
Academic Dishonesty	Cheating that occurs in relation to a formal academic exercise may include plagiarism, fabrication, or deception.	
Misusing the Internet or other forms of technology	Violating the Internet Use Policy.	

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Level 2 offenses are acts which may seriously disrupt the learning environment

Infraction	Definition of Infraction	Consequences
Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority.	<p>1st Step: (*Note: Step 1 may be repeated at the discretion of the administration. Level 1 consequences may be assigned as well.)</p> <ul style="list-style-type: none"> • <i>Assign detention</i> • <i>Parent Contact</i> • <i>Conduct parent conference</i> <p>2nd Step: <i>1 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i></p> <p>3rd Step: <i>3 Day Out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i></p> <p>4th Step: <i>5 Day out of School Suspension</i> <i>Parent Contact</i> <i>Conduct parent conference</i></p>
Treats an authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.	
Is guilty of conduct or habits injurious to others (no intent)	Any unintentional but not malicious act that causes injury, damage, or pain to another.	
Cuts, defaces, or injures any part of the building or equipment (Under \$100.00)	Damage, destruction, or defacement of property belonging to the school valued under \$100.00.	
Leaves Classroom without permission (Skipping Class)	Exiting a classroom or instructional area without permission or the instructor. Student stays out of class without permission of a school staff more than 10 minutes.	
Is guilty of stealing (valued at less than \$100)	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	
Bullying/Harassment/Threatening	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. This includes any act above done through the use of technology (cyber bullying) which can occur on or off school property.	
Forgery	To use, make, or reproduce another's signature	
Possession of obscene/pornographic material	Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)	

Level 3 are serious offenses that compromise the safety of the school community

Infraction	Definition of Infraction	Consequences
Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statement or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.	<p>1st Step: (*Note: Step 1 may be repeated at the discretion of the administration. Level 1 consequences may be assigned as well.)</p> <ul style="list-style-type: none"> • <i>Assign detention</i> • <i>Parent Contact</i> • <i>Conduct parent conference</i> • <i>2-Day out of School Suspension</i> <p>2nd Step:</p> <ul style="list-style-type: none"> • <i>3-Day Out of School Suspension</i> • <i>Parent Contact</i> • <i>Conduct parent conference</i> <p>3rd Step:</p> <ul style="list-style-type: none"> • <i>5-Day Out of School Suspension</i> • <i>Parent Contact</i> • <i>Conduct parent conference</i> <p>4th Step:</p> <ul style="list-style-type: none"> • <i>Parent Contact</i> • <i>Conduct parent conference</i>
Using profane or obscene language towards an adult	Vulgar verbal messages, words, or gestures that include swearing or name calling used to another.	
Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act or comment that is hurtful, degrading, humiliating, or offensive to another person with a sexual, physical, or racial component. Acts that are dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior.	
Is guilty of conduct or habit injurious to his associates	Any intentional but not malicious act that causes injury, damage, or pain to another.	
Uses or possesses tobacco products or lighter	The possession, use, purchase, intent to distribution, concealment, or sale of tobacco products, e-cigarettes, or lighters.	
Cuts, defaces, or injures any part of public school building (vandalism) over \$100.00 (requires restitution)	Damage , destruction, or defacement of property belonging to the school or others valued at over a \$100.00	
Instigates or participates in fights	A hostile confrontation resulting in physical contact or an attempt at physical contact.	
Leaves Classroom without permission	Exiting a classroom or instructional area without explicit permission.	
Is guilty of stealing over \$100.00 (requires restitution)	Taking or gaining the property of another, valued over \$100.00.	
False Alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.	
Public indecency	Exposure of body parts in public view.	
Trespassing violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of property has been denied, or who remains on the property once notified or requested to leave.	
Failure to serve assigned consequence	Failure to serve Detention, Out-of-School Suspension, or other assigned consequence.	

Level 4 are serious offenses which involve law enforcement intervention

Infraction	Definition of Infraction	Consequences
Uses or possesses any controlled, dangerous substances in any form governed by the Uniform Controlled Dangerous Substances Law.	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, purchase, or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled substance, or any paraphernalia linked to above on school grounds, at school-sponsored events, or on school transportation vehicles.	<i>Referral to Law Enforcement Recommendation for Expulsion</i>
Uses or possesses alcoholic beverages.	The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	
Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code	Possessing weapon(s) designed to expel a projectile by action of an explosive.	
Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used to inflict harm or injury.	Possesses firearms, knives or blades, which may be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon, or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space.	
Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful, or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.	
Leaves school premises without permission	Exiting a school campus without explicit permission of the instructor.	
Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in need for law enforcement intervention.	

Students with Disabilities

School staff responsible for overseeing student discipline will also receive training on FAPE requirements to ensure that state policies related to the discipline of students with disabilities are followed. Special education students enrolled at the schools will be expected to follow the school's code of conduct. Students with disabilities, however, do have certain protections when it comes to school discipline. If a special education student's behavior is negatively impacting the school environment, the IEP team will convene a meeting to discuss if a functional behavioral assessment is warranted, and may obtain necessary consents to conduct such an assessment. As a result of the assessment, a positive behavior intervention plan may be developed to assist the student in working on the targeted behaviors identified by the plan. While it may still be necessary for students with disabilities to be suspended from school, school staff will understand that before a student with a disability can be suspended for more than ten cumulative instructional days in a given school year, a manifestation determination meeting will need to be held to allow the IEP team to decide if the student's disability caused the misbehavior. The outcome of this meeting may impact any further disciplinary action taken related to the student as the school would need to ensure that the student was not being denied FAPE.

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Attachment 16: Evidence
of Support from
Community Partners

Community Engagement Plan

As detailed in other portions of the application, CSUSA has numerous existing partnerships within the state of Indiana with local, state, and national organizations. Not only will these partnerships be extended, but the school will conduct extensive community outreach once a charter is granted during the pre-opening preparations and into the school's first year.

CSUSA plans to conduct parent information/community forums in the time leading up to school opening. The idea behind these forums will be to:

- Obtain information from community stakeholders and families related to their priorities and concerns for their children's learning and the school's impact in the community
- Increase awareness of the CSUSA model and plans for the school
- Determine any concerns that need to be addressed as part of the targeted marketing
- Guide future school information session content

CSUSA will engage as a part of the community by

- Developing a social media presence
- Joining/becoming members of Chambers of Commerce, Rotary Clubs, Community Alliances, neighborhood organizations, Economic Development organizations, Education Reform groups in the area, and other local organizations
- Sponsoring various events in the community
- Supporting the work of other student support agencies (food pantries, libraries, etc.)

CSUSA plans to have a community liaison in the area to

- Set up meetings with stakeholders: community leaders, businesses, elected officials, neighborhood leaders
- Develop and solidify community-based partnerships and fee-based services
- Attend meetings of local organizations (Chamber, Rotary, etc.)
- Begin outreach to daycare centers, churches, preschools, and businesses
- Conduct grassroots meetings at community centers, libraries, YMCAs, or other appropriate venues
- Attend any school expos in the area

CSUSA marketing plans include

- Direct mail
- TV
- Radio
- Online
- Newspaper
- Magazine
- Possibly billboards or bus ads
- Sponsorships
- Grassroots

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Professional Development in Culturally Responsive Practices Community Partner

At GHolland and Associates, one of our key goals has been providing ways to support educators in meeting the academic needs of urban youth. We provide insights into using culturally responsive curriculum materials such as *The Historic Journey*, and we also focus on the assets teachers must develop to become successful as they work with children in an urban setting. We work with educators and help them enhance and develop skills, strategies, and instructional practices that are meaningful, engaging, and grounded in state and common core standards that support solid academic achievement for all students. The following list of items provide a brief summary of professional development services offered or endorsed by GHolland and Associates based on culturally responsive practices that fulfill both the short and long term goals of teachers, school personnel and administrators. Among the services we can offer as a community partner, we can:

1). Review our mission statement and highlight the rationale for providing culturally relevant practices and strategies. The goal of GHolland and Associates professional development and services is to help educators become better prepared to work in urban classrooms settings and to help teachers provide students with culturally relevant instruction and curriculum anchored in state and common core standards. This goal is based on the academic factors specified in Public Law 221: <http://www.in.gov/legislative/ic/code/title20/ar31/ch6.html>

Objectives/Outcomes:

- In developing a school's plan, GHolland and Associates will consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students;
- will identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population;
- will recommend culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan;
- will identify areas in which additional professional development is necessary to increase cultural competency in the school's educational environment; and
- will create a comprehensive report annually that gives a comprehensive overview of areas of growth and recommendations for the successful implementation of Public Law 221.

2). Administer the Intercultural Developmental Inventory (IDI) to educators. The IDI is widely recognized as the most comprehensive tool for measuring cognitive structures associated with intercultural sensitivity. Using the data from this instrument, teachers

continued on next page

and staff will be able to reflect on how their cultural awareness and sensitivity impacts the classroom space, their attitudes about student success and their curricular expectations. Both a pre-test, before the training sessions and a post-test, after initial PPA training, will be administered. Each educator will receive a personalized assessment based upon the IDI results. Personal consultation with a trained IDI expert will be available to help the teachers reassess their growth as they move along a cultural continuum. Follow up sessions (group and individual) can continue throughout the year.

Educators' Objectives/Outcomes:

- Gain insight concerning intercultural challenges that they are facing and identify intercultural competence development goals that are important for the educator;
- Gain increased understanding of how one's Developmental Orientation (and Trailing Orientation(s), if any) impacts how one perceives and responds to cultural differences and commonalities;
- Identify and engage in targeted, developmental learning that increases one's intercultural competence in bridging diverse communities; and
- Use data driven instruction to influence and enhance teacher-student relationships.

3). Provide professional development sessions that will be delivered by expert urban educators and researchers. Topics include:

“The Role of Emotion Resilience in Effective Urban Classroom Teaching”

Various research driven exercises will be used to help educators understand the role of emotional resiliency and spirituality in the cognitive development of urban youth. Understanding emotional resiliency will enhance the ways in which teachers understand and respond to the diverse cultural, linguistic and socioeconomic backgrounds of their students.

Educators' Objectives/Outcomes:

- Generate concrete strategies for the best ways to use their students' spiritual and emotional aptitudes to connect with content material;
- Analyze the connection between intellectual ability, emotional IQ and student learning outcomes; and
- Develop lesson plans that integrate comprehensive aspects of students' diverse cultural, linguistic and socioeconomic backgrounds.

“Intercultural Communications Styles”

Communication is a central part of culture. Many conflicts arise because of miscues in communication styles. This interactive workshop aims to:

Educators' Objectives/Outcomes

- Build participant knowledge of general communication tendencies of particular ethnic groups with an emphasis on their implications for teaching and learning.
- Understand Mindful listening skills; attend to others' identities and relational expectations.
- Learn to apply culture-sensitive concepts to interpret conflict variation behaviors.

“Culturally Responsive Classroom Management”

Classroom Management continues to be reported as one of the most stressful areas for new teachers. This interactive workshop challenges participants to:

Educators' Objectives/Outcomes

- Gain insight and understand how to look at classroom behavior through cultural lenses.
- Learn how to consider proactive strategies to minimize disruptions of valuable class time.

“Intercultural Conflict Styles”

In this interactive workshop, participants will be exposed to a model that explains four different intercultural conflict styles that could show up in a diverse classroom.

Educators' Objectives/Outcome

- Participants are able to assess their own intercultural conflict styles and then examine pros and cons for effective management of conflict.

4). Continuous qualitative focus groups with various stakeholders, including:

- students (*two to three groups of 10 to 12 students different from various ethnic groups represented in the school*)
- parents (*may need to find a unique way to make this happen*), two to three groups of 10 to 12. A separate focus group for non-English speaking parents could be arranged.
- Administrators

5). Culturally Responsive Parental Involvement

Children measurably benefit academically when parents are intricately involved in their children's education. Parental involvement is an ongoing, comprehensive, purposeful, and relentless process designed to ensure parents' connection to the school's culture, purpose, and organization. Yet meaningful parental involvement has traditionally eluded schools. It is typically limited to parent-teacher conferences, and even then, teachers decry parents' inconsistent attendance involvement is considered strong, only some parents are involved, or they are invited to the school by the teachers or administrators. Dedicated parental involvement exists only when there is a system in place to include all parents in the life and development of the school.

We acknowledge that the term parent is problematic and can be limiting. However, we use *continued on next page*

the term inclusively to indicate any adult person who has responsibility for the care and welfare of a child within a family grouping or family community. Thus, for our purposes, parents might include grandmothers, older siblings, same-sex couples, or other responsible adults. In addition to offering tips that most any educator can emulate, we encourage parental involvement that is active, consistent, and inclusive. We label this kind of involvement culturally responsive because it acknowledges that families have varied backgrounds, beliefs, and values. It recognizes that definitions of family are evolving and complex and that parents want and need to be involved in their children's schools.

GHolland & Associates can help support PPA with concrete understandings and basic strategies to engage parents and community.

6.) Conduct sessions using *The Historic Journey Curriculum* to infuse culturally relevant pedagogy across the curriculum for Math, Science, English and Social Studies while connecting the curriculum to the Common Core Standards. Led by experienced and credentialed educators, sessions will teach educators how to use *The Historic Journey* curriculum to generate measurable results. The sessions will introduce best practices and different pedagogical approaches that educators can use in their individual classrooms. In addition to addressing the thematic content of *The Historic Journey*, workshops probe

critical areas of instruction that will lead to effective lesson plans, including the use of multiple intelligences and essential thinking skills to generate student interest and results.

Educators' Objectives/Outcomes:

- Gain step by step instructions to construct effective I Do, We Do and You Do lesson plans using *The Historic Journey* curriculum;
- Understand the most effective way to use UbD in the formation of assessments based upon *The Historic Journey* curriculum;
- Understand effective ways to implement lessons from *The Historic Journey* into K-8 Common Core Standards;
- Generate instructional resources that will lead to the successful engagement and interest of urban youth in multiple disciplines; and
- Work collaboratively with content area specialists to design and implement effective classroom activities.

7). The technological divide is most evident in urban communities where many students do not have access to computers at home. This workshop will immerse teachers in an online experience that uses *The Historic Journey* as a media rich, learning environment that helps to introduce students to the tools that they will need in order to successfully and accurately conduct research while also enhancing their technological literacy skills.

Educators' Objectives/Outcomes:

- Customized approaches to using the interactive web-based curriculum to generate student interest in technology;
- Opportunities to create grade level appropriate internet based research projects that will engage scholars' active reading, analytical writing and critical thinking skills; and
- Gain access to a rich database of resources embedded on *The Historic Journey* website.

8). Ongoing, year-long, PD sessions and written and oral consultations with school leaders that will reinforce and document the effectiveness of the school-wide implementation of culturally relevant curriculum and pedagogy. Workshops will be catered to the individual school's needs in any one, or all, of the following areas: literacy, college and career readiness, classroom management and the successful infusion of culturally relevant pedagogy in K-8 curriculum.

Objectives/Outcomes:

- Ensure that school leaders, teachers and other stakeholders are continuously supported and engaged in best practices for engaging urban youth;
- Provide ongoing research and consultation to create viable and measurable programming efforts and outcomes; and
- Assist schools in data collection and interpretation for the purposes of ongoing dialogue and improvement.

Garry Holland, *President/CEO*
GHolland & Associates, LLC
garryholland@thehistoricjourney.com
317.250.9862

Attachment 17: Start-Up Plan



ICN Academy Start-Up Plan 2016-17 School Year

Task/Activity	Responsible Dept.	Projected Completion Date
Project Green Light	Executive Team	12-15-15
Development Agreement Signed with Board	Red Apple	01-01-16
Charter Contract Signed	Business Development	01-01-16
Management Agreement Signed	Business Development	01-01-16
Lease Agreement Signed	Red Apple	01-01-16
Principal in Training Hired/Identified	Education	01-31-16
Open Enrollment Begins	Enrollment	02-01-16
Construction Begins	Red Apple	02-01-16
Temporary Office Complete/Open	Red Apple/Education	02-01-16
Enrollment Manager Hired	Enrollment	03-01-16
Business Operations Manager Hired	Education	03-01-16
Admin Assistant Hired	Education	03-01-16
FF&E Procurement Deadline	Procurement	03-15-16
Enrollment Lottery	Enrollment	03-24-16
Principal Assigned to School	Education	04-15-16
Enrollment Matrix Change Deadline	Enrollment	05-01-16
Infrastructure IT Order Deadline	Procurement	05-15-16
Textbook/Curriculum Order Deadline	Procurement	05-15-16
Main Equipment IT Order Deadline	Procurement	06-15-16
Assistant Principal Hired	Education	06-15-16
Hiring Completion - Staffed at 100%	Education	07-01-16
FF&E Install Day (21 days prior to first day)	Procurement/Operations	07-11-16
Staff Move In Date (14 days prior to first day)	Education	07-18-16
First Day of School	-	08-01-16

Attachment 18: Insurance Coverage



March 11, 2015

Ms. Donna Florek, Risk Manager
Charter Schools USA
800 Corporate Drive
Fort Lauderdale, FL 33308

RE: Insurance Requirements for Indiana Charter Schools - **Attachment 18**

Charter Schools USA maintains insurance at a minimum in the following amounts: (Estimated premiums are based on per school).

- **Workers' Compensation Liability:** Coverage as required by Indiana law.
 - Premium is based on Remuneration
 - Estimated Premium \$28,127

- **Commercial General Liability:** Policy is written on an occurrence form, with limits not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury and property damage. Liability coverage includes the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. The comprehensive general liability insurance includes sexual abuse/molestation liability, and medical payments of \$5,000. The ICSB and the IDOE will be named as an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-sanctioned functions that may take place outside of normal school hours.
 - Premium is based on number of students and employees
 - Estimated Premium \$9,520

- **Educators' Legal Liability:** Policy provides damages for claims from wrongful acts arising out of a professional incident. A professional incident means any actually or alleged act, error or omission by the insured in the rendering of or failure to render educational services, with limits of \$2,000,000 aggregate limit. The policy also includes Defense Reimbursement - \$100,000 per claim/ \$300,000 Aggregate (for any suit seeking non-monetary or injunctive relief).
 - Premium is included in the Commercial General Liability Premium as noted above.

- **Directors & Officers Liability and Employment Practices Liability:** Policy covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to the operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate. Coverage includes Wage & Hour Defense.
 - Premium is based on number of employees and assets.
 - Estimated Premium is \$4,115

- **Automobile Liability:** Policy provides automobile liability coverage for "any auto" with limits of not less than \$1,000,000.
 - Estimated Premium (based on hired and non-owned) \$11

- **Umbrella/Excess Liability:** Policy provides excess Liability insurance with limits of not less than \$4,000,000 - this coverage is in excess of General Liability/Auto, Abuse/Molestation, Employee Benefits, ELL, Insured Person & Organization and Employment Practices Liability limits. The excess liability policy will follow form with underlying aggregate limits (each aggregate limit will have a separate excess liability limit)
 - Premium is based on number of students and employees
 - Estimated Premium is \$3,520

- **Property Insurance:** Carrier meets the AM Best Rating of A- and coverage is written on a full Replacement Cost. Policy includes Business Interruption/Extra Expenses.
 - Premium is based on total insured values:
 - Building value - \$10,659,060
 - Contents value - \$781,048
 - Business Interruption-Extra Expense - \$950,000
 - Total Insured Values \$12,390,108 and includes Boilers & Machinery
 - Estimated Premium \$43,742

- **Boiler & Machinery Insurance:** Policy includes replacement cost coverage and Business Interruption/Extra Expenses.
 - Premium is included in Property Premium as noted above

- **Student Accident Coverage:** Student Accident policy is in effect and does include athletic participation. The coverage has a primary limit of \$25,000 and a catastrophic program limit of \$500,000
 - Premium is based on number of Students
 - Estimated Premium \$6,843

- **Employee Dishonesty Liability:** Coverage is in place that meets or exceeds the required \$250,000 limit.
 - Estimated Premium \$525

- **Cyber Liability:** Policy is in effect for Cyber Liability.
 - Estimated Premium \$232

- **Foreign Travel/Field Trip Liability:** Coverage is included in the Student Accident Policy for domestic field trips.

Additional Requirements

- The School will be named a Named Insured under the EMO policies.
- The insurance carrier ratings all meet the AM Best Rating of A-. The liability policy will name the ICSB and the IDOE as Additional Insured on a primary, non-contributory basis. Coverage is included in a blanket Additional Insured form with primary and non-contributory wording.
- Workers Compensation Policy does comply with the Indiana State Law.
- The Charter School will indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents.

All coverages are equal to or better than the requested requirements.

These are non-binding estimates of insurance which have been based on hypothetical exposures. The insurance carriers would require a full submission with all underwriting information including actual exposures.

After you have reviewed this letter should you have any questions or comments, please do not hesitate to give me a call. My direct Number is 727-796-6294.

Sincerely,

Anna M. Costa

Anna M. Costa, CPCU
Senior Account Executive / Client Services Executive

Attachment 19: Budget and Staffing Workbook

ICN Academy #1

School Name: ICN Academy #1

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2016-2017	120	92	92	69	69	69	150	0	0					661	17%	12%	36%
Year 2: 2017-2018	120	115	92	92	92	92	150	150	0					903	17%	12%	36%
Year 3: 2018-2019	120	115	115	92	92	92	150	150	150					1076	17%	12%	36%
Year 4: 2019-2020	120	115	115	115	92	92	150	150	150					1099	17%	12%	36%
Year 5: 2020-2021	120	115	115	115	115	115	150	150	150					1145	17%	12%	36%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2016-2017	6	4	4	3	3	3	6	0	0					29
Year 2: 2017-2018	6	5	4	4	4	4	6	6	0					39
Year 3: 2018-2019	6	5	5	4	4	4	6	6	6					46
Year 4: 2019-2020	6	5	5	5	4	4	6	6	6					47
Year 5: 2020-2021	6	5	5	5	5	5	6	6	6					49

ICN Academy #1

School Name:	ICN Academy #1					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 3,150,477	\$ 4,646,875	\$ 5,785,004	\$ 6,042,443	\$ 6,452,430
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ 637,722	\$ 650,477	\$ 663,486	\$ 676,756	\$ 690,290
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Assistance Program Grant		\$ -	\$ -	\$ -	\$ -	\$ -
Public Law 101-476 (IDEA)		\$ -	\$ -	\$ -	\$ -	\$ -
Title I		\$ -	\$ -	\$ -	\$ -	\$ -
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ 101,361	\$ 141,240	\$ 172,258	\$ 179,459	\$ 191,264
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ 66,196	\$ 98,693	\$ 123,398	\$ 128,948	\$ 137,815
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Loan Proceeds	\$ -	\$ 805,190	\$ -	\$ -	\$ -	\$ -
Food Service Revenue	\$ -	\$ 149,036	\$ 203,659	\$ 242,748	\$ 248,012	\$ 258,472
CSUSA Contribution	\$ 197,785	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 197,785	\$ 4,909,983	\$ 5,740,944	\$ 6,986,894	\$ 7,275,617	\$ 7,730,271
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 83,025	\$ 2,201,774	\$ 3,123,075	\$ 3,488,655	\$ 3,669,327	\$ 3,854,766
Substitute Teachers		\$ 50,400	\$ 72,800	\$ 81,200	\$ 82,600	\$ 85,400
Professional Development	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
Bonuses		\$ -	\$ -	\$ 128,970	\$ 134,384	\$ 142,854
Stipends	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918	\$ 16,236
Tutoring	\$ -	\$ 28,440	\$ 35,618	\$ 44,798	\$ 44,798	\$ 44,798
Staff Recruitment	\$ -	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247
Temporary Agency Fees	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 83,025	\$ 2,311,614	\$ 3,263,114	\$ 3,775,876	\$ 3,964,007	\$ 4,161,374
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 181,775	\$ 67,881	\$ 49,497	\$ 102,928	\$ 102,250
Library, periodicals, etc	\$ -	\$ 15,000	\$ 10,000	\$ 10,000	\$ 7,500	\$ 5,000
Technology	\$ -	\$ 29,745	\$ 60,635	\$ 48,420	\$ 49,455	\$ 51,525
Assessment materials	\$ -	\$ 9,915	\$ 13,816	\$ 16,792	\$ 17,494	\$ 18,591
Computers	\$ -	\$ 495,090	\$ 88,500	\$ 91,350	\$ 253,600	\$ 106,500
Software	\$ -	\$ 37,720	\$ 13,400	\$ 19,000	\$ 24,000	\$ 17,100
Other classroom supplies	\$ -	\$ 75,350	\$ 105,876	\$ 127,553	\$ 132,810	\$ 140,987
Field trips, other unclassified items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Co-curricular & Athletics	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 849,595	\$ 365,208	\$ 367,814	\$ 593,094	\$ 447,364
Support Supplies and Resources						
Administrative Computers	\$ -	\$ 50,400	\$ -	\$ -	\$ -	\$ -
Administrative Software	\$ -	\$ 980	\$ -	\$ -	\$ -	\$ -
Administration Dues, fees, misc expenses	\$ -	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247
Office supplies	\$ 1,000	\$ 10,552	\$ 11,022	\$ 11,432	\$ 11,687	\$ 11,973
Medical Supplies	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,299
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 1,000	\$ 66,132	\$ 15,306	\$ 15,802	\$ 16,144	\$ 16,519

ICN Academy #1

School Name:	ICN Academy #1					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Purchased or Contracted Services						
Legal Services	\$ 25,000	\$ 25,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306
Audit Services (compliant with SBOA requirements)	\$ -	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounting Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ 6,500	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612	\$ 10,824
Consultants	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165
Internet Services	\$ 5,400	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone/Telecommunication Services	\$ 5,400	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 68,508	\$ 73,748	\$ 78,045	\$ 79,988	\$ 82,369
Travel	\$ -	\$ 9,500	\$ 9,690	\$ 9,884	\$ 10,081	\$ 10,283
Postage	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165
Special Education Services	\$ -	\$ 54,249	\$ 72,792	\$ 86,978	\$ 90,443	\$ 95,774
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ 195,387	\$ 271,811	\$ 330,124	\$ 343,897	\$ 365,403
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nursing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Business Expense Other	\$ 38,250	\$ 2,500	\$ 2,550	\$ 2,601	\$ 2,653	\$ 2,706
Marketing & Enrollment	\$ -	\$ 115,675	\$ 42,350	\$ 30,275	\$ 12,500	\$ 12,500
Bank Service Fees	\$ -	\$ 3,500	\$ 3,570	\$ 3,641	\$ 3,714	\$ 3,789
In-house Food Service & Paper & Smallwares	\$ -	\$ 2,303	\$ 2,869	\$ 3,305	\$ 3,423	\$ 3,596
Total Professional Purchased or Contracted Services	\$ 80,550	\$ 530,623	\$ 554,460	\$ 621,435	\$ 624,813	\$ 656,094
Facilities						
Rent, mortgage, or other facility cost	\$ 33,210	\$ 492,575	\$ 924,798	\$ 1,074,312	\$ 1,108,959	\$ 1,163,387
Furniture & Equipment	\$ -	\$ 221,000	\$ 99,400	\$ 55,500	\$ 15,500	\$ 20,000
Gas/electric	\$ -	\$ 94,440	\$ 96,329	\$ 98,256	\$ 100,221	\$ 102,225
Water/Sewer	\$ -	\$ 20,650	\$ 21,063	\$ 21,484	\$ 21,914	\$ 22,352
Grounds Keeping	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Maintenance Services	\$ -	\$ 99,518	\$ 124,013	\$ 141,696	\$ 144,410	\$ 147,178
Custodial	\$ -	\$ 65,368	\$ 89,300	\$ 106,408	\$ 108,537	\$ 110,707
Waste disposal	\$ -	\$ 24,092	\$ 24,574	\$ 25,065	\$ 25,567	\$ 26,078
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Security	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,299
Office Equipment - Leasing Expense	\$ -	\$ 8,400	\$ 12,600	\$ 16,800	\$ 16,800	\$ 16,800
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 33,210	\$ 1,032,244	\$ 1,398,401	\$ 1,545,972	\$ 1,548,486	\$ 1,615,438
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 94,514	\$ 139,406	\$ 173,550	\$ 181,273	\$ 193,573
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ 335,960	\$ 357,136
Common School Fund Loan Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 94,514	\$ 139,406	\$ 173,550	\$ 517,233	\$ 550,709
Total Expenditures	\$ 197,785	\$ 4,884,721	\$ 5,735,895	\$ 6,500,449	\$ 7,263,776	\$ 7,447,500
Carryover/Deficit	\$ -	\$ 25,262	\$ 5,049	\$ 486,446	\$ 11,841	\$ 282,771
Cumulative Carryover/(Deficit)	\$ -	\$ 25,262	\$ 30,311	\$ 516,757	\$ 528,597	\$ 811,368

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,150,477	Average per pupil rate of \$5732.7
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 637,722	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 101,361	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 66,196	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ 805,190	Proceeds from Loan for FF&E, Computers & Software. Repayment to begin in 2nd year.
Food Service Revenue	\$ 149,036	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 4,909,983	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,201,774	Use staffing workbook
Substitute Teachers	\$ 50,400	# of teachers * 10 days * \$140
Professional Development	\$ 8,000	Outside Staff Development
Bonuses	\$ -	
Stipends	\$ 15,000	Stipends
Tutoring	\$ 28,440	Tutoring
Staff Recruitment	\$ 3,000	Staff Recruitment
Temporary Agency Fees	\$ 5,000	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 2,311,614	
Instructional Supplies and Resources		

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Textbooks	\$ 181,775	Textbook allotment per new student \$275
Library, periodicals, etc	\$ 15,000	Library Books/Periodicals
Technology	\$ 29,745	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 9,915	Testing Materials
Computers	\$ 495,090	Student/Teacher Technology
Software	\$ 37,720	Instructional Software
Other classroom supplies	\$ 75,350	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,000	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 849,595	
Support Supplies and Resources		
Administrative Computers	\$ 50,400	Non-Instructional Technology
Administrative Software	\$ 980	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,000	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 10,552	Printing & Office Supplies
Medical Supplies	\$ 1,200	Medical Supplies
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 66,132	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	
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	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 25,000	Legal Services
Audit Services (compliant with SBOA requirements)	\$ -	Accounting/Audit Services
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 10,000	Printing Services
Consultants	\$ 2,000	Professional Fees other
Internet Services	\$ -	
Telephone/Telecommunication Services	\$ 40,000	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 68,508	Professional Liability & Property Insurance
Travel	\$ 9,500	Travel/Auto, Airfare, Meals & Lodging
Postage	\$ 2,000	Postage & Express Mail

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Special Education Services	\$ 54,249	Contracted SPED Instructional & Non-instructional
Student Information Services	\$ -	
Food service	\$ 195,387	Contracted Food Service
Transportation	\$ -	
Nursing Services	\$ -	
Business Expense Other	\$ 2,500	Business Expense-Other
Marketing & Enrollment	\$ 115,675	Marketing & Enrollment Expense at incremental student rate of \$175
Bank Service Fees	\$ 3,500	Bank Service Fees
In-house Food Service & Paper & Smallwares	\$ 2,303	In-house Food Service & Paper & Smallwares
Total Professional Purchased or Contracted Services	\$ 530,623	
Facilities		
Rent, mortgage, or other facility cost	\$ 492,575	Rent and facilities
Furniture & Equipment	\$ 221,000	Classroom, Administrative and Cafeteria furniture and fixtures
Gas/electric	\$ 94,440	Gas / Electricity
Water/ Sewer	\$ 20,650	Water/Sewer
Grounds Keeping	\$ 5,000	Pest Control
Maintenance Services	\$ 99,518	Building R&M, Equipment R&M, Cleaning Supplies
Custodial	\$ 65,368	Contracted Custodial Services
Waste disposal	\$ 24,092	Waste Disposal
Debt Service for Facilities (Interest Only)	\$ -	
Contracted Security	\$ 1,200	Contracted Security (monitor)
Office Equipment - Leasing Expense	\$ 8,400	Office Equipment - Leasing Expense
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 1,032,244	
Other		
Contingency	\$ -	
Indiana Charter School Board Administrative Fee	\$ 94,514	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 94,514	
Total Expenditures	\$ 4,884,721	
Carryover/Deficit	\$ 25,262	

Cumulative Carryover/(Deficit) \$ 25,262

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 4,646,875	Average per pupil rate of \$5847.35
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 650,477	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 141,240	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 98,693	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 203,659	Paid Meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 5,740,944	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,123,075	Use staffing workbook
Substitute Teachers	\$ 72,800	# of teachers * 10 days * \$140
Professional Development	\$ 8,160	Outside Staff Development
Bonuses	\$ -	
Stipends	\$ 15,300	Stipends
Tutoring	\$ 35,618	Tutoring
Staff Recruitment	\$ 3,060	Staff Recruitment
Temporary Agency Fees	\$ 5,100	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 3,263,114	
Instructional Supplies and Resources		
Textbooks	\$ 67,881	Textbook allotment per new student \$280.5

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Library, periodicals, etc	\$ 10,000	Library Books/Periodicals
Technology	\$ 60,635	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 13,816	Testing Materials
Computers	\$ 88,500	Student/Teacher Technology
Software	\$ 13,400	Instructional Software
Other classroom supplies	\$ 105,876	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,100	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 365,208	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,060	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 11,022	Printing & Office Supplies
Medical Supplies	\$ 1,224	Medical Supplies
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 15,306	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	
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	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,000	Legal Services
Audit Services (compliant with SBOA requirements)	\$ 15,000	Accounting/Audit Services
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 10,200	Printing Services
Consultants	\$ 2,040	Professional Fees other
Internet Services	\$ -	
Telephone/Telecommunication Services	\$ 40,800	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 73,748	Professional Liability & Property Insurance
Travel	\$ 9,690	Travel/Auto, Airfare, Meals & Lodging
Postage	\$ 2,040	Postage & Express Mail
Special Education Services	\$ 72,792	Contracted SPED Instructional & Non-instructional

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Student Information Services	\$ -	
Food service	\$ 271,811	Contracted Food Service
Transportation	\$ -	
Nursing Services	\$ -	
Business Expense Other	\$ 2,550	Business Expense-Other
Marketing & Enrollment	\$ 42,350	Marketing & Enrollment Expense at incremental student rate of \$175
Bank Service Fees	\$ 3,570	Bank Service Fees
In-house Food Service & Paper & Smallwares	\$ 2,869	In-house Food Service & Paper & Smallwares
Total Professional Purchased or Contracted Services	\$ 554,460	
Facilities		
Rent, mortgage, or other facility cost	\$ 924,798	Rent and facilities
Furniture & Equipment	\$ 99,400	Classroom, Administrative and Cafeteria furniture and fixtures
Gas/electric	\$ 96,329	Gas / Electricity
Water/ Sewer	\$ 21,063	Water/Sewer
Grounds Keeping	\$ 5,100	Pest Control
Maintenance Services	\$ 124,013	Building R&M, Equipment R&M, Cleaning Supplies
Custodial	\$ 89,300	Contracted Custodial Services
Waste disposal	\$ 24,574	Waste Disposal
Debt Service for Facilities (Interest Only)	\$ -	
Contracted Security	\$ 1,224	Contracted Security (monitor)
Office Equipment - Leasing Expense	\$ 12,600	Office Equipment - Leasing Expense
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 1,398,401	
Other		
Contingency	\$ -	
Indiana Charter School Board Administrative Fee	\$ 139,406	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 139,406	
Total Expenditures	\$ 5,735,895	
Carryover/Deficit	\$ 5,049	

Cumulative Carryover/(Deficit) \$ 30,311

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 5,785,004	Average per pupil rate of \$5964.3
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 663,486	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 172,258	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 123,398	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 242,748	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 6,986,894	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,488,655	Use staffing workbook
Substitute Teachers	\$ 81,200	# of teachers * 10 days * \$140
Professional Development	\$ 8,323	Outside Staff Development
Bonuses	\$ 128,970	
Stipends	\$ 15,606	Stipends
Tutoring	\$ 44,798	Tutoring
Staff Recruitment	\$ 3,121	Staff Recruitment
Temporary Agency Fees	\$ 5,202	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 3,775,876	
Instructional Supplies and Resources		
Textbooks	\$ 49,497	Textbook allotment per new student \$286.11

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Library, periodicals, etc	\$ 10,000	Library Books/Periodicals
Technology	\$ 48,420	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 16,792	Testing Materials
Computers	\$ 91,350	Student/Teacher Technology
Software	\$ 19,000	Instructional Software
Other classroom supplies	\$ 127,553	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,202	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 367,814	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,121	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 11,432	Printing & Office Supplies
Medical Supplies	\$ 1,248	Medical Supplies
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 15,802	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	
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	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,100	Legal Services
Audit Services (compliant with SBOA requirements)	\$ 15,300	Accounting/Audit Services
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 10,404	Printing Services
Consultants	\$ 2,081	Professional Fees other
Internet Services	\$ -	
Telephone/Telecommunication Services	\$ 41,616	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 78,045	Professional Liability & Property Insurance
Travel	\$ 9,884	Travel/Auto, Airfare, Meals & Lodging
Postage	\$ 2,081	Postage & Express Mail
Special Education Services	\$ 86,978	Contracted SPED Instructional & Non-instructional

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 6,042,443	Average per pupil rate of \$6083.59
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 676,756	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 179,459	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 128,948	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 248,012	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 7,275,617	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,669,327	Use staffing workbook
Substitute Teachers	\$ 82,600	# of teachers * 10 days * \$140
Professional Development	\$ 8,490	Outside Staff Development
Bonuses	\$ 134,384	
Stipends	\$ 15,918	Stipends
Tutoring	\$ 44,798	Tutoring
Staff Recruitment	\$ 3,184	Staff Recruitment
Temporary Agency Fees	\$ 5,306	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 3,964,007	
Instructional Supplies and Resources		
Textbooks	\$ 102,928	Textbook allotment per new student \$291.83

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Library, periodicals, etc	\$ 7,500	Library Books/Periodicals
Technology	\$ 49,455	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 17,494	Testing Materials
Computers	\$ 253,600	Student/Teacher Technology
Software	\$ 24,000	Instructional Software
Other classroom supplies	\$ 132,810	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,306	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 593,094	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,184	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 11,687	Printing & Office Supplies
Medical Supplies	\$ 1,273	Medical Supplies
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 16,144	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	
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	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,202	Legal Services
Audit Services (compliant with SBOA requirements)	\$ 15,606	Accounting/Audit Services
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 10,612	Printing Services
Consultants	\$ 2,122	Professional Fees other
Internet Services	\$ -	
Telephone/Telecommunication Services	\$ 42,448	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 79,988	Professional Liability & Property Insurance
Travel	\$ 10,081	Travel/Auto, Airfare, Meals & Lodging
Postage	\$ 2,122	Postage & Express Mail
Special Education Services	\$ 90,443	Contracted SPED Instructional & Non-instructional

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 6,452,430	Average per pupil rate of \$6205.26
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 690,290	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 191,264	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 137,815	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 258,472	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 7,730,271	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,854,766	Use staffing workbook
Substitute Teachers	\$ 85,400	# of teachers * 10 days * \$140
Professional Development	\$ 8,659	Outside Staff Development
Bonuses	\$ 142,854	
Stipends	\$ 16,236	Stipends
Tutoring	\$ 44,798	Tutoring
Staff Recruitment	\$ 3,247	Staff Recruitment
Temporary Agency Fees	\$ 5,412	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 4,161,374	
Instructional Supplies and Resources		
Textbooks	\$ 102,250	Textbook allotment per new student \$297.67

ICN Academy #1

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Library, periodicals, etc	\$ 5,000	Library Books/Periodicals
Technology	\$ 51,525	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 18,591	Testing Materials
Computers	\$ 106,500	Student/Teacher Technology
Software	\$ 17,100	Instructional Software
Other classroom supplies	\$ 140,987	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,412	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 447,364	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,247	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 11,973	Printing & Office Supplies
Medical Supplies	\$ 1,299	Medical Supplies
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 16,519	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	
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	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,306	Legal Services
Audit Services (compliant with SBOA requirements)	\$ 15,918	Accounting/Audit Services
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 10,824	Printing Services
Consultants	\$ 2,165	Professional Fees other
Internet Services	\$ -	
Telephone/Telecommunication Services	\$ 43,297	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 82,369	Professional Liability & Property Insurance
Travel	\$ 10,283	Travel/Auto, Airfare, Meals & Lodging
Postage	\$ 2,165	Postage & Express Mail
Special Education Services	\$ 95,774	Contracted SPED Instructional & Non-instructional

ICN Academy #2

School Name: ICN Academy #2

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC Y	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2016-2017	100	92	92	69	69	69	100	0	0					591	6%	18%	62%
Year 2: 2017-2018	100	92	92	92	69	69	100	100	0					714	6%	18%	62%
Year 3: 2018-2019	100	92	92	92	92	69	100	100	100					837	6%	18%	62%
Year 4: 2019-2020	100	92	92	92	92	92	100	100	100					860	6%	18%	62%
Year 5: 2020-2021	100	92	92	92	92	92	100	100	100					860	6%	18%	62%

Planned Number of Classes														
ACADEMIC Y	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2016-2017	5	4	4	3	3	3	4	0	0					26
Year 2: 2017-2018	5	4	4	4	3	3	4	4	0					31
Year 3: 2018-2019	5	4	4	4	4	3	4	4	4					36
Year 4: 2019-2020	5	4	4	4	4	4	4	4	4					37
Year 5: 2020-2021	5	4	4	4	4	4	4	4	4					37

ICN Academy #2

School Name:	ICN Academy #2					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 3,117,006	\$ 3,972,611	\$ 4,861,194	\$ 5,112,746	\$ 5,215,002
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ 554,700	\$ 565,794	\$ 577,110	\$ 588,652	\$ 600,425
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Assistance Program Grant		\$ -	\$ -	\$ -	\$ -	\$ -
Public Law 101-476 (IDEA)		\$ -	\$ -	\$ -	\$ -	\$ -
Title I		\$ -	\$ -	\$ -	\$ -	\$ -
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ 126,594	\$ 156,000	\$ 186,785	\$ 195,756	\$ 199,899
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ 55,470	\$ 71,412	\$ 87,969	\$ 92,614	\$ 94,467
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Loan Proceeds	\$ -	\$ 774,110	\$ -	\$ -	\$ -	\$ -
Food Service Revenue	\$ -	\$ 73,729	\$ 89,131	\$ 104,556	\$ 107,501	\$ 107,576
CSUSA Contribution	\$ 189,790	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 189,790	\$ 4,701,609	\$ 4,854,949	\$ 5,817,614	\$ 6,097,269	\$ 6,217,369
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 83,025	\$ 2,077,350	\$ 2,656,401	\$ 2,977,847	\$ 3,200,839	\$ 3,259,970
Substitute Teachers		\$ 49,000	\$ 61,600	\$ 67,200	\$ 68,600	\$ 68,600
Professional Development	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Stipends	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918	\$ 16,236
Tutoring	\$ -	\$ 28,440	\$ 35,618	\$ 44,798	\$ 44,798	\$ 44,798
Staff Recruitment	\$ -	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247
Temporary Agency Fees	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 83,025	\$ 2,185,790	\$ 2,785,239	\$ 3,122,098	\$ 3,347,135	\$ 3,406,924
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 162,525	\$ 34,502	\$ 35,192	\$ 82,004	\$ 76,799
Library, periodicals, etc	\$ -	\$ 15,000	\$ 10,000	\$ 10,000	\$ 7,500	\$ 5,000
Technology	\$ -	\$ 26,595	\$ 32,130	\$ 37,665	\$ 38,700	\$ 38,700
Assessment materials	\$ -	\$ 8,865	\$ 10,924	\$ 13,062	\$ 13,690	\$ 13,963
Computers	\$ -	\$ 482,010	\$ 43,250	\$ 72,975	\$ 239,475	\$ 77,075
Software	\$ -	\$ 35,390	\$ 12,600	\$ 17,850	\$ 22,700	\$ 15,500
Other classroom supplies	\$ -	\$ 68,100	\$ 84,303	\$ 100,086	\$ 104,794	\$ 106,890
Field trips, other unclassified items	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Co-curricular & Athletics	\$ -	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 803,485	\$ 232,809	\$ 292,032	\$ 514,169	\$ 339,340
Support Supplies and Resources						
Administrative Computers	\$ -	\$ 50,400	\$ -	\$ -	\$ -	\$ -
Administrative Software	\$ -	\$ 910	\$ -	\$ -	\$ -	\$ -
Administration Dues, fees, misc expenses	\$ -	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247
Office supplies	\$ 1,000	\$ 10,462	\$ 10,795	\$ 11,137	\$ 11,384	\$ 11,612
Medical Supplies	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,299
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 1,000	\$ 65,972	\$ 15,079	\$ 15,507	\$ 15,841	\$ 16,158
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

ICN Academy #2

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Purchased or Contracted Services							
Legal Services	\$ 25,000	\$ 25,000	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	
Audit Services (compliant with SBOA requirements)	\$ -	\$ -	\$ 15,000	\$ 15,300	\$ 15,606	\$ 15,918	
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Accounting Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Printing/Newsletter/Annual Report Services	\$ 6,500	\$ 10,000	\$ 10,200	\$ 10,404	\$ 10,612	\$ 10,824	
Consultants	\$ -	\$ 2,000	\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165	
Internet Services	\$ 5,400	\$ -	\$ -	\$ -	\$ -	\$ -	
Telephone/Telecommunication Services	\$ 5,400	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 68,508	\$ 72,078	\$ 75,764	\$ 77,707	\$ 79,261	
Travel	\$ -	\$ 9,500	\$ 9,690	\$ 9,884	\$ 10,081	\$ 10,283	
Postage	\$ -	\$ 3,500	\$ 3,570	\$ 3,641	\$ 3,714	\$ 3,789	
Special Education Services	\$ -	\$ 68,329	\$ 82,608	\$ 97,432	\$ 101,892	\$ 103,930	
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Food service	\$ -	\$ 159,313	\$ 196,064	\$ 234,221	\$ 245,435	\$ 250,344	
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Nursing Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Business Expense Other	\$ 38,250	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247	
Marketing & Enrollment	\$ -	\$ 109,335	\$ 22,755	\$ 22,755	\$ 12,500	\$ 12,500	
Bank Service Fees	\$ -	\$ 3,500	\$ 3,570	\$ 3,641	\$ 3,714	\$ 3,789	
In-house Food Service & Paper & Smallwares	\$ -	\$ 2,125	\$ 2,414	\$ 2,715	\$ 2,817	\$ 2,873	
Total Professional Purchased or Contracted Services	\$ 80,550	\$ 504,109	\$ 468,849	\$ 527,674	\$ 537,036	\$ 547,527	
Facilities							
Rent, mortgage, or other facility cost	\$ 25,215	\$ 471,300	\$ 809,373	\$ 924,893	\$ 958,452	\$ 972,739	
Furniture & Equipment	\$ -	\$ 205,400	\$ 62,900	\$ 45,000	\$ 15,000	\$ 10,000	
Gas/electric	\$ -	\$ 94,440	\$ 96,329	\$ 98,256	\$ 100,221	\$ 102,225	
Water/Sewer	\$ -	\$ 13,767	\$ 14,042	\$ 14,323	\$ 14,609	\$ 14,902	
Grounds Keeping	\$ -	\$ 3,000	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247	
Maintenance Services	\$ -	\$ 103,906	\$ 119,457	\$ 135,018	\$ 137,599	\$ 140,231	
Custodial	\$ -	\$ 69,181	\$ 83,579	\$ 97,977	\$ 99,937	\$ 101,936	
Waste disposal	\$ -	\$ 24,092	\$ 24,574	\$ 25,065	\$ 25,567	\$ 26,078	
Debt Service for Facilities (Interest Only)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Contracted Security	\$ -	\$ 1,200	\$ 1,224	\$ 1,248	\$ 1,273	\$ 1,299	
Office Equipment - Leasing Expense	\$ -	\$ 8,400	\$ 12,600	\$ 12,600	\$ 12,600	\$ 12,600	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Facilities	\$ 25,215	\$ 994,686	\$ 1,227,139	\$ 1,357,502	\$ 1,368,441	\$ 1,385,256	
Other							
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Indiana Charter School Board Administrative Fee	\$ -	\$ 93,510	\$ 119,178	\$ 145,836	\$ 153,382	\$ 156,450	
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ 228,056	\$ 232,617	
Common School Fund Loan Interest Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Other	\$ -	\$ 93,510	\$ 119,178	\$ 145,836	\$ 381,438	\$ 389,067	
Total Expenditures	\$ 189,790	\$ 4,647,552	\$ 4,848,293	\$ 5,460,650	\$ 6,164,061	\$ 6,084,271	
Carryover/Deficit	\$ -	\$ 54,057	\$ 6,656	\$ 356,964	\$ (66,791)	\$ 133,098	
Cumulative Carryover/(Deficit)	\$ -	\$ 54,057	\$ 60,712	\$ 417,676	\$ 350,885	\$ 483,983	

ICN Academy #2

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,117,006	Average per pupil rate of \$6198
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 554,700	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 126,594	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 55,470	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ 774,110	Proceeds from Loan for FF&E, Computers & Software. Repayment to begin in 2nd year.
Food Service Revenue	\$ 73,729	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 4,701,609	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,077,350	Use staffing workbook
Substitute Teachers	\$ 49,000	# of teachers * 10 days * \$140
Professional Development	\$ 8,000	Outside Staff Development
Bonuses	\$ -	
Stipends	\$ 15,000	Stipends
Tutoring	\$ 28,440	Tutoring
Staff Recruitment	\$ 3,000	Staff Recruitment
Temporary Agency Fees	\$ 5,000	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 2,185,790	
Instructional Supplies and Resources		
Textbooks	\$ 162,525	Textbook allotment per new student \$275
Library, periodicals, etc	\$ 15,000	Library Books/Periodicals
Technology	\$ 26,595	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 8,865	Testing Materials
Computers	\$ 482,010	Student/Teacher Technology
Software	\$ 35,390	Instructional Software
Other classroom supplies	\$ 68,100	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,000	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 803,485	
Support Supplies and Resources		
Administrative Computers	\$ 50,400	Non-Instructional Technology
Administrative Software	\$ 910	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,000	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 10,462	Printing & Office Supplies

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Medical Supplies	\$ 1,200	Medical Supplies
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 65,972	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	
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	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 25,000	Legal Services
Audit Services (compliant with SBOA requirements)	\$ -	Accounting/Audit Services
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 10,000	Printing Services
Consultants	\$ 2,000	Professional Fees other
Internet Services	\$ -	
Telephone/Telecommunication Services	\$ 40,000	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 68,508	Professional Liability & Property Insurance
Travel	\$ 9,500	Travel/Auto, Airfare, Meals & Lodging
Postage	\$ 3,500	Postage & Express Mail
Special Education Services	\$ 68,329	Contracted SPED Instructional & Non-instructional
Student Information Services	\$ -	
Food service	\$ 159,313	Contracted Food Service
Transportation	\$ -	
Nursing Services	\$ -	
Business Expense Other	\$ 3,000	Business Expense-Other
Marketing & Enrollment	\$ 109,335	Marketing & Enrollment Expense at incremental student rate of \$185
Bank Service Fees	\$ 3,500	Bank Service Fees
In-house Food Service & Paper & Smallwares	\$ 2,125	In-house Food Service & Paper & Smallwares
Total Professional Purchased or Contracted Services	\$ 504,109	
Facilities		
Rent, mortgage, or other facility cost	\$ 471,300	Rent and facilities
Furniture & Equipment	\$ 205,400	Classroom, Administrative and Cafeteria furniture and fixtures
Gas/electric	\$ 94,440	Gas / Electricity
Water/ Sewer	\$ 13,767	Water/Sewer
Grounds Keeping	\$ 3,000	Pest Control
Maintenance Services	\$ 103,906	Building R&M, Equipment R&M, Cleaning Supplies
Custodial	\$ 69,181	Contracted Custodial Services
Waste disposal	\$ 24,092	Waste Disposal
Debt Service for Facilities (Interest Only)	\$ -	
Contracted Security	\$ 1,200	Contracted Security (monitor)
Office Equipment - Leasing Expense	\$ 8,400	Office Equipment - Leasing Expense
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 994,686	
Other		
Contingency	\$ -	
Indiana Charter School Board Administrative Fee	\$ 93,510	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 93,510	
Total Expenditures	\$ 4,647,552	
Carryover/Deficit	\$ 54,057	

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Cumulative Carryover/(Deficit)

\$ 54,057

ICN Academy #2

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,972,611	Average per pupil rate of \$6321.96
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
	\$ 565,794	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Full-Day Kindergarten		
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Public Charter School Program (PCSP) Grant		
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 156,000	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 71,412	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 89,131	Paid Meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 4,854,949	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,656,401	Use staffing workbook
Substitute Teachers	\$ 61,600	# of teachers * 10 days * \$140
Professional Development	\$ 8,160	Outside Staff Development
Bonuses	\$ -	
Stipends	\$ 15,300	Stipends
Tutoring	\$ 35,618	Tutoring
Staff Recruitment	\$ 3,060	Staff Recruitment
Temporary Agency Fees	\$ 5,100	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 2,785,239	
Instructional Supplies and Resources		
Textbooks	\$ 34,502	Textbook allotment per new student \$280.5
Library, periodicals, etc	\$ 10,000	Library Books/Periodicals
Technology	\$ 32,130	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 10,924	Testing Materials
Computers	\$ 43,250	Student/Teacher Technology
Software	\$ 12,600	Instructional Software
Other classroom supplies	\$ 84,303	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,100	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 232,809	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,060	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 10,795	Printing & Office Supplies
Medical Supplies	\$ 1,224	Medical Supplies

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Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Support Supplies and Resources	\$	15,079	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	-	
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	\$	-	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	Legal Services
Audit Services (compliant with SBOA requirements)	\$	15,000	Accounting/Audit Services
Payroll Services	\$	-	
Accounting Services	\$	-	
Printing/Newsletter/Annual Report Services	\$	10,200	Printing Services
Consultants	\$	2,040	Professional Fees other
Internet Services	\$	-	
Telephone/Telecommunication Services	\$	40,800	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	72,078	Professional Liability & Property Insurance
Travel	\$	9,690	Travel/Auto, Airfare, Meals & Lodging
Postage	\$	3,570	Postage & Express Mail
Special Education Services	\$	82,608	Contracted SPED Instructional & Non-instructional
Student Information Services	\$	-	
Food service	\$	196,064	Contracted Food Service
Transportation	\$	-	
Nursing Services	\$	-	
Business Expense Other	\$	3,060	Business Expense-Other
Marketing & Enrollment	\$	22,755	Marketing & Enrollment Expense at incremental student rate of \$185
Bank Service Fees	\$	3,570	Bank Service Fees
In-house Food Service & Paper & Smallwares	\$	2,414	In-house Food Service & Paper & Smallwares
Total Professional Purchased or Contracted Services	\$	468,849	
Facilities			
Rent, mortgage, or other facility cost	\$	809,373	Rent and facilities
Furniture & Equipment	\$	62,900	Classroom, Administrative and Cafeteria furniture and fixtures
Gas/electric	\$	96,329	Gas / Electricity
Water/ Sewer	\$	14,042	Water/Sewer
Grounds Keeping	\$	3,060	Pest Control
Maintenance Services	\$	119,457	Building R&M, Equipment R&M, Cleaning Supplies
Custodial	\$	83,579	Contracted Custodial Services
Waste disposal	\$	24,574	Waste Disposal
Debt Service for Facilities (Interest Only)	\$	-	
Contracted Security	\$	1,224	Contracted Security (monitor)
Office Equipment - Leasing Expense	\$	12,600	Office Equipment - Leasing Expense
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	1,227,139	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	119,178	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$	-	
Common School Fund Loan Interest Costs	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	119,178	
Total Expenditures	\$	4,848,293	
Carryover/Deficit	\$	6,656	

Cumulative Carryover/(Deficit) \$ 60,712

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Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 4,861,194	Average per pupil rate of \$6448.4
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 577,110	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 186,785	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 87,969	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 104,556	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 5,817,614	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,977,847	Use staffing workbook
Substitute Teachers	\$ 67,200	# of teachers * 10 days * \$140
Professional Development	\$ 8,323	Outside Staff Development
Bonuses	\$ -	
Stipends	\$ 15,606	Stipends
Tutoring	\$ 44,798	Tutoring
Staff Recruitment	\$ 3,121	Staff Recruitment
Temporary Agency Fees	\$ 5,202	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 3,122,098	
Instructional Supplies and Resources		
Textbooks	\$ 35,192	Textbook allotment per new student \$286.11
Library, periodicals, etc	\$ 10,000	Library Books/Periodicals
Technology	\$ 37,665	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 13,062	Testing Materials
Computers	\$ 72,975	Student/Teacher Technology
Software	\$ 17,850	Instructional Software
Other classroom supplies	\$ 100,086	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,202	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 292,032	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,121	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 11,137	Printing & Office Supplies
Medical Supplies	\$ 1,248	Medical Supplies

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Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Support Supplies and Resources	\$	15,507	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	-	
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	\$	-	
Professional Purchased or Contracted Services			
Legal Services	\$	5,100	Legal Services
Audit Services (compliant with SBOA requirements)	\$	15,300	Accounting/Audit Services
Payroll Services	\$	-	
Accounting Services	\$	-	
Printing/Newsletter/Annual Report Services	\$	10,404	Printing Services
Consultants	\$	2,081	Professional Fees other
Internet Services	\$	-	
Telephone/Telecommunication Services	\$	41,616	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	75,764	Professional Liability & Property Insurance
Travel	\$	9,884	Travel/Auto, Airfare, Meals & Lodging
Postage	\$	3,641	Postage & Express Mail
Special Education Services	\$	97,432	Contracted SPED Instructional & Non-instructional
Student Information Services	\$	-	
Food service	\$	234,221	Contracted Food Service
Transportation	\$	-	
Nursing Services	\$	-	
Business Expense Other	\$	3,121	Business Expense-Other
Marketing & Enrollment	\$	22,755	Marketing & Enrollment Expense at incremental student rate of \$185
Bank Service Fees	\$	3,641	Bank Service Fees
In-house Food Service & Paper & Smallwares	\$	2,715	In-house Food Service & Paper & Smallwares
Total Professional Purchased or Contracted Services	\$	527,674	
Facilities			
Rent, mortgage, or other facility cost	\$	924,893	Rent and facilities
Furniture & Equipment	\$	45,000	Classroom, Administrative and Cafeteria furniture and fixtures
Gas/electric	\$	98,256	Gas / Electricity
Water/ Sewer	\$	14,323	Water/Sewer
Grounds Keeping	\$	3,121	Pest Control
Maintenance Services	\$	135,018	Building R&M, Equipment R&M, Cleaning Supplies
Custodial	\$	97,977	Contracted Custodial Services
Waste disposal	\$	25,065	Waste Disposal
Debt Service for Facilities (Interest Only)	\$	-	
Contracted Security	\$	1,248	Contracted Security (monitor)
Office Equipment - Leasing Expense	\$	12,600	Office Equipment - Leasing Expense
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	1,357,502	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	145,836	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$	-	
Common School Fund Loan Interest Costs	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	145,836	
Total Expenditures	\$	5,460,650	
Carryover/Deficit	\$	356,964	

Cumulative Carryover/(Deficit) \$ 417,676

ICN Academy #2

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 5,112,746	Average per pupil rate of \$6577.37
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 588,652	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 195,756	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 92,614	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 107,501	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 6,097,269	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,200,839	Use staffing workbook
Substitute Teachers	\$ 68,600	# of teachers * 10 days * \$140
Professional Development	\$ 8,490	Outside Staff Development
Bonuses	\$ -	
Stipends	\$ 15,918	Stipends
Tutoring	\$ 44,798	Tutoring
Staff Recruitment	\$ 3,184	Staff Recruitment
Temporary Agency Fees	\$ 5,306	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 3,347,135	
Instructional Supplies and Resources		
Textbooks	\$ 82,004	Textbook allotment per new student \$291.83
Library, periodicals, etc	\$ 7,500	Library Books/Periodicals
Technology	\$ 38,700	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 13,690	Testing Materials
Computers	\$ 239,475	Student/Teacher Technology
Software	\$ 22,700	Instructional Software
Other classroom supplies	\$ 104,794	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,306	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 514,169	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,184	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 11,384	Printing & Office Supplies
Medical Supplies	\$ 1,273	Medical Supplies

ICN Academy #2

Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Support Supplies and Resources	\$	15,841	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	-	
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	\$	-	
Professional Purchased or Contracted Services			
Legal Services	\$	5,202	Legal Services
Audit Services (compliant with SBOA requirements)	\$	15,606	Accounting/Audit Services
Payroll Services	\$	-	
Accounting Services	\$	-	
Printing/Newsletter/Annual Report Services	\$	10,612	Printing Services
Consultants	\$	2,122	Professional Fees other
Internet Services	\$	-	
Telephone/Telecommunication Services	\$	42,448	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	77,707	Professional Liability & Property Insurance
Travel	\$	10,081	Travel/Auto, Airfare, Meals & Lodging
Postage	\$	3,714	Postage & Express Mail
Special Education Services	\$	101,892	Contracted SPED Instructional & Non-instructional
Student Information Services	\$	-	
Food service	\$	245,435	Contracted Food Service
Transportation	\$	-	
Nursing Services	\$	-	
Business Expense Other	\$	3,184	Business Expense-Other
Marketing & Enrollment	\$	12,500	Marketing & Enrollment Expense at incremental student rate of \$185
Bank Service Fees	\$	3,714	Bank Service Fees
In-house Food Service & Paper & Smallwares	\$	2,817	In-house Food Service & Paper & Smallwares
Total Professional Purchased or Contracted Services	\$	537,036	
Facilities			
Rent, mortgage, or other facility cost	\$	958,452	Rent and facilities
Furniture & Equipment	\$	15,000	Classroom, Administrative and Cafeteria furniture and fixtures
Gas/electric	\$	100,221	Gas / Electricity
Water/ Sewer	\$	14,609	Water/Sewer
Grounds Keeping	\$	3,184	Pest Control
Maintenance Services	\$	137,599	Building R&M, Equipment R&M, Cleaning Supplies
Custodial	\$	99,937	Contracted Custodial Services
Waste disposal	\$	25,567	Waste Disposal
Debt Service for Facilities (Interest Only)	\$	-	
Contracted Security	\$	1,273	Contracted Security (monitor)
Office Equipment - Leasing Expense	\$	12,600	Office Equipment - Leasing Expense
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	1,368,441	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	153,382	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$	228,056	
Common School Fund Loan Interest Costs	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Other	\$	381,438	
Total Expenditures	\$	6,164,061	
Carryover/Deficit	\$	(66,791)	

Cumulative Carryover/(Deficit) \$ 350,885

ICN Academy #2

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 5,215,002	Average per pupil rate of \$6708.92
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 600,425	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Other State Revenue (please describe)	\$ -	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ -	
Title I	\$ -	
Title II	\$ -	
Federal Lunch Program	\$ 199,899	For NSLP Reimbursement
Federal Breakfast Reimbursement	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenue Federal sources (please describe)	\$ -	
Other Revenues		
Committed Philanthropic Donations	\$ -	
Before and After Care Fees	\$ 94,467	Based on 10% participation at \$8/day
Interest Income	\$ -	
Loan Proceeds	\$ -	
Food Service Revenue	\$ 107,576	For paid meals
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 6,217,369	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 3,259,970	Use staffing workbook
Substitute Teachers	\$ 68,600	# of teachers * 10 days * \$140
Professional Development	\$ 8,659	Outside Staff Development
Bonuses	\$ -	
Stipends	\$ 16,236	Stipends
Tutoring	\$ 44,798	Tutoring
Staff Recruitment	\$ 3,247	Staff Recruitment
Temporary Agency Fees	\$ 5,412	For temporary employment services
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 3,406,924	
Instructional Supplies and Resources		
Textbooks	\$ 76,799	Textbook allotment per new student \$297.67
Library, periodicals, etc	\$ 5,000	Library Books/Periodicals
Technology	\$ 38,700	Software licensing @ \$45 per student + IT support
Assessment materials	\$ 13,963	Testing Materials
Computers	\$ 77,075	Student/Teacher Technology
Software	\$ 15,500	Instructional Software
Other classroom supplies	\$ 106,890	For student & teacher consumables
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 5,412	Extra-curricular Activities
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Instructional Supplies and Resources	\$ 339,340	
Support Supplies and Resources		
Administrative Computers	\$ -	Non-Instructional Technology
Administrative Software	\$ -	Non-Instructional Software
Administration Dues, fees, misc expenses	\$ 3,247	Professional Fees, Dues & Subscriptions, Miscellaneous Expenses
Office supplies	\$ 11,612	Printing & Office Supplies
Medical Supplies	\$ 1,299	Medical Supplies

ICN Academy #2

Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Support Supplies and Resources	\$ 16,158	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	
Charter Board Supplies & Equipment	\$ -	
Charter Board Dues, fees, etc	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Board Expenses	\$ -	
Professional Purchased or Contracted Services		
Legal Services	\$ 5,306	Legal Services
Audit Services (compliant with SBOA requirements)	\$ 15,918	Accounting/Audit Services
Payroll Services	\$ -	
Accounting Services	\$ -	
Printing/Newsletter/Annual Report Services	\$ 10,824	Printing Services
Consultants	\$ 2,165	Professional Fees other
Internet Services	\$ -	
Telephone/Telecommunication Services	\$ 43,297	Communications
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 79,261	Professional Liability & Property Insurance
Travel	\$ 10,283	Travel/Auto, Airfare, Meals & Lodging
Postage	\$ 3,789	Postage & Express Mail
Special Education Services	\$ 103,930	Contracted SPED Instructional & Non-instructional
Student Information Services	\$ -	
Food service	\$ 250,344	Contracted Food Service
Transportation	\$ -	
Nursing Services	\$ -	
Business Expense Other	\$ 3,247	Business Expense-Other
Marketing & Enrollment	\$ 12,500	Marketing & Enrollment Expense at incremental student rate of \$185
Bank Service Fees	\$ 3,789	Bank Service Fees
In-house Food Service & Paper & Smallwares	\$ 2,873	In-house Food Service & Paper & Smallwares
Total Professional Purchased or Contracted Services	\$ 547,527	
Facilities		
Rent, mortgage, or other facility cost	\$ 972,739	Rent and facilities
Furniture & Equipment	\$ 10,000	Classroom, Administrative and Cafeteria furniture and fixtures
Gas/electric	\$ 102,225	Gas / Electricity
Water/ Sewer	\$ 14,902	Water/Sewer
Grounds Keeping	\$ 3,247	Pest Control
Maintenance Services	\$ 140,231	Building R&M, Equipment R&M, Cleaning Supplies
Custodial	\$ 101,936	Contracted Custodial Services
Waste disposal	\$ 26,078	Waste Disposal
Debt Service for Facilities (Interest Only)	\$ -	
Contracted Security	\$ 1,299	Contracted Security (monitor)
Office Equipment - Leasing Expense	\$ 12,600	Office Equipment - Leasing Expense
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Facilities	\$ 1,385,256	
Other		
Contingency	\$ -	
Indiana Charter School Board Administrative Fee	\$ 156,450	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$ 232,617	
Common School Fund Loan Interest Costs	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Other	\$ 389,067	
Total Expenditures	\$ 6,084,271	
Carryover/Deficit	\$ 133,098	

Cumulative Carryover/(Deficit) \$ 483,983

Attachment 20: Budget Narrative

Attachment 20 – Budget Narrative

- a. **What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?**

In the event that the anticipated revenues are lower than expected, a budget realignment of expenditures to revised revenue stream would be in order. Measures would include re-evaluation of staffing needs or postponement of hiring; reduction in enrollment driven expenses such as textbooks, consumables, fees and subscriptions, food service, technology and equipment needs, etc. Additionally, other previously non-contemplated sources of revenue, such as grants and contributions would be exercised. In addition, CSUSA, as set forth in our Management Agreement, will stand behind the schools and carry its operating costs without assigning future liability to the schools or the board, in the event this is necessary to achieve a balanced budget.

- b. **Explain how the school will ensure it has sufficient funds to cover all anticipated expenses.**

The budget as presented demonstrates that the schools will have sufficient revenues to support the expenditures needed for successful operation of the schools. The Governing Board shall adopt a comprehensive and balanced budget on an annual basis, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the Governing Board. The budget will be prepared conservatively and with viability and sustainability of the School in mind.

The Governing Board has a rigorous budget management process to ensure that the schools achieve the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of monthly financial statements which are prepared by the ESP. To supplement the financial statements, the ESP will provide monthly dashboard reports which will summarize the monthly activity of the schools, compare the results to the budget, identify significant budget variances, and provide recommendations where appropriate.

As budget variances arise and are managed, new forecasts will be developed each month to ensure the schools stay on track financially throughout the year. These forecasts will allow school leadership to make timely management decisions to ensure the financial health of the schools, and will be presented to the Governing Board on a monthly or quarterly basis.

These expenses include a provision for special education as detailed in the instructional expenses of the plan. The budget also includes expenses for teacher retirement as required by the State of Indiana. This expense is reflected in the employer contribution of 7% of applicable wages.

ICN Academy #1

Revenue Assumptions

- ADM Revenue assumptions are based upon a blended demographic rate. Rate assumed for Regular students year 1 is \$5,732.70. The number of regular students is assumed at 460. Rates are based upon FY2015 estimates per the Current 2016 & 2017 School Formula Simulation. Rates are assumed to adjust annually by an inflator rate of 2%.
- ADM Revenue for Special Education students is also based upon a blended demographic rate. The rate for year 1 is assumed at \$6,336.45. Rates are assumed to adjust annually by an inflator rate of 2%. 81 students are assumed in year 1.
- ADM for Kindergarten students is assumed at ½ count at Regular ADM revenue rate plus \$2,448 for a total rate of \$5,314.35. Rates are assumed to adjust annually by an inflator rate of 2%.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.
- Budget assumes short term financing of 5 years at 8% to cover the 1st year technological infrastructure and classroom, office and cafeteria furnishings and fixtures. Loan is assumed to be paid off by end of 5 year period.

Expense Assumptions

- Charter Board administrative fee is assumed at 3% of Basic Grant.
- Average teacher wage is assumed at \$35,000.
- Budget assumes a 2% inflator for expenses.
- Rent is assumed at 12% of revenue.
- Management Fees are assumed in years 4 & 5 at a rate of 5% of Revenue.
- Performance Assessment pool is assumed at 2% of Revenue for years 3-5.
- Capital expenditures are assumed at \$805,190 for the initial infrastructure and furnishings of the school. Expenses include all infrastructure, student computing equipment, labs as well as requisite furniture and fixtures.
- Cumulative fund balance is assumed at approximately 10% by the end of year 5.

ICN Academy #2

Revenue Assumptions

- ADM Revenue assumptions are based upon a blended demographic rate. Rate assumed for Regular students year 1 is \$6,198.00. The number of regular students is assumed at 385. Rates are based upon FY2015 estimates per the Current 2016 & 2017 School Formula Simulation. Rates are assumed to adjust annually by an inflator rate of 2%.
- ADM Revenue for Special Education students is also based upon a blended demographic rate. The rate for year 1 is assumed at \$6,895.50. Rates are assumed to adjust annually by an inflator rate of 2%. 106 students are assumed in year 1.
- ADM for Kindergarten students is assumed at ½ count at Regular ADM revenue rate plus \$2,448 for a total rate of \$5,547.00. Rates are assumed to adjust annually by an inflator rate of 2%.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.
- Budget assumes short term financing of 5 years at 8% to cover the 1st year technological infrastructure and classroom, office and cafeteria furnishings and fixtures. Loan is assumed to be paid off by end of 5 year period.

Expense Assumptions

- Charter Board administrative fee is assumed at 3% of Basic Grant.
- Average teacher wage is assumed at \$35,000.
- Budget assumes a 2% inflator for expenses.
- Rent is assumed at 12% of revenue.
- Management Fees are assumed in years 4 & 5 at a rate of 4% of Revenue.
- Capital expenditures are assumed at \$774,110 for the initial infrastructure and furnishings of the school. Expenses include all infrastructure, student computing equipment, labs as well as requisite furniture and fixtures.
- Cumulative fund balance is assumed at approximately 8% by the end of year 5.

Attachment 21: Portfolio Summary

Section V - Performance Record: Attachment 21



School Contact Information	<ul style="list-style-type: none"> • City/location and school contact information;
School Enrollment Data:	<ul style="list-style-type: none"> • Year opened
	<ul style="list-style-type: none"> • Contact information for the authorizer;
	<ul style="list-style-type: none"> • Number of students and grade levels served;
	<ul style="list-style-type: none"> • The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and English Language Learner;
State Specific Tabs	<ul style="list-style-type: none"> • The year in which the contract with the ESP commenced and/or ended (if applicable);
	<ul style="list-style-type: none"> • State assessment results for the past five years by grade level in English/Language Arts and Mathematics (one tab per state) • Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics.

The operator does not systematically track the number and percent of graduating students who have enrolled in post-secondary institutions. Each state tracks college and career readiness and/or post-secondary enrollment in their own way. These metrics are included on the state specifics tabs when applicable.

School Contact Information by Region

South Florida - Region

(School Abbreviation)
(School District/County/Parish)

ACES	Aventura City of Excellence School, K-8	Phone:	305-466-1499
Dade	3333 NE 188th Street Aventura, FL 33180 www.aventuracharter.org	Fax:	305-466-1339
CSCS	Coral Springs Charter School, 6-12	Phone:	954-340-4100
Broward	3205 N University Drive Coral Springs, FL 33065 www.coralspringscharter.org	Fax:	954-340-4145
DMCS	Downtown Miami Charter School, K-6	Phone:	305-579-2112
Dade	305 NW 3rd Avenue Miami, FL 33128 www.downtowncharter.org	Fax:	305-579-2115
HAAS	Hollywood Academy of Arts & Science, K-5	Phone:	954-925-6404
HAASM	Hollywood Academy of Arts & Science Middle, 6-8	Fax:	954-925-8123
Broward	1705 Van Buren Street Hollywood, FL 33020 www.hollywoodcharter.org		
KGCS	Keys Gate Charter School, K-2 Building	Phone:	305-230-5630
Dade	2355 SE 28th Avenue Homestead, FL 33035 www.keyscharter.org	Fax:	305-230-1347
	Keys Gate Charter School, 3-7 Building	Phone:	305-230-1616
	2000 SE 28th Avenue Homestead, FL 33035 www.keyscharter.org	Fax:	305-230-1347
KGCHS	Keys Gate Charter High School, 8-10 Building	Phone:	786-272-9600
Dade	2325 SE 28th Avenue Homestead, FL 33035 www.keysgatecharterhigh.org	Fax:	786-272-9602
NBAE	North Broward Academy of Excellence, K-5	Phone:	954-718-2211
NBAEM	North Broward Academy of Excellence Middle, 6-8	Fax:	954-718-2215
Broward	8200 SW 17th Street North Lauderdale, FL 33068 www.northbrowardcharter.org		
COOP	Renaissance Charter School at Cooper City, K-7	Phone:	954-668-2500
Broward	2800 North Palm Ave Cooper City, FL 33024 www.recscoopercity.org	Fax:	954-688-2980
RCSCS	Renaissance Charter School at Coral Springs, K-8	Phone:	954-369-1179
Broward	6250 W. Sample Road Coral Springs, FL 33067 www.recsoralsprings.org	Fax:	954-780-5411
RECS	Renaissance Elementary Charter School, K-5	Phone:	305-591-2225
Dade	10651 NW 19th Street Doral, FL 33172 www.recscharter.org	Fax:	305-591-2336
RMCS	Renaissance Middle Charter School, 6-8	Phone:	305-728-4622
Dade	8360 NW 33rd Street Miami, FL 33122 www.recscharter.org	Fax:	786-401-1978
PALM	Renaissance Charter School at Palms West, K-6	Phone:	561-214-6782

Palm Beach	12031 Southern Blvd Loxahatchee, FL 33470 www.palmswestcharter.org	Fax: 561-214-6783
RCSP Broward	Renaissance Charter School at Plantation, K-8 6701 W. Sunrise Boulevard Plantation, FL 33313 www.plantationcharter.org	Phone: 954-556-9700 Fax: 954-556-9701
SUMM Palm Beach	Renaissance Charter School at Summit, K-6 2001 Summit Blvd West Palm Beach, FL 33406 www.recssummit.org	Phone: 561-228-5240 Fax: 561-228-5241
UNIV Broward	Renaissance Charter School at University 8399 North University Drive Tamarac, FL 33321 www.universitycharter.org	Phone: 954-414-0996 Fax: 954-414-0998
WEST Palm Beach	Renaissance Charter School at West Palm Beach K-6 1889 Palm Beach Lakes Blvd West Palm Beach, FL 33409 www.westpalmcharter.org	Phone: 561-839-1994 Fax: 561-839-1995
PINES Broward	Renaissance Charter School at Pines, K-7 10501 Pines Blvd Pembroke Pines FL 33026 www.recspines.org	Phone: 954-862-1283 Fax: 954-862-1284
CENT Palm Beach	Renaissance Charter School at Central Palm, K-6 6696 S. Military Trail Lake Worth, FL 33463 www.centralpalm.org	Phone: 561-209-7106 Fax: 561-209-7107
CYPR Palm Beach	Renaissance Charter School at Cypress, K-6 8151 Okeechobee Blvd Palm Beach, FL 33411 www.cypresscharter.org	Phone: 561-282-5860 Fax: 561-282-5866
WELL Palm Beach	Renaissance Charter School at Wellington, K-6 3200 State Road 7 Wellington, FL 33449 www.wellingtoncharter.org	Phone: 561-228-5242- Fax: 561-228-5243
Central / North Florida - Region		
CCCA Osceola	Canoe Creek Charter Academy, Pre K-8 3600 Canoe Creek Road St. Cloud, FL 34772 www.canocreekcharteracademy.org	Phone: 407-891-7320 Fax: 407-891-7330
DCSA Duval	Duval Charter School at Arlington, K-8 100 Bell Tel Way Jacksonville, FL 32216 www.duvalcharter.org	Phone: 904-724-1536 Fax: 904-721-5381
DCSB DCHS Duval	Duval Charter School at Baymeadows, K-8 Duval Charter High School at Baymeadows, 9-12 7510 Baymeadows Way Jacksonville, FL 32256 www.baymeadowscharter.org	Phone: 904-638-7947 Fax: 904-446-4101
FCCS Osceola	Four Corners Charter School, K-8 9100 Teacher Lane Davenport, FL 33837 www.fourcornerscharter.org	Phone: 407-787-4300 Fax: 407-787-4315
GOV Leon	Governors Charter Academy, K-6 4351 Mahan Drive	Phone: 850-391-5259 Fax: 850-391-5260

Tallahassee, FL 32317
www.governorscharter.org

PMWCA Osceola	PM Wells Charter Academy, K-8 2426 Remington Boulevard Kissimmee, FL 34744 www.pmwellscharter.org	Phone: 321-697-1020 Fax: 321-697-1021
CHIC Orange	Renaissance Charter School at Chickasaw Trail, K-6 8203 Valencia College Lane Orlando, FL 32825 www.chickasawcharter.org	Phone: 321-206-0662 Fax: 321-206-0664
HUNT Orange	Renaissance Charter School at Hunter's Creek, K-6 4140 Town Center Blvd Hunters Creek, FL 32837 www.hunterscreekcharter.org	Phone: 321-206-3103 Fax: 321-206-3104
POIN Osceola	Renaissance Charter School at Poinciana, K-6 5125 Robert McLane Blvd Kissimmee, FL 34758 www.poincianacharter.org	Phone: 407-569-0639 Fax: 407-569-0640
RCSSL St. Lucie	Renaissance Charter School of St. Lucie, K-8 300 NW Cashmere Boulevard Port St. Lucie, FL 34986 www.stluciecharter.org	Phone: 772-344-5982 Fax: 772-344-5985
TRAD St. Lucie	Renaissance Charter School at Tradition, K-6 10900 SW Tradition Pkwy Port St. Lucie, FL 34987 www.traditioncharter.org	Phone: 772-236-2180 Fax: 772-236-2181
DCSW Duval	Duval Charter School at Westside K-6 9238 103rd Street Jacksonville, FL 32210 www.westsidecharter.org	Phone: 904-421-0250 Fax: 904-421-0251
DCSS Duval	Duval Charter High School at Southside, K-6 8680 AC Skinner Parkway Jacksonville, FL 32256 www.southsidecharter.org	Phone: 904-423-5348 Fax: 904-423-5349
MAND Duval	Duval Charter School at Mandarin, K-6 5209 Shad Rd Jacksonville, FL 32257 www.mandarincharter.org	Phone: 904-440-2901 Fax: 904-440-2902

West Coast Florida - Region

BSCS Lee	Bonita Springs Charter School, K-8 25380 Bernwood Drive Bonita Springs, FL 34135 www.bonitaspringscharter.org	Phone: 239-992-6932 Fax: 239-992-7359
CCCS Lee	Cape Coral Charter School, Pre K-8 76 Mid Cape Terrace Cape Coral, FL 33991 www.capecoralcharter.org	Phone: 239-995-0904 Fax: 239-995-0369
GCS Lee	Gateway Charter School, K-5 12850 Commonwealth Drive Fort Myers, FL 33913 www.gatewaycharterschool.org	Phone: 239-768-5048 Fax: 239-768-5710
GICS GCHS Lee	Gateway Intermediate Charter School, 5-8 Gateway Charter High School, 9-12 12770 Gateway Blvd	Phone: 239-768-2491 HS Phone: 239-768-3350 Fax: 239-768-6087

	Fort Myers, FL 33913 www.gatewaycharterschool.org	HS Fax: 239-768-3874
HEND Hillsborough	Henderson Hammock Charter School, K-6 10322 Henderson Road Tampa, FL 33625 www.hendersoncharter.org	Phone: 813-739-6633 Fax: 813-739-6681
MANA Manatee	Manatee Charter School, K-6 4550 30 th Street East Bradenton, FL 34203 www.manateecharter.org	Phone: 941-465-4296 Fax: 941-465-4297
SMCA Lee	Six Mile Charter Academy, PreK-8 6851 Lancer Avenue Fort Myers, FL 33912 www.sixmilecharter.org	Phone: 239-768-9375 Fax: 239-225-2477
WIN Hillsborough	Winthrop Charter School, K-6 6204 Scholars Hill Lane Riverview, FL 33578 www.winthropcharter.org	Phone: 813-235-4811 Fax: 813-315-4403
WOOD Hillsborough	Woodmont Charter School, K-6 10402 N. 56 Street Temple Terrace, FL 33617 www.woodmontcharter.org	Phone: 813-708-1596 813-739-7301
Georgia Region		
CHER Cherokee	Cherokee Charter Academy, K-9 2126 Sixes Road Canton, GA 30114 www.cherokeecharter.org	Phone: 678-385-7322 Fax: 678-385-7323
CCAS Coweta	Coweta Charter Academy at Senoia, K-6 6675 East Highway 16 Senoia, GA 30276 www.cowetacharter.org	Phone: 770-599-0228 Fax: 770-599-0556
Illinois Region		
HAWK Cook/CPS/CICS	CICS- Larry Hawkins 7-12 801 E. 133rd Place Chicago, IL 60827 www.larryhawkinscharter.org	Phone: 773-264-0505 Fax: 773-264-0606
BOND Cook/CPS/CICS	CICS-Lloyd Bond K-6 13300 S. Langley Chicago, IL 60827 www.lloydbondcharter.org	Phone: 773-468-1300 Fax: N/A
LONG Cook/CPS/CICS	CICS-Longwood 3-12 1309 W.95th Street Chicago, IL 60643 www.longwoodcharter.org	Phone: 773-238-5330 Fax: N/A
LOOM Cook/CPS/CICS	CICS-Loomis Primary Campus K-2 9535 S. Loomis Avenue Chicago, IL 60643 www.loomisprimarycharter.org	Phone: 773-429-8955 Fax:
Indiana Region		
EMAN IPS	Emmerich Manual High School 9-12 2405 Madison Avenue Indianapolis, IN 46225 www.emmerichmanualhs.org	Phone: 317-217-1983 Fax: N/A
EMMA IPS	Emma Donnan Middle School 7-8 1202 East Troy Avenue Indianapolis, IN 46203	Phone: 317-217-1979 Fax: N/A

www.emmadonnanms.org

HOWE	T.C Howe Community High School 7-12	Phone:	317-217-1980
IPS	4900 Julian Avenue Indianapolis, IN 46201 www.tchowehighschool.org	Fax:	N/A

Louisiana Region

MIDC	Baton Rouge Charter Academy at Mid City, K-6	Phone:	225-663-1057
East Baton Rouge	1900 N. Lobdell Blvd. Baton Rouge, LA 70806	Fax:	225-663-1058

MAGN	Magnolia School of Excellence, K-6	Phone:	318-703-5585
Caddo	2290 Clyde Fant Pkwy Service Rd Shreveport, LA 71101 www.magnoliacharter.org	Fax:	318-703-5584

LCCA	Lake Charles Charter Academy, K-6	Phone:	337-475-7900
Calcasieu	3160 Power Center Parkway Lake Charles, LA 70607 www.lakecharlescharter.org	Fax:	337-656-4230

SWLCA	Southwest Louisiana Charter Academy K-6	Phone:	337-475-7910
Calcasieu	2750 Power Center Parkway Lake Charles, LA 70607 www.swlouisianacharter.org	Fax:	337-475-7911

ACAD	Acadiana Renaissance Charter Academy, K-6	Phone:	337-374-1209
Lafayette	600 Savoy Road Youngsville, LA 70592 www.acadianacharter.org	Fax:	337-374-1210

IBER	Iberville Charter Academy, K -6	Phone:	225-238-7346
Iberville	24360 Enterprise Blvd Plaquemine, LA 70764 www.ibervillecharter.org	Fax:	225-238-7347

Lafa	Lafayette Renaissance Charter Academy, K-6	Phone:	337-706-0066
Lafayette	205 Vienne Lane Lafayette, LA 70507 www.lafayettecharter.org	Fax:	337-706-0068

SOBA	South Baton Rouge Charter Academy, K-6	Phone:	225-349-7489
East Baton Rouge	9211 Parkway Dr Baton Rouge, LA 70810 www.swlouisianacharter.org	Fax:	225-349-7490

LCCP	Lake Charles College Prep, 9	Phone:	337-419-2868
Calcasieu	2750 Power Center Parkway Lake Charles, LA 70607 www.lakecharlescollegeprep.org	Fax:	337-419-2867

Michigan Region

MILE	Success Mile Academy, K-6	Phone:	586-353-2108
Detroit	27300 Dequindre Rd Warren, MI 48092 www.successmileacademy.org	Fax:	586-353-2109

North Carolina Region

CABA	Cabarrus Charter Academy, K-6	Phone:	704-789-2500
Charlotte/Mecklenburg	355 Poplar Crossing NW Concord, NC 28027 www.cabarruscharter.org	Fax:	704-789-2501

LANG	Langtree Charter Academy, K-6	Phone:	704-705-1698
Charlotte/Mecklenburg	154 Foundation Court Mooresville, NC 28117	Fax:	704-568-2289

www.langtreecharter.org

CARD
Wake

Cardinal Charter Academy, K-6
1020 St. Charles Place
Cary, NC 27513
www.cardinalcharter.org

Phone: 919-653-5000
Fax: 919-653-6000



State	Type	District	School	School Year	Test	Year	Math						English/Language Arts						Growth
							LEAP	LEAP	LEAP	LEAP	LEAP	LEAP							
							Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Louisiana	Charter	Calcasieu	LCCA	2014	LEAP/LEAP	2014	71	71	72	71	68	55	71	78	68	84	72	69	Bonus Points earned for progress made with non-proficient students (out of 10)
Louisiana	Charter	Calcasieu	LCCA	2013	LEAP/LEAP	2013	85	72	74	54	55		84	82	71	68	72		5.3
Louisiana	Charter	Calcasieu	LCCA	2012	LEAP/LEAP	2012	60	73	45	55			60	79	63	74			N/A
Louisiana	Charter	Cadee	MACN	2014	LEAP/LEAP	2014	68	51	39	51			69	58	45	58			0.0
Louisiana	Charter	East Baton Rouge	MDC	2014	LEAP/LEAP	2014	40	13	21	50			28	18	32	47			3.6
Louisiana	Charter	Calcasieu	SWLCA	2014	LEAP/LEAP	2014	59	93	66	79	75		44	78	75	65	75		8.6
Louisiana	Charter	Calcasieu	SWLCA	2013	LEAP/LEAP	2013	80	58	72	76			75	65	77	81			5.0



							Math					Reading				
							% on Grade Level (NWEA norms)					% on Grade Level (NWEA norms)				
State	Type	District	School	School Year	Test	Year	Grade 3	Grade 4	Grade 5	Grade 6	School Avg.	Grade 3	Grade 4	Grade 5	Grade 6	School Avg.
Michigan	Charter	Macomb	MILE	2014	NWEA	2014	24%	7%	17%	6%	13%	38%	19%	42%	17%	29%

Attachment 22: Indiana School Financials

STATE	SCHOOL	FY14 AUDITED FUND BALANCE	FY14 FUND BALANCE AS A % OF TOTAL EXPENSES	FY13 AUDITED FUND BALANCE	FY13 FUND BALANCE AS A % OF TOTAL EXPENSES	FY12 AUDITED FUND BALANCE	FY12 FUND BALANCE AS A % OF TOTAL EXPENSES
Florida	Aventura City School of Excellence	\$ 1,849,670	23%	\$ 1,881,569	24.5%	\$ 2,105,419	28.2%
Florida	Bonita Springs Charter School	182,673	1.9%	150,734	2.0%	274,427	2.7%
Florida	Canoe Creek Charter Academy	170,035	4.6%	221,100	7.0%	86,910	2.7%
Florida	Cape Coral Charter School	99,424	1.8%	65,859	1.0%	10,067	0.3%
Florida	Coral Springs Charter School	4,290,114	36.6%	4,497,287	46.0%	5,086,657	46.3%
Florida	Downtown Miami Charter School	437,367	8.4%	454,680	9.0%	752,485	15.1%
Florida	Duval Charter High School	99,294	4.0%	116,473	9.0%	138,565	35.7%
Florida	Duval Charter School at Arlington	243,520	4.4%	371,748	7.0%	463,868	9.9%
Florida	Duval Charter School at Baymeadows	1,636,654	17.9%	1,220,186	16.0%	481,009	10.8%
Florida	Duval Charter School at Westside	490,963	9.9%	N/A	N/A	N/A	N/A
Florida	Four Corners Charter School	804,010	11.2%	1,052,286	15.0%	1,140,099	16.8%
Florida	Gateway Charter High School	44,087	0.8%	85,795	2.0%	92,590	2.0%
Florida	Gateway Charter School	1,663,695	16.5%	2,080,462	13.0%	2,172,633	27.6%
Florida	Gateway Intermediate Charter School	1,506,735	26.8%	1,517,063	29.0%	1,571,343	28.1%
Florida	Governors Charter Academy	355,435	6.8%	447,044	3.0%	N/A	N/A
Florida	Henderson Hammock Charter School	701,420	11.0%	145,100	3.0%	N/A	N/A
Florida	Hollywood Academy of Arts & Science Elem.	966,126	12.9%	756,670	11.0%	1,135,697	35.8%
Florida	Hollywood Academy of Arts & Science Middle	257,208	8.7%	321,822	13.0%	424,230	26.9%
Florida	Keys Gate Charter High School	778,175	9.8%	258,494	4.0%	1,146,839	38.8%
Florida	Keys Gate Charter School	6,995,810	43.1%	7,205,535	53.0%	6,684,811	54.0%
Florida	Manatee Charter School	88,309	1.7%	322,406	2.0%	N/A	N/A
Florida	North Broward Academy of Excellence Elem	47,198	0.8%	368,752	7.0%	302,545	7.0%
Florida	North Broward Academy of Excellence Middle	876,229	41.8%	596,048	32.0%	349,150	19.9%
Florida	PM Wells Charter Academy	989,520	17.0%	1,043,658	19.0%	867,954	16.2%
Florida	Renaissance Charter Middle School	288,339	9.6%	124,819	4.0%	22,336	0.9%
Florida	Renaissance Charter School at Chickasaw	902,969	14.4%	697,560	4.0%	N/A	N/A
Florida	Renaissance Charter School at Cooper City	319,193	4.0%	249,298	4.0%	N/A	N/A
Florida	Renaissance Charter School at Coral Springs	1,331,931	13.0%	1,231,229	15.0%	1,349,427	23.6%
Florida	Renaissance Charter School at Hunters Creek	476,039	8.5%	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Palms West	34,599	0.6%	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at Plantation	525,733	8.0%	412,493	10.0%	146,663	3.6%
Florida	Renaissance Charter School at Poinciana	611,597	9.2%	440,186	3.0%	N/A	N/A
Florida	Renaissance Charter School at Summit	463,898	9.1%	N/A	N/A	N/A	N/A

Florida	Renaissance Charter School at Tradition	394,960	7.9%	N/A	N/A	N/A	N/A
Florida	Renaissance Charter School at University	774,725	9.0%	272,839	4.0%	N/A	N/A
Florida	Renaissance Charter School at West Palm Beach	355,237	5.9%	366,664	2.0%	N/A	N/A
Florida	Renaissance Charter School of St. Lucie	1,444,162	17.3%	1,114,781	14.0%	1,315,059	19.0%
Florida	Renaissance Elementary Charter School	1,895,344	27.0%	1,807,039	29.0%	1,280,369	24.1%
Florida	Six Mile Charter Academy	393,669	4.2%	784,651	9.0%	1,129,044	15.9%
Florida	Winthrop Charter School	2,463,897	40.9%	1,450,602	18.0%	1,711,917	36.5%
Florida	Woodmont Charter School	188,246	4.3%	332,405	6.0%	563,616	15.2%
Georgia	Cherokee Charter Academy	411,664	5.2%	149,412	2.0%	25,430	0.5%
Georgia	Coweta Charter Academy at Senoia	1,916,876	12.4%	10,525	1.0%	6,119	0.3%
Illinois	Larry Hawkins Charter School ¹	N/A	N/A	N/A	N/A	N/A	N/A
Illinois	Lloyd Bond Charter School ¹	N/A	N/A	N/A	N/A	N/A	N/A
Illinois	Longwood Charter School ¹	N/A	N/A	N/A	N/A	N/A	N/A
Illinois	Loomis Primary Charter School ¹	N/A	N/A	N/A	N/A	N/A	N/A
Louisiana	Baton Rouge Charter Academy at Mid-City	411,117	7.7%	N/A	N/A	N/A	N/A
Louisiana	Lake Charles Charter Academy	3,011,044	31.8%	3,186,518	44.0%	5,930,251	81.7%
Louisiana	Magnolia School of Excellence	409,948	7.7%	N/A	N/A	N/A	N/A
Louisiana	Southwest Louisiana Charter Academy	8,221,174	104.7%	219,787	5.0%	N/A	N/A
Michigan	Success Mile Charter Academy	10,225	0.3%	N/A	N/A	N/A	N/A
North Carolina	Cabarrus Charter Academy	101,867	2.3%	N/A	N/A	N/A	N/A
North Carolina	Langtree Charter Academy	116,816	2.7%	N/A	N/A	N/A	N/A

Notes:

¹ These schools are not individual charter schools with individual fund balances. These four schools are part of a group of 18 schools that exist under one single charter contract. The audited fund balance is reported as one consolidated fund balance for the group of 18 schools. A financial audit is not performed for each individual school; the audit is performed on the group of 18 schools.

Attachment 23: Operator Financials

Attachment 23 – Operator Financials

CSUSA is a profitable, financially viable, privately-held company. CSUSA's corporate policy is to refrain from providing audited financial statements in documents that may become available to the public. However, as CSUSA understands the nature of the request and the validity of verifying the company's financial health, CSUSA is prepared to provide financial information to appropriate designated financial representatives for ICSB upon execution of a mutual non-disclosure agreement. Attachment 22 contains the 3-year audited fund balance report for all schools in the CSUSA network; this information helps illustrate the financial viability of each individual school.

Attachment 24: Litigation Documentation

ATTACHMENT 24 -Litigation Documentation

In the ordinary course of its business, CSUSA is involved with various claims and litigations. However, except as described below, there is no material pending litigation or threatened litigation against CSUSA which, if resulted in an unfavorable outcome, would have an adverse effect on CSUSA.

On July 2, 2012, Charter Schools USA, Inc., (“CSUSA”) a CSUSA management affiliate, a Miami-Dade County, Florida charter school managed by such CSUSA management affiliate and a bus transportation service (collectively, the “Defendants”) were named defendants in a civil lawsuit alleging negligence by the CSUSA Defendants in connection with an alleged student-on-student sexual assault. A jury trial was conducted and concluded with a verdict of \$5,250,000 against the Defendants. CSUSA’s insurer, through counsel, has filed a notice of appeal to not only reduce the amount of the verdict, but to reverse the entire verdict. CSUSA’s financial exposure under such verdict is fully covered by insurance, and the insurer has posted supersedeas bonds to secure the entire judgment while the case is on appeal. Counsel for Appellants CSUSA has filed the Initial Brief, and Appellee’s Answer Brief is shortly due. Oral argument has been requested.

On November 6, 2014, Charter Schools USA, Inc. (“CSUSA”), a CSUSA management affiliate, and a Miami-Dade County, Florida charter school managed by such CSUSA management affiliate (collectively “Defendants”) were named defendants in a civil lawsuit filed in the Circuit Court of the 11th Judicial Circuit, in and for Miami-Dade County, Florida, Case No. 2014-28393000001, alleging negligence by the Defendants in connection with an alleged students-on-student sexual assault. CSUSA’s insurance defense counsel has filed a motion to dismiss, *inter alia*, on the grounds of sovereign immunity, which is scheduled for hearing in May, 2015. Additionally, CSUSA’s insurance defense counsel has filed motions to stay discovery regarding the pending motion to dismiss. Defendants adamantly deny the allegations set forth in the complaint, deny any liability under the lawsuit, and intend to vigorously defend against same.

Pacific National Bank filed a claim for breach of a lease on December 20, 2012 against Charter Schools USA at Hollywood, L.C. in the 17th Judicial Circuit, in and for Broward County, Florida, Case No. 12-35194. Charter Schools USA at Hollywood, L.C. filed its answer and affirmative defenses. This case is currently in the discovery phase. Charter Schools USA at Hollywood, L.C. denies any liability under the lease, and has and intends to continuously and vigorously defend against same.