

Anderson Learning Academy



Indiana Department of Education Charter Proposal

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Name of proposed charter school:

Anderson Learning Academy

Proposed charter school location:

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

Anderson, Indiana

School district(s) of proposed location:

Anderson Community School District

Legal name of group applying for charter:

Urban League of Madison County, Inc.

Names, roles, and current employment

Lindsay Brown-Chair of ALA-President/CEO of Urban League of Madison County; Harold Crawford-Vice Chair of ALA-Program Director/GED Instructor at Urban League of Madison County; Maureen Duncan-Secretary of ALA-Home Manager at ResCare; Mickey McKenzie-board member- District Manager-Jack in Box; Migual Patterson-Treasurer of ALA-Credit and Cash manager at an Equity Firm Perry Washington-board member-Retired General Motors Engineer

for all persons on applicant team:

Designated applicant representative:

Lindsay D. Brown

Address:

1210 West 10th Street
Anderson, IN 46016

Office and cell phone numbers:

765-649-7126; 765-606-9304

Email address:

Lindsaybrown@msn.com

Planned opening year for the school:

2013

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

Hands on, problem based learning

Proposed Grade Levels and Student Enrollment

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

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K-5	300
Year 2	K-6	350
Year 3	K-7	400
Year 4	K-8	450
Year 5	K-8	450
At Capacity	K-8	450

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

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): April 9th, 2012

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

Authorizer(s): Ball State University

Submission date(s): September 23rd, 2011

EXECUTIVE SUMMARY

Anderson Learning Academy (ALA) was established by a group of concerned residents of Anderson, Indiana to address needs of the students in the community. ALA will play an important role in providing educational opportunities for Anderson's elementary students. ALA will be a leading example for public education in our community by becoming the first year-round school, which will initially serve Kindergarten to 5th grade then adding a grade level yearly till the 8th grade. The initial goal for enrollment is 300 students with final capacity of 450 students.

The need for change in Anderson's public school system is unquestionable. In the 2010/2011 school year there were over 134 students that had dropped out for a percentage of 21.2%. Anderson Community School Corporation failed to meet AYP for 2010. The school system lost 929 students in 2010 alone. There has been a massive layoff of qualified teachers that has brought the school system to an epidemic loss of knowledge within the local community.

Educators, parents, and politicians within the community has increasingly recognized the value of providing public school choices to families, particularly those who historically have not had access to information about or a sufficient supply of high quality alternatives in the community's failing schools. ALA will tackle this problem via a circular approach method including students, teachers, parents, and the community.

The Anderson Learning Academy exists to serve the academic, physical, social and emotional needs of our students. The school is committed in creating and maintaining an orderly, trusting, and caring learning environment. Students are developed in responsibility and are excited to learn. All aspects of the schools organization and curricular activities are student centered to accommodate individual learning styles so that all will experience success.

The vision of the Anderson Learning Academy is where students and staff, along with parents and guardians, unite as a community of life-long learners. The staff will strive to think critically and creativity in promoting a sense of teamwork and cooperation. Our students will be empowered to reach their highest potential, develop skills, and gain knowledge that will be needed for them to compete in a global competitive world, as well as becoming responsible citizens in the community.

Anderson Learning Academy will accomplish our mission and vision by innovative interactive curriculum that meets individual learning styles, by creating a character development program that provides leadership training and team work, by fostering an environment that promotes positive relations among parents, teachers, and students and by challenging our students to reach their highest potential by identifying their strongest areas and improving on areas they may struggle with.

The goal of Anderson Learning Academy will be a "circular approach" aimed at students, teachers, parents, and the community. The approach will apply more dedicated teachers to the students versus less teachers and bigger classrooms. ALA will implement a parent university program for parents to educate, inspire, and empower their student in their educational pursuit. ALA will also have Team Leaders in place to coach, mentor, and support teachers. The

curriculum of ALA will be aligned with Indiana's Academic Standards. The Core Knowledge Sequence is a comprehensive educational program that specifically outlines the content to be taught at every grade level from kindergarten through 8th grade. All subjects, language arts, social studies, mathematics and science as well the fine arts are taught in sequential manner. It provides a solid, coherent foundation of learning, while allowing flexibility to meet local standards.

ALA will be Anderson's first year-round school. The school year will average 180 days with 4 breaks throughout the year. ALA will offer 3 remedial enrichment breaks for students from various community organizations. ALA has created partnerships with 3 community organizations: the Madison County Literacy Coalition, YMCA, and the Urban League of Madison County as a vital component in ALA's circular approach method. The educational program provided by Anderson Learning Academy has been specifically developed to address the needs that have arisen in our community.

The Urban League of Madison County has been in the Anderson Community since 1926. The mission of the Urban League is to assist disadvantage citizens in the achievement of social and economic equality." Through direct service delivery and advocacy, the Urban League of Madison County, Inc., provides programs in education, youth development, workforce training and career development. The vision of the Urban League is to provide opportunities for members of our community within our city to have access to education, employment and a living environment that fosters mutual respect. Since the inception of the Urban League there has always been a special historical relationship with African American community, however it's programs and services are available to all persons regardless of race, creed, sex, or national origin

Founding Group & School Leadership Team

Founding Group Membership

The founding group is comprised of individuals with a passion and zeal to provide adequate, competitive education for the students of our community. The overall strengths of this board lie in their community affiliations, collective understanding of the community and the needs of underserved families. The Urban League has been a long standing organization in our community since 1926. Since the inception of the Urban League

Anderson Learning Academy (ALA) was established by a group of concerned residents of Anderson, Indiana to address the need of the students in the community. The founding group came together in April 2010 at the Urban League of Madison County. The CEO/President at the time William Raymore had gathered a group of concerned citizens to discuss the need for a charter school in the community.

The board consists of Lindsay Brown, Harold Crawford, Maureen Duncan, Mickie McKenzie, Migual Patterson and Perry Washington. Lindsay Brown the President/CEO of the Urban League serves as the chair of ALA. He brings skills such as Management, Leadership, Communication, Finance, Motivating, Harold Crawford who works as the program director and GED Instructor at the Urban League and is the Vice Chair of ALA brings skills such as Counseling, Organizer,

Problem Solving, Communicating, Maureen Duncan the secretary of the Board of Directors for the Urban League as well as the secretary for ALA possess skills of problem solving, public speaking, planning and writing. Migual Patterson the Treasurer of ALA possess skills of Finance, Analytical, Budgeting, Technical, Mickey McKenzie who serves as the Treasurer of the Urban League serves as a board member of ALA brings team work, research, finance and auditing skills, and Perry Washington a board member of ALA possess skills of problem solving and research.

Lindsay Brown has a Bachelor's of Science in Business Management from Indiana Wesleyan University. He is currently the President/CEO of the Urban League of Madison County Inc. in Anderson, Indiana. Lindsay is also currently serving on the board of directors for the Madison County United Way, Anderson Weed & Seed, and the Anderson Black Chamber of Commerce.

Harold Crawford has a Master's Degree in Arts from Anderson University. He is also as a Post Therapeutic Counselor. He has spent twenty plus years in Human Service work, that includes working with youth and their families. Harold currently is the GED instructor and life coach at the Urban League of Madison County where he observes first-hand the effects poor quality education.

Maureen Duncan has a Bachelor's of Arts in Communications from Purdue University. She is also currently working on a Master's Degree in Business Administration from Indiana Wesleyan University. She currently tutors students from grade K through 12 and college Students. She instructs in curriculum development, SAT/ISTEP Prep and math/science skills. Maureen is also an alumnus of the PALS Program (Parent Academy for Leadership in Schools) which supports parents and family involvement in the education of all Madison County students.

Mickey McKenzie has a Bachelor's of Science degree in Business Management from Ball State University. He has taught at Ivy Tech State College as an instructor of mathematics, a tutor for parents and children re-entering their education process for over 10 years. Mickey is currently serving as the CEO of the West Side Hope CDC.

Migual Patterson is currently a Credit and Cash Manager at a private equity firm in Carmel, Indiana as serving as the Finance Chair at New Hope United Methodist Church. He started his career at IBM in Somers, New and quickly moved up as a senior accountant after graduating from Purdue University with distinction in Finance. Migual went on to receive his Master's in Business Administration from Purdue University. After receiving his MBA, he worked at Citigroup in New York, New York before returning home to serve in his various community roles.

Perry Washington received his Bachelor's degree in Electronic Engineering from Southern University in Baton Rouge, La., and an advance engineering and management training from General Motors Institute in Flint, Michigan. He is known for being a highly motivated achiever of the most difficult operations and management tasks. His work as an engineer and entrepreneur has shown in his track record of success by his close attention to detail.

Anderson Learning Academy has partnered with several different organizations within our community. The Madison County Literacy Coalition, Madison County Community Health Center, Inc., Young Men's Christian Association (YMCA), and the Urban League of Madison County, Inc. ALA has developed these partnerships as components of ALA's inclusive circular approach. This approach consists of ALA, students, parents, and the community all working together for a common goal. These organizations are showing their commitment to the educational mission of ALA by offering their services at no cost to ALA.

The purpose of the partnerships with the 3 community based organizations will be to provide remediation and enrichment for the students during one of the 3 week breaks.

The Madison County Literacy Coalition will be beneficial to ALA based on the services they offer such as an Adult literacy, Computer literacy, financial literacy, and K-12 literacy. These services are offered to ALA's students and parents through after school programming, ALA's Parent University and one of the three week remedial breaks. The Literacy Coalition strives to unite and educate the community around the importance of literacy as it strives to support the community through consensus-building.

The YMCA will offer to ALA's students youth programs such as fitness/wellness, child care and youth sports. The YMCA has also expressed an interest in providing programs and enrichment activities during one of the 3 remedial breaks. This partnership will allow our students to participate in YMCA programs that may not have done otherwise. As a partner with the YMCA they will provide these services for ALA's youth during school breaks.

The Urban League of Madison County has existed in Madison County, Indiana since 1926. It has provided numerous services to the community during the many years of its existence. The Urban League has provided youth mentoring programs, job readiness programs, youth empowerment summits, after school tutoring programs, summer programming and adult education. The Urban League has agreed to partner with ALA to provide adult education services and tutoring for the students in ALA. The Urban League will also provide remedial services during one of ALA's 3 week breaks.

The Madison County Community Health Center provides quality accessible and affordable health care to the uninsured, underinsured, and working poor citizens of Madison County. The services of the Madison County Health Center will be available to all ALA's students. The Madison County Community Health Center supports ALA's mission by providing a school nurse that will administer all health care services to our students through physicals, dental check-ups, and eye examines.

School Leader and Leadership Team

ALA has yet to identify a school leader at the time of application. We anticipate the selection of the school leader by January 2013. The school leader must have a Master's Degree in Education, have at least 5 years of experience as an administrator, meet Indiana minimum state requirements for principals and hold an Indiana Administrative Certification. The Leader must demonstrate excellent leadership, organizational and communication skills as well as the ability to build a

team. The leader must also demonstrate the ability to multi-task and have a high attention to detail.

The recruitment process will seek qualified individuals through recommendations from community and political leaders. The process will use external sources such as principals from neighboring districts as a diversified marketing and advertising strategy to ensure an adequate number of candidates through highly visible internet and classified ads. The process will also include targeted mailings to school administrators in other school districts. The school leader's position will be posted on the Indiana Department of Education's website. The criteria used to select the school leader's role will be a minimum education requirement and experience as well as a preliminary assessment outlining the candidate's eligibility through an application packet which includes application, resume and references. The candidate must then be evaluated in an interviewing process.

The recruitment process will include the board of directors as well as the education consultant. The board of directors along with the consultant will develop the recruiting process as mentioned above along with the criteria used to select the school's leader. The decision to hire will include both the board of directors and the education consultant.

ALA has hired an educational consultant Jamyce Banks who will work on a nearly full-time basis. The consultant along with the board of director's approval will lead the development of the school. Jamyce will be compensated through Public Charter School Program (PCSP) Grant or other fundraising financial sources.

Governance

1. Governance Structure and Composition.

Anderson Learning Academy will have a Governing Board that is set up separate but connected to the Urban League of Madison County. The affairs of Anderson Learning Academy shall be managed, controlled, conducted by and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than five (5) nor more than eleven (11) as designated by resolution of the Board of Directors from time to time. No fewer than three (3) nor more than five (5) Board Members will be current or Emeritus members of the Urban League of Madison County.

2. Pre-Existing Nonprofit Organization.

This application is being submitted by an existing nonprofit organization, The Urban League of Madison County. The leaders of the Urban League of Madison County called to establish a Board of community people as well as members of their organization to establish a Founding Advisory Board for a Charter School proposal. A separate nonprofit will be established specifically for the Charter School. The new Board will have its own bylaws and mission that are in alignment with the overall Urban League. The Founding Advisory Group will be responsible for establishing a Governing Board of no less than 9 members. All of the Founding Members of

Anderson Learning Academy will transition to the Governing Board on the second Tuesday of June 2012.

3. Governing Entity's Responsibilities.

The primary roles and responsibilities of the governing board include: approving and managing contracts with management organizations; acquiring a facility; applying for grants and leading fundraising efforts to support the school; ensure that Anderson Learning Academy is in compliance with all local/state/federal regulations and accountability measures of the authorizer; grow political and community support for the school; recruit and appoint competent, ethical and diverse members to the school board and advisory committees; actively participate in board meetings and attend a board orientation; arrange for and approve financing and maintain financial solvency; oversee financial accountability and financial controls. The Governing Board does not exist to manage the day-to-day operations of the school; this must and will be done by the school leadership. This Governing Board is dedicated to holding the schools leadership accountable.

All of the Founding Board members will transition to the Board of Directors of Anderson Learning Academy. Once the Charter is received Anderson Learning Academy is aware and has identified several Board positions that will need to be filled by individuals with other professional backgrounds such as legal, educational, and a parent representative. The recruitment for these positions has already begun and once the Charter is finalized the transition from Founding Board to Governance Board will take effect on the second Tuesday of June 2012. All of participating individuals are highly qualified and committed to improving the educational standards within our community. The Founding Board Members all have extensive experience with board governance, non-profit and public oversight.

4. Procedures.

The Urban League CEO, Urban League Board and staff identified the current proposed board members, and are individuals serving as part of the Founding Group. The Founding Group has identified additional board members as the transition to the first Governance Board. Once the Governing Board is fully established the Board meetings will be monthly or as needed based on specific concerns. The meeting procedures are outlined within the bylaws, as is the Board Membership requirements. The Board Development Committee, made up of members of the Charter School Development Board and the Board of Directors of the Urban League of Madison County will make nominations to the Board of Directors for Anderson Learning Academy. Nominations must be in writing and delivered to the Secretary at least five (5) days before a meeting of the Directors.

The Board of Directors of Anderson Learning Academy and the Urban League of Madison County has recognized the importance of stakeholder's participation for the schools operations and for helping the school to achieve its goals. Through our Circular approach model we highly encourage and need parent participation, parents will be utilized to share ideas for the betterment

of our students. A parent advisory council will be formed, as well as Anderson Learning Academy will have a parent on the Governance Board.

In accordance with the Indiana “Open Door Law” IC § 5-14 monthly Board Meetings will be open to the public at large. At each of the public meetings of the Board, an open forum will be listed on the agenda. Within time limitations, members of the public may speak on matters appropriate for public session. A person has the right under the “Open Door Law” to be present at a public meeting, other than an executive session, and to record the meeting by videotape, shorthand, or any other method of recording, subject to reasonable restrictions as to equipment and the governing body may impose that. Closed meetings will be held as needed to address single topic issues that are related directly to the school implementation. The Urban League of Madison County along with the Governance Board of Anderson Learning Academy will notify the public of any open door Board meetings. The notice will be given at least 48 hours in advance and will be posted at the Urban League of Madison County office and at Anderson Learning Academy. The board meetings that will be held in private are board orientation, executive sessions, and any workshop for the betterment of the Board of Directors in which no official voting will take place. Copies of the Board policies and procedures will be available online, along with printed copies will be at the school, Anderson Public Library and The Urban League of Madison County facility. Voting will be public and not by secret ballot.

5. Ethics and Conflicts of Interest.

Anderson Learning Academy’s standard for conflict of interest is that a conflict exists when a person has one or more personal, business, or financial interest or relationships which could cause a reasonable individual with knowledge of the relevant facts to question the school member’s integrity or impartiality in his/her decisions. Once a new Board member is appointed and accepted to the Board of Directors, they are expected to disclose any personal, business, or financial relationship with vendors or applicants doing business or proposed to do business with Anderson Learning Academy. Board members and all staff members in decision making roles will make known their connections with groups doing business with the organization on an annual basis. Board of Director’s members and school officials who make decisions about hiring, contracting, or selecting vendors should disclose if a potential conflict or an appearance of conflict that might exist. If an actual or potential conflict of interest is identified, board members should not participate in discussions or vote on matters that could or would be affecting the transaction between the organization and the other group. Please see the Conflicts of Interest attachment.

6. Advisory Bodies.

Anderson Learning Academy Governance Board will help form a formal Advisory Board. The Advisory Board will be made up of educators, local business professionals, religious leaders, community leaders, and parents. This group will be developed within the first year of operations. Several people with in these fields of study have already been identified and have also helped provide insight on Anderson Learning Academy’s creation. The Organizing Board has already

outlined several other committees within our bylaws that will have various tasks related to the schools success and governance.

7. Grievance Process.

Anderson Learning Academy Board of Directors recognizes that situations may arise which is of concern and interest to parents or members of the public at large. The Board also recognizes that suggestions from concerned parents or citizens can add true value to the schools organization, goals, and improvement.

Procedures for Hearing a Grievance:

1. Persons with complaints or concerns are strongly encouraged to discuss and attempt to resolve the situation directly with the employee who handles this matter, if applicable.
2. Unsettled matters from section (1) or concerns involving the school must be directed to the school's coordinator/administrator. (Concerns involving special education or other school programs will be directed by the school leader to the administrator of Institute of Excellence.)
3. Persons with complaints or concerns about administrators are encouraged, but not required, to attempt to resolve the concern directly with the administrator.
4. Unsettled matters from (2) or (3) above should be directed to the Secretary of the Governing Board of Anderson Learning Academy, who will hear and establish a non bias investigative committee for the situation, which will consult with the school operator, and provide a recommendation to the full Board of Directors, on how the situation should be handled.
5. Decisions of the Board of Directors may be appealed to the Anderson Learning Academy Board of Directors in writing, Such letters of appeal should be addressed to the: Secretary of Anderson Learning Academy Board c/o 1210 W 10th Street. Anderson, IN 46016
Letters should include:
 - a) the facts of the situation as the complainant see it,
 - b) the reason for appealing the consultant/supervisor's decision, and,
 - c) whether or not a formal audience with the Board is requested
 - d) any desired outcome or resolution sought, if known.

A copy of this letter will be forwarded to any employee involved and will be brought to the attention of the entire Board and the school operator.

The Board will consider request to hear a verbal appeal. To be scheduled, request should be received at least one week in advance of a scheduled meeting. If the request is approved, the person or group will be invited to appear before the Board (in a non-public session if the matter may likely affect the reputation of an individual). Any employee against whom a complainant and to the individual(s) against whom a complaint is made may appear.

All Board decisions regarding the appeal will be communicated in writing to the complainant and to the individual (s) against whom the complaint was made, if applicable.

6. Complaints that are communicated at an inappropriate level should be redirected to the appropriate level prior to any corrective action being taken.
7. During the appeal process, the Board may request a disinterested third party review a specific situation and provide feedback to the Board.
8. Complaints about individual members of the Anderson Learning Academy Board, or about the Board as a whole shall be submitted in writing and will be brought to the attention of the entire Board.

Education Plan

The curriculum will be aligned with Indiana's Academic Standards. We believe that parents will be more aware of the standards outlines expectations for student learning, as it provides a focal point for teachers in lesson planning. Teachers are required to include all appropriate standards in their lesson plans, make those standards visible in their classrooms and the team leader is responsible for insuring that all of the standards are met. Clear expectations also provide the necessary guidelines for educational decision making in purchasing programs and materials.

Because student achievement will also be assessed relative to Indiana's Academic Standards, it is important for ALA to identify and respond to problems in meeting the learning targets. Careful analysis of assessments described in pupil assessment by teachers and team leaders will enable us to make changes and improvements in programs, resources and support.

The Core Knowledge Sequence (CKS) is a comprehensive educational program that specifically outlines the content to be taught at every grade level from Kindergarten through 8th grade. All subjects, language arts, social studies, mathematics and science as well as the fine arts are taught in a sequential manner. It provides a solid, coherent foundation of learning, while allowing flexibility to meet local standards. The Core Knowledge Sequence will be combined with Reading Street and Saxon Math to provide a comprehensive educational program that outlines the content to be taught and learned at every grade level.

The rigorous Core Knowledge Curriculum will combine with the language arts and math adoptions to create a curriculum while the use of the Paideia provides a student engaged instructional strategy that meets the Anderson Learning Academy mission to serve the academic and individual needs of students. Anderson Learning Academy will have a year round calendar as well as both a longer school day and year, providing opportunities for enrichment and remediation and allowing teachers to provide additional guidance for those not only in need but also to increase the achievement level for all students. In addition to the academic opportunities provided, programs during the interim periods will provide opportunities for character and

leadership development and community service and Character Counts combines with a positive behavior system to create a safe and orderly learning environment.

The Core Knowledge Sequence is aligned with the Common Core Standards. Team leaders support the development of pacing guides for curriculum implementation as well as to ensure alignment and make adjustments as needed. Teachers are required to include standards in their lesson plans, and team leaders are responsible for insuring both the implementation of the curriculum and that the standards are met. Careful analysis of assessments conducted by teachers and team leaders will enable changes and improvements in programs, resources and support.

The primary instructional method at the Anderson Learning Academy will be the Paideia Teaching Approach. Paideia instruction offers a unique approach to active learning. The Paideia classroom combines four instructional techniques: Didactic instruction, Socratic discussions, coaching and collaborative teaching.

Didactic Instruction refers to oral or written presentation in all subject areas. Through Didactic instruction, students acquire factual knowledge about specific events and models. Instruction is focused on basic concepts required for more in depth understanding of a subject, not just the memorization of facts.

Coaching is used as a means of developing and practicing the skills of learning. Students practice and master skills introduced during their Didactic classroom experiences. Teachers use a variety of small group activities to involve students in guided practice activities. Students are provided appropriate feedback and reinforcement at each step in their learning process. Coaching focuses on active participation. Teachers use coaching as an important part of differentiating instruction within the group.

Socratic discussions require students to think critically, consider complex ideas, actively listen and communicate with multiple partners. Socratic seminars are the highlight of Paideia education. Seminars focus on literature, historical documents, works of art and other primary source materials. These seminars encourage children to use critical-thinking skills and express their thoughts about the world around them. Students participate and share ideas and opinions at the level that is appropriate to their level of understanding. Articulation, conceptual understanding and listening are the key skills addressed.

Collaborative teaching is used to expose students to the strengths of different professionals, as a way to bring the expertise of parents and community members to the classroom. Collaborative teaching is different from simply co-teaching a lesson in the traditional sense. In collaborative teaching, the collaborating instructors teach material that spans disciplinary boundaries constructively. Instructors teach as a team, bringing cross-disciplinary dialogue into a course. Collaborative teaching also means utilizing the experience and knowledge of outside

professionals who can contribute to our curriculum through selected teaching, guest lectures, and student mentoring.

At Anderson Learning Academy technology will be integrated across core subjects with students being able to use technological tools to enhance success as creative learners. Every classroom will be equipped with not only a computer for the teacher, but also a number of student computers to facilitate student learning. Secondly, computers on wheels (COW) will be available to all classrooms to support delivery of curriculum. National Educational Technology Standards will also be used to integrate technology into the core curriculum and assess the effectiveness of integration. Team leaders will support teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

Pupil Performance Standards

Transition is a natural part of all educational programs. Students are expected to adjust to changes in teachers, classmates, schedules, buildings and routines. Students can easily make this shift through preparation for a smooth transition.

Teachers build a communication relationship with the parent(s), guardian(s) and student(s). This is a critical point and opportunity for the parent(s) and guardian(s) to assist the child(ren) in the transition process to give the child(ren) the feeling of assurance. This communication relationship will be facilitated through consistent classroom and school communication and an active parent advisory group.

Regular grade level and staff meetings and collaborate teaching teams will include dialogue to ensure all staff are familiar with student performance and end of the year meetings will focus on transitions. Once teachers identify students at the next grade level, they can observe the students' performance and focus planning on identified needs. Additionally, classroom assignments can support transition issues. For example students can write essays about their transition to the next grade, which will give teachers an opportunity to identify transitional stress among students.

If students demonstrate transitional stress, teachers can give encouragement and have a "Buddy" system where the child who is having transitional stress, interacts with a small group other child(ren), no more than three (3) in a group, who have transitioned for the next grade level and the teacher to constantly communicate with the child to observe their process through the transition. Additionally, parent Advisory meetings and family night activities can provide strategies for parents on supporting students in the transition between grade levels.

Children are nervous about the transition from one grade to the next, and Anderson Learning Academy understands this is a normal response for children. Additional issues that would affect Anderson Learning Academy:

From home child to school child - Anderson Learning Academy has a active, positive and fun learning environment; where the child will feel comfortable and have the opportunity to freely express their thoughts and feelings.

Behavior issues from ineffective transitions - Anderson Learning Academy will communicate with the parent(s)/guardian(s) and have adequate resources for the child to ease the transitional process. Staff, such as the Dean of Students and social worker, support appropriate behavior as well as provide support systems for struggling students.

Children from diverse backgrounds - Anderson Learning Academy has an open environment where children are respected, positive communication is encouraged and teachers makes sure the classroom environment is regulated. Professional development will include cultural competence ensure teachers are prepared to address the needs of diverse populations.

Children trying to find their “Place” in the transitional process, Anderson Learning Academy has developed an open environment focused on individual learning styles and needs with an emphasis on achievement. Students are supported and guided in being them as they engage in learning inside and outside the classroom.

Anderson Learning Academy will have a positive, safe and orderly learning environment with caring staff and collaboration between stakeholders to support that supports student transition and growth.

Student Culture

Anderson Learning Academy culture will have innovative, passionate and encouraging administrators, teachers, parents and community members all working together to support our students. Our students come first and safety will be of the utmost importance. To provide a safe, structured and engaging atmosphere consistency will be fundamental. The school environment will be calm, welcoming, fun, and will encourage a love of learning and creativity.

We will focus on cultivating each student individual gifts and talents. Also, ALA will encourage students to explore, learn and follow their dreams. School-wide goal will be to reach every student to make them feel successful and confident.

Our instructional methods will vary in order to reach each student’s personality, learning style, background knowledge, readiness, language, and interest. Critical and creative thinking skills will be taught and reinforced.

Daily Schedule for ALA

8:00-8:20am	Opening Activities (Pledge of Allegiance, Morning work, etc)
8:20-9:20am	Math
9:20-10:20am	Reading

10:20-11:05am	Specials (Music, Art, Library, PE)
11:05-11:45am	Lunch
11:45-12:10pm	Recess
12:10-1:10pm	Science/Social Studies
1:10-2:10pm	Language Arts
2:10-2:40pm	Math Enrichment Activities
2:40-3:15pm	Writing
3:15-3:30pm	Dismissal

Supplemental Programming

ALA will not offer summer school for our students. ALA has received in an in-kind support letter from the local YMCA to provide extracurricular activities after school and during the three break times. These extracurricular activities consist of swimming, soccer, basketball, and several other sporting activities. The other program that the YMCA will provide for us is Y-Leaders. The Y-Leaders is a program that is an after school program that is filled with recreational and educational activities. It is ALA's intent to use as much in kind support in the early years of operation until further cash flow and stabilization is met within the budget. Hence, these activities are currently not specifically broken out in the budget because they are currently supplied as an in-kind to ALA.

The Madison County Community Health Center provides quality accessible and affordable health care to the uninsured, underinsured, and working poor citizens of Madison County. The services of the Madison County Health Center will be available to all ALA's students. The Madison County Community Health Center supports ALA's mission by providing a school nurse that will administer all health care services to our students through physicals, dental check-ups, and eye examines.

Special Populations and At-Risk Students

The special education support system at Anderson Learning Academy will include administration, special education caseworker, teachers, paraprofessionals, and parents. It will provide a special education program and related services that parallel the regular education program, providing the least restrictive environment for students with special needs. Professional development training to make sure staff is well versed in the requirements of the Individuals with Disabilities Education Act (IDEA) as well as instructional strategies and interventions including differentiated instruction, co-teaching and Response to Instruction (RtI) will be included in the opening of school sessions annually, and revisited throughout the year, to address staff knowledge and implementation ability as well as appropriate student placement. Specially designed instructional programs and the necessary related services will be made available to any student with such needs and provide parents input into the recommendations and program placement as well as progress monitoring. Classroom and school technology will be utilized to support student needs and assisted technology will be utilized as indicated and appropriate.

The original and continued placement of a student in any special education program is closely governed by state regulations, and Anderson Learning Academy will strictly adhere to these rules in order to protect the rights of students and parents. All children with an exceptionality and his/her parent is provided with safeguards, as required by law, at least one time per year, and upon referral for an evaluation, first request for due process hearing, disciplinary removal which is a change in placement or upon parent request. A move-in conference is held within ten days of a newly enrolled student who received special education services from another public agency. Consultation with the student's parent will ensure services will be comparable to those described in the student's IEP from the previous public agency. The student's records, including the IEP, supporting documents, and any other records relating to the provision of special education will be promptly obtained.

Children with disabilities shall be educated in the least restrictive environment; special education services shall be appropriate and designed to meet the needs of each child with a disability; to the maximum extent appropriate, children with disabilities shall be educated with children who do not have disabilities; and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

ALA will hire 2 special needs teachers and 2 special aide assistants. As such, ALA anticipates approximately 80 to 85 special needs children within the first year. The budget has been modified to anticipate the necessary teaching requirements. To the extent that a separate room will be required, the additional teachers were added to the budget to accommodate the necessary requirements.

When the Individuals with Disabilities Education Act (IDEA) was originally enacted in 1975, Congress recognized that many children with disabilities were unnecessarily separated from their peers and educated in alternative environments. Therefore, IDEA requires that states provide a free appropriate public education (FAPE) to children with disabilities in the least restrictive environment (LRE). The general goal is to allow children with disabilities to be educated with their peers in the regular classroom to the extent possible. There are a variety of ways in which this can occur. Further, research on closing achievement gaps indicate effective strategies as scaffolding content, pacing appropriately, providing support as a classroom routine, developing an environment of engagement, helping students make connections. Research also indicates that just putting special needs students in general education classrooms is not sufficient to provide the learning environment needed. There must be a change in instruction and the way that teachers work together to meet the needs of all students.

One size fits all; large group instruction is not effective. Teachers must incorporate activities in their lessons that address varied needs of learners. Differentiated instruction is used to address individual student needs. Research on the effectiveness of differentiated indicates that it builds

on what students know, encourages students to extend beyond those boundaries and involves adjusting instruction to give students choices as well as allow for multiple ways to demonstrate mastery. This strategy is effective for all students and allows students with special needs to learn in their zone of proximity while supporting academic growth. In addition to instructional differentiated instructional strategies, research reflects that the co-teaching approach supports the development of students. General and special education teachers must be provided professional develop to ensure effective collaboration on student learning. These research based strategies support the academic success of all students.

The Individualized Education Plan (IEP) is developed for each child with an exceptionality, reviewed and revised in a case conference meeting as set forth in state special education rules, to show how the student will access the general education curriculum and related services. The IEP will contain specific responsibilities, accommodations, modifications, and support that must be provided. The general education curriculum is supplemented with modified programs of instruction or curriculum that relate to state academic standards and functional skills to be achieved.

The instructional focus of Anderson Learning Academy will be inclusionary, with pullout and self-contained classes supporting student needs in accordance with the IEP. General education and special education teachers and staff will receive training and support with regard to both strategies for co-teaching and differentiated instruction to ensure the least restrictive environment for students and high quality of instruction. Expectations regarding the level of student engagement will be consistent with the expectations for general education students, with teachers being expected to utilize instructional strategies consistent with student learning styles and individuals needs as well as appropriate support materials (i.e. manipulatives, visual supports, peer-tutoring and editing, etc.). Instructional materials and supplies are comparable and may be modified or additional materials secured to address identified needs. When necessary, supplemental materials such as high interest low ability reading materials will be secured to address appropriate accommodations. Differentiated instructional strategies support both small group and individual needs and classroom assistants will be utilized to support attention to these needs. Parent and community volunteers may also be useful in ensuring that all students receive the level of individualized attention necessary to meet performance goals.

If the interventions are not effective a conference will be convened to address needs and modify as appropriate.

School administration, the case worker and team leaders will meet regularly with teachers, assistants and teams servicing students with IEPs to ensure adherence to accommodations and collaboration on services and will attend conferences to ensure appropriate goals development and monitoring.

The special needs consultant along with ALA's Director will set some strict guidelines, along with measurable goals to track their work and success.

The ISTAR program will be used to ensure that Individualized Education Plans (IEPs) meet compliance guidelines. The teacher of record will monitor the implementation of the student's IEP supported by the caseworker and team leaders, and will ensure that each of the student's teachers, related service providers, paraprofessionals, and any other service providers who are responsible for implementing the IEP have access to a copy of the IEP.

Students with disabilities shall participate in school-wide and statewide assessment programs or be provided an alternate assessment. The Case Conference Committee will make the determination of which assessments are appropriate based on student IEP goals.

Anderson Learning Academy will assess each student upon entering the school using NWEA. Students will be administered the NWEA test in the fall to establish performance levels and needs. From this assessment a personal education plan will be designed for each student in the areas of math and reading. Students who require attention will be provided with the necessary assistance and materials at their achievement level. The classroom teachers along with the assistance of the team leader will create a program that will meet individual needs. Assessing language proficiency in identifying students with disabilities ensures that students are not inappropriately identified for programs or classes designed for students with disabilities. The student's education plan will include individualized tutoring and enrichment, small group instruction, after school tutoring as well as interim session tutoring and enrichment.

Anderson Learning Academy's plan to be an innovative school begins with our circular approach. The circular approach is nothing new, but it is a model that empowers everyone for success. The bases of the circular approach stems from the old proverb, "It takes a village to raise a child". The outline of the circular approach involves ALA, Teachers, Students, Parents, and the Community all working together to educate the students with in our community.

The second part of ALA's strategy to provide an innovative Charter School is by using the year round school model. The year round school model is a perfect match with ALA's Mission and Vision. Through extensive research the organizing Board of ALA has found studies that support the positive effects of a year round school. These positive effects are largely from the continuous learning process that is not present in the traditional school calendar. ALA's school calendar will result in at least 45 days of continuous learning, with three-week breaks between each grading period. During these three-week breaks the organizing board has established partnerships with other community organizations to provide remediation and enrichment programs for our students. These programs will be designed by ALA's staff and monitored by ALA's Board.

Student Recruitment and Enrollment

ALA will begin recruiting and admission process in June 2012. ALA will create a public relations committee to oversee all community and local media efforts. ALA will create PSA's on local public broadcast networks as well as local radio stations. ALA will conduct several community meetings to talk with parents about the upcoming enrollment process. The Board committee will also prepare advertising materials that will be mailed to all residents of Anderson, Indiana with school age children. Advertising materials will be mailed to local community churches, recreational facilities, local businesses, and community partners. ALA committee members will also create a billboard on several locations around the city as well as signs at local shopping areas.

Student Discipline

A positive, safe and orderly school environment is essential to learning. In order to develop and maintain the appropriate learning environment, the Anderson Learning Academy will have a positive behavior support program that includes a clearly articulated and consistently enforced school discipline code, implementation of the Character Counts program and use of Response to Instruction (RtI).

The school discipline code outlines all expectations for student behavior and will be provided to all families at the beginning of each year as a part of the orientation process as well as reviewed regularly. The six pillars of Character Counts trustworthiness, respect, responsibility, fairness, caring and citizenship, align with the Anderson Learning Academy mission of the development of responsible global citizens and will be integrated into both classroom instruction and school activities. Response to Instruction will be used as a method to monitor and address student behavior to ensure that all students have the most appropriate conditions to address their behavior and learning needs. Together these components combine to form the positive behavior program.

A school committee, that includes all stakeholders, will be developed to monitor the effectiveness of the program and develop activities to support a positive learning environment. This may include but is not limited to review of the school discipline plan, development of incentive and reward programs and determining training and support needs.

The Anderson Learning Academy positive behavior program is based on sound research. School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. It is a researched based approach that includes three tiers, primary, secondary and tertiary, each of which has core elements. Core elements include clearly defined expectations, data collection as a tool for decision-making, use of reward systems, progress monitoring, use of home-school communication systems, functional behavioral assessment and individualized interventions. More specific research can be found at the following website: www.pbis.org/research/default.aspx.

The impact of the Character Counts program is indicated to be both behavioral and academic. In states including California, Florida and Illinois, there were significant gains at both the

elementary and middle school levels in student achievement on state testing. Studies conducted by a variety of sources including universities and governmental agencies report dramatic improvements in both student attitudes and behavior, as well as a decline in discipline referrals, when the Character Counts program has been implemented. Lastly, reports of multiple school districts that implemented the program indicate that students, teachers and parents reported noticeable changes in behavior, attitude and effort directly attributed to the program. More specific research can be found at the following website:

www.charactercounts.org/research/index.html.

Thus, there is emerging evidence that a tiered early intervention approach can improve the academic performance of students. RtI is an effective early intervention approach for all students. It can greatly increase 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. It provides a structured, diagnostic appropriate to ensuring the appropriate learning environment for all students, using three tiers to address student needs. Specific research on RtI can be found on the following website:

www.rtinetwork.org/learn/research/researchreview and www.doe.in.gov/rti/docs/RtI_Guidance_Document.pdf.

Parents & Community

ALA has conducted intensive market analysis where we petitioned and surveyed 532 residents of our community. The research from the 532 surveys shows that 80% of respondents did not feel satisfied with the schools in this area. Also an overwhelming 92% of respondents felt that parents should have an option on to where they send their child to school. Over 60% of respondents were in favor of charter schools in general. The survey also found that 267 out of 532 respondents who have school-age children were in favor of sending their child to ALA. ALA also collected 532 signatures of residents supporting a petition for the establishment of the ALA. On December 22nd, 2010 an article in the local newspaper *The Herald Bulletin* published a story on the front page regarding Anderson Learning Academy and followed up on January 2nd, 2011 with an editorial supporting ALA. Anderson Learning Academy founding members also interviewed several parents at local daycares and preschools to gain support for ALA. The demand for students is the driving force of ALA which will allow for customized learning per student as well as an option for the students as well.

As a part of the circular approach to education, ALA has developed the “Parent University” as a vehicle through which parents are involved in the educational process of their children, while pursuing their own educational goals. The Parent University (Parent U) is designed to promote parent involvement, adult education and help parents to understand the teacher/parent relationship through pertinent information that is helpful to their child’s educational process. The mission of Parent University is to Educate, Inspire, and Empower parents to assist their children in their educational pursuit. The community is encouraged to participate in the Parent University through outreach programs and any school functions.

ALA holds an open door classroom policy for parents. This means that parents can visit their children and their classrooms as long as the visit does not interfere with the educational flow of the students. When parents come to visit their children at school they must first stop by the office to sign in and receive a school pass. Office personnel will check with the teacher in the child's class to ensure that the parent's visit will not interfere with what is taking place in the classroom.

ALA understands that a child's potential for learning increases when parents show an interest in their education. The research overwhelmingly indicates that parent involvement not only positively affects student achievement, it contributes to higher quality education and better performance of schools overall. Yet both schools and parents struggle with how to make that involvement happen. The U.S. Department of Education reports that the rate of parent involvement drops to 55 percent by the time children reach age 14, and it continues to drop as children progress through high school. (Lance Armstrong Foundation)

Parent Involvement Opportunities

General Education Preparation (GED)	> Attending Parent Teacher Conferences
Classroom volunteer	> Special events; literacy nights, field trips
Attending school board meetings	> Traffic patrol

Parents enrolled in the GED preparation class and attending two or more classes per week satisfies the volunteer requirements.

Parent Requirements

- 1 student 7 volunteer hours annually
- 2 students 14 volunteer hours annually
- 3+ students 20 volunteer hours annually

Anderson Learning Academy will offer a 3 hour introductory session on ALA's curriculum and goals in order to help parents better understand the ALA approach to education. The session will count as 5 hours toward volunteer hours.

Performance Management

Assessment of student progress is important for designing quality instruction to meet individual student learning needs and improve student performance on standardized testing. At Anderson Learning Academy, students in grades K-2 will be assessed using DIBELS, as frequently as is appropriate based on individual skill level, and students in grades 3-8 will be assessed three times during the school year using NWEA MAP and will be administered the ISTEP+ as required by the Indiana Department of Education. In addition to these standardized assessments, teachers will be required to ensure students in grade 3 meet reading and math targets and will develop individual improvement plans for all students not making sufficient growth on NWEA. The team leaders will support the development and implementation of these assessments and plans. In addition, students who require special attention will be provided with the necessary assistance and materials at their achievement level to address learning gap areas. It is the goal of

Anderson Learning Academy to have all students reading proficient and math proficient by grade three and to ensure that students in grades 4 through 8 read and perform math on grade level. To this end, DIBELS will be administered in grades K-2. DIBELS are a set of standardized, individually administered measures of literacy development. They are designed to be short (one minute) fluency measures to monitor the development of pre-reading and early reading skills. Specifically, they assess student development of phonological awareness, alphabetic understanding, and fluency. Each measure is a reliable and valid indicator of early literacy development and predictive of later reading proficiency. The results are used to evaluate individual student development, using grade-level feedback in order to provide individualized instruction to students depending on the indicated Instructional Level (high risk, moderate risk and low risk). DIBELS assessments are administered weekly, monthly, or quarterly depending on the risk level of each student. The table below illustrates the minimum level expected for each grade level.

Kindergarten	Initial Sound Fluency	25 SPM
	Phoneme Segmentation Fluency	35 SPM
1 st Grade	Nonsense Word Fluency	50 SPM
	Oral Reading Fluency	40 WPM
2 nd Grade	Oral Reading Fluency	90 WPM

Students not approaching these goals after interventions will then be evaluated for special services. Additionally, NWEA MAP tests will be administered to students in grades 3-8. NWEA are computer adaptive assessments available in reading, language arts, and math that are aligned with Indiana State Standards. NWEA assessments will be administered in September, January and May. The initial NWEA assessment administered in the fall provides a baseline used to monitor students' growth and set proficiency year-end targets. NWEA's *DesCartes: A Continuum of Learning* is a resource that teachers use to translate NWEA test scores into specific learning objectives targeted to individual student needs. Teachers then align these learning objectives to the Indiana State Standards, which in turn helps students become more proficient on the ISTEP+ test. The NWEA assessment also provides alerts with regard to deficits in current curricula so that additional learning materials can be purchased and adjustments in the curriculum made where needed. It is the role of the team leaders to work with teachers on data analysis an alignment with instruction as well as appropriate intervention plans.

The **ISTEP+** will be administered each spring in Grades 3-8 in accordance with requirements of the Indiana Department of Education. NWEA performance will be used to diagnose academic performance in preparation for ISTEP+.

Numerous remediation strategies will be provided for students who do not meet expected levels of performance including:

Interventions

- Flexible grouping and small group instruction supported by teacher assistants
- Based on identified skills, teachers institute a “Problem of the Day/Week”
- Instructional assistants support differentiated instruction at each grade level
- All students in the bottom quartile of performance on NWEA and/or ISTEP are required to attend focused, one-on-one tutoring after school and interim sessions focused on individual skill development.
- Students performing at or above the appropriate performance level are eligible to attend enrichment sessions during interim sessions.

Initiatives/Strategies

- SRA’s *Direct Instruction*, which is designed for students who have not learned in other programs; have little recall and limited attention span; and who fail to remember and follow instructions
- *Corrective Reading Comprehension* is designed for students who read without understanding
- *Drill & practice* are repetitive activities used as reinforcement tools to help students master materials at their own pace
- Team Leaders and professional development support the use of best practice instructional strategies and in the teaching of reading, writing and mathematics.
- Team Leaders and professional development support teachers in data analysis and action plan development to improve student performance.
- By weekly meetings with team leaders provide ongoing support for data analysis by grade level, class and student.
- Review of the curriculum by administration and teachers ensures alignment to standards.

In addition to standardized testing the following focus outcomes have been established to support student achievement:

- By February 2014, 100% of 3rd Grade students will achieve mastery of 0-11 multiplication facts. Mastery is determined by 95-97% accuracy of each set of tables.
- 100% of all students will achieve their 2013-2014 NWEA targets in Reading & Math.
- As indicated in Reading &/or Math, based on NWEA baseline scores, 100% of the top quartile students will grow by at least one year by May.
- In the Winter term, 100% of students who have not experienced growth since Fall 2013 will be placed on a teacher created, Team Leader approved, action contract, which addresses their sub skill deficits.
- Teachers must produce evidence of contract implementation through the Spring NWEA testing cycle. 100% of these students must experience $\frac{3}{4}$ year of growth at the end of the Spring NWEA testing cycle.

Teachers at grades 3-8, in conjunction with team leaders, will develop a plan to address critical thinking and open ended response questions using the Four-Column instructional method.

Progress on all focus outcomes will be monitored by school administration and improvements facilitated by the team leaders monthly or quarterly as indicated below:

- Multiplication assessments reviewed monthly August through February
- Top quartile plans due mid September. Evidence of student work due December, February and June.
- Bottom quartile plans due late January as well as sample action contract & Excel template of relevant student population with Team Leader. Monthly evidence of student work February through May. Submission of agenda for parent meetings and Excel template of student population & parent signatures, copy of certified mail & letter for parents who did not attend due in at the end of February.
- Submission of extended response plan at the end of September. Evidence of student work reported monthly.

The Education Consultant along with the Principal and Team Leader will collect and analyze data. The board of directors will report all information to the Urban League which will report to the community through various communication outlets such as the website and their annual report.

The Anderson Learning Academy will have a wireless learning environment and provide students and teachers with access to technology via both in class computers and Computers on Wheels (COWs), as well as supplemental equipment (i.e. LCD projectors, digital cameras, etc.). Classroom technology will be supported by a technology rich media center. All curricula at Anderson Learning Academy will include technology applications to and providing each teacher with a computer supports the development of instruction that allows for high levels of student engagement. An electronic grading and attendance system will allow teachers to provide parents with instant access to student lessons and progress providing parents the opportunity to support learning. The development of a school website and implementation of an automated calling system will provide parents with continuous access to information, programs and activities and allow for parent involvement.

The quality of instruction is the single largest factor in student achievement followed by a safe, positive learning environment, for which the school leader is the driving force. To that end, Anderson Learning Academy will provide extensive professional development for its administrative and teaching staff. School leadership will receive training in coaching and team building as well as other leadership and management skills as needed. Teachers will receive training, coaching and mentoring in the adopted curricula, data analysis and differentiated instruction and other areas as identified by school leadership. A strong foundation in leadership skills facilitates a safe and orderly learning environment and well-prepared and supported teachers are able to implement quality instruction in the classroom that engages all learners.

To prevent any decline in scores on state assessments ALA has adopted a year round model with three (3), three (3) week remediation/enrichment programs for underachieving students. However if there is a decline on state assessments a corrective action plan will be developed by the Education Consultant, School Leader and Team Leader upon board input and approval.

Human Capital

The Anderson Learning Academy will employ the services of certified teachers and classroom assistants to meet the highly qualified requirements of No Child Left Behind and sure the highest quality of instruction. Additionally, all staff will meet background check requirements.

The recruiting process for Anderson Learning Academy will be an on-going activity to provide the school with exposure to the greatest number of potential certified staff as well as maintain a high caliber teaching staff. A representative of Anderson Learning Academy will attend every teacher fair organized by Indiana universities and colleges and may also participate in job fairs hosted by institutions outside of the state within the Midwest region. Additionally, listings of available positions will be posted on the websites of job boards maintained by the Indiana Department of Education, Indiana colleges and universities and other commercial entities, such as newspapers.

The retention of good teachers is a key element in creating a positive school culture and fostering student academic growth. The teacher selection process is the first line to retention of quality teachers. All teaching candidates will participate in a rigorous selection process that includes lesson planning, teaching and reflection. A team, including the principal, will conduct candidate screening. The candidate screening process supports the selection of the highest caliber of teachers, appropriate grade level placements and professional development planning to ensure the best possible teaching and learning environment.

The school climate is a critical element in the retention of quality teachers. The Anderson Learning Academy board has established clear guidelines for the behavior and academic effort of students and works with the school principal and staff in engaging students and their families, as a school community, in being held to those standards. The Dean of Students and other student services personnel support the needs of students to ensure a safe and orderly learning environment.

Adequate professional growth and planning time are also key elements of teacher retention. Teachers will be provided high quality professional development developed by the principal and team leaders to meet the needs of each teacher. Five to ten days of professional development begin each school year and job-embedded professional development occurs weekly, in addition to grade level planning and meeting time. All teachers are provided with a full range of educational materials and educational technology so as to teach effectively. In addition, every teacher is given a monetary stipend for classroom supplies and materials. Teachers are encouraged to attend seminars, conferences, and workshops, to enhance their professional expertise, that are supported by the school budget. Team Leaders support and mentor new teachers by helping them with material selection, teaching strategies, planning, and classroom management. And, all teachers are given on-going feedback from Team Leaders and administrators on their teaching effectiveness and provided coaching and support. High quality teaching is rewarded by financial bonuses twice annually, mid and end of year, through a performance-based system. Teachers will be hired at rates comparable to Anderson Community School Corporation.

The key in all the above initiatives is the respect of teachers as professionals, viewing them as partners in the education of children along with administrators and parents, and rewarding and recognizing them for their excellence in teaching.

The school leadership team will establish professional development goals, with clearly measureable outcomes at the start of the school year. These goals will be evaluated on a quarterly basis including feedback from staff. Team leaders monitor the implementation of curricula and school administration monitors the quality of instruction. Monitoring will take place in the form of regular classroom walkthroughs and formal and informal evaluations. Any teacher/leadership that exhibit unsatisfactory performance will be given suggestions of improvement and monitored to document changes in performance by the Team Leader. Team Leaders will provide additional coaching and mentoring to teachers if performance is not improved. If performance does not improve on a consistent basis the teacher/leadership can be placed on a probation period which then can lead to termination.

Professional Development

All staff will attend professional development annually a minimum of one week prior to the opening of school. The professional development provided is designed by the administrative team to address the needs of staff in order to support student achievement, including curriculum materials, instructional strategies, cultural competence and team building. Throughout the school year, team leaders meet weekly with teachers and teams to support instructional needs and improvement and to ensure curricula and initiatives are implemented. End of the year meetings are convened to reflect on performance and modify as needed.

ALA will have a professional development training five to ten days prior to the school opening. The training will address such areas of ALA's mission and vision, Core Knowledge Sequence, Reading Street and Saxon Math. Staff will also get training in the Paideia Active Learning curriculum, Behavior Support System and student assessment tests.

Teachers will be provided high quality professional development developed from the Educational Consultant to meet the needs of each teacher. Every Wednesday ALA will have a half day of instruction where students will be dismissed by 12:30. The remaining 3 hours will be used for professional development for all staff. The total number of hours for professional hours for ALA staff will be at least 200 hours. Professional Development is aligned with state standards which will be addressed on the state assessments

The professional development program will be evaluated by the performance of the students and through evaluations conducted by Team Leader and Education Consultant.

Start-Up & Operations

See attachment 15 for Start-Up Plan

Transportation Plan and Policy

The policy regarding transportation of Anderson Learning Academy will be that the parent's/guardians will have the sole responsibility to transport the students to and from school.

Safety and Security

ALA's crisis management team is made up of a coordinator, social worker, medical practitioner, and counseling personnel. This team of professionals is responsible for identifying the types of crisis that may happen in the school and defines the events that might need a safety plan. Crisis could include severe weather, natural disasters, chemical spills, fires, student or staff deaths and medical emergencies.

Facility Plan

Anderson Learning Academy is currently looking into two potential facilities. Our first option is located at 812 West 13th Street in Anderson, Indiana. This facility is centrally located within our community, which will provide easy access for our students. This facility runs on the public transit bus line. The facility was used as a church, but was built to be a community center. The facility already has (13) thirteen classrooms with (2) two of the (13) thirteen classrooms built for preschool or kindergarten students. Since this building was built as a steel structure, the previous builders have assured us that we can expand on this location to fit all of our educational needs. Not only would we utilize this facility for our educational needs, but the school would also be available for the community as a community center. The community has been in a dire need for a facility that can be used as a community center for multi-purposes. Since this facility is currently under foreclosure with Main Source Bank, the bankers at Main Source have approached us with a purchase option that is well below market value.

Our second option is for us to build a new school with a modular structure. Anderson Learning Academy's financial team has been in constant communication with two potential builders. The builders are well known in producing and helping Charter schools with their facility plans and implementation. One of the contractors is Innovative Modular Solutions, Inc. Jason Shannon has informed us that once we have received our Charter, building or expanding on an existing building will not be a problem. Innovative Modular Solutions also will provide all of the financing. The other group of contractors that we have been in conversation with is Highmark School development. Patrick O'Salay has been our contact person. Mr. O'Salay has informed us with the same information as Innovative Modular Solutions. Since both of these companies are familiar with building schools, they have all met state requirements for Indiana.

Once we received our charter from the Indiana Department of Education, the process will begin on acquiring the facility and renovating. Both contractors have assured us that it will take four (4) to six (6) months to complete.

Budget & Finance

See attachment 18 for budget narrative

Lindsay D. Brown

Address:

18 Flyntwood Dr., Anderson In, 46012, 765-606-9304,
LindsayDBrown@msn.com

CAREER OBJECTIVE

Enthusiastic, hardworking professional that wants to demonstrate leadership experience within an organization that is dedicated to continuous improvement and positive growth within their organization as well as within their employees.

EDUCATION

Anderson High School: Anderson, IN **Degree:** High School Diploma. **Graduation Date:** June 1997

Indiana Wesleyan University: Marion, IN **Degree:** Business Management. **Graduation Date:** 2010

WORK EXPERIENCE

SLD of the Adidas Group, LLC, Indianapolis, IN 2011– Present

Production Department Manager

- Managed and supervise the daily operations of the Supervision staff
- Train and Motivate the associates to be productive workers
- Challenge associates to meet or exceed their daily production goals
- Identify areas for improvement within myself and the production staff

Urban League of Madison County: Anderson, IN 2009- Present

President/CEO

- Manage all programs and employees within the organization
- Write grants for federal and local programs
- Write and implement budgets for the organizations programs
- Identify growth and improvement for the Organization

NESTLES U.S.A: Anderson, IN 2007- 2009

Aseptic Filling Operator Trainer

- Trained each filling operator and Journeyman on the schematics of operating an aseptic filler and doing routine maintenance
- Trained on full FDA quality inspections
- Implemented 5S and six sigma as a company norm

Ford Motor Company/VISTA Indianapolis, IN 2006 – 2007

Production Supervisor

- Supervise hourly production workers on their day to day task
- Compile reports on production for my department and present them to upper management
- Motivate production workers to reach or exceed their daily goals

STRENGTHS

Motivating Skills, Organizational Skills, People Skills, Leadership Skills, Presentation Skills, Negotiation Skills, Microsoft Office products, General Finance and Accounting, Six Sigma, 5S

Community Services

Member of Anderson/Madison County Chamber of Commerce, Board member of Anderson/Madison County Black Chamber of Commerce, Board member of United Way of Madison County, NAACP, 32nd Degree Free Mason, Anderson/Madison County Urban League, and Anderson Young Professionals. I also help start the first ever City Wide Toy Give Away, that supplied over 1500 toys to under privilege kids in the community.

References Available Upon Request

Harold J. Crawford
1721 Monica Lane
Anderson, Indiana 46013
765 425 6021
mulima1@yahoo.com

OBJECTIVE: I am seeking employment with the Urban League of Madison County, Inc. as the President/CEO.

EDUCATION:

1979 Turner High School, Kansas City, Kansas **Diploma**
1987 Bay Ridge Christian College, Kendelton, Texas **Bachelor of Arts**
1999 International Correspondence School Toledo, Ohio **Diploma** (computer repair)
2001 Anderson University, Anderson, Indiana, **Master's of Arts**
2006 Post Institute, Virginia Beach, Virginia, Therapeutic Stress Model Certification

EMPLOYMENT:

2009-Present: Urban League of Madison County, Inc., Anderson, Indiana,
Independent education contractor

GED preparation specialist – administer pre and post GED practice test, design study plan for individual learners needing extra help, support individuals emotionally and relationally

2006-09 - Post Institute, LLC, Virginia Beach, Virginia,
Group Home Manager and Therapeutic Life Coach

- Learned and implemented a therapeutic model (Stress Model) in specialized group home
- Trained staff to work in the group home through educating and modeling
- Developed and maintained files on youth and staff
- Attended Department of Social Services meetings to discuss cases and advocate for youth in placement

2003-06 – Villages of Indiana, Indianapolis, Indiana
Foster Family Case Manager

- Recruited foster parents
- Developed case plans for youth in foster care
- Counseled with youth in foster care
- Consulted with foster parents, therapist, and other care givers about youth
- Advocate for youth in caseload
- Responsible for case notes and monthly reporting on youth in caseload
- Responsible for some transportation of youth

2000-2003 – Urban League of Madison County, Inc., Anderson, Indiana
Program Director

- Oversee programs
- Program development
- Program facilitation
 - Youth

- Fathers

1998-2000 – Minority Health Coalition, Inc.

Program Coordinator

- Scheduled and facilitated Fatherhood development classes
- Facilitated outreach Fatherhood education to fathers in prison
- Developed community partnership to support fathers
- Held one-on-one fatherhood development sessions

1993-1998 – Triple L Youth Center, Anderson, Indiana

Independent Living Skills Counselor

- Developed Independent Living plans for youth on caseload
- Counseled with youth on independent living skills development
- Transported youth to various appointments
- Advocated for youth schools and family court
- Home supervised for 8 to 10 youth

1990-1993 – Madison County Youth Center, Anderson, Indiana

Unit Parent

- Supervised youth in unit for safety
- Dispensed psychotropic medications
- Provided educational and social development support
- Transported youth to appointments

VOLUNTEERISM:

Youth Need Prime Time, Inc – a youth program serving at-risk-youth

Contact Help – a telephone crisis hotline for people in emotional and psychological crisis

CASA – a youth serving program design to be a voice for youth in family situations involving family courts

Urban League of Madison County, Inc. - community base non-profit organization

INTEREST: Computers, reading, fishing

References available upon request

Maureen C. Duncan

1217 West 10th Street

Anderson, IN 46016

(765)278-2015

mcduncan03@alumni.purdue.edu

Objective Hardworking individual seeking an entry level position which utilizes communication, organizational, and leadership skills in an organization that is dedicated to continuous improvement and positive growth and allows for upward mobility.

Education Indiana Wesleyan University, Indianapolis, IN January 2011- Anticipated Graduation December 2012

- Masters of Business Administration, Management
Purdue University, West Lafayette, IN August 1999-August 2003
- Bachelor of Arts
 - Major: Communications
 - Minor: African American Studies and Organizational Leadership and Supervision

Work Experience

Production Worker, Delphi Corporation- Kokomo, Indiana- May 2006-May 2009

- Manufactured transmission controllers for Harley Davidson Motorcycles
- Responsible for quality inspection on transmission controllers

Substitute Teacher, Anderson Community School Corporation-Anderson, Indiana- December 2003-May 2006

- Performed teaching duties for teachers in absentia

Research Assistant, Purdue University Horticulture Lab- West Lafayette, Indiana- September 2000-August 2003

- Provided assistance to graduate student on various experiments with *Arabidopsis* plants
- Prepared and processed DNA specimens of *Arabidopsis*
- Prepared media and other related tasks

Client Relations Intern, Precision Media Corporation-Lafayette, Indiana- August 2002-May 2003

- Facilitated communication between clients and corporation
- Scriptwriting, copywriting, advertising design, and other related projects for clients
- Composed, edited, and designed quarterly newsletter with other interns

TeleServices Representative, TeleServices Direct-Lafayette, Indiana-May 2001-September 2001; May 2000-August 2000

- Telemarketing tasks for clients from Web Banc, GTE/Verizon, AOL, and DirecTV to present various offers to current and potential customers
- Input confidential data entry for clients

Customer Relations Assistant, ISKY Marketing-Lafayette, Indiana-September 1999-May 2000

- Conducted surveys via telephone for Volkswagen of America
- Aided customers in gaining an understanding of offered features of Volkswagen

Leadership & Activities

- Urban League of Madison County, Inc- Board of Directors- Secretary (2011-Present)
- Organizing Board of Anderson Learning Academy an charter elementary school -Secretary (2010-Present)
- PALS -Parent Academy of Leadership in Schools --Anderson Community School Corporation (2009-Present)
- City Wide Toy Give Away-Co-Director (2009-Present)
- Indiana Youth & College Division NAACP State Advisor (2006-Present)
- Madison County NAACP Youth Advisor (2004-Present)
- Tutor- K-12 & college in curriculum development, re-teaching skills, SAT/ISTEP Prep (2004-Present)
- Purdue Alumni Association (2003-Present)
- Purdue University Chapter of NAACP/Co-Founder & President (2001-2002)

Mickey R. McKenzie
908 Cottage Avenue
Anderson, Indiana, 46012
Phone: (765)621-0831
E-Mail: Mickey.deja1@yahoo.com

Education:

C1 Professional Drivers school, Indianapolis, Indiana, September 2003.

- Received Commercial Driver's License.

Ball State University, Muncie, Indiana, May 1998

- Bachelor of Science in Management.
- Minor in Clinical Psychology and Mathematics.

Professional Positions Held:

Bob Evans Restaurant— Anderson, Indiana, July 2005-Present.

Manager/Kitchen Prep.

- Developed daily planning.
- Directed others in planning.
- Positioned employees in key areas.
- Checked inventory.
- Observed employees performances.
- Disciplinary when necessary.
- Team player with other managers.

Delco Remy America— Anderson, Indiana, February 1994— March 2003.

Team Leader/Utility Personnel/ Inventory Control/ trainer.

- Planned weekly team meetings.
- Assisted in scheduling and production flow.
- Understanding of lean manufacturing, QS 2000 and ISO 9000.
- Assisted in dispute resolutions.
- Assisted in daily inventory controls.
- Communicated with vendors of industrial and non-industrial materials.

Computer Skills:

Operating Systems.

- Data operating Systems, windows 95, windows 98, windows 2000, windows XP and windows 2007.

Software Operations.

- Microsoft word, Microsoft Excel, Microsoft PowerPoint, Microsoft Publisher and Microsoft Outlook.

Professional Organizations:

Urban League, Anderson, Indiana. October 2010.

Board of Directors.

Treasure.

Anderson Learning Academy, Anderson, Indiana. June 2010.

Board of Directors.

Literacy Academy, Anderson, Indiana. June 2009- Present.

Board of Directors.

American Leadership Forum of Madison County, Anderson, Indiana. January 2000-2008.

- Served as Vice President 2000-2001.
- Public Relations Officer and research analyst.
- Developed the Ike Weatherly award for outstanding work in community service.
- Assisted in planning and organizing mentor program with students during school hours.

Y.M.C.A., Anderson, Indiana, August 2006-2008.

- Tutor students after school.
- Mentor for at-risk children.

Awards:

- Ball State University Leadership Award from the Office of Multicultural Affairs, 1998.
- Graduate of P.E.L. program from General Motors, 1999.
- Award for assisting "Rites of Passage" program for New Hope, 2003.
- Future leadership award from American Leadership Forum, 2007.
- Award for excellence and manager of the month from Bob Evans, 2007.
- National dean's list for collegiate academic excellence and community service 2007.
- Recipient of the B.E.S.T. award for region at Bob Evans Restaurants, 2007.

EXECUTIVE PROFILE

Achievement driven professional versed in organizational support and leaderships, structured finance, risk management, accounting, and financial analysis. Seeking a senior level finance related position with upward mobility.

EDUCATION

Intensive Credit Training Seminar – New York University – 2010

MBA – Finance, Purdue University, West Lafayette, IN – 2004

B.S., Management – Finance, graduated with distinction, Purdue University, West Lafayette, IN – 1999

PROFESSIONAL EXPERIENCE

TEAYS RIVER INVESTMENTS – Indianapolis, Indiana

2008 - Present

Finance and Credit Manager – Finance Department

Assisting the Director of Finance with all financing related activities within a portfolio of agricultural real estate. The company is a private equity company investing in a pool of agricultural assets throughout the world. The finance department is responsible for all financing activities related the portfolio.

- Spearheading the financing process through budgeting, forecasting, reporting, and the funding processes to ensure that funding is provided for each individual investment
- Monitoring, creating, and communicating all debt related information to the internal and external partners
- Establishing working relationships with the banking community to ensure a seamless credit process
- Creating optimal cash management solutions to maximize internal return requirements
- Managing Finance Interns

CHARLES SCHWAB & CO. – Indianapolis, Indiana

2008

Broker – Trade Resolutions

Assisting multiple customers with trading and portfolio related questions to resolve outstanding issues. Working within the trade resolution division to ensure that client's needs are met for day-to-day activities.

- Placing trades, uncovering business development opportunities, discussing the latest market trends, responding to research requests and providing investment advice/education to clients
- Utilizing a passion for service and problem solving skills to connect with clients
- Assessing and resolving client trading issues, helping them navigate Charles Schwab products and services

CITIGROUP – New York, New York

2004 - 2007

Assistant Vice President – Asset Backed Finance

Analyzed and monitored middle market loans purchased to bolster and securitize the \$300M middle market loan portfolio based on cash flow projections and credit memorandums. Worked with the Credit team to establish credit metrics for the middle market loan portfolio.

- Co-developed \$500M credit program for senior secured credit facilities
- Built relationships with agent banks to participate in syndicated credit facilities
- Created credit agreements and performed risk analysis for middle market loans
- Co-managed securitization of Citigroup's middle market loan portfolio into a private CLO
- Prepared credit memos of approximately (\$5M each) for middle market loans

Continued

Assistant Vice President – Special Purpose Vehicles Credit

Analyzed structural and credit risk within Cash Flow and Synthetic Collateralized Debt Obligation (CDO), Structured Investment Vehicles (SIV), and Credit Linked Note (CLN) portfolios. Analyzed credits based on ISDA Master Agreements, repurchase agreements, information memorandums, credit agreements, and cash flow projections.

- Prepared credit memorandums for structured transactions with complex derivative products (credit default swaps, interest rate swaps, cross currency swaps, total return swaps, perfect asset swaps, and liquidity puts)
- Trained the Tokyo derivatives team on the credit, franchise, and legal risks of credit linked notes
- Managed 5 derivatives analysts on the creation of a derivative exposure (MTM) tracking project
- Created risk management Access database to track SPV transactions
- Interviewed and screened potential summer risk management interns
- Initiated risk hedging parameters for \$200M of high yield derivative products with market and credit risk personnel

PURDUE UNIVERSITY – West Lafayette, IN

2003 - 2004

Graduate Teaching Assistant, School of Management

- Taught personal finance for a class population of 50 students

IBM – Somers, NY

2000 - 2002

Senior Accountant, Gross Profit Solutions

Analyzed and consolidated the \$600M industry solutions segment. Prepared extensive monthly and quarterly gross profit financial reports and reconciled gross profit variance from Asia, North America, and Europe.

- Combined five business segment responsibilities into one Senior Analyst role
- Coordinated entire financial system integration between accounting and planning
- Managed the successful divestiture of a subsidiary

Accountant, Expense Solutions

Created a total expense desk within the \$50M expense budget for the industry solutions segment. Provided monthly variances, financial system coordination, website administration, and budget variables in one comprehensive assignment.

- Analyzed quarter to quarter and monthly expense variances
- Consolidated monthly SG&A and development expense charges
- Streamlined expense functions resulting in department headcount reduction
- Promoted to Senior Accountant within first year

TECHNICAL / CERTIFICATES

Series 63 / Series 7 Certified
 Bloomberg Training
 Crystal Ball
 HTML
 Hyperion / Essbase

Moody's / S&P CDO Models
 Moody's KMV
 SAS
 Structured Query Language

Continued

Perry J. Washington

2109 Atwood Drive, Anderson, IN 46016

(765) 649-3898, (765) 437-3539 Cell

Summary of Qualifications

Over thirty nine years of progressive training and experience in the automotive electronics and mechanical components and systems industry – accomplishing career encompassing strengths in:

- **Product Engineering**
- **Application Engineering**
- **Value Engineering / Value Analysis**
- **Lean Transition Engineering**
- **Design Reliability Engineering**
- **Quality Assurance Engineering**
- **Project Management**
- **Manufacturing Management**
- **Metrology and Testing Engineering**
- **Problem Solving**
- **Cost Modeling**
- **Supplier Development Engineering**
- **Plant Maintenance**

PROFESSIONAL EXPERIENCE

SUPPLIER SUPPORT ENGINEERING

The proactive evaluate key quality critical suppliers which were risk to Delphi supplier chain. Set continuous improvement program plans from results of evaluations. Foster a team approach. Train and motivate supplier staff to a level that maintains efficient quality operations. Apply problem solving techniques to supplier product problem designs, and processes.

SUPPLIER DEVELOPMENT ENGINEERING

Evaluation and development of new and existing troubled suppliers by improving supplier's product and production technique to achieve quality, cost, and delivery.

- **Provide technical expertise and leadership to electronic product sourcing**
- **Coordinate design efforts of suppliers and Delphi engineering to provide cost effective, reliable, and manufacturable products and systems in a timely manner.**
- **Process Validation**

- I have worked with over 200 suppliers. Here are examples suppliers I have worked with:

Delco Electronics	Packard	CMAC	Hughes
Infineon	Motorola	Fairchild	Siemens
Cherry Electronics	Alphatek	Kavlico	Allegro
CTS	Futaba	Obtek	Vishay
SGS-Thomson	Mitsubishi	Taditel	Essex
Texas Instruments	US Steel	ECS	Tomken
Hayes	GE Plastics	Goodyear	Pitt Glass
St John Med Center	DuPont	Doe Valley	Kennedy Tools

RESIDENT POWERTRAIN ELECTRONIC ENGINEER (GM)

I was responsible for ignition and control systems for all power train engines current and future development. My responsibilities included the following:

- Level I specification
- System development testing schedules
- Development discrepancy resolution
- Engineering change controls
- Phase development exits
- Product cost control
- Product design coordination, PDT Chairman

PRODUCT DEVELOPMENT ENGINEER

I was responsible for project management, selling ideas to customers, manufacturing, and sales. Also, coordination of cross functional teams through each level of development. I exercised problem-solving skills daily to overcome development obstacles. Worked on the development of the following projects:

- High Value Ignition System, Decoded caps (Patent Holder 2)
- Unitized ignition
- High Energy Ignition, Marine Ignition
- Direct Ignition System
- Dual coil ignition system (Intelligent acknowledgement 2)
- Angle Based Ignition System
- ZR1 corvette ignition
- Corvette Challenge High Rev Ignition System
- Cam position sensor, Oil pump drive units
- Hybrid Module
- EV (Electric Vehicle)

VALUE ENGINEERING (Advance Engineering)

I focused on delivering designs and products at the best quality and price by

incorporating those value characteristics deemed most important by the customer. I facilitated, and provided direction many for multiple-disciplinary

- **EV (Electric Vehicle)**
- **Plastic Manifold**
- **Multec Fuel Injection**
- **DBC 7.4**
- **Coil Near Plug**
- **Roller Lifter**
- **High Value Ignition**
- **Plastic Gas Tank**
- **Gen IV fuel pump**
- **Crank position sensing**

Reliability Design Engineering

My responsibility was to take designs apart by components, processing and operational requirement and predict the design reliability. I also set and monitor the reliability growth plan. Also, responsible for setting the accelerated testing requirements, analysis, and warranty forecasting.

Manufacturing Quality Control Engineering

Responsible for the developing of systems, managing, and training of human resources to ensure products are produced to meet or exceed our customer requirements and expectations.

- **Plant Eleven the world's largest molding operation late 70's early 80's**
- **Plating operation**
- **Rotor machining**
- **Generator final assembly**
- **Diode Bridge assembly**

Metrology Engineering Management

Complete management and leadership of metrology lab certified custom molding facility. Responsible for training and certification of tradesmen in the metrology disciplines. Other responsibilities:

- **Planning and scheduling of department work load**
- **Ownership of all measuring and testing equipment**
- **Test maintenance – calibration, fault diagnosis, repair**
- **Programming and operation of CMM, and optical measurement equipment**
- **Surface plate measurement technique for plastic molded parts**
- **Support engineering for fabrications and refinement**

- **Ensure conformance to ASTM standards, Mil-specifications, customer specification**
 - **Monitor inspection reports such as process capability studies, PPAP, SPC analysis, gage R&R studies, etc.**
-
-

Quality Control Test Design

Responsible for designing test equipment to simulate operational stresses and measure and record the output parameters.

- **Design and built testers for heavy duty starter**
- **Design and built testers for heavy duty generators**
- **Design and built testers for ignition distributor curve testing and correlation**

EDUCATION

B.S. Electronic Technology Engineering -01/1970
Southern University, Baton Rouge, La

SPECIAL TRAINING

Automotive Electrical Equipment Certification– 04/1970
GM / Delco Remy Service Engineering School

Financial Management-Manufacturing – 11/1977
GMI Flint, MI

Computer Science - Ball State University 1976 -1977
(Hardware Architecture, Basic, FORTRAN and Assembler 1&2 Courses)

Reliability Engineering Design– 04/1986
GMI Flint, MI

Lean Manufacturing & Production Systems Design Certification Program
06/ 1996 - GMI Flint, MI

Value Analysis - Value Engineering – Value Management Certification
08/1996 Value Analysis Incorporation Detroit, MI

Lean Leadership – DMS Lean College – 03/1996

Six Sigma Green Belt – 05/2004

Bendix CMM - Sinclair College Dayton, Ohio

The school leader's role is to serve as the educational leader, responsible for managing all policies, regulations, and procedures to ensure that all students are in a safe learning environment. The school leader's role shall be to:

- Implement and monitor goals, and strategies and directions for the school which includes meeting the Indiana State Standards, Core Knowledge Sequence, and the Paideia principles.
- Manage and evaluate clear procedures for the operation and functioning of the school consistent with the mission, vision and goals of the school.
- Lead, support, and monitor the Team Leaders in assuring the implementation of the goals, curriculum, and policies.
- Support all faculty in assuring implementation of the goals, curriculum, and policies.
- Maintain a disciplined and orderly school environment.
- Be visible and known presence to all students, faculty, staff and parents as well as to display the highest ethical and professional behavior.
- Maintain positive and cooperative support in all relationships with staff, students and parents.
- Inform appropriate personnel and Anderson Learning Academy's Board when there is evidence of child abuse, neglect, medical or social conditions.
- Communicate with the ALA's board about the operation of the school including the needs and improvements.
- Attend all school meetings and activities.
- Assist in the yearly school budget and adhere in operating within the budgetary allocations.
- Develop proposals for continuing professional development of faculty.
- Evaluate the Team Leader, Teachers, and report information to ALA's board with thorough written documentation.
- Work with Team Leaders in creating a plan and strategy for students to maximize their success.
- Maintain thorough, accurate, organized and accessible records of all information required by the Department of Education and promptly meet deadlines for required submission of all documents in a professional manner.

Department of the Treasury

FAVORABLE
FOUNDATION STATUS

District Director Internal Revenue Service

Date: OCT 23 1974

In reply refer to:
L-178 :442:39:JS



CIN:EO: 741644

Urban League of Madison County, Inc.
129 W.12th Street
P.O. Box 406
Anderson, Indiana 46015

Gentlemen:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501 (c) (3) of the Internal Revenue Code.

We have further determined you are not a private foundation within the meaning of section 509 (a) of the Code, because you are an organization described in section 170 (b) (1) (A) (vi) and 509 (a) (1).

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certification as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or other gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If your purposes, character, or method of operation is changed, please let us know so we can consider the effect of the change on your exempt status. Also, you should inform us of all changes in your name or address.

If your gross receipts each year are normally more than \$5,000, you are required to file Form 990. Return of Organization Exempt From Income Tax, by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day, up to a maximum of \$5,000, for failure to file a return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Please keep this determination letter in your permanent records.

Sincerely yours,

Acting District Director

Your exemption application was not timely filed as specified in section 508(a) of the Code. Accordingly, this determination is effective for years beginning on and after September 20, 1974. You are required to file Federal income tax return Form 1120 for all years prior to resolution of your tax exempt status.

Gifts and bequests made to you in a period for which you are not exempt, shall not be allowed as a deduction by the donor under section 170 of the Code.

Inquiries may be directed to:
June Smallwood
513-684-2826

APPROVED
AND
FILED
APR 21 1972
Larry A. Conrad
SECRETARY OF
STATE OF INDIANA

Corporate Form No. 131 (Dec. 1970) - Page One
ARTICLES OF INCORPORATION (Not for Profit)
Prescribed by Larry A. Conrad, Secretary
of State of Indiana

Use 8 1/2 X 11 Inch Yellow Paper for Inserts
Filing Requirements - Present 3 Executed
Copies to Secretary of State, Room # 155,
State House, Indianapolis, Indiana 46204

Recording Requirements - Record 1 of such 3
Executed Copies as Approved and Returned
by Secretary of State, with Recorder of
County where Principal Office is located.

ARTICLES OF INCORPORATION
OF

THE URBAN LEAGUE OF MADISON COUNTY, INC.

The undersigned incorporator or incorporators, desiring to form a corporation
(Hereinafter referred to as the "Corporation") pursuant to the provisions of the
Indiana General Not For Profit Corporation Act, *as amended* (hereinafter referred to *as*
as the "Act"), execute the following Articles of Incorporation. *Dup*

ARTICLE I
NAME

The name of the Corporation is The Urban League of Madison County, Inc.

ARTICLE II
PURPOSES

The purposes for which the Corporation is formed are:

- A. For the following charitable purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code and the regulations promulgated thereunder, as may be in effect from time to time:
 - 1. To promote equal economic opportunity for all Americans, regardless of race, with particular emphasis on the economic problems of minority groups.

2. To eliminate prejudice and discrimination.
3. To promote inter-racial cooperation and understanding.
4. To ameliorate conditions and solve problems resulting from unequal opportunity and treatment, occasioned or caused by race, within the County of Madison, and the towns and cities therein, by developing programs and concepts in the fields of training and employment, housing, education, youth incentives, and health and welfare.
5. To aid, assist and encourage the development of an exemplary American way of life in the area of operation of this corporation.
6. To implement and develop the policies of the National Urban League, Inc. on a local basis.

B. Said corporation is organized exclusively for charitable purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law.) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

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 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 or educational or 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 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

C. To have, hold, exercise and enjoy in furtherance of the purposes set forth hereinabove, all of the rights, powers, privileges and immunities granted, and not expressly denied by the Indiana Not For Profit Corporation Act as now hereinafter amended and under the Common Law, as may be necessary, convenient or expedient in order to accomplish the purposes set forth hereinabove, but subject to any limitations or restrictions imposed by the Indiana Not For Profit Corporation Act or by any other law, or by these Articles of Incorporation, provided, however, the exercise of corporate powers, rights, privileges, and immunities shall be limited to that which are in furtherance of exempt purposes under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law.)

ARTICLE VI

SECTION 2

DIRECTORS

The Directors shall be elected by the members of the corporation from the membership. The members of the first Board of Directors shall serve for the terms indicated below and until their successor shall be elected and qualified. At the first annual meeting of the members, the Board of Directors shall be elected to fill those vacancies which have expired according to the terms indicated below, and such elected Director shall serve until his successor is elected and qualified. At the future annual meetings of the members, the board of Directors shall be elected to fill those vacancies which have expired according to the terms indicated below. It is intended that the members of the Board of Directors are elected to serve for staggered terms in their positions.

The name and address of the first Board of Directors and their terms of office are as follows:

<u>NAME</u>	<u>ADDRESS</u>	<u>TERM OF OFFICE</u>
<u>Rev. Wm. Sampson Nelson</u>	<u>411 Pendleton Ave.</u>	<u>3 years</u>
<u>Dr. Enoch Drumm</u>	<u>903 Raible Ave.</u>	<u>3 years</u>
<u>Mrs. Gertie Farris</u>	<u>2203 Sheridan St.</u>	<u>3 years</u>
<u>Mr. Charles Hardy</u>	<u>211 Beauviour Circle</u>	<u>3 years</u>
<u>Mr. Phil Johnson</u>	<u>828 Harrison St.</u>	<u>3 years</u>
<u>Mrs. Helen Achor</u>	<u>708 High St.</u>	<u>3 years</u>
<u>Mr. John Beerbower</u>	<u>R. # 4, Box 429</u>	<u>2 years</u>
<u>Mr. Henry Boyd</u>	<u>1504 Sheridan</u>	<u>2 years</u>
<u>Mr. N. Pete Burnett</u>	<u>1508 Madison</u>	<u>2 years</u>
<u>Mr. Frank Campbell</u>	<u>R. # 2, Box 303</u>	<u>2 years</u>
<u>Mr. Willie Carter, Jr.</u>	<u>1115 Sycamore St.</u>	<u>2 years</u>
<u>Mr. Jess Johnson</u>	<u>1226 Madison Ave.</u>	<u>2 years</u>
<u>Mr. Don McCarty</u>	<u>28 Cambridge Rd.</u>	<u>1 year</u>
<u>Mr. Don W. Peck</u>	<u>28 West 9th St.</u>	<u>1 year</u>

<u>Mr. Chester Lawrence</u>	<u>228 Gilmore Rd.</u>	<u>1 year</u>
<u>Mrs. Ambrose Price</u>	<u>3821 St. Road 9 N.</u>	<u>1 year</u>
<u>Mr. George Satterwhite</u>	<u>2310 W. 9th St.</u>	<u>1 year</u>
<u>Mrs. Marshall Schlossberg</u>	<u>3618 Dogwood Dr.</u>	<u>1 year</u>
<u>Mr. Tom Teague</u>	<u>16 Fosnot Dr.</u>	<u>1 year</u>

ARTICLE V

Section 2. Rights, Preferences, Limitations, and Restrictions of Classes.

(a) Any person who believes in the purposes of this Corporation, and agrees to abide by the provisions of these Articles of Incorporation and the Code of By-Laws as may be adopted by the Board of Directors of this Corporation, and who desires to participate in the activities of this Corporation, shall, upon payment of dues as provided in the By-Laws of this Corporation, be accepted by the Board of Directors as a member of this Corporation, and said Board of Directors shall determine the class of membership to which such member shall be assigned.

(b) Any Corporation (as distinguished from a natural person referred to in Section 2 (a)), which agrees to abide by the provisions of these Articles of Incorporation and the Code of By-Laws as may be adopted by the Board of Directors and which desires to participate in the activities of this Corporation, shall, upon payment of dues as provided in the By-Laws of this Corporation, be accepted as a corporate member of this Corporation.

(c) This Corporation shall issue an annual membership certificate to each member in accordance with the provisions of the Indiana Not For Profit Corporation Act of 1971, and the Code of By-Laws of this Corporation, which certificate shall be valid for a period not to exceed one year

(d) No natural person (as distinguished from a Corporation) shall be entitled to more than one membership; Corporations may, pursuant to the provisions set forth in the Code of By-Laws, have more than one membership.

ARTICLE III
PERIOD OF EXISTENCE

The period during which the Corporation shall continue is perpetual

ARTICLE IV
RESIDENT AGENT AND PRINCIPAL OFFICE

Section 1. Resident Agent. The name and address of the Resident Agent in charge of the Corporation's principal office is William Sampson Nelson
(Name)

1610 Sheridan Street Anderson INDIANA
(Number and Street or Building) (City) (State) (Zip Code)

Section 2. Principal Office. The post office address of the principal office of the Corporation is 635 Citizens Bank Building Anderson INDIANA 46016
(Number & Street or Building) (City) (State) (Zip)

ARTICLE V
MEMBERSHIP

Section 1. Classes. There shall be five (5) classes of membership, to wit:
Regular Memberships, Agency Memberships, Corporate Memberships, Student Memberships, and Special Memberships

Section 2. Rights, Preferences, Limitations, and Restrictions of Classes.

See attached provisions

Section 3. Voting Rights of Classes.

See attached provisions

ARTICLE VI
DIRECTORS

Section 1. Number of Directors. The initial Board of Directors is composed of 19 members. If the exact number of Directors is not stated, the minimum number shall be 9, and the maximum number shall be 25. Provided, however, that the exact number of directors shall be prescribed from time to time in the By-Laws of the Corporation.

Section 2. Names and Post Office Addresses of the Directors. The names and post office addresses of the initial Board of Directors are:

Name	Number and Street or Building	City	State	Zip
------	-------------------------------	------	-------	-----

See attached listing for names and addresses of
Directors and their terms of office

ARTICLE VII
INCORPORATORS

Section 1. Names and Post Office Addresses. The names and post office addresses of the incorporators of the Corporation are as follows:

Name	Number and Street or Building	City	State	Zip
William Sampson Nelson	411 Pendleton Avenue	Anderson,	Indiana	
Gertie Farris	2203 Sheridian St.	Anderson,	Indiana	
Dr. Enoch S. Drumm	903 Raible Ave.,	Anderson,	Indiana	

Section 2. Age. All of such incorporators are of lawful age.

Section 3. Citizenship. A majority of the incorporators are citizens of the United States of America.

ARTICLE V

Section 3. Voting Rights and Classes.

(a) Every member shall have the right at every meeting of members to cast one (1) vote upon any matter coming before the meeting, including the election of directors. Every corporate member holding more than one membership, shall be entitled to cast one (1) vote for each membership held upon any matter coming before the members meeting, including the election of directors.

(b) No member shall be entitled to vote unless his or its dues and assessments are paid.

(c) Members must cast their vote in person, or by written proxy as the By-Laws may provide from time to time. Corporate members may, in writing designate an agent to cast their votes. The agent so designated, shall be entitled to cast for the corporate member a number of votes equal to the number of memberships the corporate member holds. The instrument designated said agent shall not be valid after eleven (11) months from its date.

ARTICLE VIII
STATEMENT OF PROPERTY

A statement of the property and an estimate of the value thereof, to be taken over by this corporation at or upon its incorporation is as follows: Office furniture and Equipment, as follows: 4 desks, 8 files & cabinets, 4 air conditioners, 1 electric typewriter, 1 dictaphone, 1 dictaphone transcriber, 1 adding machine 1 mimeograph, 1 copier, 3 desk chairs, 1 settee, 6 chairs, 2 bookcases, 1 radio, 1 refrigerator, 1 record player, 3 tables, 2 supply cabinets, 4 file cabinets, 1 typewriter desk, 4 mail-in mail-out boxes, 3 secretary desks, 1 coat rack, 1 desk lamp, 1 electric coffee pot, 1 paper cutter, 1 electric hot plate, 2 print-o-matics, 1 flower pot stand, 1 magazine case, and 1 manual typewriter.

Estimated Value:

ARTICLE IX
PROVISIONS FOR REGULATION AND CONDUCT
OF THE AFFAIRS OF CORPORATION

Other provisions, consistent with the laws of this state, for the regulation and conduct of the affairs of this corporation, and creating, defining, limiting or regulating the powers of this corporation, of the directors or of the members or any classes of members are as follows:

- A. Subject to any limitations or restrictions imposed by law or by these Articles of Incorporation, the Board of Directors of the corporation is hereby authorized to exercise, in furtherance of the purposes of the corporation, all the powers of the corporation without prior authorization or subsequent approval by the members of the corporation.
- B. The power to make, alter, amend or repeal a Code of By-Laws and rules and regulations for the conduct of the affairs of the corporation, including the power to establish officers of the corporation, and to elect such officer for such terms and such manner and to perform such duties as it may determine in its sole discretion, shall be vested in the Board of Directors of the corporation; provided however, that no act of the Board of Directors shall be inconsistent with or contradictory to these Articles of Incorporation or any provision of law.

C. All meetings of members and directors may be held anywhere within the State of Indiana at such place as shall be stated in the notice of such meeting.

D. No member of the corporation shall receive any earnings, compensation or payment from the corporation, except reasonable compensation for services actually performed in furtherance of the purposes of the corporation as an officer, director or employee and except also payment to a member of principal and interest thereon on monies loaned or advanced to the corporation to the extent permitted by law.

E. Within the meaning of Section 501 (c) (3) of the Internal Revenue Code and the regulations promulgated thereunder, as may be in effect from time to time, the corporation shall not have any power to engage in, nor shall it engage in attempting by any means to influence legislation by propaganda or otherwise, nor shall it have any power to, nor shall it, participate in or intervene in either directly or indirectly or by the publication or distribution of statements any political campaign on behalf of or in opposition to any candidates for public office.

F. No gift or other contribution to the corporation shall be accepted by the corporation if the use or expenditure of such gift or other contribution is subject to any condition which is inconsistent with the purposes of the corporation as stated herein.

G. The By-Laws of the corporation may be adopted by the directors at any regular meeting or special meeting called for that purpose, so long as they are not inconsistent with the provisions of these articles.

H. These Articles of Incorporation may be amended or repealed at any annual or special meeting of the corporation called for that purpose by affirmative vote of two-thirds (2/3) of the members present.

STATE OF INDIANA
OFFICE OF THE SECRETARY OF STATE

To Whom These Presents Come, Greeting:

I, EDWIN J. SIMCOX, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the Custodian of the corporate records and the Proper Office to execute this certificate.

I further certify that records of this office disclose that

URBAN LEAGUE OF MADISON COUNTY INC

filed Articles of Incorporation on April 21, 1972;

is a corporation duly organized and existing under and by virtue of the laws of the State of Indiana; and has filed annual corporation reports for all years in accordance with the statutory requirements, or is not yet required to file such annual reports, thus making said corporation in Good Standing with the Office of the Secretary of State.



In Witness Whereof, I have hereunto set my hand and affixed the seal of the State of Indiana, at the City of Indianapolis, this

..... 10th day of
August 1981

.....
EDWIN J. SIMCOX, Secretary of State,
By Lana Green Deputy

RECEIVED JAN 1 1985

Send completed form and fee to: **SECRETARY OF STATE**
 P.O. Box 5501
 INDIANAPOLIS, INDIANA 46255

PRESORTED
 FIRST CLASS MAIL
 U.S. POSTAGE
 PAID
 Indianapolis, IN
 PERMIT NO. 2682

Phone: (317) 232-6591

Corporate Name and Principal Office Address

This report is for year ending Dec. 31, 19 **85**
 Other Year reported on this form

7204-448 06 * 04 21 72 * NOT-FOR-PROFIT 3

THE URBAN LEAGUE OF MADISON COUNTY INC
 PO BOX 271
 ANDERSON 46015

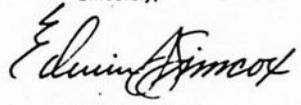
Date of Incorporation or Admission

FILING FEE \$10.00 (\$14.00 if Section "C" is completed)

**FILING DEADLINE —
 LAST DAY OF FEBRUARY**

Dear Corporate Officer:

My administration is committed to simplifying the filing requirements for your corporation in Indiana. Toward that goal, this annual report has been designed to be understandable and easy to complete while still complying with the requirements of Indiana law. My staff will be glad to answer any questions you might have. Please contact them at the telephone number and address listed at the top of this report.

Sincerely,

 Edwin J. Simcox
 Secretary of State

INSTRUCTIONS:

1. Answer all questions. If a question is not applicable, indicate NIA. If no moneys were received or disbursed, please indicate NONE. Attach additional 8 1/2" X 11" sheets if necessary for complete response.
2. Sign Section "A" below (in shaded area).
3. For changes in RESIDENT AGENT and/or PRINCIPAL OFFICE ADDRESS, complete Section "C" below, and add \$4.00 to the \$10.00 fee.
4. ENCLOSE CHECK OR MONEY ORDER payable to Secretary of State in the amount of \$10.00 (\$14.00 if Section "C" below has been completed). Make a photocopy for your records and mail completed form by the end of February.
5. BEFORE THIS REPORT CAN BE ACCEPTED:
 - a. All sections must be fully completed.
 - b. Section "A" must be signed.
 - c. Check or Money Order in the amount of \$10.00 (\$14.00 if Section "C" has been completed) must be enclosed.

TO BE VALID YOU MUST SIGN HERE

A I hereby verify, subject to penalties of perjury, that the facts contained herein are true. (Notarization not necessary.)

Signature of Current Corporate Officer (must be listed in Section E, Part 1) David St. ... Title BOARD CHAIRMAN

B If not pre-printed you must complete: Name and Address of Resident Agent
DONALD W WOODS PO BOX 271 ANDERSON 46015

C Complete ONLY if change occurred

NOTICE OF CHANGE OF PRINCIPAL OFFICE AND/OR RESIDENT AGENT. This change was authorized by the Board of Directors.

Mailing Address of Principal Office is now: _____

Resident Agent of Corporation in Indiana is now: Charles F. Henderson President

Mailing Address of Resident Agent is now: (must be Indiana address) _____

NOTE: An additional fee of \$4.00 is required.

D IMPORTANT: FILING DEADLINE
 LAST DAY OF FEBRUARY

FILING FEE \$10.00 (\$14.00 IF SECTION "C" COMPLETED)

DO NOT DETACH THIS SECTION

7204-448 06 * 04 21 72 * NOT-FOR-PROFIT 3
 THE URBAN LEAGUE OF MADISON COUNTY INC
 PO BOX 271
 ANDERSON 46015

This report is for year ending
 Dec 31, 19 **85**
 Other years reported on this form
 19

Amount Enclosed
 \$ 14.00

Please check if change of principal office and/or resident agent has occurred (\$4.00 must be added to the \$10.00 fee)

Please check if filing for more than one year.

NAME	TITLE	STREET AND NO.	CITY OR TOWN	STATE	TERM EXPIRATION
Please see attached					

2. Give itemized statement of revenue received by the corporation from all sources during the reporting year clearly stating the source of the revenue in each instance together with a general statement showing total disbursements; also, all cash and assets; no trust fund shall be included as an asset of the corporation, but must be separately listed and identified. You may attach additional pages as required.

RECEIVED FROM	NATURE OF INCOME	AMOUNT
	Please see attachment	<i>If no monies were received please indicate NONE.</i>

PAID TO	NATURE OF EXPENDITURES	AMOUNT
	Please see attached	<i>If no monies were disbursed please indicate NONE.</i>

3. No. of existing members on Dec. 31 **190** 4. Purposes of Corporation **Eliminate racial discrimination, Increase the economic and citizenship statue of blacks & minorities, Help all citizens to share equa**

5. TOTAL amount of all indebtedness of this Corporation on December 31 **;** Please see attached
 Attach a statement showing an itemized account of all outstanding indebtedness, with the total thereof including the names of persons or corporations to whom sums are owing, the original amount of the debt as incurred, the method of making payment, and showing from what funds the indebtedness is to be repaid. If any member or relative of a member, or any person having a contract or agreement concerning the subject matter of the debt has any interest or opportunity to profit from the transaction, an explanation together with copies of any written agreements connected with the subject matter of the indebtedness must also be attached. *(The above statements should be printed or typed on blank 8 1/2 x 11 white paper.)*

6. List all property, real and personal, owned by the corporation, and the current market value of same opposite each respective item. real property must include the price paid for such property by the corporation, the legal description, acreage or size of each tract or lot, and assessed valuation of each tract or lot. *(If space below is insufficient, attach a printed or typed statement containing the above information.)*

DESCRIPTION OF PROPERTY	CURRENT MARKET VALUE
Please see attached	

7. State the nature and kind of activities in which said corporation has been engaged in year covered by this report
Title XX Program, SAFE Program, Minority Business Assitance & Headstart Program

8. What, if any, distribution of funds has been made to any members during the year covered by this report?
N/A

9. State the aggregate amount of any loans, advances, overdrafts or withdrawals and repayments thereof made to or by any officers, directors or members during the year covered by this report.
N/A

10. If foreign corporation, give state of domicile N/A	11. Law under which this Corporation was incorporated (Name or Date of Act) N/A	12. Federal I D No. 7145003
--	---	---------------------------------------

13. Pursuant to Indiana Code Section 23-7-1.136 to determine whether the corporation is a bona fide not-for-profit corporation, the Secretary of State propounds the following Interrogatory: IF RECEIPTS EXCEED DISBURSEMENTS by \$1000.00 (One thousand dollars) or more, EXPLAIN THE PURPOSE FOR WHICH THE FUNDS WILL BE USED.
None

14. DATE OF NEXT ANNUAL MEETING OF MEMBERS (month/day/year) **June 6, 1986**

DO NOT DETACH THIS SECTION

BEFORE THIS REPORT CAN BE ACCEPTED

1. All sections must be fully completed.
2. Section "A" must be signed.
3. Check or Money Order in the amount of \$10.00 (\$14.00 if section "C" has been completed) must be enclosed.

Send completed form and fee to: SECRETARY OF STATE
 P.O. Box 5501
 INDIANAPOLIS, INDIANA 46255

PRESORTED
 FIRST CLASS MAIL
 U.S. POSTAGE
 PAID
 Indianapolis, IN
 PERMIT NO. 2682

Phone: (317) 232-6591

Corporate Name and Principal Office Address

This report is for year ending Dec. 31, 19 85 Other Year reported on this form	7204-448 06 * 04 21 72 * NOT-FOR-PROFIT 3
	THE URBAN LEAGUE OF MADISON COUNTY INC PO BOX 271 ANDERSON 46015

Date of Incorporation or Admission

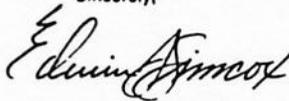
FILING FEE \$10.00
 (\$14.00 if Section "C" is completed)

**FILING DEADLINE —
 LAST DAY OF FEBRUARY**

Dear Corporate Officer:

My administration is committed to simplifying the filing requirements for your corporation in Indiana. Toward that goal, this annual report has been designed to be understandable and easy to complete while still complying with the requirements of Indiana law. My staff will be glad to answer any questions you might have. Please contact them at the telephone number and address listed at the top of this report.

Sincerely,



Edwin J. Simcox
 Secretary of State

INSTRUCTIONS:

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2. Sign Section "A" below (in shaded area).
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 - a. All sections must be fully completed.
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 - c. Check or Money Order in the amount of \$10.00 (\$14.00 if Section "C" has been completed) must be enclosed.

**TO BE VALID
 YOU MUST
 SIGN HERE**

A I hereby verify, subject to penalties of perjury, that the facts contained herein are true. (Notarization not necessary.)

Signature of Current Corporate Officer (must be listed in Section E, Part 1)	Title
--	-------

B If not pre-printed you must complete:

Name and Address of Resident Agent	
DONALD W WOODS PO BOX 271 ANDERSON 46015	

C Complete ONLY if change occurred

Mailing Address of Principal Office is now:	NOTE: An additional fee of \$4.00 is required
Resident Agent of Corporation in Indiana is now: Charles F. Henderson President	
Mailing Address of Resident Agent is now: (must be Indiana address)	

NOTICE OF CHANGE OF PRINCIPAL OFFICE AND/OR RESIDENT AGENT. This change was authorized by the Board of Directors.

D IMPORTANT: FILING DEADLINE
 LAST DAY OF FEBRUARY

DO NOT DETACH THIS SECTION

FILING FEE \$10.00 (\$14.00 IF SECTION "C" COMPLETED)

7204-448 06 * 04 21 72 * NOT-FOR-PROFIT 3 THE URBAN LEAGUE OF MADISON COUNTY INC PO BOX 271 ANDERSON 46015	This report is for year ending Dec. 31, 19 85 Other years reported on this form: 19	Amount Enclosed \$ 14.00
---	---	-----------------------------

Please check if change of principal office and/or resident age has occurred (\$4.00 must be added to the \$10.00 fee)

majority of shareholders citizens of the United States, do hereby adopt these Articles of Incorporation, representing beforehand to the Secretary of State of Indiana and all persons whom it may concern that a membership list or lists of the above named corporation for which a Certificate of Incorporation is hereby applied for, have heretofore been opened in accordance with law and that at least three (3) persons have signed such membership list.

IN WITNESS WHEREOF, we the undersigned do hereby execute these Articles of Incorporation and certify to the truth of the facts herein stated, this 7 day of March, 1972.

William Sampson Nelson
(Written Signature)

Enoch S. Drumm
(Written Signature)

William Sampson Nelson
(Printed Signature)

Enoch S. Drumm
(Printed Signature)

Gertie L. Farris
(Written Signature)

Gertie Farris
(Printed Signature)

State of Indiana)
County of Madison) SS:

Before me, Don W. Peck, a Notary Public in and for said County and State, personally appeared

William Sampson Nelson
Enoch S. Drumm
Gertie Farris

(CORPORATE SEAL)

and severally acknowledged the execution of the foregoing Articles of Incorporation
WITNESS my hand and Notarial Seal this 7 day of March, 1972.

Don W. Peck
Notary Public
My Commission expires: 11/12/72

This instrument was prepared by Don W. Peck
PECK & PECK, ATTORNEYS

20 WEST AVENUE
(Number and Street or Building) (City) (State) (Zip)
INDIANAPOLIS, IND. 46202
PHONE AREA CODE 317-644-3058

CODE OF BY-LAWS
OF
THE URBAN LEAGUE OF MADISON COUNTY, INC.

ARTICLE I

The name of this organization shall be the Urban League of Madison County, Inc., herein known as the Urban League.

ARTICLE II

The purpose of the Urban League of Madison County, Inc., is to promote, through interracial cooperation, the purpose of the Urban League movement, which is to aid in the development of a secure and exemplary way of life by helping communities improve conditions and solve problems arising out of racial inequities within the community.

To accomplish this purpose, this organization works on problems and opportunities in the areas of employment, training, housing, education, services to children, families and youth, health and welfare.

Governed by an interracial Board of Directors, this organization is a charitable and educational agency which utilizes social work standards and tools, specializing in the practice of community organization. In so doing, this organization employs leadership methods to influence community planning, institute constructive activity, and develop cooperative relationships among institutions, groups and individuals that should have a common concern for the community and its general welfare. The specific tools to achieve these ends include research, fact-finding, interpretation and public education, demonstration of effective program methods and projection of future problems and goals.

ARTICLE III

NATIONAL AFFILIATION

The Urban League of Madison County, inc., is an affiliate of the National Urban League, Inc., and adheres to the latter's policies.

ARTICLE IV

Any person subscribing to the goals of the Urban League of Madison County, Inc., may become a member by paying the annual membership fee to the Corporation. Upon said payment, each member of the Corporation shall be entitled to membership card stating that he/she is a member of the Corporation, and such other information as may be required by law. Such membership cards shall not be transferable, and a new membership card shall be issued upon the receipt of a membership fee from the anniversary date of purchase.

ARTICLE V

MEETING OF MEMBERS

SECTION 1

Place of Meetings. As provided in the Articles of Incorporation, meetings of the members of the Corporation shall be held at such a place as may be specified in the respective calls, notices or waivers of notice thereof.

SECTION 2

Annual meetings. The annual meeting of the members of the Corporation shall be held at the principal office of the Corporation, or such other specific place on the third Wednesday in June of each year, or at such time as may be designated in the notice or waiver of notice thereof, or at such other time or place as the Chair of the Corporation may otherwise notify the members, not less than ten (10) days, nor more than sixty (60) days prior to the date of any such scheduled meeting.

SECTION 3

Special Meetings. Special meetings of the members may be called by the Chair, by a majority of the Board of Directors, or by written petition signed by at least one tenth (1/10) of the then members of the Corporation.

SECTION 4

Notice of Meetings. Written notice stating the place, day, hour and purpose of any meeting of members shall be delivered or mailed by the Secretary of the Corporation or by the officers or persons calling the meeting, to each member of record entitled to

vote at such meeting, at such address as appears upon the record of the Corporation. Notice of an annual meeting shall be delivered, mailed, or e-mailed not less than ten (10) days, nor more than sixty (60) days before the date of any scheduled meeting. Notice of special meetings shall be delivered, mailed, or e-mailed not more than ten (10) days before the meeting.

SECTION 5

Waiver of Notice. Notice of any meeting may be waived in writing by any member if the waiver sets forth in reasonable detail the time and place of the meeting and purposes thereof. Attendance at any meeting in person or by proxy, if the proxy sets forth in reasonable detail the purposes of such meeting, shall constitute a waiver of notice of such meeting.

SECTION 6

Voting Rights. Every member shall have the right at every meeting of members to cast one (1) vote upon any matter coming before the meeting, including the election of directors. Every corporate member holding more than one (1) membership shall be entitled to cast one (1) vote for each membership held upon any matter coming before the members meeting, including the election of directors. No member shall be entitled to vote unless his or her dues and assessments are paid prior to the date of such meetings.

SECTION 7

Voting by Proxy. A member entitled to vote at any meeting of the members may vote either in person or by proxy executed in writing by the member. No proxy shall be voted at any meeting of the members unless the same shall be filed with the Secretary of the meeting at the commencement thereof.

SECTION 8

Voting Lists. At all times, the Secretary shall keep a list of all members entitled to vote at any meeting of members, arranged by date of purchase, with the address of each member, and such list shall be kept on file at the principal office of the Corporation and shall be subject to inspection by any member at any time during usual business hours.

SECTION 9

Quorum. At any meeting of members, a majority of the members entitled to vote

or at least twenty-four (24) members represented in person or by proxy shall constitute a quorum, and a majority vote of such quorum shall be necessary for the transaction of any business by the meeting, unless a greater number is required by law, the Articles of Incorporation, or this Code of By-Laws.

ARTICLE VI

BOARD OF DIRECTORS

SECTION 1

Duties and Qualifications. The business and affairs of the Corporation shall be managed by the Board of Directors of the Corporation, at least a majority of whom, as provided by law, shall be residents of the State of Indiana, and all of whom shall be members of the Corporation. The Board has legal and fiscal responsibility for the Urban League and all Urban League administered programs including compliance with applicable Federal, State and Local regulations. The Board of Directors shall be interracial and shall be representative of a cross section of community interests and consideration given to at least one (1) board member of age thirty (30) or under. The immediate Past-Chair of the Corporation shall serve as ex-officio as a member of the Board for one (1) year after his or her term in office expires.

SECTION 2

Number and Terms of Office and Directors. There shall be twenty-four (24) Directors of the Corporation, one third (1/3) shall be elected each year by the members at the Annual Meeting. Their terms of office will expire according to the procedure in Article VI, Section 2 of the Articles of Incorporation. The Directors, once elected, shall serve until their successors shall be chosen and qualified, unless sooner removed as hereinafter provided.

SECTION 3

Executive Committee. The Board of Directors may, by resolution, adopted by a majority of the whole Board, designate not less than six (6) or more than nine (9) members of the Corporation to constitute the Executive Committee which shall have and exercise all the authority of the Board of Directors in the management of the Corporation. Provided, however, the designation of such committee and the delegation thereto of

authority shall not operate to relieve or overrule the Board of Directors. The Board of Directors and any member thereof are subject to any and all responsibilities imposed upon them by the Indiana General Not-For-Profit Corporation Act.

SECTION 4

Vacancies. Any vacancy occurring in the Board of Directors except by increase in number of Directors and except as provided in Section 5 of this Article, concerning removal of Directors shall be filled by the affirmative vote of a majority of all remaining members of the Board of Directors. Any Director so elected by the Board of Directors shall hold office for the unexpired term of his predecessor. Vacancies on the Board of Directors occasioned by an increase in the number of Directors shall be filled by a vote of the members entitled to vote at an annual or special meeting thereof.

SECTION 5

Removal of Directors. Any special meeting of the members called for such purpose, any member of the Board of Directors may be removed from such office by an affirmative vote of a majority of the members entitled to vote at an election of Directors, and a successor may be elected at the same meeting for the unexpired term of the Director removed. Failure to elect a Director at such meeting to fill the unexpired term of any Director so removed, shall be deemed to create a vacancy on the Board of Directors which may be filled by the remaining Directors in accordance with Section 4 of this Article. Any member who is absent for three (3) consecutive meetings without good and sufficient reason may be removed by the Board, if it deems necessary, without calling a special meeting of the members.

SECTION 6

Compensation. Board members shall not receive any compensation. However, by resolution of the Board of Directors, the Directors may be reimbursed their expenses, if any, for services performed on behalf of the Corporation.

SECTION 7

Frequency of Director Meetings. The Board of Directors shall conduct at least eight (8) monthly meetings annually. The Board of Directors shall elect officers of the Corporation and consider any other business brought before the Board at the Annual

Meeting.

SECTION 8

Other Meetings. Other meetings of the board of Directors may be held regularly pursuant to a resolution of the Board of Directors to such effect, or may be held upon the call of the Chairman or any two (2) members of the Board and upon forty-eight (48) hours notice specifying the time, place and general purpose of the meeting, given to each Director either personally or by mail, e-mail, telegram or telephone. No notice shall be necessary for any regular meeting, but as a matter of practice, the Secretary is requested to send notice for the convenience of the Board of Directors. Notice of any other meeting may be waived in writing or by telegram. Attendance at any such meeting shall constitute waiver of notice of the meeting.

SECTION 9

Quorum. One third (1/3) of the membership of the Board of Directors shall be necessary to constitute a quorum for the transaction of any business, except the filling of vacancies, and the act of the majority of Directors present at a meeting at which a quorum is present, shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation, or this Code of By-Laws. A director shall be deemed present at a meeting for the purpose of constituting a quorum and transacting business thereat if, at the time of such meeting, he or she shall participate by telephone in the transaction of the business thereof and if such Director shall subsequently approve and sign the minutes of such meeting.

SECTION 10

Duties of the Board of Directors in addition to those imposed by law. The Board of Directors shall have the following duties and responsibilities, which shall be in addition to those imposed or required by law, and/or the Indiana Not-For-Profit Corporation Act of 1971:

- A. To establish policies and programs which are in accordance with the National Urban League, Inc., including establishment of affiliate policy and direction of staff in the implementation of policy.
- B. To assume responsibility for adequately financing the work of the Urban League

of Madison County, Inc.

- C. To hire and/or terminate the President per the practices, policies, standards and official guidelines of the National Urban League, Inc.
- D. To provide the President with guidance in developing staff and effective personnel policies.
- E. To adopt a budget for the Corporation and approve program funding applications and amendments, if any, prior to submission to the funding source.
- F. To evaluate the Corporation's program and performance in accordance with the criteria established by the National Urban League, Inc.
- G. Ensure that program performance standards for all Urban League sponsored programs are met
- H. To approve and ensure compliance with any Share Governance agreement with a Urban League sponsored program.
- I. Participate in training programs that may include understanding financial statements, use of Roberts Rules of Order, and information on Urban League sponsored program regulations and performance standards.
- J. Be fiscally and legally accountable for overseeing all Urban League programs, including general responsibility for guiding and directing planning, general procedures, and human resources management and monitoring.
- K. Insure that the agency develops an internal control structure to safeguard program funds, comply with laws and regulations that have an impact on financial statements, detect or prevent noncompliance, and receive and review audit reports and monitor implementation of corrective actions.
- L. To establish such new standing committees as are necessary to carry out the work of Urban League.
- M. Fund raising and public relations
- N. Reviewing and revising By-Laws.

ARTICLE VII

OFFICERS

SECTION 1

Officers and Qualifications. The officers of the Corporation shall consist of a Chair, a First Vice-Chair, a Second Vice-Chair, a Secretary and a Treasurer, and such assistant officers as the Board of Directors may from time to time designate. All officers shall be chosen from among the Directors. No person may hold more than one (1) office at any given time.

SECTION 2

Term of Office. Each officer of the Corporation shall be elected annually by the Board of Directors at the Annual Meeting and shall hold office for a term of one (1) year, and until his successor shall be duly elected and qualified. No officer may hold the same office for more than two (2) consecutive terms.

SECTION 3

Vacancies. Whenever any vacancies shall occur in any of the offices of the Corporation for any reason, the same may be filled by the Board of Directors at a special or regular meeting thereof, and any officer so elected, shall hold office until the next Annual Meeting of the Board of Directors, and until his successor shall be duly elected and qualified.

SECTION 4

Removal. Any officer of the Corporation may be removed at the pleasure of the Board of Directors whenever a majority of such Board shall vote in favor of such removal.

ARTICLE VIII

POWERS AND DUTIES OF OFFICERS

SECTION 1

Chair. The Chair, as the principal officer of the Corporation shall supervise and control all of the business and affairs of the Corporation, including the all Urban League sponsore programs. He or she may sign, with the Secretary or any other proper officer of

the Corporation there unto authorized by the Board of Directors, certificates for, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be expedited, except in such cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws to some other 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 the Chair and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 2

Vice-Chair. There shall be an office of First Vice-Chair and an office of Second Vice-Chair. The First Vice-Chair and Second Vice-Chair may be empowered by the Board of Directors to executive the powers and duties of the Chair in cases where the Chair is incapacitated or refuses to execute Board directives. The First and Second Vice-Chairs shall have such other powers and duties as the board of Directors may from time to time prescribe.

SECTION 3

Secretary. The Secretary shall attend all meetings of members and the Board of Directors, and shall keep, or cause to be kept, in a book provided for that purpose, a true and complete record of the proceedings of such meetings and shall perform a like duty, when required, for all standing committees appointed by the Board of Directors. The Secretary shall attend to the giving and serving of all notices of the Corporation required by this Code of By-Laws, maintain custody of the books of the Corporation, (except books of account), maintain the seal of the Corporation, assure that the seal is affixed to all documents where required, perform all duties pertaining to the office of Secretary, and such other duties as this Code of By-Laws or the Board of Directors may prescribe.

SECTION 4

Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation and program grant monies. He or she shall have charge and custody of, and be responsible for, all funds, notes, securities and other valuables which may from time to time come into the possession of the Corporation. He or she shall deposit, or cause to be deposited, all funds

of the Corporation with such depositories as the Board of directors shall designate. He or she shall furnish at meetings of the Board of Directors or whenever requested, a statement of the financial condition of the Corporation, and in general perform all duties incidental pertaining to the office of Treasurer, and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Directors or by this Code of By-Laws.

SECTION 5

Assistant Officers. Assistant Officers such as the board of Directors shall from time to time designate and elect, shall have powers and duties as specified.

SECTION 6

Bonding of Officers. All Officers shall be bonded.

ARTICLE IX

NOMINATING COMMITTEE

There shall be a standing Nominating Committee which shall include five (5) members of the board of Directors, and the Chair of the previous Nominating Committee. The chair of the board of Directors shall appoint the Nominating Committee. The work of the Nominating Committee shall begin immediately upon the close of the Annual Meeting. The duties of the Nominating Committee are:

1. To maintain a current list of potential candidates in order to insure the best possible slate for the Urban League of Madison County, Inc.
2. To present a slate to the membership that will include nomination for the members of the Board of Directors.
3. To present a slate to the Board of Directors that will include nomination for the officers of the Board of Directors.

ARTICLE X

COMMITTEES

SECTION 1

Standing Committees and Special Committees. There shall be created Standing

Committees and Special Committees, which shall have the powers and duties as hereinafter stated.

SECTION 2

Standing Committees. The Chair, immediately following the Annual Meeting shall appoint members to Standing Committees, except the Executive Committee. Each committee shall consist of a Chair, Vice-Chair, and at least one (1) additional member, who shall serve as Secretary of the Committee. Committee members shall serve one (1) year and may be re-appointed. Standing Committee membership may include non-Board members.

SECTION 3

Type of Standing Committees. The Standing Committees shall include the Program Committee, the Finance Committee, the Membership Committee, and the Personnel Committee. These Committees shall report to the Board of Directors. The foregoing Committees are in addition to the Executive Committee and the Nominating Committee, which are elected and/or appointed as provided in these By-Laws.

SECTION 4

Special Committees. Special Committees are appointed by the Chair. The chair shall instruct the Special Committee as to its functions. Upon completion of its function, the Committee shall be dissolved. Special Committee membership may include non-Board members.

ARTICLE XI

PRESIDENT

SECTION 1

President. The Urban League of Madison county, Inc., shall appoint its President from among the nominees who have been certified by the National Urban League, Inc.

Continued certification by the National Urban League, Inc., of the President will be determined on the basis of periodic evaluations jointly conducted by the National Urban League, Inc., and the Urban League of Madison County, Inc. Under no circumstances shall the President be decertified without the approval of the Board of

SECTION 2

Duties. The President shall be the Chief Administrator of the Urban League and all Urban League sponsored programs. The President shall have the duties of implementing the directives, decision and policies of the Board of Directors pertaining to administration, personnel, programming, finance, and public relations and shall generally promote, coordinate and supervise all programs of the Urban League. The President shall be responsible for the selection of staff and the evaluation and performance of staff and all program directives.

Upon appointment, the terms of employment for the President shall be specified in writing. Subsequent changes in the terms of employment shall be communicated in writing by the Board of Directors. The President shall not be a member of the Board of Directors during his service as President.

The President shall be bonded.

ARTICLE XII

AUXILIARY GROUPS

The policies and programs of all auxiliary groups, under the auspices of this Corporation, shall be consistent with the objectives and programs of this Corporation, and approved by the Board of Directors.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in Robert's "Rules of Order Revised" shall govern parliamentary procedure in all cases in which they are not inconsistent with these By-Laws.

ARTICLE XIV

MISCELLANEOUS

SECTION 1

Corporate Seal. The Seal of the Corporation shall be circular in form with the name of the Corporation around the top of its periphery, and the word "Indiana" around the bottom of its periphery, the word "Seal" through the center.

SECTION 2

Execution of Contracts and Other Documents. Unless otherwise ordered by the Board of Directors, all written contracts and other documents entered into by the Corporation shall be executed on behalf of the Corporation by the Chair. If the corporate seal is required to be affixed thereto, it shall be affixed and attested by the Secretary.

SECTION 3

Fiscal Year. The fiscal year of the Corporation shall begin on the first (1st) day of January of each year and shall end on the last day of December of the same year. The fiscal year of sponsored programs may vary from this date.

SECTION 4

Salaries. The salaries of the operating and program staff shall be fixed and/or approved by the Board of Directors.

ARTICLE XV

CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1

Contracts. The Board of Directors 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 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 of Directors. Such authority may be general or confined to specific instances.

SECTION 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 of Directors.

SECTION 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 of Directors may select.

SECTION 5

The Corporation is required to have an independent CPA firm audit all of the Corporation's financial records on an annual basis. Such audit will include the financial records of all Urban League sponsored programs.

ARTICLE XVII

WAIVER OF NOTICE

Unless otherwise provided by law, whenever any notice is required to be given to any Director of the Corporation under the provisions of these By-Laws or under the provisions of the Articles of Incorporation, 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 deemed equivalent to the giving of such notice.

IN WITNESS WHEREOF, the Board of Directors by majority vote adopted the foregoing By-Laws this the 18th day of December, 2002.


Chair, Board of Directors

ATTEST:


Secretary, Board of Directors

ARTICLE XVI

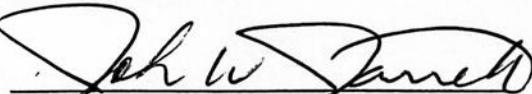
AMENDMENTS

SECTION 1

Amendments of By-Laws. Subject to law and the Articles of Incorporation, the power to make, alter, amend, or repeal all or any part of this Code of By-Laws is vested in the Board of Directors.

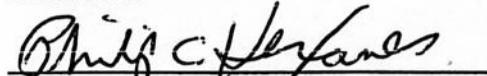
The affirmative vote of a majority of all the members of the Board shall be necessary to effect any changes in this Code of By-Laws. In the event a By-Law change is proposed, written notice shall be sent at least two (2) weeks before such meeting called to amend the By-Laws to each Board of Director.

IN WITNESS WHEREOF, the Board of Directors by majority vote, adopted the foregoing By-Laws this the 18th day of December, 2002.



Chair, Board of Directors

ATTEST:



Secretary, Board of Directors

CODE OF BY-LAWS
OF
ANDERSON LEARNING ACADEMY

ARTICLE I.
IDENTIFICATION

SECTION 1

Name: The name of the corporation is Anderson Learning Academy. It is hereinafter referred to as “the corporation.” It is affiliated with The Urban League of Madison County Inc.

SECTION 2

Principal Office: The principle location of Anderson Learning Academy shall be (TBD), and the mailing address for the Board of Trustees will be:
Board of Trustees; Anderson Learning Academy
Urban League of Madison County Inc.
1210 W 10th Street
Anderson, IN 46016

SECTION 3

Type of Corporation: The Corporation is a non-profit corporation organized under the laws of the State of Indiana.

SECTION 4

Statute and Code: The Corporation shall operate in accordance with all local, state, federal laws and in accordance with the Charter Agreement set forth by the Authorizer.

SECTION 5

Non-discrimination: The Corporation shall not discriminate on the basis of race, religion, national origin, gender, special education status or age in either the hiring and other employment practices of the special education status or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Indiana.

ARTICLE II.

DECLARATION OF PUBLIC PURPOSE AND RESPONSIBILITY

SECTION 1

Purpose and Mission Statement: The purpose of Anderson Learning Academy is to provide a dynamic innovative educational environment for the children in our community.

Governed by a well diverse Board of Directors, this organization is a charitable and educational agency, which will utilize social work standards and tools, to help promote education. In doing so, this organization employs leadership methods to influence community planning, institute constructive activity, and develop co-operative relationships among other institutions, groups and individuals that should have a common concern for the educational welfare of the community. The specific tools to achieve these goals include but are not limited to research, fact-finding, interpretation and informing the public. This will be done by the demonstration of effective program methods and projection of future problems and goals. *The mission of Anderson Learning Academy is to exist to serve the academic, physical, social and emotional needs of our students. The school is committed to creating and maintaining an orderly, trusting, and caring learning environment. Students are developing in responsibility and are excited to learn. All aspects of the schools organization and curricular activities are student centered to accommodate individual learning styles so that all may experience success.*

ARTICLE III.

MEMBERSHIP

SECTION 1

Membership: Any person subscribing to the goals of Anderson Learning Academy Inc.; and is in good standings with the community as a whole may become a member by a voting process. The process consists of having a majority approval for acceptance by the Board of Directors.

ARTICLE IV.

BOARD OF DIRECTORS

SECTION 1

Directors: The affairs of the Corporation shall be managed, controlled, conducted by and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these ByLaws. The Board of Directors shall have the number of members, not less than five (5) nor more than eleven (11) as designated by resolution of the Board of Directors from time to time. No fewer than three (3) nor more than five (5) Board Members will be current or Emeritus members of the Urban League of Madison County. ***At all times, all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.*** The Board has legal and fiscal responsibility for Anderson Learning Academy, as well as is in compliance with applicable Federal, State and Local regulations. The Board of Directors shall be made up of a diverse group of individuals.

SECTION 2

Qualifications: Anderson Learning Academy has no specific qualifications for Board of Directors Service, except be a model citizen that has the same goals and belief that all students can and will succeed educationally.

SECTION 3

Nominations: The Anderson Learning Academy Board Development Committee is made up of members from the Charter School Board Development Committee and members of the Urban League of Madison County Board of Directors. The two groups shall make nominations

to the Board of Directors of Anderson Learning Academy. Nominations may also be made any ten (10) board or committee members provided such nominations are in writing and delivered to the Secretary at least five (5) days before a meeting of the Directors.

SECTION 4

Terms of Office: The Board Members of Anderson Learning Academy will serve on a rotating three (3) year term schedule. The terms shall be staggered with no more than one-third of the Board elected each year, unless a vacancy needs to be filled. Each Board representative may serve no more than six (6) consecutive years on the Charter School Board, and must be off the Board for at least one (1) full year before eligible to serve again. A Board member that is originally appointed to fill an unexpired term may be elected to two (2) full three (3) year term in addition. The incumbent Board Chairperson may serve in that office an additional year even though he or she has served on the Board for six consecutive years. The immediate Past Chairperson of the Board that has served on the Board for six consecutive years may remain an additional year as an ex-officio member.

The Board Officers shall hold office for two (2) years or until a successor shall have been duly elected, unless earlier removed by the Board. Officers are eligible to retain that office for a consecutive two (2) year term, however an individual is limited in holding any specific office for two (2) consecutive two (2) year terms. All officers can be removed at any time by the affirmative vote of the majority of the members of the Board.

SECTION 5

Powers: The Board of Directors for Anderson Learning Academy shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purpose of Anderson Learning Academy. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

SECTION 6

Delegation: To the extent allowed by law, the Board and Officers may delegate the authority to execute any portion of their duties. The Board of Officers of the Board will remain responsible for the fulfillment of their duties.

SECTION 7

Emergency Powers: Whenever an emergency makes compliance with these bylaws unfeasible, the Board may act in anyway allowed by Indiana law to resolve the emergency. If necessary the President may act on behalf of the Board.

SECTION 8

Resignation and Removal: A Board member may resign by submitting a letter of resignation in writing addressed to the President of the Board of Directors. A Board Member may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board Members. Board Members being considered for removal shall receive at least two weeks notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal. Causes shall include, but shall not be limited to:

1. Violations of applicable law, including (but not limited to):
 - a. Violation(s) of the Indiana Charter School Law; and
 - b. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended or corresponding provisions of any subsequent federal tax laws (the "Code").
2. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws or applicable law.
3. Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, and these Bylaws and the Charter agreement.

SECTION 9

Vacancies: A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of members, may be temporarily filled by a majority vote of the remaining members to elect a person(s) to fill the vacancy(ies) until the next annual meeting of members, at which time the Board Members so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

ARTICLE V

MEETING OF MEMBERS

SECTION 1

Rules of Order: All of Anderson Learning Academy meetings described herein shall be chaired by the President or the President's designee. All meetings shall be conducted pursuant to Robert Rules of Order, Revised. The Chair of any meetings shall have complete discretion to suspend, reinstate, or alter such Rules of Order.

SECTION 2

Annual Meetings: The annual meeting of the members of the Corporation is for the election of Board members and such other business. The meeting shall be held at the principle office of the Corporation, or such other specific place on the second Wednesday in June of each year, or at such time as may be designated in the notice or waiver of notice thereof, or at such other time or place as the Chair of the Corporation may otherwise notify the members, not less than ten (10) days, nor more than fifth teen (15) days prior to the date of any such scheduled meeting. The notice shall comply with the Indiana Open Door Laws.

SECTION 3

Regular Meeting: In addition to the Annual meetings, Regular meetings of the Board of Directors shall be held each month, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as by Indiana Open Door Law.

SECTION 4

Special Meetings: Special meetings of the members may be called by the Chair and by a petition signed by a majority of the full Board of Directors, by a written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, mailed, text message and electronic mail(s) by the Secretary of the Corporation, or by the person(s) calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

SECTION 5

Public Access Compliance: The meetings of Anderson Learning Academy will be held in accordance with Indiana's Public Access Laws as described within I.C. 5-14. A adequate notice

of all meetings subject to the Act shall be visibly posted and provided to newspaper of local circulation not less than forty-eight (48) hours before any such meeting.

Any person may inspect and copy the public records of the school during the regular business hours, except as provided by section 4 of the Public Records Access Act (which addresses exceptions to disclosure) I.C. 5-14-3-3(a).

Section 4(a) categories are confidential:

- Declared confidential by state statute
- Required to be kept confidential by federal law (e.g. FERPA)
- Patient medical records created by a provider
- Declared confidential by rule adopted by Indiana Supreme Court (Admin. Rule 9)

SECTION 6

Quorum: At any meeting of members, a majority of the members entitled to vote or at least five (5) members represented in person or by proxy shall constitute a quorum, and a majority vote of such quorum shall be necessary for the transaction of any business by the meeting, unless a greater number is required by law, by the Charter, or by these Code of bylaws. Every act of a majority of the Board of Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

SECTION 7

Majority Vote: Unless otherwise stated, any body of the Corporation may act by a simple majority vote.

SECTION 8

Meeting Attendance: Anderson Learning Academy Board Members are expected to attend all Board Meetings. It shall be the duty of the Boards Secretary to communicate with any Board Member after such Member has missed three (3) unexcused, consecutive absences to ascertain the Board Members interest in retaining their Board Membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE VI

ADVISORY COMMITTEES

SECTION 1

Establishment: Anderson Learning Academy Board of Directors may appoint such standing committees and/or ad hoc committees, as it deems necessary for the effective governing of the school.

SECTION 2

Standing Committees: The standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have the authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Directors. The President of shall be an ex-officio member of each committee. The Chief educational director of the charter school shall be an ex-officio member of each committee, except where his/her evaluation, tenure, or salaries are to be deliberated.

School Improvement Committee: Anderson Learning Academy's school improvement committee is directed to monitor the school progress, facilitate content form experts and provide the Board of Directors with recommendations for improvement.

Finance Committee: The Finance Committee will be charged with budget recommendations, and to provide fiscal oversight over the Corporations fiscal responsibilities.

Fund Development Committee: The Committee is charged with locating and securing additional funds and resources for the school.

Grievance Committee: The Board of Directors of Anderson Learning Academy will establish the Grievance Committee. The committee will include both parents and teachers that are charged with making some non-binding recommendations to the Board of Directors concerning the disposition of complaints. The Grievance committee shall have five members that will serve two (2) year terms, with one (1) member designated as Chairperson by the other committee members. Committee members will be appointed each year at the first Board of Directors meeting following the annual meeting. Members of the Grievance Committee may serve no more than two consecutive terms on the committee.

Ad Hoc Committees: Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. The ad hoc committee will be the parents and staff of Anderson Learning Academy who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors. The ad hoc committee will be made up of no less than 5 and no more than 11 members. Board Members shall not be eligible to serve on ad hoc committees, since they have the authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE VII

OFFICER POSITIONS

SECTION 1

Officers and Qualifications: The officers of the Corporation shall consist of a Chair, Vice Chair, Secretary, and Treasurer. All officers shall be chosen from among the directors. No person may hold more than one (1) office at any given time. The Board of Directors holds the right to create other officer positions as it deems may be necessary. Each officer position shall have its duties and responsibilities specified and included in these bylaws.

SECTION 2

Election: The Officers shall be elected from among the Board of Directors at each annual meeting of Directors and shall serve for two (2) years, and until their successors are elected and qualified.

SECTION 3

Terms: The Officers of the Board may serve no more than two (2) consecutive two (2) year terms. Former officers, after a break in service of one (1) year may be elected to another term as an officer.

SECTION 4

Duties of Officers: The officers shall have the duties and responsibilities belonging to their office, including those that follow.

Board Chair: The Chair, as the principle officer shall be the chief executive officer of the Corporation, he/ she shall supervise and control all of the business and affairs of the corporation, including all the sponsored programs. The Chairperson shall be the spokesperson of the Corporation. The Chairperson may sign, with the Secretary or any other proper officer of the

Corporation there unto authorized by the Board of Directors, certificates for, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be expedited, except in such cases where the signing and execution there of shall be expressly delegated by the Board of Directors or by these bylaws to some other 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 the Chair and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 5

Vice Chair: The Vice Chair is empowered by the Board of Directors to execute the powers and all duties of the Chair in their absent. The Vice Chair shall have full and equal vote as accorded to all Board Members. The Vice Chair shall have other powers and duties as the Board of Directors may be prescribe or by these bylaws.

SECTION 6

Secretary: The Secretary shall attend all meetings of members and the Board of Directors, and shall keep meeting minutes, or cause to be kept, in a book provided for that purpose, a true and complete record of the proceedings of such meetings and shall perform a like duty, when required, for all standing committees appointed by the Board of Directors. The Secretary shall attend to the giving and serving of all notices of the Corporation required by this Code of Bylaws, maintain custody of the books of the Corporation, (except books of account), maintain the seal of the Corporation, assure that the seal is affixed to all documents where required, perform all duties pertaining to the office of Secretary, and such other duties as this Code of Bylaws or the Board of Directors may prescribe.

SECTION 7

Treasurer: The Treasurer shall be the chief financial officer of the corporation, and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer will ensure that the schools Business Administrator keeps regular books of account for times open to inspection at their place of keeping to any Board of Directors member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction and approval of the Board of Directors. In the absence of the President, the Vice Chair, along with any Board Officer, is authorized to authorize and sign any grant request.

The Treasurer shall ensure that the Business Administrator deposits all monies and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Directors. The Treasurer will provide oversight to the Business Administrator in the investments and reinvestment of funds of the Charter School, and the disbursement of funds of the Corporation as may be ordered by the Board of Directors. The

Treasurer will render to the Board of Directors and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the School. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the Indiana statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Directors to review the books of the Corporation and provide a report on them to the Board of Directors.

SECTION 8

Removal: Any officer of Anderson Learning Academy may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer that has been proposed to be removed for cause will be entitled to a written by mail at least five days prior to the meeting of the Board of Directors at which such removal is to be voted upon and will be entitled to appear and be heard by the Board of Directors at such meeting.

ARTICLE VIII

FINANCIAL MATTERS

SECTION 1

Fiscal Year: The fiscal year of the Corporation shall begin on the first (1st) day of June of each year and shall end on the last day of May of the following year. The fiscal year of sponsored programs may vary from this date.

SECTION 2

Check Signing: The President and School Business Administrator are authorized and required to sign all checks over the amount of \$500.00. The Board of Directors and or the Treasurer must ok and sign for checks above the \$500.00 threshold.

SECTION 3

Books and Records: Anderson Learning Academy will keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board, and committees having any of the authority of the Board, and will keep at the principle office a record giving the names and addresses of the board members entitled to vote. Any board

member, or his agent or attorney may inspect all books and records of the Corporation for any proper purpose at any reasonable time.

Subject to any document retention policy, the Corporation shall keep correct and complete records of:

1. Anderson Learning Academy accounts,
2. Minutes of its Member, Board and Board Committee meetings,
3. Votes of its Members, Board and Board Committees,
4. The Names and Addresses of the Members, and
5. Any document required by law or the Board.

SECTION 4

Execution of Documents: All contracts, grants, leases, commercial paper, bonds, deeds, mortgages, certificates of membership, and (without being limited by the foregoing) any other instrument in writing will be signed by the Board Chairperson, or the Chairperson's designee and attested by the Secretary or Treasurer.

SECTION 5

Contracts: The Anderson Learning Academy Board may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, 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 6

Compensation: The Board of Directors for Anderson Learning Academy will not receive any compensation for their services. With Board approval, Board Members may be reimbursed for out of pocket expenses incurred on approved Board business. For reimbursement Board members must provide itemized receipts for all expenditures. Such expenses must be approved by a motion of the Board of Directors at the meeting immediately following the expenditure(s). Each year, at the Annual Meeting, the Board of Directors shall set a budget for Board expenditures. Reimbursements shall not exceed these limitations.

SECTION 7

Liability: To the extent allowed by law, no Board Member shall be liable individually for debts or obligations of the Corporation or of the School, nor shall any Board Member be subject to any assessment. However, a Board Member may be liable because of their own conduct.

SECTION 8

Audit: At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor will be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Indiana statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the Audit shall be provided to the appropriate agencies, and for public knowledge upon written request.

ARTICLE IX

AMENDMENTS

SECTION 1

Amendments of bylaws. Subject to law and the Articles of Incorporation, the power to make, alter, amend, or repeal all or any part of this Code of bylaws is vested in the Board of Directors. The affirmative vote of majority of all members of the Board shall be necessary to effect any changes in this Code of bylaws. In the event a bylaw change is proposed, written notice shall be sent at least two (2) weeks before such meeting called to amend the bylaws to each Board of Directors.

IN WITNESS WHEREOF, the Board of Directors by majority vote, adopted the foregoing By-Laws this _____ day of _____.

Chairman, Board of Directors.

ATTEST:

Secretary, Board of Directors

ARTICLE X

MISCELLANEOUS

SECTION 1

Corporate Seal: The Seal of the Corporation shall be circular in form with the name of the Corporation around the top of its periphery, and the word “Indiana” around the bottom of its periphery, the word “Seal” through the center.

SECTION 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 of Directors. Such authority may be general or confined to specific instances.

SECTION 3

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

ARTICLE XI

SECTION 1

Conflict of Interest Policy

A conflict of interest is defined as an actual or perceived interest by a Board member(s), officer(s) and employee(s) in an action that results in, or has the appearance of resulting in, personal organizational or personal gain. Officer(s), board member(s) and employee(s) are obligated to always act in the best interest of the organization. This obligation requires that any officer(s) or Board member(s), in the performance of organization duties, seek only the furtherance of the organization mission. At all times, officer(s) and Board member(s) are prohibited from using their job title or the organization’s name property, for private profit or benefit.

- A. The officer(s) and Board member(s) of the organization should neither solicit nor accept gratuities, favors or anything of monetary value from contractors or vendors. This is not intended to preclude bona-fide organization fundraising activities.
- B. No officer(s) or Board member(s) of the organization shall participate in the selection, award, administration of a purchase or contract with a vendor where, to his/

her knowledge, any of the following has a financial interest in that purchase or contract:

1. The officer(s) or Board member(s);
2. Any Board member(s) of their immediate family;
3. Their partner(s);
4. An organization in which any of the above is an officer, director or employee;
5. A person or organization with whom any of the above individuals is negotiating or has an arrangement concerning prospective employment.

Disclosure: Any possible conflict of interest shall be disclosed by the person(s) concerned.

Board Action: When a conflict of interest is relevant to the matter requiring action by the Board of Directors, the interested person(s) shall call it to the attention of the Board of Directors and the said person(s) shall not vote on the matter. In addition, the person(s) shall not participate in the final decision or related deliberation regarding the matter under consideration. When there is a doubt as to whether a conflict exists, the matter shall be resolved by vote of the Board of Directors, excluding the person(s) concerning whose situation the doubt has arisen. If Board member(s) in conflict of interest, He/She would abstain on the issue(s) and/or have an executive session.

Record of conflict: The official minutes of the Board of Directors shall reflect that the conflict of interest was disclosed and the interested person(s) did not participate in the final discussion or vote and did not vote on the matter.

Deception of conflict: When a conflict of interest is not revealed by the person(s) or member(s) of the board to the Board of Directors; if there is sufficient evidence; The Board of Directions may take disciplinary action, upon the severity of the conflict of interest, in lieu of Article VI Section five (5) Code of the bylaws.

Refrain from activities: Refrain from activities that represent a conflict of interest. A conflict of interest will be considered to exist if the staff member of Anderson Learning Academy:

1. Accepts full or part-time employment at any organization or business which does business with Anderson Learning Academy, and as a result makes a profit therefrom;
2. Gives business to a firm or business in which he/she has financial or personal interest and gains personally thereby;

3. Accepts gifts or gratuities from a supplier of services, materials or equipment.
4. Advises or recommends activities or programs which involve expenditures of agency funds from which he or she expects to gain personally.
5. Performs any other action which may be determined to represent a conflict of interest.

Director(s), officer(s) and employee(s) of the Corporation shall conduct their duties with respect to potential and actual grantee(s), contractor(s), supplier(s), agencies and other person(s) transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interest of the Corporation. Officer(s) and employee(s) of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity which the officer(s), employee(s) and director(s) or his/her relative owns a significant financial interest or by which such officer(s), employee(s), director(s) or relative is employed, except where such dealings have been disclosed to and specifically and authorized by, The Board of Directors of Anderson Learning Academy.

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

SECTION 2

Effect of Conflict Provisions: The failure of the Corporation, its Board of Directors, any or all its director(s), officer(s) or employee(s) to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void or make voidable contract, relationship, action, transaction, debt, commitment or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE XII

Indemnification

SECTION 1

Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a chairman, officer, employee or agent of Anderson Learning Academy shall be indemnified by Corporation against all liability and reasonable expense that may be incurred by him/her in connection with or resulting from any claim, action, suit, or proceeding:

1. If such person is wholly successful with respect thereto.
2. If not wholly successful, then if such person is determined (as provided in Article XII Section Three (3) to have acted in good faith, in what he/she reasonably believed to be the best interest of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he/she reasonably believed to be not opposed to the best interest of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his/her conduct was lawful (or reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article XII.

SECTION 2

Definitions: As used in this, Article the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his/her heirs or personal representatives) may become involved, as a party or otherwise:

1. By reason of his/her being or has been a director, officer, employee, or agent of the Corporation or of any corporation where he/she served as such at the request of the Corporation.

2. By reason of his/her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he/she served as such at the request of the Corporation.
3. By reasons of any action taken or not taken by him/her in any such capacity, whether or not he/she continues in such capacity at the time such liability or expense shall have incurred.

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

As used in this article, the term “wholly successful” shall mean:

1. Termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him/her.
2. Approval by a court, with knowledge of the indemnity provided in this Article, of a settlement of any action, suit, or proceeding.
3. The expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment of promise made to induce a settlement.

SECTION 3

Entitlement to Indemnification: Every person claiming indemnification under this Article XII (other than one who has been wholly successful with respect to any claim, action, suit or proceeding) shall be entitled to indemnification if:

1. Special independent counsel, which maybe regular counsel of the Corporation or any other disinterested person(s), in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person(s) being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Article XII Section one (1) part two (2) the Board of Directors, acting upon such written finding(s), so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee, make available facts, opinions or other evidence in any way relevant to

the referee's findings that are within the possession or control of the Corporation.

SECTION 4

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

SECTION 5

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

SECTION 6

Advancement of Expenses: Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he/she is entitled to indemnification.

SECTION 7

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

ARTICLE XIII

WAIVER OF NOTICE

Unless otherwise provided by law, whenever any notice is required to be given to any Director of the Corporation under the provisions of these bylaws or under the provisions of the Articles of Incorporation, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall deemed equivalent to the giving of such notice.

IN WITNESS WHEREOF, The Board of Directors by majority vote adopted the foregoing bylaws This _____ the day of _____.

Chairman, Board of Directors.

ATTEST:

Secretary, Board of Directors.

ARTICLE XIV

DISSOLUTION

Distribution of Property upon Dissolution of the Corporation: Upon the voluntary or involuntary dissolution of Anderson Learning Academy, the Board of Directors shall, after paying or making provision for payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation in the following manner:

1. Any remaining funds received from the Indiana Department of Education (IDOE) shall be returned to the IDOE not more than 30 days after the dissolution.
2. All other remaining assets, after the return of funds identified in section "1" above, organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501©3 of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) to be used solely for nonprofit educational purposes.
3. Any such assets not so disposed of shall be disposed of by the Circuit Court of Madison County, Indiana exclusively for non-profit education purposes, as said Court shall determine.

These bylaws were adopted by the Board of Directors at its meeting held on _____ by a vote of _____

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 <i>Lindsay D Brown Chairman of Anderson Learning Academy</i>	DATE <i>4/8/12</i>
SIGN NAME 	

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:
Anderson Learning Academy
2. Your full name: Lindsay D Brown
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently have seats on the United Way of Madison County Board, Anderson Madison County Black Chamber, Warriors/Netters Athletic Program, and I am also the President/CEO of the Urban League of Madison County.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

Certification

I, Lindsay D Brown, 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 Anderson Learning Academy Charter School is true and correct in every respect.

Signature

Date

4/8/12

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Anderson Learning Academy
2. Your full name: Harold J. Crawford
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.
Established independent living facilities, Established therapeutic group homes for level 4 youth, and Adult Education Teacher (GED Instructor)
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

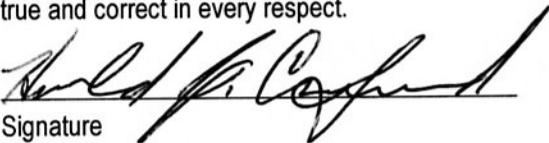
Disclosures

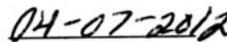
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last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

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

Certification

I, Harold J. Crawford, 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 Anderson Learning Academy Charter School is true and correct in every respect.


Signature


Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Anderson Learning Academy
2. Your full name: Migual D. Patterson
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.
Migual has ten plus years of finance and accounting background experience and has a Masters in Business Administration from Purdue University. Migual is currently Credit and Cash Manager for a Private Equity Firm, which manages more than \$500MM in assets. Migual is in charge with all treasury and financing related activities of the company. Migual serves / has served in the following non-profit capacities - as the Finance Chair at New Hope United Methodist Church, Westside Hope CDC - CFO, and co-founder Anderson City Wide Toy Giveaway.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

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

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

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

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

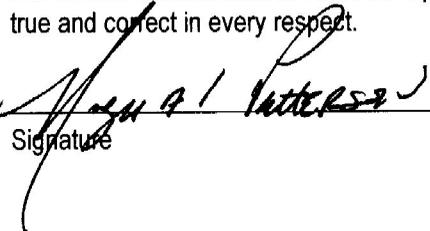
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I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

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

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

Certification

I, Migual Patterson, 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 Anderson Learning Academy Charter School is true and correct in every respect.



 Signature

4/8/2012
 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:
Anderson Learning Academy
2. Your full name: Maureen Duncan
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.
Urban League of Madison County, NAACP State Advisor, Educational Tutor K-12, Parent Academy Leadership In Schools (PALS), Purdue Alumni Association
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

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

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

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

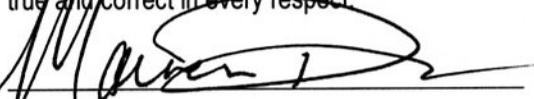
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I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

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

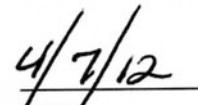
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Maureen Duncan, 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 Anderson Learning Academy Charter School is true and correct in every respect.



 Signature



 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Anderson Learning Academy
2. Your full name: Perry J. Washington
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.
Center for Leadership Development, NACCP Board, Urban League of Madsion, National Council of Educating Black Males, National Council of Corvett Clubs
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

Certification

I, Perry J. Washington, 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 Anderson Learning Academy Charter School is true and correct in every respect.


Signature

04/07/2012
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:
Anderson Learning Academy
2. Your full name: Mickey McKenzie
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.
Urban League of Madison County, Westside Community Development Corporation, Anderson Literacy Academy, Mathematics instructor at IVY TECH State College, and a substitute Teacher for ACS.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

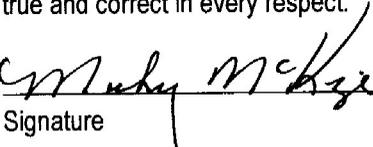
Disclosures

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

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

Certification

I, Mickey McKenzie, 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 Anderson Learning Academy Charter School is true and correct in every respect.



Signature

4/6/12
Date

Anderson Learning Academy Employee Conflict of Interest Policy

An employee or member of the employee's family defines a conflict of interest as any involvement in any business, activity, contract, or transaction that may conceivably conflict with the employee's duties or responsibilities or affect his/her judgment in making a decision affecting Anderson Learning Academy.

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which Anderson Learning Academy wishes the business to operate. The purpose of these guidelines are to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact your immediately supervisor for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of Anderson Learning Academy. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either the employer, the employee, or both. Promotional plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of Anderson Learning Academy business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of Anderson Learning Academy as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which Anderson Learning Academy does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Anderson Learning Academy.

Employees are required to sign a Conflict of Interest form every year disclosing any potential conflicts of interest. If a potential conflict of interest arises, the employee must disclose all facts material to the conflict of interest, to their supervisors prior to any action regarding the activity, contract, or transaction. The employee must then disclose the conflict of interest to their supervisors in memo form for approval or disapproval. All information given will be treated as confidential and only made available to management and/or the Board as necessary.

Anderson Learning Academy Conflict of Interest Statement

All employees must complete this Conflict of Interest Statement upon hire and update the Statement at least once a year. Employees must immediately notify the Director of any matters that may result in real or apparent conflicts of interest by submitting a Conflict of Interest Statement through their chain of authority, including the Principal and the appropriate member(s) of Anderson Learning Academy.

Outside employment that creates a conflict of interest, or the appearance of such must be declared on this Conflict of Interest Statement.

(Reference **Anderson Learning Academy Conflict of Interest Policy and Procedures.**)

Name: _____ Date: _____
(Please Print)

1. Do you have an outside job that may create a conflict of interest with your employment at Anderson Learning Academy?

No__ Yes__ Please explain: _____

2. Do you have any other conflict of interest with your employment at Anderson Learning Academy?

No__ Yes__ Please explain: _____

Additional sheets may be added if needed.

Signature: _____ Date: _____

The Anderson Learning Academy will use the Core Knowledge Sequence (CKS) as its foundational curriculum. It will be combined with Reading Street and Saxon Math to provide a comprehensive educational program that outlines the content to be taught and learned at every grade level from Kindergarten through 8th grade. All subjects, language arts, mathematics, science and social studies as well as the fine arts are taught in a sequential manner. CKS provides a solid, coherent foundation of learning, while allowing flexibility to meet local standards. The curriculum aligns with the Common Core Standards be adopted by Indiana, providing a clear set of expectations for student learning and a focal point for teachers in lesson planning.

Reading (K-5) Students in kindergarten through fifth grade have their reading instruction based on the Reading Street Program. The program presents explicit phonics and comprehension skills instruction, balanced with extensive reading of both decodable texts and quality literature. Students experience a wide variety of literary forms and genres in a program that emphasizes reading writing and learning. The program emphasizes fluency, comprehension, writing, research and inquiry.

Reading 6-8) Students in sixth through eighth grade have their reading instruction based on the McDougal Littell Language of Literature Program. Students read and analyze a variety of literature with emphasis on analyzing an author's use of literary elements and devices. Using both a literature-based basal reader and a number of novels, students work to gain control of reading skills that will aid them in all subjects. Students also respond to reading through writing, expanding their vocabulary and learning a variety of reading and study strategies that enable them to approach any text with confidence.

Mathematics (K-3) Students in kindergarten through fifth grade have their mathematics instruction based on the Saxon Mathematics Program. This program provides a balanced approach with manipulative opportunities and guided instruction and enables students to develop a solid foundation in the language and basic concepts of math. Important aspects of the program are the incremental development of math, continuous practice, embedded differentiated instruction, real world applications and meaningful hands on activities and enable students to learn to reason, communicate and make connections.

Mathematics (4-8) Students in sixth through eighth grade have mathematics instruction based on the McDougal Littell Mathematics Program. This program offers a highly differentiated program at each grade level. The program addresses the Indiana Academic Standards and includes integrated technology. Lessons and activities that focus on problem solving strategies help students build conceptual understanding.

Science (K-6) Students in kindergarten through fifth grade have their science instruction based on the CKS supplement by McGraw-Hill Instant Science Program. The CKS provides curricula

foundation which when supplemented with Instant Science, an all digital, literacy based program, allows students to learn from their curiosity as they build a solid foundation of knowledge. McGraw-Hill Instant Science program brings science to life in the classroom through a mixture of dynamic, flexible resources including games, animations, eBooks, Interactive Whiteboard activities, videos and interactive stories, as well as online assessments to support differentiated instruction. Students carry out investigations, explain inconsistencies, and design projects that further scientific understanding and build critical thinkers.

Science (6-8) Students in sixth through eighth grade have their science instruction based on the CKS supplemented by McGraw-Hill Science Laboratory Program. With the Science Laboratory Program, students learn and retain core science vocabulary and ideas by working independently at their own reading levels with science content area readings. The program allows students to further their scientific understanding of the natural world through investigations, experience, and readings. Students design solutions to practical problems using a variety of scientific methodologies. Students use instruments and tools to measure, calculate, and organize data to identify relationships between physical objects, events and processes.

Social Studies/History (K-8) Students in kindergarten through eighth grade have their social studies/history instruction based on the CKS supplemented with the McGraw-Hill social studies series. The CKS provides a spiral and integrated approach to the study of history and culture, enhanced by the McGraw-Hill series, which provides connections specific to Indiana history and standards. The McGraw-Hill series includes technology supplements that provide access to on-line current events newsreels, virtual fieldtrips and other activities that integrate curricula and engages students at high levels of thinking.

Physical Education (K-8) The physical education program is structured such that students learn the principles of exercise that contribute to the development of personal fitness, demonstrate the ability to set one's own goals, perform a wide variety of body management skills and are able to perform the skills necessary for participation in a variety of team, dual and individual lifetime activities.

Fine Arts (K-12) The fine arts promote an understanding of the human experience and foster creative thinking, self-discipline, and lifelong learning, and therefore, it is an essential part of the core educational program for all students. The music program is structured to engage students in activities designed to develop music knowledge, appreciation and an awareness of how music relates to other academic disciplines. The ultimate goal of the visual arts program is to help student become proficient creators, critics, listeners and observers of the fine arts.

Computer Literacy (K-8) Computer literacy will be integrated into all classes at Anderson Learning Academy. Students have access to both classroom computers and wireless laptop computers for word processing, data gathering, research and creating presentations as well as remediation and enrichment programs.

Character Counts (K-8) All students will develop a sense of self-worth and responsibility as global citizens. Student development will be addressed through the six pillars of the Character Counts program. The Character Counts program provides on-going instruction and emphasis on character education as an integral part of the school curriculum. It is both an educational framework for teaching universal values and a national coalition of organizations that support each other. Lesson plans, incentive materials, programs and trainings, for both staff and students, provide the resources necessary for an effective character education program.

Assessment & Promotion

Report Cards

Students receive a report card once every ten (10) weeks. It is the responsibility of the students to give their report card to their parent(s) or guardian(s). It is the responsibility of the parent(s) or guardian(s) to sign the report card they have received and observed the report card; then send the report card back to school.

Graduation

The students of Anderson Learning Academy MUST meet the following minimum requirements in 6th & 8th grade.

- A student must have passing grades in the core subjects of Mathematics, Language Arts, Science and Social Studies. End-of-the-year grades in each subject are determined by averaging each of the ten week (10) grades.
- A student must not receive more than 1 failing grade in any Specials classes (Art, Computer, P.E., Library, and Music).

Should a student not meet the grade requirements:

- He/she can have remediation two (2) hours after school to make up any deficiencies and/or three(3) weeks of remediation during school break.
- If a student consistently failed most subject areas in after 3rd grading period (February), it is more than likely that he/she will not be able to pass to the next grade.

Promotion

The curriculum of Anderson Learning Academy is rigorous. It is the intention of the school to promote preparedness for each child to progress through the grade levels successfully.

Any child who is not prepared to exit a grade level is not permitted to continue on to the next grade until they have attained adequate achievement in their present grade.

Students who receive a final grade of "F" in Reading and/or Mathematics will not be promoted to the following grade.

Student classification is the final decision of the school Director.

Daily Schedule for Anderson Learning Academy

8:00-8:20 am	Opening Activities (Pledge of Allegiance, Morning work, etc)
8:20-9:20 am	Math
9:20-10:20 am	Reading
10:20-11:05 am	Specials (Music, Art, Library, PE)
11:05-11:45 am	Lunch
11:45-12:10pm	Recess
12:10-1:10pm	Science/Social Studies
1:10-2:10pm	Language Arts
2:10-2:40pm	Math Enrichment Activities
2:40-3:15pm	Writing
3:15-3:30pm	Dismissal

*Anderson Learning Academy will have a rotational schedule for the special classes. Each class will have a different special on every day.

Anderson Learning Academy will have an average of 180 days in the school year. Each day will begin at 8:00am to 3:30pm. ALA has an hour and half for Math, two and half hours for Reading/Writing/Language Arts. Each special will be forty-five minutes per day. ALA will offer 3 remedial services for students each school year which will take place during our 3 three week breaks. ALA has partnered with three community-based organizations to provide these services to our students.

Anderson Learning Academy School Year Calendar 2013-2014

August 1 st , 2013	Teachers 1 st Day
August 12 th , 2013	Students 1 st Day
September 2 nd , 2013	Labor Day (No School)
October 11 th , 2013	End of 1 st Quarter (1 st Break)
November 4 th , 2013	Return Back to School
November 28 th & 30 th , 2013	Thanksgiving Holiday (No School)
December 23 rd , 2013-January 1 st , 2014	Winter Break (School Closed)
January 20 th , 2014	MLK Day (No School)
January 24 th , 2014	End of 2 nd Quarter (2 nd Break)
February 17 th , 2014	Return Back to School
April 18 th , 2014	End of 3 rd Quarter (3 rd Break)
May 5 th , 2014	Return Back to School
May 26 th , 2014	Memorial Day (No School)
July 11 th , 2014	End of 4 th Quarter
July 14 th , 2014	Summer Break
August 4 th , 2014	Teachers 1 st Day
August 13 th , 2014	Students 1 st Day
Winter Make up Days will be posted	

2013-2014 ANDERSON LEARNING ACADEMY **ADMISSION and ENROLLMENT POLICY**

Admission and Enrollment

1. Overview of the Admission Policy
2. Dissemination of Our Enrollment Process
3. Enrollment Commitment/Parental Requirements
4. Annual Enrollment Process – Grades K-5

1. Overview of the Admission Policy

The purpose of the Admission and Enrollment Policy is to provide an organized method for determining who is able to enroll in Anderson Learning Academy, in a manner compliant with the law. The Admission and Enrollment Policy also provides the vehicle to ensure that parents of prospective students have the opportunity to learn about the mission of Anderson Learning Academy and details of its educational program. The Admission and Enrollment Policy contains rules used in the enrollment process at Anderson Learning Academy. This includes the process for initial application, the lottery process (as needed) enrollment commitment/parental requirements, and the rules applying to returning students and waiting lists. At the discretion of Anderson Learning Academy Administration, exceptions and modifications to this policy are possible on a case-by-case basis, as allowed by law.

2. Dissemination of Our Enrollment Process

In order to ensure that potential families have an opportunity to enroll their children in Anderson Learning Academy, the school will widely disseminate information about its educational program, parental partnership requirement, and the enrollment process.

3. Enrollment Commitment/Parental Requirements

Attendance at a parent information night is a valuable method of ensuring that parents of applicants are fully aware of the educational program offered by Anderson Learning Academy, including its strengths and limitations, as well as parental and student requirements. In order to ensure that parents understand the mission of Anderson Learning Academy and the details of its educational program, all new parents of children receiving an enrollment slot at Anderson Learning Academy are required to:

- a. Attend a parent orientation meeting which is held in the spring.
- b. Obtain and Read the Core Knowledge Series, What Your (Grade Level) Needs to Know Anderson Learning Academy is a Core Knowledge school. In order for our curriculum to be successful, parents need to participate in the learning process, and these books (K-5) allow the learning to continue at home.
- c. Actively participate in the parent/school partnership by reading the Parent/Student Handbook in its entirety and supporting Anderson Learning Academy's philosophy, goals and methodologies. Part of the parental expectations includes annual volunteer service hours to the school.
- d. As a stakeholder in your child's education, attend school activities, such as Back to School Night, Parent/Teacher conferences and Open House.

4. Annual Enrollment Process – Kindergarten-5th grade.

Your child must be 5 years old by November 1, 2013 to apply for traditional kindergarten for the 2013-2014 school year.

If your child turns 5 years old between November 2 and December 2, 2013, you may apply to a transitional kindergarten program (the first year of a two-year Kindergarten program). No decision has been made regarding a transitional kindergarten program at Anderson Learning Academy at this time.

If your child turns 5 years old between December 3 and 31, 2013, you must wait until the 2014-2015 school year to apply.

Beginning in December each year, Anderson Learning Academy will have an open enrollment period for K-5th grade applicants for the next school year. If at the end of the open enrollment period the number of K-5th grade applicants exceeds the number of available slots, Anderson Learning Academy will conduct a public lottery. Applicants will be placed on each waiting list based on the order they were drawn/ranked in each K-5th grade lottery. In the event student twins are in the K-5th grade lottery, the parent/guardian will be given the choice of 1) having one entry, to include both children in the lottery pick, or 2) two entries, giving each child a separate lottery pick. Siblings of currently enrolled students receive an enrollment slot. In the event there are more sibling applicants than slots available, Anderson Learning Academy will conduct a public lottery of siblings.

Applicants for K-5th grade who apply after the open enrollment period will be eligible for enrollment or placed on the waiting list after those applicants who were included in each K-5th grade lottery, based on the date/time a completed application is received by the registrar. The last day to submit a 2013-2014 application is March 13, 2013. Applications may be submitted to either the Anderson Learning Academy site or at the Urban League of Madison County.

Parents/guardians of new K- 5th grade who receive an enrollment slot at Anderson Learning Academy are required to attend a Parent Orientation Meeting which is held in the spring. It is mandatory that at least one parent attend.

For the 2013-2014 school year, Anderson Learning Academy will have a K-5th grade open enrollment period beginning at 8 a.m. on Friday, March 4, 2013 and ending at 12 Noon on Monday, July 31, 2013. If we have not received enough applications to fill all K-5th grade slots by 12 Noon on July 31, 2012, a second open enrollment period may occur.

Discipline Policy

A positive, safe and orderly learning environment is essential for learning. Each member of the school community has a responsibility in the development and maintenance of a learning environment. To that end, it is the expectation at the Anderson Learning Academy that students conduct themselves in a socially responsible manner and parents and school personnel work together to ensure a positive, safe and orderly learning environment. Anderson Learning Academy will have a Positive Behavior Support Committee to facilitate and monitor the desired learning environment. The Discipline Policy is a component of the overall behavior support program and is used to maintain a safe and orderly school environment that promotes the mission and philosophy of the Anderson Learning Academy. This discipline code applies to the actions of students during school hours, before and after school, while on school property, at all school sponsored events and when the actions affect the mission of the Anderson Learning Academy. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct disrupts the orderly educational process at the Anderson Learning Academy.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The Anderson Learning Academy's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members. Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, Anderson Learning Academy staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected. **CATEGORY I**

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall, school building or premises
- Violating the dress code
- Persistent tardiness to school or class

Students who commit any of these acts are subject to an after school detention, as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to an in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).

CATEGORY II

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process:

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow school rules and procedures
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Visible carrying of cell phones, pagers or other electronic devices
- Leaving the classroom without permission
- Cheating
- Plagiarism
- Initiating or participating in any unacceptable minor physical actions against another student
- Disrespect of school staff members
- HORSEPLAY
- Smoking on school property

Students who commit any of these acts are subject to an after-school detention, and/or an in-school suspension as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a 5 day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by school administration. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).

CATEGORY III

These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, to following:

- Repeated Category I and Category II offenses
- Persistent refusal to follow stated school rules and procedures
- Bullying, including verbal harassment
- Any act that endangers the safety of the other students, teachers or any school employee
- Fighting or threatening any student or staff member
- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Destruction of property/graffiti
- Theft
- Trespassing
- Creating a false fire alarm
- Arson

- Involvement in gang activity
- Sex violations/sexual harassment
- Use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs
- Possession of weapons

Students who commit any of these acts are subject to a maximum 10-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).

SUSPENSION AND EXPULSION

When a student's misconduct results in the need to suspend or expel a student, the following procedures shall be followed:

A. Suspension Not Exceeding 10 School Days: Students suspended for 10 days or less shall be afforded due process in the following manner:

The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

B. Suspension In Excess of 10 Days and Expulsion: Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

The Anderson Learning Academy will request that the student's parents or guardian appear before the Board, an appointed hearing officer, or a Board representative. Such requests will be made by registered or certified mail and state the time, place and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses and school personnel. The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least 1 school official, and Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify. The Anderson Learning Academy Board will make the final decision on expulsion.

PROCEDURAL DISCIPLINE GUIDE FOR STUDENTS WITH DISABILITIES

The school principal may suspend students with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. Anderson Learning Academy staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of misconduct.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:
 - 1) The student was given appropriate special education supplementary aids and intervention strategies, and
 - 2) The disability does not impair the ability to control behavior.
 - B. Review and revise, if necessary, the behavior intervention plan or, as necessary develop a functional behavior assessment and intervention plan to address the misconduct.
 - C. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
 - D. Determine the appropriateness of an interim educational setting.

If the student's behavior is not a manifestation of the disability, school staff may apply the school discipline code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.



November 4, 2010

Mr. Perry Washington
Planning Coordinator
Anderson Learning Academy

Re: Letter of Support

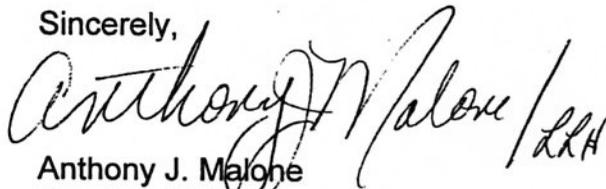
Dear Mr. Washington:

Please accept this letter as confirmation of commitment by the Madison County Community Health Center, Inc. to provide comprehensive medical, psychological, dental and oral, and vision services to your prospective student base.

It is my understanding that such a commitment will enhance the success of your efforts to secure such an important institution in our community.

Please know that I congratulate you on this effort and support it without hesitation.

Sincerely,



Anthony J. Malone
President/CEO

Anthony J. Malone
President/CEO

January 14th, 2011

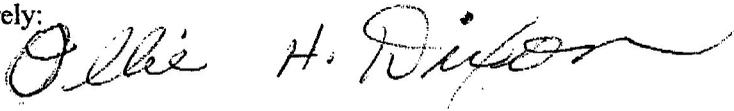
To Whom it May Concern,

It is with pleasure that I write this letter on behalf of the Anderson Learning Academy Organizing Board in support of their application to bring an elementary charter school to the city of Anderson. Having an educational choice is extremely important to the citizens of Anderson and in advancing our community. It provides us one more tool to improve the opportunities for our children of Anderson.

As a city councilman, I support this endeavor to provide our children with an elementary charter school that will focus on individual learning styles. I have seen first-hand the need of our community and I believe Anderson Learning Academy will provide the necessary educational foundation that every child needs to be successful in life.

Therefore, it is without hesitation that I support this application. The high standards to be set for all children will serve to strengthen the educational options provided to families of Anderson and its surrounding communities. I recommend them for a charter with no reservation.

Sincerely:

A handwritten signature in cursive script that reads "Ollie H. Dixon". The signature is written in black ink and is positioned to the right of the word "Sincerely:".

Ollie H. Dixon, Anderson City Councilman President 4th district Rep.

To Whom It May Concern,

I am writing in support of Anderson Learning Academy and their application to begin a charter school. This school will be founded upon the reality that all students have different learning styles and the constant innovation to teach each child according to his/her style of learning.

America has gained wealth and prestige because it has been a leader in educational innovation. Education in our community seems to have lost much of this characteristic and is in need of a restoration. Not only does this school have the potential to excel in the effort of restoring creativity and ingenuity in Anderson's educational efforts, another choice in public education will perhaps also motivate a return to educational innovation in the traditional schools as well.

I whole-heartedly give my support to Anderson Learning Academy's application and humbly request that you give them every consideration.

Warm Regards,

Kevin A. Sulc

Kevin A. Sulc
Anderson Resident



City of Anderson, Indiana
Parks & Recreation Department

Performance. Talent. Inspiration.

P.O. Box 2100, Anderson, Indiana, 46018 T:765.648.6858 F:765.648.6856 www.CityofAnderson.com

January 15, 2011

To Whom It May Concern:

This letter serves as a reference of support of Anderson Learning Academy and their application to initiate an Elementary Charter School. I believe that children have unique learning abilities and educators need flexibility that allows children to become successful in learning.

Our community has gone through several changes in the past 20 years; school closings, loss of jobs and lowered graduation rates. Having this Elementary Charter School will increase the educational foundation which will increase graduation percentages, lower expulsion rates and increase parental involvement with educators. Anderson Learning Academy will bring growth through jobs; improve quality of life and stability to our community. Anderson Learning Academy will be operated by individuals who are skilled and displays a sincere commitment to the education process.

I believe this will be a positive endeavor in educating the next generation of leaders for our community. I encourage that Anderson Learning Academy is considered to be chartered to enhance Anderson / Madison County.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rodney Chamberlain".

Rodney Chamberlain, City Councilman at Large
58 Spring Valley Dr.
Anderson, IN 46011

January 1, 2011

The Herald Bulletin
ONLINE

Morning Update

Editorial: New charter school will be good for Anderson

(<http://heraldbulletin.com/opinion/x1939352694/Editorial-New-charter-school-will-be-good-for-Anderson>)

By Rodney Richey
(<http://heraldbulletin.com>)

In Summary: Charter schools are here to stay, and public schools — already entrenched and loaded with assets — should offer more in the way of cooperation with the charters.

If all goes well, a new charter elementary school could open in Anderson in the fall of 2012. Called the Anderson Learning Academy, the school will be for kindergarten through fifth grade students and will focus on individual learning styles.

The committee behind the school has a lot of hoops to jump through for its charter school sponsor, Ball State University, but all the necessary paperwork is ready to go according to the committee leader, Lindsay Brown. Brown said he hopes for 250 students to begin with and 350 by five years.

If the unscientific poll taken daily by The Herald Bulletin is any indication, residents of Anderson would welcome the school. They know how important it is for young students to grasp the fundamentals of learning so they will not be perpetually behind in more advanced grades. Brown said the academy will be geared toward reading, writing and comprehension, adding how extremely important it is for third graders to be able to read.

Teachers, said Brown, will have to go the extra mile to help these students. Indeed, they will need to be dedicated professionals who can instill in students the gift of learning and prepare them for more rigorous work in higher grades.

It's a major task, and we can only praise Brown and his committee members for wanting to give children the help they need to eventually become successful adults. We also wish them the best of luck because opening a charter school is not an easy task, according to Ball State charter school interim director Robert Marra. Out of 165 applications for charter, BSU has granted only 39.

There could be any number of reason why a charter fails to start, including finances, but one

area should not be a problem for Brown. The new school needs a building, and Anderson Community Schools has quite a few sitting empty, such as Robinson Elementary. Brown said he attended Robinson and would like nothing better than see his new school there.

Felix Chow, ACS superintendent, said the buildings will be appraised and put on the market, but that could take some time. Chow indicated that anyone could buy a building, which is good news for the academy because Marra noted that many school systems don't like to turn their buildings over to charters. The Anderson Prep Academy, currently the city's only charter school, can attest to that.

But charter schools are here to stay. Public schools, already entrenched and loaded with assets, should offer more in the way of cooperation with the charters. The students of a community will have more choice, and a charter might offer more of what they need in individual help, as Brown hopes his school will do.

Starting this month, the academy will begin pitching its proposal to Ball State. Here's hoping Brown will be successful. If he is, kids will be.

**ONLINE OR
ON CAMPUS.**

The Herald Bulletin 1133 Jackson St. Anderson, IN 46016



Madison County Literacy Coalition

The Literacy Center

200 E. 11th Street
Anderson, Indiana 46016
(765) 641-0117
mclc2read@yahoo.com

...so that all can read.

September 19, 2011

Dear Lindsay,

On behalf of the Madison County Literacy Coalition, I would like to express our intent to work with the Urban League in support of youth literacy opportunities that will be offered to students who attend the Anderson Learning Academy. The Literacy Coalition is interested in providing literacy remediation and enrichment activities during one of the scheduled break periods in the academic cycle.

The Coalition's constituency is both adults who struggle with the written word, and school-aged youth whose best chance for a successful education will be determined by their personal literacy skills. MCLC provides one-on-one tutoring assistance to adults. Literacy services for children focus on community partnerships that create opportunities for positive reading experiences. Madison County Literacy Coalition is engaged in several youth literacy projects in the Anderson community. "Bless the Children" is a partnership with volunteers from East Side Church of God that sends adult "buddies" to elementary schools for individual reading time during the school day. MCLC opened its STAR Reading Room in Park Place Community Center one year ago. It is a room filled with books, literacy-based games, and cozy reading areas. The Coalition provides remediation support by sending volunteers to help with homework and reading at Allen Chapel AME Church, and provides a volunteer each week at the Madison County Sheriff Chaplain's Project HOPE program. Earlier this year, the Literacy Coalition helped the Shadeland Project acquire new books for a youth library at Mercy House by joining together to host a Scholastic Book Fair.

Collaborating with the Urban League to provide literacy-based activities during the school break period is a step toward reducing the learning loss that can occur for individual youth during extended academic breaks. It is also in step with the mission of the Literacy Coalition, which is simply stated, "...so that all can read."

Thank you,

Ginger Mills
Executive Director
The Literacy Center

September 20, 2011

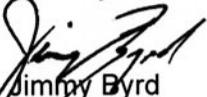
Dear Lindsay,

On behalf of the YMCA of Madison County, I would like to express our excitement to work with the Urban League in support of youth programs that will be offered to students who attend the Anderson Learning Academy. The YMCA is interested in providing programs and enrichment activities during one of the scheduled break periods in the academic cycle. This partnership is an example of opportunities our YMCA welcomes.

The YMCA's Mission: To put Christian Principles into practice through programs that build healthy spirit, mind and body for all. The YMCA has many partners and partnering with the Urban League would be another way to increase our effectiveness in the community in which we serve. This partnership will allow us to serve many children who may not otherwise participate in YMCA programs.

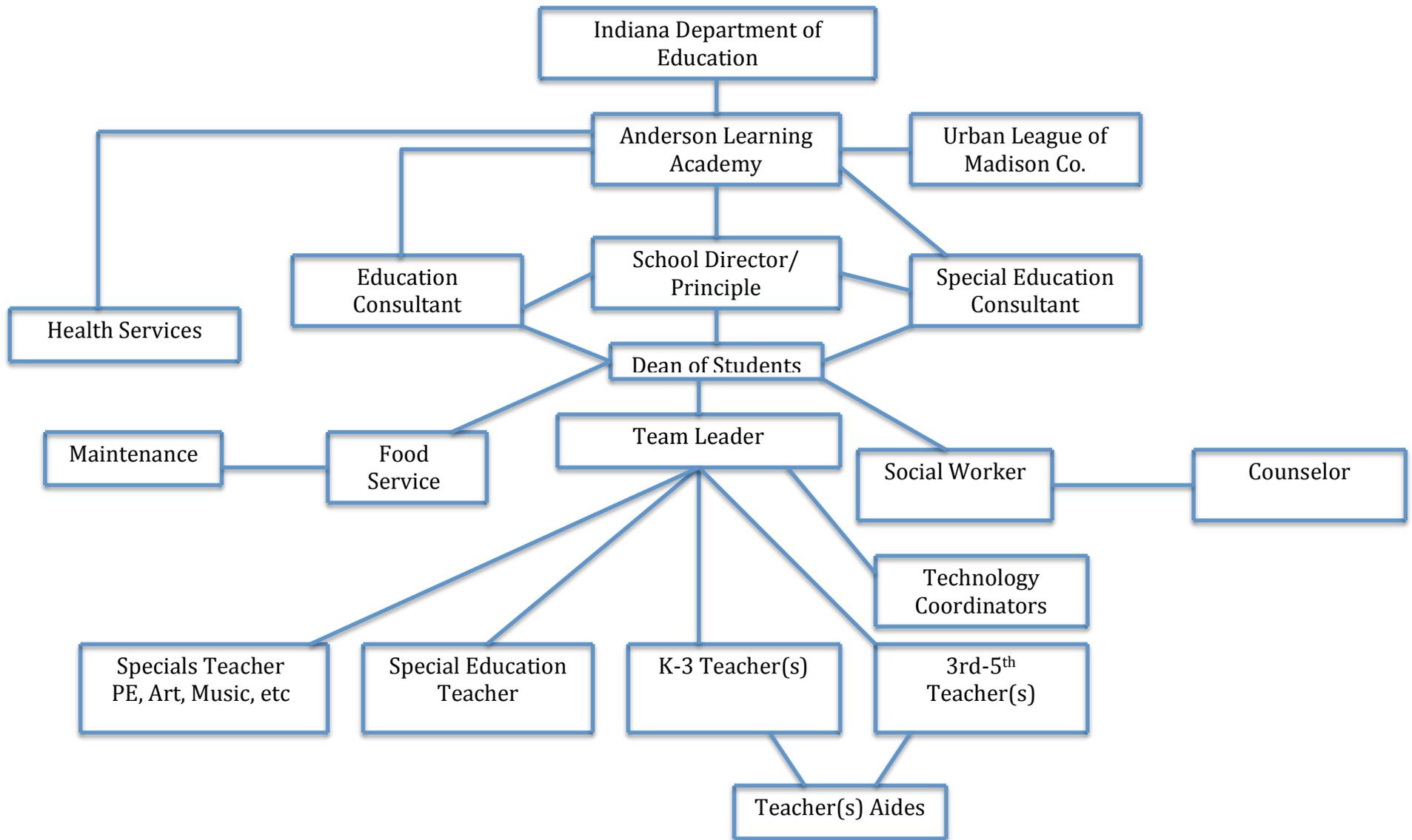
Collaborating with the Urban League to provide enrichment activities during the school break period is only a portion of the potential collaboration. Providing before and after-school care is another exciting partnership opportunity that the YMCA looks forward to providing the Urban League.

Thank you,



Jimmy Byrd
President/CEO

YMCA of Madison County



Detailed Anderson Learning Academy Start-Up Plan 2012 - 2013

TASK	AREA OF REVIEW	DOCUMENTATION/PERSON/POSITION RESPONSIBLE	INITIATION OF TASK Date	COMPLETION OF TASK DATE
I. Governance/Management				
	Permanent head(s) of school named and providing leadership- Principal	Board of Directors and Education Consultant	January 2013	May 2013
	Key leadership roles filled- Team Leaders, Administrative	Board of Directors and Education Consultant	January 2013	May 2013
	Administrative staff contracts	Education Consultant	May 2013	July 2013
	Criminal Background Checks	Board Directors and Consultant	January 2013	August 2013
	School has adopted proper internal financial and accounting controls	Board of Directors	June 2012	August 2012
	Advertising and Public Relations	Board of Directors and Education Consultant	June 2012	July 2013
II. Accountability				
	Testing materials are secure and in place	Teams Leaders	June 2012	July 2012
	Policy for collection of baseline data and school indicators in place	Team Leaders	July 2012	August 2012
	State and federal requirements for reporting student level data in place	Team Leaders	July 2012	August 2012
III. Operations and Policies				
	School Safety and Emergency Plan	Dean of students	June 2013	August 2013
	Arrangements for health services, screenings, and immunization records have been made	Madison County Community Health Center	June 2013	August 2013
	Food services arrangement will be made	Dean of Students	May 2013	August 2013
IV. Personal				
	National Criminal Background check for all staff and volunteers	Principal	January 2013	August 2013
	Administrative Staff Contracts complete	Principal	June 2013	August 2013
	Teaching staff holds Indiana teaching licenses	Principal	July 2013	August 2013
	Liability Insurance in place	Board of Director	June 2012	July 2012
	Retirement benefits are in place for appropriate staff	Board of Director	February 2013	July 2013
V. Curriculum and Instruction				
	A Comprehensive Special Education Plan	Special Education Consultant	April 2013	July 2013
	Instructional materials and supplies	Team Leaders	April 2013	August 2013
	Develop class schedules	Team Leaders	July 2013	August 2013

VI. Students and Parents				
	Recruiting and admission process for school year in place before recruiting starts	Education Consultant	June 2012	December 2012
	Enrollment process of students	Principal and Education Consultant	March 2013	June 2013
	Collection process of students prior school records and secure storage in place	Administrative Assistant	June 2013	August 2013
	Students roster developed	Administrative Assistant	July 2013	August 2013
	Student electronic record keeping process in place	Administrative Assistant	July 2013	August 2013
	All student policies and student handbook ready for distribution	Administrative Assistant	July 2013	August 2013
VII. Facilities, Furnishings, and Equipment				
	Physical Plant Site purchased or lease	Board of Directors	August 2012	November 2013
	Building Renovations	Board of Directors	January 2013	July 2013
	All Required Zoning Permits Have Been Obtained	Board of Directors	January 2013	July 2013
	All Required Building Use Permits Have Been Obtained	Board of Directors	January 2013	July 2013
	All Required Land Use Permits Have Been Obtained	Board of Directors	January 2013	July 2013
	State Board of Health Inspection	Board of Directors and Principal	July 2013	August 2013
	State Fire Marshall Inspection	Board of Directors and Principal	July 2013	August 2013
	Local Fire Department Inspection	Board of Directors and Principal	July 2013	August 2013
	Local Building Inspection	Board of Directors	January 2013	August 2013
	Certificate of Occupancy	Board of Directors	January 2013	August 2013
	License from County Health Department (FOOD)	Principal and Dean of Students	July 2013	August 2013
VII. Financial Post Opening				
	PCSP Grant Proposal	Finance Committee	June 2012	July 2013
	CPA Statement	Board of Directors	July 2013	August 2013
VIII. Teachers Opening Day				
	Teachers First Day of School	Principle, Team Lead, Dean, Teachers	August 1, 2013	August 1, 2013
IX. Students First Day	Students First Day of Class	Everyone	August 14, 2013	August 14, 2013

April 6, 2012

Mr. Lindsay D. Brown
Anderson Learning Academy /
Charter School



DONNELL HAYES
Agency Manager
HENRY & HAYES, AGENCY



Allstate Insurance Company
2250 WEST 86th STREET
SUITE 115
INDIANAPOLIS, IN 46260

Phone 317-334-0900
Fax 317-334-0566
donnellhayes@allstate.com
Auto, Home, Business, Life

Dear Mr. Brown,

Thank you for allowing us to serve you. The Henry & Hayes Allstate Agency is currently working with The Anderson Learning Academy / Charter School to develop a proper and concise insurance package, meeting the Indiana Charter School Board insurance requirements. The primary insurance provider has been identified as Philadelphia Insurance Company. This carrier is preferred partner with Allstate Insurance, specializing in Charter Schools and having a top A.M. BEST Co. rating of A++.

- General Liability in amounts of \$2,000,000 aggregate and \$1,000,000 per occurrence.
- School Leaders Errors and Omissions Liability (Educators' Legal Liability), \$1,000,000 per occurrence and \$2,000,000 aggregate.
- Property Insurance for full Replacement cost of property covering boiler and machinery exposures and business interruption. If property is leased, the ICSB will accept insurance in the name of the school or the property owner.
- Workers' Compensation Liability as required by Indiana Law.
- Umbrella / Excess Liability, under consideration and to meet ICSB requirements.
- Employee Dishonesty Liability, per ICSB requirements.
- Cyber and Foreign Travel/Field trip Liability, under consideration.

At the completion of the Accord Application, any and all other potential risk will be explored and addressed to meet the ICSB standards and to be inline with the national Charter School direction. Financial compensation will be completed and approved within 90 days of application and prior to Charter acceptance.

Tyrone Henry
Agency

Donnell Hayes

Allstate Insurance Company
2250 W. 86th Street, Ste 115, Indianapolis, IN 46260 317.334.0900 Fax: 317.334.0566 Email: TyroneHenry@allstate.com

INDIANA CHARTER SCHOOL BOARD

|General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in **ORANGE**
- Complete the Year 0 - Budget and Cash Flow tab in **PURPLE**
- Complete **ALL FIVE** annual budget tabs in **BLUE**
- Complete **ALL FIVE** staffing tabs in **GREEN**
- Enter information into the **WHITE** cells
- Do not enter information into the **GREY** cells

11	12	TOTAL	% ELL	% SPED	% FRL
		300	30%	19%	69%
		350	31%	20%	71%
		400	33%	21%	71%
		450	35%	22%	73%
		450	36%	22%	73%

11	12	TOTAL
		12
		14
		16
		18
		18

School Name: <u>Anderson Learning Academy</u>		
	Year 0	Year 1
REVENUE		
State Revenue		
Basic Grant		\$ -
Common School Loan		\$ -
Charter School Start-Up Grant		\$ 2,019,571
State Matching Funds for School Lunch Program		\$ 75,000
Professional Development		\$ -
Remediation Program		\$ 16,788
Full-Day Kindergarten		\$ -
Gifted and Talented Program		\$ -
Textbook Reimbursement		\$ 35,000
Summer School		\$ -
Other State Revenue (please describe)		\$ 400,000
Other State Revenue (please describe)		\$ 22,500
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 125,000	\$ 175,000
Facilities Assistance Program Grant		\$ -
Title I		\$ 50,000
Title II		\$ -
Federal Lunch Program		\$ -
Federal Breakfast Reimbursement		\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -
Other Revenues		
Committed Philanthropic Donations	\$ -	\$ -
Before and After Care Fees		\$ -
Interest Income		\$ -
Other (please describe)	\$ -	\$ 10,500
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Revenue	\$ 125,000	\$ 2,804,359
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 110,907	\$ 1,459,376
Substitutes		\$ -
Professional Development	\$ -	\$ -
Bonuses		\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Personnel Expenses	\$ 110,907	\$ 1,459,376
Instructional Supplies and Resources		

Textbooks	\$ 7,500	\$ 178,000
Library, periodicals, etc	\$ -	\$ 5,000
Technology	\$ -	\$ -
Assessment materials	\$ -	\$ 1,200
Computers	\$ 2,000	\$ 110,000
Software	\$ -	\$ 27,500
Other classroom supplies	\$ -	\$ 170,000
Field trips, other unclassified items	\$ -	\$ 15,000
Co-curricular & Athletics	\$ -	\$ -
Other (please describe)	\$ -	\$ 1,500
Other (please describe)	\$ -	\$ 50,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Instructional Supplies and Resources	\$ 9,500	\$ 558,200
Support Supplies and Resources		
Administrative Computers	\$ -	\$ -
Administrative Software	\$ -	\$ -
Administration Dues, fees, misc expenses	\$ -	\$ -
Office supplies	\$ 1,000	\$ 11,500
Other (please describe)	\$ -	\$ 15,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Support Supplies and Resources	\$ 1,000	\$ 26,500
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	\$ 1,500	\$ -
Audit Services	\$ 1,000	\$ -
Payroll Services	\$ -	\$ -
Accounting Services	\$ -	\$ 25,000
Printing/Newsletter/Annual Report Services	\$ 1,000	\$ 4,600
Consultants	\$ -	\$ 50,000
Internet Services	\$ -	\$ -
Telephone/Telecommunication Services	\$ -	\$ 25,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ -

Travel	\$ -	\$ -
Postage	\$ -	\$ 3,500
Special Education Services	\$ -	\$ -
Student Information Services	\$ -	\$ -
Food service	\$ -	\$ 70,000
Transportation	\$ -	\$ -
Other (please describe)	\$ -	\$ 600
Other (please describe)	\$ -	\$ 9,000
Other (please describe)	\$ -	\$ 2,625
Other (please describe)	\$ -	\$ 1,000
Other (please describe)	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 3,500	\$ 191,325
Facilities		
Rent, mortgage, or other facility cost	\$ -	\$ 100,000
Furniture	\$ -	\$ -
Gas/electric	\$ -	\$ 50,000
Water/Sewer	\$ -	\$ 6,000
Grounds Keeping	\$ -	\$ 2,000
Maintenance Services	\$ -	\$ 85,000
Custodial	\$ -	\$ -
Waste disposal	\$ -	\$ -
Other (please describe)	\$ -	\$ 100,000
Other (please describe)	\$ -	\$ 10,000
Other (please describe)	\$ -	\$ 6,000
Other (please describe)	\$ -	\$ 15,000
Other (please describe)	\$ -	\$ -
Total Facilities	\$ -	\$ 374,000
Other		
Contingency	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ -
CMO/EMO Fee	\$ -	\$ -
Other (please describe)	\$ -	\$ 3,500
Other (please describe)	\$ -	\$ 7,500
Other (please describe)	\$ -	\$ 7,500
Other (please describe)	\$ -	\$ 500
Total Other	\$ -	\$ 19,000
Total Expenditures	\$ 124,907	\$ 2,628,401
Carryover/Deficit	\$ 93	\$ 175,958
Cumulative Carryover/(Deficit)	\$ 93	\$ 176,051

Year 2	Year 3	Year 4	Year 5
\$ 2,356,166	\$ 2,746,616	\$ 3,151,742	\$ 3,214,777
\$ -	-	\$ -	\$ -
\$ 90,000	\$ 90,000	\$ 47,097	\$ 90,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 55,000	\$ 60,000	\$ 70,000	\$ 80,000
\$ -	\$ 6,831	\$ 6,831	\$ -
\$ 26,250	\$ 30,000	\$ 15,750	\$ 49,868
\$ -	\$ 41,470	\$ 33,750	\$ 15,750
\$ 175,000			
\$ -			
\$ 100,000	\$ 150,000	\$ 175,000	\$ 175,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ 14,000	\$ -	\$ -
\$ -	\$ -	\$ -	\$ 33,750
\$ -	\$ -	\$ -	\$ 6,831
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 12,250	\$ -	\$ -	\$ -
\$ 6,831	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 2,821,497	\$ 3,138,917	\$ 3,500,171	\$ 3,665,976
\$ 1,601,100	\$ 1,723,720	\$ 1,957,915	\$ 1,982,206
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
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\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 1,601,100	\$ 1,723,720	\$ 1,957,915	\$ 1,982,206

\$ -	\$ -	\$ -	\$ -
\$ 3,570	\$ 3,641	\$ 3,714	\$ 3,789
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 71,400	\$ 72,828	\$ 74,285	\$ 75,770
\$ -	\$ -	\$ -	\$ -
\$ 612	\$ 624	\$ 637	\$ 649
\$ 9,180	\$ 9,364	\$ 9,551	\$ 9,742
\$ 2,678	\$ 2,731	\$ 2,786	\$ 2,841
\$ 1,020	\$ 1,040	\$ 1,061	\$ 1,082
\$ -	\$ -	\$ -	\$ -
\$ 195,152	\$ 199,055	\$ 203,036	\$ 207,096
\$ 100,000	\$ 102,000	\$ 104,040	\$ 106,121
\$ -	\$ -	\$ -	\$ -
\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,122
\$ 6,120	\$ 6,242	\$ 6,367	\$ 6,495
\$ 2,040	\$ 2,081	\$ 2,122	\$ 2,165
\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 10,200	\$ 10,404	\$ 10,612	\$ 10,824
\$ 6,120	\$ 6,242	\$ 6,367	\$ 6,495
\$ 15,300	\$ 15,606	\$ 15,918	\$ 16,236
\$ -	\$ -	\$ -	\$ -
\$ 277,480	\$ 283,030	\$ 288,690	\$ 294,464
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 3,570	\$ 3,641	\$ 3,714	\$ 3,789
\$ 7,650	\$ 7,803	\$ 7,959	\$ 8,118
\$ 7,650	\$ 7,803	\$ 7,959	\$ 8,118
\$ 510	\$ -	\$ -	\$ -
\$ 19,380	\$ 19,247	\$ 19,632	\$ 20,025
\$ 2,689,506	\$ 2,833,374	\$ 3,089,761	\$ 3,136,689
\$ 131,992	\$ 305,544	\$ 410,410	\$ 529,287
\$ 308,043	\$ 613,586	\$ 1,023,996	\$ 1,553,283

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pr

	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012
REVENUE								
Federal Revenue								
Public Charter School Program (PCSP) Grant (competitive)	125,000.00							125,000.00
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-
Other Revenues								
Committed Philanthropic Donations	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Revenue	125,000.00	-	-	-	-	-	-	125,000.00
EXPENDITURES								
Personnel Expenses								
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	8,531.31	8,531.31	8,531.31	8,531.31	8,531.31	8,531.31	8,531.31	59,719.15
Professional Development	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-
Total Personnel Expenses	8,531.31	8,531.31	8,531.31	8,531.31	8,531.31	8,531.31	8,531.31	59,719.15
Instructional Supplies and Resources								
Textbooks	7,500.00	-	-	-	-	-	-	7,500.00
Library, periodicals, etc	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-
Computers	2,000.00	-	-	-	-	-	-	2,000.00
Software	-	-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-

Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	TOTAL 2013
\$ (8,531)	\$ (8,531)	\$ (8,531)	\$ (8,531)	\$ (8,531)	\$ (8,531)	\$ (51,188)
-	-	-	-	-	-	-
-	-	-	-	-	-	-

TOTAL			90,000
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Group Dental Insurance	1%
Group Health Insurance	9.50%
Group Life Insurance	0.25%
Long-Term Disability Insurance	0.25%
Public Employee Retirement	5.75%
Social Security & Medicare	7.65%
Teacher Retirement	7.50%
Workers Compensation	4.58%
Other Employee Benefits	250

20,907	110,907
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Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant		
Common School Loan		
Charter School Start-Up Grant	\$ 2,019,571	
State Matching Funds for School Lunch Program	\$ 75,000	
Professional Development		
Remediation Program	\$ 16,788	
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 35,000	
Summer School		
IFF Loan for FFE	\$ 400,000	
Student Fees	\$ 22,500	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 175,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		
Title I	\$ 50,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Fundraising	\$ 10,500	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,804,359	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,459,376	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,459,376	
Instructional Supplies and Resources		
Textbooks	\$ 178,000	600 Per Student
Library, periodicals, etc	\$ 5,000	
Technology		
Assessment materials	\$ 1,200	100 Per Classroom
Computers	\$ 110,000	

Software	\$	27,500	
Other classroom supplies	\$	170,000	
Field trips, other unclassified items	\$	15,000	
Co-curricular & Athletics			
Advertising	\$	1,500	
Educational Supplies	\$	50,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	558,200	
Support Supplies and Resources			
Administrative Computers			
Administrative Software			
Administration Dues, fees, misc expenses			
Office supplies	\$	11,500	
Custodial Supplies	\$	15,000	
Other (please describe)			
Total Support Supplies and Resources	\$	26,500	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	-	
Professional Purchased or Contracted Services			
Legal Services			
Audit Services			
Payroll Services			
Accounting Services	\$	25,000	
Printing/Newsletter/Annual Report Services	\$	4,600	
Consultants	\$	50,000	
Internet Services			
Telephone/Telecommunication Services	\$	25,000	
Total Insurance Costs (per ICSB requirements detailed in charter school application)			
Travel			
Testing and Evaluations Suppolis	\$	3,500	
Special Education Services			
Student Information Services			
Food service	\$	70,000	
Transportation			
Equipment Rental	\$	600	
Professional Development	\$	9,000	
Fundraising	\$	2,625	25% of fundraising
Travel Expense	\$	1,000	

Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 191,325	
Facilities		
Rent, mortgage, or other facility cost	\$ 100,000	
Furniture		
Gas/electric	\$ 50,000	
Water/ Sewer	\$ 6,000	
Grounds Keeping	\$ 2,000	
Maintenance Services	\$ 85,000	
Custodial		
Waste disposal		
Renovations	\$ 100,000	
Telephone	\$ 10,000	
Internet	\$ 6,000	
Supplies	\$ 15,000	
IFF Loan	\$ -	
Total Facilities	\$ 374,000	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ -	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee		
Board Errors	\$ 3,500	
General Liability	\$ 7,500	
Property & Casualty	\$ 7,500	
Treasurer	\$ 500	
Total Other	\$ 19,000	
Total Expenditures	\$ 2,628,401	
Carryover/Deficit	\$ 175,958	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	80,000	80,000
Team Leader	1	50,000	50,000
Team Leader			-
Team Leader			-
Dean of Students	1	50,000	50,000
Social Worker	1	40,000	40,000
Counselor			-
Librarian / Virtual Technician	1	36,000	36,000
K Teacher	1	36,000	36,000
K Teacher	1	36,000	36,000
1 Teacher	1	36,000	36,000
1 Teacher	1	36,000	36,000
2 Teacher	1	36,000	36,000
2 Teacher	1	36,000	36,000
3 Teacher	1	36,000	36,000
3 Teacher	1	36,000	36,000
4 Teacher	1	36,000	36,000
4 Teacher	1	36,000	36,000
5 Teacher	1	36,000	36,000
5 Teacher	1	36,000	36,000
6 Teacher			-
6 Teacher			-
7 Teacher			-
7 Teacher			-
8 Teacher			-
8 Teacher			-
Art Teacher	1	36,000	36,000
Music Teacher	1	36,000	36,000
P.E. Teacher	1	36,000	36,000
Computer Teacher	1	36,000	36,000
SPED Teacher	1	42,000	42,000
SPED Teacher	1	42,000	42,000
Teacher Aide	1	22,000	22,000
Teacher Aide	1	22,000	22,000
Teacher Aide	1	22,000	22,000
Teacher Aide			-
Teacher Aide			-

Teacher Aide-SpEd	1	22,000	22,000
Teacher Aide-SpEd	1	22,000	22,000
Administrative Assistant	1	26,000	26,000
Office Clerk	1	22,000	22,000
Substitute Teachers (2)	2	11,000	22,000
TOTAL	32		1,096,000

Group Dental Insurance	1%
Group Health Insurance	9.50%
Group Life Insurance	0.25%
Long-Term Disability Insurance	0.25%
Public Employee Retirement	5.75%
Social Security & Medicare	7.65%
Teacher Retirement	7.50%
Workers Compensation	4.58%
Other Employee Benefits	250

8,276	30,276
8,276	30,276
6,290	32,290
5,361	27,361
5,611	27,611
363,376	1,459,376

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,356,166	
State Matching Funds for School Lunch Program	\$ 90,000	
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 55,000	
Summer School		
Fees	\$ 26,250	
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 175,000	Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		
Title I	\$ 100,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Fundraising	\$ 12,250	
Summer School	\$ 6,831	
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,821,497	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,601,100	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,601,100	
Instructional Supplies and Resources		
Textbooks	\$ 181,560	
Library, periodicals, etc	\$ 5,100	
Technology	\$ -	
Assessment materials	\$ 1,224	
Computers	\$ 112,200	
Software	\$ 28,050	

Other classroom supplies	\$	173,400	
Field trips, other unclassified items	\$	15,300	
Co-curricular & Athletics	\$	-	
Advertising	\$	1,530	
Educational Supplies	\$	51,000	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Instructional Supplies and Resources	\$	569,364	
Support Supplies and Resources			
Administrative Computers	\$	-	
Administrative Software	\$	-	
Administration Dues, fees, misc expenses	\$	-	
Office supplies	\$	11,730	
Other (please describe)	\$	15,300	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Support Supplies and Resources	\$	27,030	
Board Expenses			
Charter Board Services, including Board Training, retreats			
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
Total Board Expenses	\$	-	
Professional Purchased or Contracted Services			
Legal Services	\$	-	
Audit Services	\$	-	
Payroll Services	\$	-	
Accounting Services	\$	25,500	
Printing/Newsletter/Annual Report Services	\$	4,692	
Consultants	\$	51,000	
Internet Services	\$	-	
Telephone/Telecommunication Services	\$	25,500	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	-	
Travel	\$	-	
Postage	\$	3,570	
Special Education Services	\$	-	
Student Information Services	\$	-	
Food service	\$	71,400	
Transportation	\$	-	
Equipment Rental	\$	612	
Professional Development	\$	9,180	
Fundraising	\$	2,678	
Travel Expense	\$	1,020	
Other (please describe)	\$	-	

Total Professional Purchased or Contracted Services	\$	195,152	
Facilities			
Rent, mortgage, or other facility cost	\$	100,000	
Furniture	\$	-	
Gas/electric	\$	51,000	
Water/ Sewer	\$	6,120	
Grounds Keeping	\$	2,040	
Maintenance Services	\$	86,700	
Custodial	\$	-	
Waste disposal	\$	-	
Renovations			
Telephone	\$	10,200	
Internet	\$	6,120	
Supplies	\$	15,300	
IFF Loan	\$	-	
Total Facilities	\$	277,480	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	-	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	
Other (please describe)	\$	3,570	
Other (please describe)	\$	7,650	
Other (please describe)	\$	7,650	
Other (please describe)	\$	510	
Total Other	\$	19,380	
Total Expenditures	\$	2,689,506	
Carryover/Deficit	\$	131,992	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	81,600	81,600
Team Leader	1	51,000	51,000
Team Leader	1	51,000	51,000
Team Leader		-	-
Dean of Students	1	51,000	51,000
Social Worker		40,800	-
Counselor	1		-
Librarian / Virtual Technician	1	36,720	36,720
K Teacher	1	36,720	36,720
K Teacher	1	36,720	36,720
1 Teacher	1	36,720	36,720
1 Teacher	1	36,720	36,720
2 Teacher	1	36,720	36,720
2 Teacher	1	36,720	36,720
3 Teacher	1	36,720	36,720
3 Teacher	1	36,720	36,720
4 Teacher	1	36,720	36,720
4 Teacher	1	36,720	36,720
5 Teacher	1	36,720	36,720
5 Teacher	1	36,720	36,720
6 Teacher	1	36,720	36,720
6 Teacher	1	36,720	36,720
7 Teacher			-
7 Teacher			-
8 Teacher			-
8 Teacher			-
Art Teacher	1	36,720	36,720
Music Teacher	1	36,720	36,720
P.E. Teacher	1	36,720	36,720
Computer Teacher	1	36,720	36,720
SPED Teacher	1	42,840	42,840
SPED Teacher	1	42,840	42,840
Teacher Aide	1	22,440	22,440
Teacher Aide	1	22,440	22,440
Teacher Aide	1	22,440	22,440
Teacher Aide			-
Teacher Aide			-

Teacher Aide-SpEd	1	22,440	22,440
Teacher Aide-SpEd	1	22,440	22,440
Administrative Assistant	1	26,250	26,250
Office Clerk	1	22,440	22,440
Substitute Teachers (2)	2	11,100	22,200
TOTAL			1,201,050

Group Dental Insurance	1%
Group Health Insurance	9.50%
Group Life Insurance	0.25%
Long-Term Disability Insurance	0.25%
Public Employee Retirement	5.75%
Social Security & Medicare	7.65%
Teacher Retirement	7.50%
Workers Compensation	4.58%
Other Employee Benefits	250

8,436	30,876
8,436	30,876
6,348	32,598
5,463	27,903
5,657	27,857
400,050	1,601,100

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,746,616	
Common School Loan	-	
State Matching Funds for School Lunch Program	\$ 90,000	
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 60,000	
Summer School	\$ 6,831	
Student Fees	\$ 30,000	
Special Ed	\$ 41,470	
Federal Revenue		
Title I	\$ 150,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Donations	\$ 14,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 3,138,917	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,723,720	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,723,720	
Instructional Supplies and Resources		
Textbooks	\$ 185,191	
Library, periodicals, etc	\$ 5,202	
Technology	\$ -	
Assessment materials	\$ 1,248	
Computers	\$ 114,444	
Software	\$ 28,611	
Other classroom supplies	\$ 176,868	
Field trips, other unclassified items	\$ 15,606	

Co-curricular & Athletics	\$	-
Other (please describe)	\$	1,561
Other (please describe)	\$	52,020
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	580,751
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	11,965
Other (please describe)	\$	15,606
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	27,571
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	\$	-
Audit Services	\$	-
Payroll Services	\$	-
Accounting Services	\$	26,010
Printing/Newsletter/Annual Report Services	\$	4,786
Consultants	\$	52,020
Internet Services	\$	-
Telephone/Telecommunication Services	\$	26,010
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	-
Travel	\$	-
Postage	\$	3,641
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	72,828
Transportation	\$	-
Other (please describe)	\$	624
Other (please describe)	\$	9,364
Other (please describe)	\$	2,731
Other (please describe)	\$	1,040
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	199,055

Facilities		
Rent, mortgage, or other facility cost	\$	102,000
Furniture	\$	-
Gas/electric	\$	52,020
Water/ Sewer	\$	6,242
Grounds Keeping	\$	2,081
Maintenance Services	\$	88,434
Custodial	\$	-
Waste disposal	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	10,404
Other (please describe)	\$	6,242
Other (please describe)	\$	15,606
IFF Loan	\$	-
Total Facilities	\$	283,030
Other		
Contingency	\$	-
Indiana Charter School Board Administrative Fee	\$	-
CMO/EMO Fee	\$	-
Other (please describe)	\$	3,641
Other (please describe)	\$	7,803
Other (please describe)	\$	7,803
Other (please describe)		
Total Other	\$	19,247
Total Expenditures	\$	2,833,374
Carryover/Deficit	\$	305,544

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	83,232	83,232
Team Leader	1	52,020	52,020
Team Leader	1	52,020	52,020
Team Leader			-
Dean of Students	1	52,020	52,020
Social Worker	1	41,616	41,616
Counselor			-
Librarian / Virtual Technician	1	37,454	37,454
K Teacher	1	37,454	37,454
K Teacher	1	37,454	37,454
1 Teacher	1	37,454	37,454
1 Teacher	1	37,454	37,454
2 Teacher	1	37,454	37,454
2 Teacher	1	37,454	37,454
3 Teacher	1	37,454	37,454
3 Teacher	1	37,454	37,454
4 Teacher	1	37,454	37,454
4 Teacher	1	37,454	37,454
5 Teacher	1	37,454	37,454
5 Teacher	1	37,454	37,454
6 Teacher	1	37,454	37,454
6 Teacher	1	37,454	37,454
7 Teacher	1	37,454	37,454
7 Teacher	1	37,454	37,454
8 Teacher			-
8 Teacher			-
Art Teacher	1	37,454	37,454
Music Teacher	1	37,454	37,454
P.E. Teacher	1	37,454	37,454
Computer Teacher	1	37,454	37,454
SPED Teacher	1	43,697	43,697
SPED Teacher	1	43,697	43,697
Teacher Aide	1	22,889	22,889
Teacher Aide	1	22,889	22,889
Teacher Aide	1	22,889	22,889
Teacher Aide	1	22,000	22,000
Teacher Aide			-

Teacher Aide-SpEd	1	22,889	22,889
Teacher Aide-SpEd	1	22,889	22,889
Administrative Assistant	1	22,889	22,889
Office Clerk	1	22,440	22,440
Substitute Teachers (2)	2	11,100	22,200
TOTAL			1,358,817

Group Dental Insurance	1%
Group Health Insurance	9.50%
Group Life Insurance	0.25%
Long-Term Disability Insurance	0.25%
Public Employee Retirement	5.75%
Social Security & Medicare	7.65%
Teacher Retirement	7.50%
Unemployment Compensation	2.70%

Other Employee Benefits 250

8,170	
8,170	
5,137	28,026
5,041	27,481
5,240	27,440
427,020	1,723,720

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,151,742	
Common School Loan		
State Matching Funds for School Lunch Program	\$ 47,097	
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 70,000	
Summer School	\$ 6,831	
Donations	\$ 15,750	
Student	\$ 33,750	
Federal Revenue		
Title I	\$ 175,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 3,500,171	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,957,915	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,957,915	
Instructional Supplies and Resources		
Textbooks	\$ 188,895	
Library, periodicals, etc	\$ 5,306	
Technology	\$ -	
Assessment materials	\$ 1,273	
Computers	\$ 116,733	
Software	\$ 29,183	
Other classroom supplies	\$ 180,405	
Field trips, other unclassified items	\$ 15,918	

Co-curricular & Athletics	\$	-
Other (please describe)	\$	1,592
Other (please describe)	\$	53,060
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	592,366
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	12,204
Other (please describe)	\$	15,918
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	28,122
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	\$	-
Audit Services	\$	-
Payroll Services	\$	-
Accounting Services	\$	26,530
Printing/Newsletter/Annual Report Services	\$	4,882
Consultants	\$	53,060
Internet Services	\$	-
Telephone/Telecommunication Services	\$	26,530
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	-
Travel	\$	-
Postage	\$	3,714
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	74,285
Transportation	\$	-
Other (please describe)	\$	637
Other (please describe)	\$	9,551
Other (please describe)	\$	2,786
Other (please describe)	\$	1,061
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	203,036

Facilities		
Rent, mortgage, or other facility cost	\$ 104,040	
Furniture	\$ -	
Gas/electric	\$ 53,060	
Water/ Sewer	\$ 6,367	
Grounds Keeping	\$ 2,122	
Maintenance Services	\$ 90,203	
Custodial	\$ -	
Waste disposal	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ 10,612	
Other (please describe)	\$ 6,367	
Other (please describe)	\$ 15,918	
IFF Loan	\$ -	
Total Facilities	\$ 288,690	
Other		
Contingency	\$ -	
Indiana Charter School Board Administrative Fee	\$ -	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	
Other (please describe)	\$ 3,714	
Other (please describe)	\$ 7,959	
Other (please describe)	\$ 7,959	
Other (please describe)	\$ -	
Total Other	\$ 19,632	
Total Expenditures	\$ 3,089,761	
Carryover/Deficit	\$ 410,410	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	84,897	84,897
Team Leader	1	53,060	53,060
Team Leader	1	53,060	53,060
Team Leader		-	-
Dean of Students	1	53,060	53,060
Social Worker	1	42,448	42,448
Counselor	1	36,000	36,000
Librarian / Virtual Technician	1	38,203	38,203
K Teacher	1	38,203	38,203
K Teacher	1	38,203	38,203
1 Teacher	1	38,203	38,203
1 Teacher	1	38,203	38,203
2 Teacher	1	38,203	38,203
2 Teacher	1	38,203	38,203
3 Teacher	1	38,203	38,203
3 Teacher	1	38,203	38,203
4 Teacher	1	38,203	38,203
4 Teacher	1	38,203	38,203
5 Teacher	1	38,203	38,203
5 Teacher	1	38,203	38,203
6 Teacher	1	38,203	38,203
6 Teacher	1	38,203	38,203
7 Teacher	1	38,203	38,203
7 Teacher	1	38,203	38,203
8 Teacher	1	34,500	34,500
8 Teacher	1	34,500	34,500
Art Teacher	1	38,203	38,203
Music Teacher	1	38,203	38,203
P.E. Teacher	1	38,203	38,203
Computer Teacher	1	38,203	38,203
SPED Teacher	1	44,571	44,571
SPED Teacher	1	44,571	44,571
Teacher Aide	1	23,347	23,347
Teacher Aide	1	23,347	23,347
Teacher Aide	1	23,347	23,347
Teacher Aide	1	22,440	22,440
Teacher Aide		-	-

Teacher Aide-SpEd	1	23,347	23,347
Teacher Aide-SpEd	1	23,347	23,347
Administrative Assistant	1	23,347	23,347
Office Clerk	1	22,889	22,889
Substitute Teachers (2)	2	11,100	22,200
TOTAL			1,490,549

Group Dental Insurance	1%
Group Health Insurance	9.50%
Group Life Insurance	0.25%
Long-Term Disability Insurance	0.25%
Public Employee Retirement	5.75%
Social Security & Medicare	7.65%
Teacher Retirement	7.50%
Unemployment Compensation	2.70%

Other Employee Benefits 250

8,328	31,674
8,328	31,674
5,235	28,581
5,137	28,026
5,240	27,440
467,366	1,957,915

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,214,777	
Common School Loan		
State Matching Funds for School Lunch Program	\$ 90,000	
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 80,000	
Summer School		
Support	\$ 49,868	
Donations	\$ 15,750	
Federal Revenue		
Title I	\$ 175,000	
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)	\$ 33,750	
Other Revenue Federal sources (please describe)	\$ 6,831	
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ 3,665,976	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,982,206	Use staffing workbook
Substitutes	\$ -	
Professional Development	\$ -	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 1,982,206	
Instructional Supplies and Resources		
Textbooks	\$ 192,673	
Library, periodicals, etc	\$ 5,412	
Technology	\$ -	
Assessment materials	\$ 1,299	
Computers	\$ 119,068	
Software	\$ 29,767	
Other classroom supplies	\$ 184,013	
Field trips, other unclassified items	\$ 16,236	

Co-curricular & Athletics	\$	-
Other (please describe)	\$	1,624
Other (please describe)	\$	54,122
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	604,214
Support Supplies and Resources		
Administrative Computers	\$	-
Administrative Software	\$	-
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	12,448
Other (please describe)	\$	16,236
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	28,684
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	\$	-
Audit Services	\$	-
Payroll Services	\$	-
Accounting Services	\$	27,061
Printing/Newsletter/Annual Report Services	\$	4,979
Consultants	\$	54,122
Internet Services	\$	-
Telephone/Telecommunication Services	\$	27,061
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	-
Travel	\$	-
Postage	\$	3,789
Special Education Services	\$	-
Student Information Services	\$	-
Food service	\$	75,770
Transportation	\$	-
Other (please describe)	\$	649
Other (please describe)	\$	9,742
Other (please describe)	\$	2,841
Other (please describe)	\$	1,082
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	207,096

Facilities		
Rent, mortgage, or other facility cost	\$ 106,121	
Furniture	\$ -	
Gas/electric	\$ 54,122	
Water/ Sewer	\$ 6,495	
Grounds Keeping	\$ 2,165	
Maintenance Services	\$ 92,007	
Custodial	\$ -	
Waste disposal	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ 10,824	
Other (please describe)	\$ 6,495	
Other (please describe)	\$ 16,236	
IFF Loan	\$ -	
Total Facilities	\$ 294,464	
Other		
Contingency	\$ -	
Indiana Charter School Board Administrative Fee	\$ -	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ -	
Other (please describe)	\$ 3,789	
Other (please describe)	\$ 8,118	
Other (please describe)	\$ 8,118	
Other (please describe)	\$ -	
Total Other	\$ 20,025	
Total Expenditures	\$ 3,136,689	
Carryover/Deficit	\$ 529,287	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert

Benefits Assumptions - Please describe how you calculated your benefits and what

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	86,595	86,595
Team Leader	1	54,122	54,122
Team Leader	1	54,122	54,122
Team Leader		-	-
Dean of Students	1	54,122	54,122
Social Worker	1	43,297	43,297
Counselor		36,720	-
Librarian / Virtual Technician	1	38,968	38,968
K Teacher	1	38,968	38,968
K Teacher	1	38,968	38,968
1 Teacher	1	38,968	38,968
1 Teacher	1	38,968	38,968
2 Teacher	1	38,968	38,968
2 Teacher	1	38,968	38,968
3 Teacher	1	38,968	38,968
3 Teacher	1	38,968	38,968
4 Teacher	1	38,968	38,968
4 Teacher	1	38,968	38,968
5 Teacher	1	38,968	38,968
5 Teacher	1	38,968	38,968
6 Teacher	1	38,968	38,968
6 Teacher	1	38,968	38,968
7 Teacher	1	38,968	38,968
7 Teacher	1	38,968	38,968
8 Teacher	1	35,190	35,190
8 Teacher	1	35,190	35,190
Art Teacher	1	38,968	38,968
Music Teacher	1	38,968	38,968
P.E. Teacher	1	38,968	38,968
Computer Teacher	1	38,968	38,968
SPED Teacher	1	45,462	45,462
SPED Teacher	1	45,462	45,462
Teacher Aide	1	23,814	23,814
Teacher Aide	1	23,814	23,814
Teacher Aide	1	23,814	23,814
Teacher Aide	1	22,889	22,889
Teacher Aide	1	22,000	22,000

Teacher Aide-SpEd	1	23,814	23,814
Teacher Aide-SpEd	1	23,814	23,814
Administrative Assistant	1	23,814	23,814
Office Clerk	1	23,347	23,347
Substitute Teachers (2)	2	11,322	22,644
TOTAL			1,505,640

Group Dental Insurance	1%
Group Health Insurance	9.50%
Group Life Insurance	0.25%
Long-Term Disability Insurance	0.25%
Public Employee Retirement	5.75%
Social Security & Medicare	7.65%
Teacher Retirement	7.50%
Unemployment Compensation	2.70%

Other Employee Benefits 250

8,489	32,303
8,489	32,303
5,334	29,148
5,234	28,581
5,334	27,978
476,565	1,982,206

Budget Narrative.

The budget was created to support the circular approach of ALA's core mission statement. This involves sound financial management in the first year of the process to ensure that adequate cash flow is maintained with the building; however, the budget does not discount the value of teacher's, parent involvement, community involvement, and most importantly the student experience. For instance, the budget assumes that ALA will lease the building initially to ensure that financial obligations are met while offering flexibility in the budget. The building is assumed to accommodate only the mandatory number of students in the first 3-5 years via a lease, with renovations to take place over the first three years. The original budget assumed that rent rates would be higher; however, after careful consideration the budget was modified to incorporate a lower rent amount initially with the direct offset with full time non-core teachers to ensure that the curriculum is carried out to maximize ALA's potential as well as the potential to add additional value additions to the curriculum. This will also incorporate more dollars to training staff to employ ALA's strategy.

ALA's revenue is based off of a minimum of 300 students in the first year and the appropriate state assumptions given those numbers. Also based on the assumed number of special needs and income based lunch requirements, ALA has assumed that the revenue assumptions will be adjusted accordingly. The initial budget assumed that certain positions would require part time staff as well as minimal administrative staff in the first year until the number of students per year grows to accommodate additional administrative staff in the budget. The final budget has increased many of the part time staff positions given that the need to attention to student development in the first year is critical to educational experience. Also, ALA will employ an administrative agent to assist with the day-to-day operations that will report directly to the board of ALA. The rent expenditures has been reduced to assume that the final loan will be much lower as well as a plan to allow ALA to pay off the loan balance and purchase the building outright in five years from the initial investors. Other loans of consideration are the various temporary loans to purchase the initial start up needs such as furniture and payroll, which will be paid back once the federal and state funds are returned.

The budget assumes that the PCSP grant will satisfy the initial need required to meet the upfront cash expenditures that will not be recaptured until the start of the 2013 (see the initial year start up summary page of the budget with line items for PCSP grant category). ALA has already started working on these grants (state sponsored) to capture the initial anticipated shortfall. Other potential gaps would be with the renovations to the building for phase II; however, ALA will state in the lease / initial loan that renovations expenses will be added to the loan amount and amortized over the life of the loan. Strategies to recognized the problems will be monitored by the assistant to the board via

the quarterly reports via the financial statements as well as an annual budget that will be prepared.

ALA will employ a finance committee comprised of Migual Patterson, Perry Washington, and Mickey McKenize. The budget will be created by the Board of ALA. ALA will acquire an outside CPA (Lemler Group, LLC) to review all financial statements quarterly as well as an annual audit of the financial statements. The Director as well as the finance committee will review the budget to actual financial results.

The Needs of the budget will focus on student development versus fixed cost growth in the school. For instance, the school will incorporate a slow growth phased development of the school. The process will start off with the initial 300 students and the school build out will have a phased approach for capital expenditures to expand the building. The school expansion will coincide with the additional students as the school grows from kindergarten through fifth grade growing to the eighth grade of the first three to four years of operation.

The budget process will have two budgets. The first budget will be approved at the end of June to incorporate the first half of the school year, and a second more robust and measurable budget will be completed by the end of December to capture updates as well as unknown items at the beginning of the school year. The two budget approach will be instituted for the first four years of the schools operation to ensure that adequate financial attention is given to the school's operation.

The Budget will be measured each quarter versus the actual results. The Director will present major discrepancies to the ALA Board during the quarterly review. Major adjustments will be captured in the semi-annual budget modification. Any additional constraints or injections of cash will require a formal request at least 90 days in advance.

The auditing process will employ a dual approval process. The financial statements will be prepared quarterly and reviewed by a local CPA firm (Lemler Group, LLC). Annually, an outside CPA firm will audit the financial results as "CPA reviewed". Each quarter, the financial statements will be presented to the board of directors of ALA within 45 days of the closing cycle. Annually, the complete audited financial statements will be presented to the board of directors 120 days after the fiscal year. To ensure that adequate consideration is given to the financial process, a local CPA representative will work with the internal administrative agent to ensure that the financial statements are adequately prepared.

Budget process

- Submitted to the board by the agent with input from the Director
- Two budgets due December 1 and April 30 (this will contain budget adjustments for the current year and assumptions for the following year)
- Limits on appropriations

- All funds directed for use will be assigned via the initial budget in April
- New items to the budget must have dual approval from the administrative agent and the director
- Budget reports
 - Budget reports must be presented by the Director to the board
- Expendable revenue policy around undistributed reserves
 - All undistributed reserves will be recaptured into the school's following budget items to allow the following year's budget to be potentially expanded for the following items
 - Staff or additional teachers
 - Student learning materials
 - Emergency Budget funds

Emergency funds will be directed for items not in the original budget, but are critical to the maintenance of the school. Emergency funds will be listed out in the handbook, which will be drafted with the help of the ALA administrative agent and the director. In essence, all emergency funds request will have joint approval from the director and the administrative agent. All emergency funds will present to the board during the quarterly board meeting. The following items will be allowed for emergency expenditures:

- One time unforeseen building expenditures
- Health care concerns
- Food concerns

ALA is committed to the financial prudence within the circular approached model. In order to achieve a true all-inclusive community based educational system, the school must be able to provide transparency to all stakeholders as well as sustainable cash flows. ALA has added a line item in the budget to directly address the financial transparency and sustainability concern. This administrative agent will report to the board of directors of ALA directly. The aim of this position is targeted at the management concern of the ALA school. Given that ALA will not employ an EMO it is imperative that the financial management as well as management concerns report directly to the board of ALA as the board of ALA adequately represent the stakeholders of

Contributions to ALA will be manly in kind services to the school. The in kind services are a reflection of ALA's vision for a circular approach with the community. ALA will receive in kind health services from Madison County Health Coalition. ALA has received a letter of endorsement from the CEO of the Madison County Health Coalition. ALA's after school program will be highlighted by the local YMCA to help with the programs for the students after school and extracurricular activities. ALA's disciplinary policy will employ community service endeavors with local business as well. While this will not be an in kind contribution per se, it is a true direct impact and benefit to the school.

The purchasing of expenditures over \$500.00 will need full Board approval as identified in the bylaws of Anderson Learning Academy. The Urban League of Madison County will handle the payroll of the schools employees. The Urban League of Madison County already has control points and capabilities with staff to provide payroll services for the schools employees. Lemler Group, LLC less than a year ago, incorporated this payroll system that has all of the State and Federal guidelines in to the organization.