

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

**Attachment # 20**

**Entire Application**

### *Mission & Vision*

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

### *Vision*

That all students of Dugger-Union will have a transformative experience in the context of the school, the town of Dugger, and the greater community which leads to a life of service, learning, and satisfaction.

### *Educational Need & Target Population*

Dugger, Indiana, is a small town in rural Sullivan County. One would think that because of the limited size of the town there would be significantly limited opportunities for the students growing up there. Certainly, that is the case for many small rural towns in Indiana, to say nothing about the country as a whole. But Dugger is uniquely rich in diverse opportunities for higher education, vocational programs, and career options very close at hand and all within an hour's drive.

The reason for this uniquely rich environment for students is the proximity of three major universities, Indiana University, Indiana State University, and the University of Evansville, The Indiana Rail Road Company, the owner and operator of the largest transportation company in Indiana, Peabody Energy's Bear Run Mine, the largest active coalmine east of the Mississippi River, Crane Navel Naval Surface Warfare Center, the third largest Navel installation in the world, and other governmental, educational, and business enterprises that the students of Dugger-Union will be able to access to add meaning, context, and experience to their educational path. Dugger-Union CSC is negotiating support agreements with these groups and others to provide incredible opportunities for students starting in middle school. Dugger-Union will have an Interdisciplinary Cooperative Education (ICE) program in place to serve the needs of the students, the community, and the supporting agencies and organizations.

Agreements currently being negotiated:

- Future Farmers of America (FFA)

- The Indiana Rail Road Company

- Peabody Energy

- The Indiana-Kentucky-Ohio Regional Council of Carpenters Joint Apprenticeship and Training Fund (IKORCCJATF)

- Ivy Tech Community College

- Indiana State University

- Crane Navel Surface Warfare Center

- North American Latex

The purpose of all these agreements is to give each student a portfolio of pathways that all lead to college or career preparation. It is the goal of the school to have all graduates have either a significant number of college credits earned through dual credit programs, or have marketable certifications in career and technical trades. An example of the expected outcome is the building trades program we are developing with the IKORCCJATF. Students will graduate from a four-year course of study in building trades fully qualified to be an apprentice carpenter. An apprentice carpenter earns a salary of approximately \$48,000 per year. Additionally, these

students would earn up to eight college credits before graduation from high school, all free of charge or debt.

#### *Community Engagement*

The residents of the town of Dugger and the surrounding area are fiercely dedicated to their children, the school, and their way of life. Since they discovered that the local school district would close the school at the end of the 2013-2014 school year, they have come together en masse to keep their children and the school in Dugger. Hundreds of residents have attended public meetings; volunteers have canvassed Sullivan, Green, Clay, and Vigo Counties to solicit support and donations for the cause. To date, more than thirty thousand dollars have been pledged or raised. There is little doubt that the community is fully engaged and intends to stay that way.

Starting with so motivated a group of parents and grandparents is certainly a good start, but the board is determined to maintain and even enhance the engagement of everyone connected with the school including the alumni of Union High School (UHS). To this end, the new school will have the same school colors, mascot, fight song, and will prominently display the artifacts of the school's past accomplishments in the form of trophies, plaques, and other historic memorabilia. Traditions like the football and basketball homecoming celebrations will be continued, with alumni being recognized and honored, parades, dinners, and etcetera. The goal of these efforts is to give a context for the current students to emulate. The school will be new, but the roots of education and tradition in Dugger are deep and enduring. The success of the school is the success of the students, which is ultimately the success of the town and the greater community.

It would be easy to underestimate the likelihood of the all the partnerships and agreements we are working on being completed and in place for August. However, the sheer drive and determination of the leadership and planning group, as well as the motivation and support of all interlocutors representing the various groups and entities involved is staggering. With only a few exceptions, the vast majority of the groups with which we are working have sought us out, having learned about the proposed closure of the school through various means. In the cases of groups contacted by Dugger-Union representatives to inquire about partnerships, the response has been universally positive if not enthusiastic. Each has said in one way or another that the school is a vital part of the greater community and essential for their continued success. The letters from Tom Hoback and Doug Ellis are representative of this sentiment.

All agreements listed above are in various stages of completion. The agreements with the carpenters, American Latex, Crane Navel Naval Surface Warfare Center, and the Indiana Rail Road Company are nearing completion. The establishment of our FFA program is moving along quickly, as we work to come to terms with Purdue and Ivy Tech on the dual credit process each requires. Going forward, the key pieces that will secure the success of all the vocational, dual credit, and CTE programs for Dugger-Union will be the hiring of a highly skilled educator to lead and facilitate the program and establishing a board to oversee all aspects of the efforts including the ICE program. This body is required by the Department of Workforce Development, but will serve the greater needs of the school most notably working through the strategic plan of these programs. We have a clear vision, but strategic planning will require the input and knowledge of men and women with the experience and talent to chart the course.

#### *Education Plan/School Design*

The education plan for the school is designed with a few key guiding principles in mind:

1. Student performance at the former Dugger Elementary and Union High School, while good, is not great and must be higher and more consistent across the student population.
2. The universally employed method for training and assessment outside K-12 education is with mastery learning not the A-F scale used by most K-12 schools in the United States.
3. Not every student needs to attend a four-year college in order to succeed in life. The strength of our community is in the well prepared and hard working men and women who are vocationally and trade ready at graduation
4. Graduates who want to go to college must be rigorously prepared academically and well positioned financially before going to college. Each college credit a student earns while attending Dugger-Union is worth approximately \$3,000 off their college bill. College-bound graduates of Dugger-Union will have a minimum of eight credits, representing a \$24,000 savings to each student and their family.

#### *Vision for Growth*

There is meaningful reason to be optimistic about the growth Dugger-Union can expect over the next five years. A three-week poll of the community, through the completion and submission of "Intent to Enroll" forms, generated responses totaling almost 40% of our target enrollment for the first year. This enthusiasm was generated without having anything but an idea and the beginnings of a plan. We also received commitments from many others who are waiting to learn the results of our application with the ICSB. When that piece is in place, estimates based on population distribution and interest expressed indicate our actual enrollment will be between 260 and 300 students in the first year. Once fully established and graduating students, the Dugger-Union model of mastery based learning, CTE programs, and dual credit offerings may push our enrollment to the upper end of capacity. Our conservative projections put our enrollment in the fifth year at 381 students. The greatest challenge will be to maintain the quality of our service while accommodating the potential growth.

#### *Governance and Leadership*

The leadership team established by the community of Cass and Jefferson Townships in Sullivan county was primarily drawn from the leaders of a group called "Save UHS" formed in the wake of the announcement on November 4, 2013 by the Northeast School Corporation that a vote to close both schools in Dugger, Indiana, was eminent. There was no indication that such an action was possible before that date so the announcement seemed like a bolt of lightning from a clear sky. Rather than despair at what might seem a devastating final blow, several talented and determined individuals stepped up to meet the challenge head on. Greg Ellis, a Rose-Hulman trained engineer in the service of the Indiana Department of Transportation, brought his keen analytical mind and tenacious nature to the group. Kyle Foli, a safety specialist with Hoosier Energy, gave the group his can-do attitude and significant skills with research and creative problem solving. Lisa Nicol, the current ECA treasurer for UHS, added significantly to the group with her encyclopedic knowledge of the school's operations and finances. Debbie Ellis, a highly educated and quietly thoughtful manager at Crane NSWC, used her knowledge of and connections with the entire community to spread the message and gather support. Justin Todd, also an employee of the school and recent graduate from Indiana State University, enhanced the team's curricular and pedagogical understanding as well as a mind well tuned to divergent thinking.

After the vote to close the buildings on December 2, 2013, Kyle Foli contacted Tom Peeler to advise the group on options for reestablishing the school in time for the 2014-2015 school year. Mr. Peeler has served as an English teacher, building and district leader, and

consultant for traditional public schools, charter schools, and private schools receiving funding through the Choice Scholarship Program. Mr. Peeler's experience in educational leadership and service to many high performing schools and districts in and around Indianapolis gave him the needed understanding of the opportunities and potential outcomes of the available options. Mr. Peeler addressed a large gathering of interested community members on December 8, 2013. After reviewing and discussing all options, the overwhelming choice was to establish a public school corporation and to reconstitute the school as a public charter school, authorized by the Indiana Charter School Board.

Mr. Peeler was named Superintendent of the newly incorporated Dugger-Union Community School Corporation on February 1, 2014. The five members of the Initial Board of School Trustees have worked hard to establish and execute policies and bylaws that will guide and inform their work in order to build a foundation that will sustain the school long into the future. It is not enough to create a school if it is not built on a solid foundation of fiscal and organizationally rational governance. The students deserve no less than our best in all regards. In the coming months, the leadership team will be expanded to include highly talented teachers, leaders in technology, operations, Career and Technical Education, and curricular design so that all can lend their talents to serve the student, the school, and the greater community.

## SECTION I: EVIDENCE OF CAPACITY

### Founding Group Membership

#### 1. Key Members- See Attachment 1

- Kyle Foli, President
- Debbie Ellis, Secretary
- Lisa Nicol, Treasurer
- Greg Ellis, Trustee
- Justin Todd, Trustee
- Tom Peeler, Superintendent
- Penny Reynolds, Title 1 Coordinator
- Kevin Ellis, Operations
- Steve Hall, Athletic Director

The leadership team is made up of broadly skilled and highly accomplished individuals, who have come together with the single aim of creating an outstanding school for their children and those of their neighbors. The school they have planned is one where there are no excuses and no compromises in the high expectations and accountability for the outcomes of our students.

#### **School leadership, administration and governance**

The leadership of the school will serve not only the operational needs of the organization, but also will serve the students in the classroom. It is the expectation that all certified staff will teach at least one class per semester. In order to lead the school with rigor and skill, the school leader must be fully engaged with students and share the duties of the teachers with full fidelity and accountability.

#### **Curriculum, instruction and assessment**

The curriculum, instructional design, and assessment model employed at the school will be led by Tom Peeler.

#### **Financial, business, and school operations**

The financial, business, and operations oversight will be managed by Mr. Peeler, the school treasurer, and various staff assigned to the areas involved. The board treasurer and secretary will serve as oversight on all fiduciary matters, though the day to day operations will be the responsibility of Mr. peeler and his leadership team.

#### **Performance management**

The evaluation of all staff will be the responsibility of Tom Peeler. Mr. Peeler's performance will be evaluated at least once a year by the board.

#### **Parent and community engagement**

The engagement and communication with the community will be the responsibility of all members of the staff. There will be outreach events scheduled at least monthly for parents, students, and members of the greater community to come in to the school to see what we are doing and to ask questions.

#### **Facilities management**

The management of the facilities will be the responsibility of Mr. Peeler and his operations team. A group led by the board president will explore ways to improve the function and efficiency of the facility.

#### 2. Partner Organizations

1. Future Farmers of America (FFA)- Agricultural science and business. Dual Credit and Vocational Education
2. The Indiana Rail Road Company- CTE, Vocational Education, ICE
3. Peabody Energy- CTE, Vocational Education, ICE
4. The Indiana-Kentucky-Ohio Regional Council of Carpenters Joint Apprenticeship and Training Fund (IKORCCJATF)- CTE, Vocational Education
5. Ivy Tech Community College- Dual Credit Authorizer, Higher Education
6. Indiana State University- Dual Credit Authorizer, Educational Interns, Professional Development
7. Crane Navel Surface Warfare Center- STEM Partner, ICE
8. North American Latex- ICE

This list of partner organizations is complete as of February 24, 2014, but additional partnering agencies and organizations will be sought and welcomed by the school on an ongoing basis.

**3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.**

The leadership team established by the community of Cass and Jefferson Townships in Sullivan county was primarily drawn from the leaders of a group called "Save UHS" formed in the wake of the announcement on November 4, 2013 by the Northeast School Corporation that a vote to close both schools in Dugger, Indiana, was eminent. There was no indication that such an action was possible before that date so the announcement seemed like a bolt of lightning from a clear sky. Rather than despair at what might seem a devastating final blow, several talented and determined individuals stepped up to meet the challenge head on. The Board of Trustees was selected by the community to create the school herein described. The motivation for the group is simply to take charge of and accountability for the education of their sons and daughters.

**School Leader and Leadership Team**

1. See Attachment 2
2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?  
 Mr. Peeler will be the sole full time employee of the school until July 1, 2014. Until that date, Mr. Peeler will direct and manage a cadre of volunteers who have given their time and expertise freely and generously in the creation of the school. Mr. Peeler and the board are currently in negotiation on a contract that may provide deferred compensation for the period from February 1 to June 30, 2014.
3. Administrative/management team  
 There are no other paid members of the administrative/management team at this time. Once there is confirmation of the formation of the school, the leadership team will work quickly to identify and recruit highly skilled professionals to join the team.
4. Legal Status and Governing Documents For the entity proposing to hold the charter, provide the following governance documents. See Attachment 4
  - 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
  - Copy of the Articles of Incorporation
  - Copy of Board Bylaws

## Governing Board

1. Governance Structure and Composition. See Attachment 4 and 5
2. Pre-Existing Nonprofit Organization. None
3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.

The current board members were appointed by the community pursuant to the Bylaws of the corporation. Going forward, board members will be elected by the membership of the corporation, made up entirely of the parents of students enrolled in the school. The first election by the membership will be on or about September 1, 2014.

4. Procedures.

How many times has the current board met to date? 3 times to date.

What will be the planned frequency and focus of meetings? Monthly meetings focusing on the business of the school: fiduciary, organizational, regulatory compliance, etc.

Identify any standing subcommittees the board expects to have. CTE/Vocational Oversight, Facility Efficiency

Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14

Governing Board meetings will comply with the Open Meeting Law, are open to the public. Agendas are posted in advance of meetings on the website and within the school. The community is welcome to comment during the Call to the Public, available at every meeting.

5. Ethics and Conflicts of Interest. See Attachment 7

6. Advisory Bodies. Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

The primary advisory body serving the school will be the CTE/Vocational/ICE Board, as required by the ICE program et al. The board will be made up of community business leaders, educators, and representatives of the parents, students, and the Board of Trustees.

7. Grievance Process.

The grievance process begins at the lowest level and proceeds up the chain of command to the superintendent and board. Concerns should first be expressed to the lead teacher. If relating to a policy, procedure or administrative decision, inquiries should be directed to the superintendent. Parents may speak with teachers or any administrator for quick resolution. If not satisfied, parents may request to address their concerns to the superintendent or with the board during a scheduled meeting. As a non-profit organization, Dugger-Union will make all required documents available for review free of charge upon request. Requests for copies will incur appropriate fees to offset printing and labor costs.

## SECTION II: SCHOOL DESIGN

### Curriculum and Instructional Design

1. The instructional design:

- The basic learning environment- Most instruction will take place in a classroom or

workshop. Students participating in experiential, vocational, or site based programs will do so in situ.

- Class size and structure- While there is no set class size, the board has affirmed that the size of each class will be limited to a number which matches the developmental needs of the students.
  - The curriculum- The curriculum will be based on the Indiana Academic Standards or, if adopted, the Common Core State Standards (CCSS)
  - Technology and instruction- Technology will be employed as an accelerator for learning any time it is meaningful to the topic, the venue, or the needs of the learner. Each class will have access and the use of computers, digital projectors, document cameras, etc. Additionally, a computer based instructional package will be adopted for middle and high school students to enhance their academic progress and heuristic interests.
  - Highly effective teachers- All teachers will hold certifications in the areas they teach. Teachers may serve under an emergency license, but must work toward earning the necessary credentials within three years.
2. Instructional Strategies- The primary instructional strategy that will be used at Dugger- Union will be mastery based learning with hands on application whenever possible. Instruction will be project based and assessed through practical application of rigorous standards.

### 3. Course Scope and Sequence

The “scope and sequence” of Dugger---Union’s curricula are guidelines followed in planning a child’s area of study by all teachers and administrators. Appropriate maturational and intellectual levels of the students are considered in the designing of these guidelines and the following lists are an example of concepts, taken from the Indiana Academic Standards and the Common Core State Standards (CCSS) that should be covered at different grade levels. A child should always be allowed to progress at his/her own rate. Some children will be ahead of the following schedule for their age group while others may be behind. The instructional team is aware that a child should not be pushed beyond his/her ability to the point of frustration. But at the same time, children need to be challenged to achieve the greatest growth possible. It takes careful formative assessment and discernment by their teachers to properly diagnose each student’s needs and strengths– necessary to challenge each at just the right time and in just the right way to make learning a wonderful adventure and a meaningful endeavor.

#### **Elementary Grades Scope and Sequence Reading Kindergarten – 1st Grade**

The term “readiness” refers to those activities (mostly structured) of the preschool or early elementary age child that prepare him/her to learn to read and understand beginning math concepts. These activities start when you hold your child on your lap, read to him/her and talk about the pictures. He learns to hold a book, turn pages, and sees left to right sequencing. He/she soon learns to relate written and spoken language. Through discussion of the story with peers and teachers, he/she builds his/her vocabulary and begins to develop reading comprehension skills. Sorting, matching, and discriminating between objects in games are other readiness activities experienced throughout the community help support and extend the student’s skills to support and extend learning at school. Learning the sounds and names of letters along with matching beginning and ending sounds through audio or visual discrimination are also important activities for the emerging reader. Children can easily be encouraged to make up simple stories or retell a familiar story to encourage their experience with plot, theme, character, and setting, experiences which will serve him/her well as they move through their school years at Dugger---Union. The Dugger---Union CSC encourages parents to plan family

activities (a trip to a museum, park, or zoo, or of baking cookies) to expose the child to new learning experiences, build vocabularies, and make learning fun.

#### **Initial Steps to Reading:**

The teachers in these early grades will use both phonics and whole language techniques to support all students' literacy. Students will learn the sounds of letters (vowels first); the names of the letters of the alphabet; recognize that sounds make up words; recognize upper and lower case letters; learn to blend the letters; recognize simple words; and recognize blends, digraphs and diphthongs. If the child is progressing well he should be able to: recognize basic sight words; recognize root words/base words; recognize some suffixes; be able to read aloud and indicate the end of a sentence by voice inflections; and be able to recognize new words in context.

#### **2nd and 3rd Grades**

By this level the child is increasing his/her sight vocabulary, comprehension skills, and solidifying his/her understanding of what it means to be a reader.

Second and third graders should be able to:

4. Independently read for enjoyment
5. Follow written instructions
6. Understand, read and write contractions and compound words
7. Understand and count syllables in at least two syllable words
8. Understand and relate story sequence (Plot)
9. Recognize homonyms, synonyms and antonyms
10. Use basic phonics skills consistently
11. Recognize common suffixes and prefixes; and consistently expand their vocabulary.

#### **4th – 6th Grades**

Although still limited by maturity level and lack of knowledge, a child at this level should be able to read most written material. Some children might need remedial attention while most will be reading for information and pleasure.

Advanced reading skills expected of all students in grades 4---6 include

4. Reading with increasing skill and expression
5. Following more complex written instructions
6. Listening to others reading which improves both reading and listening skills
7. Using reading skills to locate information and for practical reading such as newspapers, advertisements, Internet articles, etc.
8. Understanding prefixes and suffixes on a more difficult level by studying Latin and Greek derivatives
9. Mastering dictionary skills
10. Identifying an author's point of view
11. Comparing authors and their works
12. Becoming familiar with renowned authors and their works
13. Reading and studying a variety of forms of prose and poetry, fiction and nonfiction
14. Analyzing reading material for theme, appeal, technique, and effectiveness
12. Reading for literary value.

NOTE: Research into literacy development has identified a significant trend in literary growth in

boys between the ages of 9 and 13. The problem is that they stop reading for pleasure, thus limiting their potential as they enter high school. Drilling down into the research, literacy experts find that the books students read in school in grades 4--8 do not inspire and excite male students as much as female students. To address this issue, the Dugger--Union Learning Team will seek out and identify books specifically targeted at engaging the adolescent boy's mind and heart. The goal of this initiative will be to extend the literacy of all students in preparation for the rigors of the high school curriculum.

### **7th and 8th Grades**

General literature: Dugger--Union Students will be reading from the broadest range of literature including classic and contemporary novels, fiction and nonfiction, poetry, and technical writing. It is in these grades where students will begin

**Grammar and Composition Kindergarten – 1st Grade** Kindergarten and first grade students will learn to:

Speak in complete sentences

Follow oral directions

Tell stories

Say their name, address and telephone number

Recognize rhymes

Listen to others reading

Relate simple stories, verses and rhymes orally

Write simple sentences ending with periods

Capitalize first letters of sentences and proper names

### **2nd – 3rd Grades**

Second and third grade students will learn to:

Follow oral and written directions

Use the suffixes: ---s, ---ed, ---ing and some prefixes

Use apostrophes

Alphabetize

Recognize syllables

Use a dictionary

Write simple stories, notes, and reports

Punctuate sentences using periods, question marks, commas, and exclamation points

Capitalize proper nouns and words at the beginning of sentences

Understand what a complete sentence is

Identify the following parts of speech a. Nouns b. Verbs c. Adjectives d. Simple conjunctions

### **4th Grade**

Students in fourth grade will learn to:

5. participate in discussion

6. write simple stories, poems, letters, reports, etc.

7. Apply punctuation rules for a. Periods b. Commas c. Exclamation points d. Question marks e. Periods after abbreviations initials and commas in a series, dates, greetings and closings of letters f. Identify possessive words g. Properly use apostrophes h. Group related sentences to form a paragraph i. Write a letter and address an envelope j. Use

capitalization rules k. Identify: i. Nouns ii. Verbs (state of being and action) iii. Pronouns iv. Adjectives v. Conjunctions l. Recognize and diagram indirect objects and prepositional phrases.

### **5th Grade**

Students in fifth grade will learn to:

8. Give oral reports
9. Use all punctuation correctly including quotation marks
10. Underline titles
11. Write reports (2---5 pages) letters, prose, poetry, creative stories
12. Proofread and edit their own work
13. Identify a. Nouns b. Verbs c. Adjectives d. Adverbs e. Pronouns f. Subjects g. Predicates h. Direct objects
14. Recognize subject---predicate agreement
15. Use adjectives and adverbs in writing
16. Apply correct usage of verbs

Identify a. Prepositions b. Conjunctions c. Interjections

Recognize agreement between pronouns and antecedents

Learn irregular plurals

Diagram subjects and verbs, direct objects, adjectives and adverbs, prepositions and conjunctions

Recognize and diagram indirect objects and prepositional phrases.

### **6th – 8th Grades**

Student in 6th---8th grades will learn to: give oral reports and participate in group discussions; use plural possessives and contractions; recognize and write compound sentences; write outlines and topic sentences; compose poetry, short research papers, book reports, dialogue; write with unity and coherence; proofread and edit their own work; develop total understanding of use of dictionary; understand appositives and direct address (“you”); master helping and linking verbs; write compositions; identify simple verbs (can be taught as early as 4th grade); use predicate adjective and predicate nominative; diagram all the parts of speech; define and learn examples of similes and metaphors; use a thesaurus; and take notes from printed and oral material.

### **Mathematics**

#### **Kindergarten**

Teachers will begin by working with the student on: relating quantities (same/different, larger/smaller, shorter/taller, long/ longer/ longest); classifying (by color, shape, size, common characteristics); relating characteristics (matching items one for one, recognizing like amounts, duplicating a given pattern); recognizing basic shapes (square, circle, rectangle, triangle); recognizing and ordering numerals 0---10; counting and printing numerals 0---10, understanding concepts of smaller/larger and more/less involving values from 0 to 10 with aid of pictures; and naming coins (penny, nickel, dime, etc.)

#### **1st Grade**

First graders will learn to: count, recognize and write numerals 0---100; memorize addition and subtraction of numbers from 0---10; understand place values (ones, tens and hundreds); recognize “greater than” and “less than” concepts, apply simple problem solving; identify

fractional shapes and parts of a whole for  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{3}$ ; measure: 1 cup,  $\frac{1}{2}$  cup, foot, inch, yard; and add and subtract two digit numbers without carrying and borrowing.

### **2nd Grade**

Second graders will: review addition and subtraction facts to  $10 + 10$ ; learn carrying and borrowing in math (regrouping); accomplish counting, identifying and writing numerals up to 100; learn to use "greater than" and "less than" symbols; begin learning the concept of multiplication; learn to count by twos, and fives to 100; review place value of hundreds, tens and ones; identify parts and the numerals for  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  in fractional shapes and fractional parts of a whole; understand money concepts up to \$1.00; tell time (hour, half hour and quarter hour); apply measurement (linear, liquid, and weight); interpret simple bar graphs; and solve one---step word problems with either addition or subtraction.

### **3rd Grade**

Third graders will learn to: multiply up to  $9 \times 9$  (mastery may not come until grade 4); divide (introduced pictorially or with hands on objects); identify place value to thousands and ten thousands; read and write up to five digit numbers; recognize even and odd numbers; add and subtract three digit numbers where regrouping is required; divide with one digit divisor; recall multiplication and division facts up to  $9 \times 9$ ; multiply one digit times two digits with carrying; identify fractions:  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  of different shapes and amounts; understand a.m. and p.m. and tell time to the nearest five minutes; identify days and months; count, add and subtract money; use \$ and decimal point; measure using linear, liquid, and weight measurements; use the metric system; do one---step problem solving using addition, subtraction, multiplication or division; do simple estimates; make up simple word problems.

### **4th Grade**

Fourth graders will learn to: do any addition and subtraction with whole numbers; read and identify any numeral up to seven digits and beyond; do two---digit times three---digit multiplication; round off numbers; learn estimation; divide with two---digit divisors; show remainders in division; add and subtract fractions with like denominators; understand fractions as ratios; reduce fractions; master time (be able to read and write to the nearest minute); count money and make change; master more difficult measurement concepts regarding length and mass; do all liquid measurement; identify all shapes and construct graphs; add and subtract mixed numbers (  $2 \frac{2}{3} + 5 \frac{1}{6}$  ); solve more complicated word problems; use data to construct word problems; determine missing data for problem solving; find averages.

### **5th Grade**

By the end of fifth grade, students should be able to: do any addition, subtraction, multiplication, and division problems with whole numbers; add, subtract and multiply any decimals; divide whole numbers by decimals; use ratios; master more difficult measurements; determine prime factors; read and write up to nine digit numbers; use decimals other than in relationship to money; read and write decimals to the thousandths; determine the area of squares and rectangles; introduce the concept of volume with cubes; round off whole numbers and decimals; estimate; identify the following terms: congruence, symmetry, diameter, radius, angle, parallel, perpendicular, and intersecting lines; construct and interpret graphs; compute the area of a triangle; use math to solve real life problems; and use a protractor.

### **6th Grade**

Student in sixth grade will learn to: read and write all decimals; change percents to decimals; understand and apply percentage; introduce integers; read and write all 12 digit numerals; do any computation using fractions and decimals; convert fractions to decimals and decimals to

fractions; determine circumference and area of circles; use a protractor to measure and draw angles; interpret graphs; line circle and bar; convert units of measure in the system; quarts to pints, yards to feet, etc.; formulate and apply problem solving strategy; deal with exponential notation; define, explain and use probability; analyze and evaluate statistics.

#### **7th and 8th Grade**

Students in seventh and eighth grades will extend their study in general math pre--- algebra with an emphasis on problem solving using all math concepts. In essence, the students will be fully conversant in the language of math so they are ready to tackle more abstract concepts.

#### **Social Studies: History, Geography, and Government**

##### **Kindergarten – 2nd Grade**

Focus for the student at this level should be on the neighborhood and town, or rural area and town most frequented. Children should become familiar with surrounding streets and roads and how to get to and from familiar places. Children should be aware of the types of stores in the area and the public services, such as police stations, fire departments, hospitals, libraries, etc. Second grade is a good time to begin map skills (a homemade map of a familiar area is helpful). Children should learn directions (north, south, east, west) around their home and understand those directions on a map. Introduce the time line concepts using the child's actual birth as the beginning and add events that have happened since the child's birth.

##### **3rd Grade**

Students should; study Native Americans including types of shelter, dress, etc.; learn more map skills including roads, towns, lakes, rivers, etc.; study national holidays; begin study of prominent historical figures like Washington, Lincoln, Kennedy, Martin Luther King, Jr., Wright Brothers, etc.; start a time line and include these people; study different kinds of occupations and interview people working in these fields.

##### **4th Grade**

This is the year to study Indiana history. Include materials from first settlement to the present. Students can practice map skills by using a map of Indiana, locating major towns, highways, waterways and surrounding states. They should study famous Indiana people from the past and present. Field trips to the State House and other important historical spots can add much to the course. Include a study of Indiana government.

##### **5th Grade**

United States history will be taught this year. This will be an introduction to concepts and ideas that all Dugger---Union students will revisit in more complex and dynamic ways in 8th and 11th grades. Activities will include making extensive maps and constructing a time line. Many of the literary works that relate to different periods of time in our country's history will be read by students and will be related in these activities. This is a time to practice writing good reports and the students will take full advantage of the opportunity

##### **6th Grade**

Sixth graders will study the geography of the United States. Extensive use of maps can be very helpful, but using maps in the context of the land will be critical for the students' deeper understanding. Continuing the time line from previous years, the students will extend their schema. Students will write reports and simple research papers.

##### **7th Grade**

During seventh grade students will concentrate on world geography, thus extending their understanding from the concrete to the abstract, from the cultural, physical and political aspect.

## 8th Grade

United States history is taught again this year, as noted above.

### Sample Nine Week Plan 8th Grade History Unit 1 Standards First 9 Weeks

Standards:

**SS.8.1.1 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.

**SS.8.1.2 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Explain the struggle of the British, French, Spanish and Dutch to gain control of North America during settlement and colonization.

**SS.8.1.3 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain the conditions, causes, consequences and significance of the French and Indian War (1754---1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761---1775).

**SS.8.1.4 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775---1783), including enactment of the Articles of Confederation and the Treaty of Paris.

**SS.8.1.5 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.

**SS.8.1.6 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789---1792).

**SS.8.1.7 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the origin and development of political parties, the Federalists and the Democratic---Republicans (1793---1801), and examine points of agreement and disagreement between these parties.

**SS.8.1.8 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic---Republican Party led by the new president, Thomas Jefferson (1801).

**SS.8.1.9 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the influence of important individuals on social and political developments of the time such as the Independence movement and the framing of the Constitution.

Formative Assessments:

4. Students will make cause and effect charts as a graphical organizer to better help them understand the actions and events that took place in early U.S. history (Ex: What was the cause and effects of the land bridge?).
5. Students will make inferences about major advancements. (Ex: How was technology important for the Europeans?).
6. Students will make timelines about major events in U.S. history (Ex: Make a timeline of early European exploration.).

7. Students will participate in class discussions. Summative Assessments:

1. Students will create a project researching a major Native American looking at its major accomplishments, feats, and how it fell.
2. Students will take an exam that tests them on the important events discussed in the chapter.
  - Students will write four paragraphs looking at important events or ideas (Ex: Write four paragraphs looking at the reasons for English settlements in North America.).

Teaching Strategies:

Students will be taught through multiple teaching strategies. These strategies include teacher --- centered learning, student--- centered learning, interactive instruction, independent studies, etc. The type of strategies used depend on the subject being taught and the on what works best for the students. It is important to use different strategies to make sure we our differentiating our instruction so the students will learn the material in multiple ways.

### **Special Education**

NOTE All students require support in order to thrive and to gain full benefit from their school experience. Some students have special needs that require support beyond those ordinarily received in the school setting. At the school, students who have behavioral, communicational, cognitive, and physical or multiple exceptionalities may have educational needs that cannot be met through regular school practices. These needs may be met through accommodations, and/or an educational programming that is modified by using a formal Individual Education Program Plan. These students are formally identified as special education pupils through a Case Conference procedure, as specified in Indiana Article & and the Individuals with Disabilities Education Improvement Act. Dugger---Union CSC will employ special education teachers and contracts with local providers to meet the needs of students with an Individual Education Program Plan (IEP), enrolled at Dugger---Union CSC. The school is committed to following all state and national laws pertaining to special education students.

### **High School Scope and Sequence**

The scope and sequence for the high school courses has not been written given the brief time the plan has been in development. Going forward, the instructional team will work with the teachers as they are hired to complete the course scope and sequence for each course they are to teach. The first semester classes will be written prior to the start of school on August 12. The second semester courses will be completed prior to the end of first semester. In this way, all courses will be planned by those implementing the plan with the oversight and support of the rest of the team.

### **Pupil Performance Standards**

3. School's exit standards for graduating- See Attachment 9
4. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

High School Graduation Requirements The Indiana Core 40 Graduation Standards are the default requirements for all Dugger-Union Graduates.

Students entering Dugger-Union high school will be required to meet Indiana's Core 40 exit standards prior to receiving a diploma. The exit standards apply to all students in order to ensure college and career readiness.

Course and Credit Requirements

English/Language Arts	8 credits
Including a balance of literature, composition and speech.	
Mathematics	6 credits
2 credits: Algebra I	
2 credits: Geometry	
2 credits: Algebra II	
Or complete Integrated Math I, II, and III for 6 credits.	
All students must complete a math or physics course in the junior or senior year.	
Science	6 credits
2 credits: Biology I	
2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics	
2 credits: any Core 40 science course	
Social Studies	6 credits
2 credits: U.S. History	
1 credit: U.S. Government	
1 credit: Economics	
2 credits: World History/Civilization or Geography/History of the World	
Directed Electives	5 credits
World Languages	
Fine Arts	
Career-Technical	
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits

(Career Academic Sequence Recommended)

40 Total State Credits Required

For the Core 40 with Academic Honors diploma (Minimum 47 credits), students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Complete AP courses (4 credits) and corresponding AP exams
  - B. Complete IB courses (4 credits) and corresponding IB exams
  - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
  - D. Score a 26 or higher composite on the ACT
  - E. Complete dual high school/college credit courses from an accredited postsecondary

institution (6 transferable college credits)

- F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:
  - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
  - B. Complete dual high school/college credit courses in a technical area (6 college credits)
  - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
  - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
  - E. Earn a state-approved, industry-recognized certification

**School Calendar and Schedule-** See Attachment 10

### **Special Populations and At-Risk Students**

Accepting the responsibility for challenging every scholar to reach his or her fullest potential; Dugger-Union is dedicated to offering a program that recognizes multilevel talents individual abilities and learning styles. We are committed to delivering strategies in collaboration with special services, general educators, and families to meet the individual needs of students with disabilities.

Dugger-Union resolves to provide an inclusive environment that is conducive to learning. In an effort to do so, we will involve teachers students and families in planning for optimal growth and development of the whole person. It is our goal that students who graduate from Dugger-Union be independent productive citizens who have an understanding of their own strengths and weaknesses and an ability to advocate for themselves.

#### ***Philosophy***

Dugger-Union believes that it is effort rather than innate ability that determines success for each student. We will hold students to high academic and behavioral standards and provide a range of support services for all students to meet them. Students with disabilities will have an Individualized Education Program (IEP) that outlines the most effective strategies and services for meeting their needs and provides legal support to ensure that the scholar receives such assistance. The Individuals with Disabilities Education Act (IDEA) and Article 7 require appropriate services administered in the "least restrictive environment." Thus, students on IEP will be included in the general education program to the fullest extent possible and appropriate strategies will be implemented within the regular classroom. Therefore, general educators are vital participants in the development, review, implementation and revision of the IEP for each scholar with a disability. General educators, in collaboration with special education teachers, are

also responsible for making the appropriate accommodations and modifications in the general education classroom. Support services for students with disabilities include speech/language therapy, curricular support, occupational therapy and counseling. Additionally, some students may have Section 504 Accommodation Plans, which detail specific classroom accommodations that must be provided in the general education classroom.

#### ***Teachers' Responsibilities***

- Know which, if any, students and/or advisees have IEPs or 504 plans.
- Become familiar with cases: disability, strategies, and appropriate modifications and accommodations.
- Meet regularly with the special education teacher.
- Provide the appropriate modifications and accommodations.
- Attend team meetings for the students in teacher's classes.
- ISTAR7: The Individualized Classroom Accountability Network is a Web-based site that teachers should use to review scholar progress and behavior goals. The special education leader will instruct teachers in the use of this program.
- Teachers should also review and sign off on the hard copies of scholar files in the main files.
- The Teacher of Record should be included in all family communication and should be cc'd on all e-mails.
- All assessments must be approved by the Teacher of Record 48 hours prior to the assessment being given.
- The Teacher of Record must be notified in a timely manner, when students have major tests and projects. The Teacher of Record must receive a copy of the original assessment or assignment and a copy of the modified and/or adapted version for qualified scholar.
- Academic failure must be reported to the Teacher of Record.
- If general education teachers need assistance with providing testing accommodations, they must notify the Teacher of Record by e-mail 48 hours prior to the assessment being given.

#### ***Service Delivery***

General education teachers will be provided with scholar profiles at the beginning of the year for the students they will work with who are currently receiving special education services. These profiles provide a description of the scholar's strengths and weaknesses, as well as specific accommodations and modifications that must be provided. The regular education teacher and the special education teacher will meet regularly to discuss appropriate strategies and to ensure that the scholar's needs are being met in the general education classroom. The focus of these consultation meetings should be on upcoming assignments, projects and assessments. The classroom teacher and the learning specialist will work together to determine appropriate accommodations and/or modifications that will challenge the scholar at his/her ability level. Focused, proactive consultation is the key to scholar success!

#### ***Referral to Special Education***

If a faculty member has concerns about a student and he/she feels that the student may have a disability, the faculty member should initiate the intervention process.

## **English Language Learners**

**Identifying English Language Learners:** Dugger-Union will serve English language learners. Some of these students will have the legal designation of English Language Learners (ELL). All students will be given a home language survey to complete during enrollment. Students who indicate that their home language is not English, and/or whose teachers have concerns about their English language skills, will be given a standardized test called the LAS Links, to assess whether or not they qualify for English Language Learner status and services.

### **Supporting English Language Learners in the Classroom**

All teachers of English Language Learners will implement the following strategies:

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

English Language Learners will also be provided with additional academic support during the time that will be available for tutoring.

### **Student Recruitment and Enrollment**

1. No student will be specifically targeted for recruitment.

#### **2. Enrollment Policy**

1. The Dugger-Union CSC will enroll any student who wishes to attend the school. There are no admission requirements or required pre-admission activities for either parents or students beyond age and residency in the state.
2. Normal application for enrollment for the following school year will begin on or about March 1 of each year and continue to the first day of the school year. Any student who applies for enrollment after that date will be enrolled immediately, with attendance to commence as soon as possible, preferably the day they enroll.
3. There will be no need for an enrollment lottery or waiting list. The rigorous and challenging education the school will provide all students is not a thing to be won by some and not by others. It is a right of those who want to learn and an unwavering commitment of all who serve the school community.
4. Students will only be withdrawn in order to transfer to another school. All requests to withdraw for any other reason will require a meeting with the student, parent or guardian, and superintendent. All options will be explored and exhausted before any action is taken.
5. Students transferring to another school must provide the name and address of their new school so records can be sent and so enrollment can be verified and documented.

## Student Discipline

### Disciplinary Code of Conduct

Note: All parents will be given a copy of this document during enrollment and registration. At that time, they will be able to read it and ask any clarifying questions. They will be asked to sign a receipt for the document and a statement agreeing to the rules and policies detailed and to ask questions of the staff if they or their children have any questions.

Dugger---Union CSC holds high expectations for student behavior and places a high priority on maintaining an atmosphere of respect that is conducive to learning and is safe for all. We focus on making available engaging academic pursuits for all students. Students focusing on these pursuits will have little time or interest in being disruptive. In the event students make poor choices in their behavior or self-control, every effort is made to keep students working to overcome the obstacles holding them back.

Students who engage in disruptive behavior will be called upon to correct that behavior. If a student cannot correct the behavior, he or she will be sent to meet with a school administrator. Families will be notified when there are concerns and will be asked to work with the school and the student to address the concern. Students will be suspended when they create a disruption to the learning environment. Dugger---Union students cannot succeed academically when distracted by the behavior of others

When a student is suspended, he or she will receive a Notice of Suspension from the superintendent or designee. It is ideal to speak with a parent or guardian personally in the event of a suspension. Should the superintendent's office not be able to contact a parent or guardian, a letter will be included with the Notice of Suspension detailing how the parent can contact the superintendent.

When a student is suspended, we recommend that parents/guardians help him/her rededicated him/herself to the expectations of the school and community.

#### **Infractions with most serious consequences up to and including suspension and expulsion:**

**Code 1: Possession or use of alcohol.** No student shall knowingly possess, use or be under the influence of alcohol or any alcoholic beverage.

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

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

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

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

**Code 6: Firearms/use of an object as a weapon/knowledge of deadly or dangerous weapon.**

No student shall possess, handle or transmit any firearm or destructive device on school property. Students should report any knowledge of such weapons on school grounds immediately. Failure to do so can be grounds for suspension, pending expulsion.

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

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

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

1. Occupying any school building, school grounds or parts thereof with intent to deprive others of its use.
2. Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor or room.
3. Setting fire to or damaging any school building or property.
4. Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or educational function or of any meeting or assembly on school property.
5. Continuously and intentionally making noise or acting in any manner so as to interfere with the ability of any teacher or any school personnel to conduct the educational function under their supervision.

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

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

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

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

**Code 13: Fighting.** No student shall participate in a physical altercation with another student or any other person. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking and pinching. School and local police authorities will be contacted as necessary to prevent injury and escalation. Situations will be handled on a case---by---case basis to determine whether such actions were self---defense and may or may not warrant a lesser consequence. In addition, no student shall record or

videotape a fight between any individuals. If a student is caught recording or spreading such recordings (through phones, emails, YouTube, or by other means), that student will face a similar consequence.

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

**Code 15: Violation of school probation (academic or behavioral).** No student shall violate any school--- or law---sanctioned rules, laws, or policies.

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

**Code 16: Inflammatory actions/disorderly conduct/withholding information.** No student shall participate in any behavior or say anything intended to arouse angry or violent feelings in another. No student shall engage in physical contact of a playful nature (horseplay). This includes but is not limited to distracting another from performing his or her job, startling, playing tricks on others, wrestling or any other playful behavior that disregards safety precautions. No student shall willfully withhold information that could be important for the safety of any person.

**Code 17: Excessive tardiness/lateness 3 times.** No student shall be tardy to school or to any class period more than 3 times. In the event of an emergency, students must attain late passes from an appropriate staff member, authorizing the tardiness.

**Code 18: Loitering/out of assigned area.** All students must follow the building and transition plans specified for his or her grade level and class. No student shall be out of his or her designated areas of the building without proper documentation from an appropriate staff member. In addition, no student may be out of the classroom or cafeteria during class without a pass. This includes but is not limited to hallways, restrooms, lockers, doorways and other offices.

**Code 19: Disruption on the school bus.** No student shall participate in any behavior deemed disruptive by a bus driver or supervisor when on a school bus.

**Code 20: Trespassing.** No student shall remain in the main academic area of Dugger--- Union CSC after the school day has ended unless accompanied by an adult.

**Code 21: Gambling.** No student, even those of legal age under Indiana state law, shall participate in any wagering of money or something of material value.

**Code 22: Harassment/hazing, defamation of character/bullying.** No student shall ridicule, humiliate, intimidate, harm or engage in repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior.

**Code 23 Simple assault, threats of violence, bullying.** No student shall engage in any kind of aggressive behavior that does physical or psychological harm to another person or urge other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing or other comparable conduct.

**Code 24 Dress/grooming.** No student shall fail to adhere to all aspects of the dress code (students may return the same day if they rectify their dress code issues).

**Code 25 Inappropriate use of technology/computers.** No student shall have unauthorized technology on school grounds. Like cellphones, any technology seen on school grounds will be immediately confiscated and held until a parent retrieves it from an administrator. No student shall misuse school technology. This includes visiting prohibited websites, using technology for

unauthorized purposes, hacking into networks or files, altering settings or configurations and physically tampering with technology.

**Code 26 Lying, false statements, forgery, cheating/plagiarism.** No student shall willingly declare a false statement. Students are expected to be honest when prompted by a staff member.

No student shall participate in any activity that reveals academic dishonesty. Cheating includes but is not limited to duplicating parts of or whole assignments as original work, exchanging assignments with other students whether the intent is to copy or not, utilizing unauthorized materials during testing that supply information, utilizing a computer or other technology to attain answers to an assignment (including translators for foreign language and summaries/commentaries in lieu of reading assigned

materials), giving or receiving answers during tests or quizzes, taking credit for work when the student has not contributed, and accessing a test or quiz to gain information in advance of its administration.

No student shall perform academic dishonesty in the form of plagiarism. Plagiarism may include but is not limited to taking part of or whole assignments and submitting them as original, utilizing material written by someone else or rephrasing the ideas of another without properly citing the source, and presenting the work of others (including parents, friends, family members and Internet sources) as original.

**Code 27 Use of abusive language.** No student will engage in the use of profane language or obscene behavior. This may include any vulgar or indecent utterance, gesture or written expression intended for another person or presented in an overt manner.

**Code 28: Defiance of school personnel's authority.** No student shall be disrespectful or insubordinate toward adults (staff or volunteer) or one another.

**Code 29 Unexcused absences/excessive absences.** No student shall be willfully absent from school or tardy to school. Failure to report to school daily and on time will result in school consequences and may result in legal consequences. According to IC 20---33---2---11, habitual truancy is defined as "having unexcused absences from school for more than 10 days of school is one school year." Habitual unexcused absences will be reported to an intake officer of the juvenile court, who will proceed in accordance with IC 31---30 through IC 31---40.

**Code 30: Vandalism.** No student will cause damage to, steal or attempt to steal school property. Students will be held responsible for any damages that occur.

#### **Suspension and Expulsion Policy**

The grounds for suspension or expulsion listed above apply when a student is a) on school grounds, before, during or after school hours, b) off school grounds at a school event or activity, or c) traveling to or from school or a school event or activity.

If a student is suspended from school for any reason, participation in extracurricular activities and events is suspended until the suspension period has ended. **Students who are suspended out---of---school on Friday will not be eligible for participation in extracurricular activities and are not to be on school property until the following Monday or the end of the suspension period.**

In addition to the grounds listed above, a student may be suspended or expelled for engaging in any activity on or off school grounds if the activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any activity meeting the above criteria that takes place during weekends, holidays, school breaks or any time a student may not be attending classes or other school functions.

Detentions after school or suspensions from class can be determined by classroom teachers in consultation with the Superintendent (refer to the appropriate Indiana law at IC 20--8.1---5.1---4). All disciplinary actions will be clearly described to all students with the intent that students will understand the consequences of their actions (i.e., homework not completed=detention).

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

15. A meeting will be held with the student and an impartial administrator prior to any suspension decision. At this meeting, the student will be entitled to procedural due process, which includes:
  - Written or oral statement of the charges;
  - If the student denies the charges, a summary of the evidence against the student will be presented; and
  - The student will be provided an opportunity to explain his or her conduct.
16. The student/administrator meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible. Students are not guaranteed a meeting prior to suspension.
17. Parents/guardians will be notified of a possible suspension as soon as possible, but in all cases, the parents or guardians of suspended students will be notified in writing. The written notification will include the dates of the suspension, nature of the student's misconduct and the action taken by the administrator.

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

Ensure that procedural due process has been offered as cited under procedures for suspension.

Filing procedures that must be followed include:

- Accurate completion of the student information on the Request for Expulsion Form.
- Signature of the appropriate administrator.
- Causal hearing date and/or pre---expulsion date when applicable; otherwise, not applicable.
- The code of conduct citation that the student is charged with violating. This includes every violation that will be discussed at any necessary expulsion hearing.
- All appropriate suspension information, if the student has been suspended, including the dates for the beginning and ending of the suspension.

The date the expulsion would end if upheld.

The request for continued suspension should be checked on the Request for Expulsion form only if a principal (or designee) is requesting that the suspension be continued. This should only be requested when there is a risk to others or to the educational process and should not be checked for a student who is in special education. (Note: requesting a continued suspension can result in an additional hearing just to determine the continued suspension.)

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

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

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

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

At the expulsion meeting, the administrator (or designee) will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student's position.

If an expulsion meeting is held, the expulsion examiner will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent.

Decisions of the person conducting the expulsion meeting may be appealed to the Board of Trustees within 10 days of the receipt of the notice of action taken. The appeal to the Board must be in writing. If the appeal is properly made, the Appeals of Committee of the Board of Trustees will hear the appeal and will consider the written summary of the expulsion meeting and the arguments of the school and the student and/or the student's parent. The Appeals Committee will then take any action deemed appropriate.

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

Requests for appeal should be forwarded to:

**President Board of Trustees Dugger---Union CSC Dugger, Indiana 47848**

Please refer to IC 20---8.1---5.1---13 for further clarification of your rights under Indiana law. All Indiana Code referenced can be found at [www.IN.gov](http://www.IN.gov) by searching the Indiana Code referenced.

#### **Additional Disciplinary Actions**

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

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

1. What other school options exist in the targeted location for your proposed school?

PL 221 History					
	2008-09	2009-10	2010-11	2011-12	2012-13
Final PL 221 Status	Not Assessed	Academic Probation	C (Academic Progress)	B	D

Due to a change to spring testing, PL 221 was not calculated for the 2008-09 school year.

There are currently no other high schools or middle schools in the immediate area. The school district proposes to bus these students up to 45 miles each way to attend North Central High School or a new middle school located in Shelburne, Indiana. Elementary students would be bussed to Hymera Elementary School, approximately 20 miles away.

2. What will be unique or compelling about the proposed school? How have you determined that the proposed school will have sufficient demand from student and families to meet enrollment projections? There are approximately 300 students currently enrolled K-12 in the Dugger Elementary/Union High School facility. There is meaningful reason to be optimistic about the growth Dugger-Union can expect over the next five years. A three-week poll of the community, through the completion and submission of "Intent to Enroll" forms, generated responses totaling almost 40% of our target enrollment for the first year. This enthusiasm was generated without having anything but an idea and the beginnings of a plan. We also received commitments from many others who are waiting to learn the results of our application with the ICSB. When that piece is in place, estimates based on population distribution and interest expressed indicate our actual enrollment will be between 260 and 300 students in the first year.
3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents. The families in Dugger are already actively working for the creation of the school. Students are going door to door selling tee shirts, parents are arranging fund raisers with local restaurants and other merchants, retired teachers and administrators are volunteering to help write curriculum, and everyone wants to help get the building ready for classes to begin in August. There are pitch in dinners planned, enrollment parties scheduled, and a softball tournament in the days before the start of school to build teamwork and good will.
4. See Attachment 13, evidence of demand from the community, evidence of community engagement, and evidence of support from community partners. To assist the ICSB in its evaluation of the education plan described in this application, please address the following questions.
  1. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE). Dugger-Union will use Acuity and DIBELS as the primary interim assessment used to gauge student growth.
  2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

3. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.  
Dugger-Union CSC will contract with Harmony SIS to provide student information processing, storage, and submission of reports. The data gathered will be tracked weekly and analyzed by the instructional team. Professional development, targeted at specific areas of concern with literacy or numeracy will be developed as needed based on data driven decision making.
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.  
One of the key components in the staff development plan is a session and ongoing training on data driven instructional methods, statistics for educators, and interpretation techniques.
5. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

### SECTION III: IMPLEMENTATION PLAN

#### 1. Organizational Chart- See Attachment 14

#### School Leadership & Staff Hiring, Management and Evaluation

1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.  
All teachers hired will either be fully certified to teach in their assigned position. We have commitments from both the Carpenters Apprenticeship program and the FFA to help identify and recruit the teachers necessary to serve those programs.
2. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your school will use to ensure that every student has access to excellent teaching. Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?
3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?  
All staff will be evaluated at least once a year. The superintendent will evaluate all staff for effectiveness and performance. The board will evaluate the superintendent, led by the president of the board. In all cases, student performance and effectiveness will be the key elements to the evaluation. Dugger-Union will follow the RISE 2.5 teacher evaluation model.
4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?  
Any staff member not living up to the expectations of the board will be counseled by the superintendent as soon as a deficiency is identified. The employee will have the

opportunity to address the issue through any means at the school's disposal. The employee and the superintendent will meet regularly to discuss progress. The teacher will also meet with a peer of his/her choice in order to address the issue. If after a reasonable period of time, but no longer than one semester, the teacher or leader has not made sufficient progress, their contract would be terminated or non-renewed.

5. The school's compensation system- See Attachment 17 & 18

### **Professional Development**

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.
2. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

Teachers will participate in 5 days of training before the start of the school year, and attend weekly training sessions throughout the school year. Additionally, all teachers will attend four teacher training days scheduled through the year. Each session will address a topic to help teachers better meet the needs of their students thus enhancing their practice as professionals.

3. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

Teachers will be assessed formatively for up to six months to determine the efficacy of a course of training.

### **Operations**

1. Start-Up Plan. See Attachment 15
2. Start-Up Staffing and Costs. See Attachment 17
3. Transportation. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).

Transportation plans are being developed but not yet finalized. There will be transportation, though the scope and extent of the service offered is not clear. All transportation required by rule or law to support students with exceptionalities will be provided.

## School Safety Plan

### Abductions

- Notify the Campus Administrator. Efforts will be made to locate the missing person in the building.
- Call the Police.
- Call the parents.
- When the police are notified, they will take control and work closely with school officials and family.
- DO NOT release information to the press.

### Bomb Threat/Evacuation

- Persons receiving the bomb threat will immediately notify the Campus Administrator.
- The Campus Administrator or his assistant will make a decision on the validity of the bomb threat.
- If the bomb threat is validated, these evacuation procedures should be followed:
  - The Campus Administrator will make the following announcement: "Dugger-Union staff: A threat has been made inside our campus. **AT THIS TIME, ALL POLICE RADIOS, CELL PHONES, PAGERS, AND ANY OTHER DEVICES USING RADIO WAVES MUST BE TURNED OFF.**"
  - The fire alarm will be sounded and the building will be evacuated immediately. **ALL TEACHERS, STUDENTS, STAFF AND VISITORS MUST EVACUATE. NO EXCEPTIONS!** (Only the Bomb Search team will remain.)
  - All personnel should remain calm and in no way alarm students.
  - Teachers and students should exit through the nearest exit of the building. Please wait for further instructions. Teachers and students should remain with their class. Teachers must take the class attendance book and count all students.
  - Listen and follow directions from Administration to reenter. There will be a liaison person to provide this communication.

### Building Evacuation

- The purpose of an evacuation drill is to be able to evacuate the building in case of a fire or another emergency.
- During drills, everyone should be silent. If teachers and students are talking, directions and other information cannot be heard.
- Everyone should clear the building immediately and follow the same procedures as a bomb threat evacuation.
- Exit according to these instructions:
  - Teachers and students should exit away from smoke and fire through the exit that is posted in their room.
  - Teachers and students must remain with their class. Teachers must take their class attendance book and count all students. Students should take all book bags outside and wait for instruction.

- Listen and follow directions from Administration to reenter. There will be a liaison person to provide this communication.

#### **Child Abuse, Molestation or Neglect**

- An adult will notify the social worker.
- The social worker will then talk to the student.
- In all cases, a report will be placed to Child Protective Services (CPS) about the incident.

#### **Fire Arm in the Building**

- Call the office.
- The office will notify the police.
- The police will give further instructions.

#### **Fire/Explosion**

- In case of a fire/explosion or other emergency, the building should be evacuated.
- During the evacuation, staff and students should be silent. If teachers and students are talking, directions and other information cannot be heard.
- When the fire alarm is sounded, everyone should clear the building immediately.
- Exit according to the exit instructions that follow:
  - Teachers and students should exit away from smoke and fire through the exit that is posted in their room.
  - Teachers and students must remain with their class. Teachers must take the class to the designated area and take the attendance book and count all students. Students should take all book bags outside and wait for instruction.
  - Listen and follow directions from Administration to reenter. There will be a liaison person to provide this communication.

#### **Hostage Incident**

- Remain calm and under control. Help to keep the students calm. Avoid quick movements.
- Follow the directions of the hostage taker and inform your students to do as told.
- Do not try and be a hero by attacking or trying to disarm the attacker. (The same is true for your students).
- Do not bargain or try to negotiate with the hostage taker. This is the responsibility of trained professionals.
- Teachers must keep a grade book and seating chart or list those absent from class on this day.
- Follow any instructions of the law enforcer negotiator.
- Trust the negotiator. Accommodate the hostage taker. Ask permission to speak. Face him or her when speaking. Do not crowd his or her space.
- Treat the hostage taker(s) as normally as possible.
- Do not offer yourself as a hostage.

- Try to mentally document (focus) on what happens and what is said, descriptions, etc. If you observe the hostage situation:
  - Make a personal intervention into the situation.
  - Quietly remove yourself from the area and remain out of sight.
  - Contact the office, if possible, and they will notify the local law enforcement agency and district office.
  - Remain in proximity to the hostage area so that other staff and students can be kept from entering this area. Enlist other staff to help secure the area.
  - It is most important for teachers to refrain from disturbing the disruptive behavior with students. The Campus Administrator will inform students and staff of the facts as soon as possible.
  - Any disruptions should be approached with the least amount of physical contact on the part of the person or persons assisting with student control. Do not put yourself in an increased risk situation. Your main responsibility is to remain calm with students.

#### **Pandemic Flu**

- Have the teachers remind the students about hand washing techniques, sneeze cough protocol, and urge staff and students to maintain good health through proper nutrition and adequate rest.
- Post posters in the restrooms on hand washing techniques.
- Follow any district or health department directives the when there is a high number of staff or student absences from the building.
- Send out letters to the parents, and use Connect-Ed to warn them of the situation and what they can do at home to help prevent the flu from spreading.

#### **School Shooting or Stabbing**

##### **Teacher/Staff**

- REMAIN CALM and notify the Campus Administrator ASAP with the following details:
  - Give the location of wounded student or staff.
  - Identify the student(s) or staff member(s).
  - Determine the type of injury.
- Administer first aid until medical help arrives.
- The Campus Administrator/designee will stay at the emergency scene to relay instruction by radio or phone to the office.
- Keep all personnel and students who are not involved in the emergency away from the area.
- DO NOT move the victim unless he or she is in a potentially dangerous area. Reassure the victim; keep him or her quiet and lying down.
- The secretary/nurse will find the student's emergency information to give to the medics, and will also notify the parents of the situation.
- Once the ambulance has been called, the police or a designee will go to the designated entrance and escort the emergency personnel to the scene.

- Crisis Team members will report to the scene to help calm the students.
- The Campus Administrator should communicate to parents of students, if necessary.

#### **Suicides/Attempted Suicides**

- Notify the Campus Administrator and the Social Worker.
- The social worker will go to the scene.
- The police will be called as needed.

#### **Total Lockdown**

- The Campus Administrator will announce over the intercom: "This is a lockdown."
- Teachers will lock doors, turn off lights, and stop all activities.
- Move away from all windows and pull down all shades.
- No one is allowed out of his or her room during a total lockdown.
- Wait for the Campus Administrator to give the all-clear signal.

#### **Weather Emergency/ Duck/Cover**

- The TAKE COVER signal is a "whooping" sound. If there is no power, there will be a verbal direction from Administration.
- When the TAKE COVER alert sounds, everyone must go to the "take cover" location and get in position (back to wall with head down and hands over neck).
- Stay in this position until an "All Clear" has been issued by office.
- The intercom will announce will be sounded as the all clear or by mouth if power is out.
- Encourage students to remain calm and not to panic. Classroom teachers:
  - Turn out all lights.
  - Take students to the hall. Students on the third floor must move to the second or first floors. Seat them on the floor with their backs to the wall and hands over their necks.
  - Instruct students to put their heads down against their knees.

#### **Location of Utility Shutoff**

- The gas shutoff is located in the boiler room opposite of C166.
- The water shutoff is located in the boiler room on the east wall.
- The electric shutoff is located downstairs in the boiler room on the west wall opposite of the water shutoff.

#### **Locations of Special Populations**

- Room C270
- Room C254
- Room C166

#### **Fire Evacuation and Emergency Plan**

##### **Preparedness**

- The alarm will be activated by the superintendent or designee.
- The fire department will be notified by the police.
- The central office will be notified by the Executive Assistant.
- Evacuation routes and alternate routes are posted in each classroom.

- Each teacher using a classroom will review the general instructions for a fire drill every month.
- Be aware of physically handicapped students and make plans to assist them.
- Turn off electrical switches and close all windows and doors.
- Teachers take grade books, and check to see that all occupants have left the room.
- Students will be quiet and walk quickly, without running or shoving, during the drill.
- Everyone should go at least 50 feet from the building, if possible.
- The Assistant Principal will check halls, unused rooms, restrooms, etc., prior to leaving the building.
- Teachers will take student roll call outside the building to make sure all their students are accounted for.
- Recording and reporting fire drills to the central office is done by the Executive Assistant.

#### **Response**

- Teachers will be kept in touch with by using e-mail, the intercom system, and a phone tree.
- Parents will be notified by a letter sent home with the students if it is more than a routine fire drill.

#### **Prevention**

##### **Incidents of Violence**

##### **Armed Intruder**

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

##### **Biological Threats**

- Mail and deliveries are only handled by designated adults.
- The staff is aware of the guidelines for contamination.

##### **Bullying**

- Conflict resolution skills are taught to students by counselors and a social worker.
- Classroom materials on bullying are utilized as necessary.
- Students know to report bullying to staff. Parents are encouraged to bring these concerns to the staff.
- Students are encouraged to report incidences of bullying.
- Staff and students know that bullying is not permitted.
- Guest speakers are invited to promote a bully-free campus.

##### **Drive-By or Sniper**

- Procedures for armed intruder are known by all staff (see above).

- Rumors associated with this are reported to a staff member who in turns reports this information to Administration.

#### **Fighting**

- Adult supervision is expected at all times.
- Prompt intervention is expected when conflict begins.
- Remove and isolate all students involved when a fighting incident occurs.
- Conflict resolution skills are reviewed periodically.

#### **Hostage Incidents**

- Procedures for armed intruder are known by all staff (see above).
- Students are kept under adult supervision at all times.
- Access of the building is controlled.
- All visitors sign in at the office and receive visitor passes.
- Information regarding students is only given to authorized persons.

#### **Shooting**

- Procedures for an armed intruder situation are known by all staff (see above).
- Periodically, buses are checked for weapons using wand detection.
- Two members of the staff have first-aid training.
- Rumors are reported to a staff member who in turns reports this information to Administration.

#### **Violent or Disruptive Adult or Student**

- Access of the building is controlled.
- Restricted area and lockdown procedures are known.
- Conflict resolution skills are reviewed periodically.
- Peer mediation is available when needed.
- Parent liaison, counselor and Dugger-Union are available.

#### **Natural Emergencies**

##### **Earthquakes**

- Staff and students know to assume a duck-and-cover position under a desk or table, if possible.
- Earthquake procedures are discussed annually.
- The staff knows how to report injuries.

##### **Heavy Rains or Floods**

- The Building Engineer monitors the boiler room for possible flooding during heavy rains.
- Teachers are prepared to follow evacuation plans.

##### **Severe Thunderstorms and/or Electrical Storms**

- Administration is prepared to radio the police.
- A first-aid kit is available if needed.
- Duck-and-cover position drills are conducted periodically throughout the school year.
- Reverse evacuation practice drills.
- Weather is monitored when students are outside.

- Radio announcements and weather.com are monitored.

#### **Tornados**

- Administration is prepared to radio Police.
- A first-aid kit is available from each Academic Dean and Campus Administrator.
- Duck-and-cover position drills are conducted periodically throughout the school year.
- A tornado drill is practiced twice per semester.
- Classrooms are provided with a detailed map of the exit route and the location of the shelter area.
- Designated staff members know first aid.
- Staff members know how to report injuries.

#### **Winter Storms**

- A phone tree is in place for winter storm communication.
- Directives from the Central Office are followed with regard to possible early dismissal and cancellation of after school programs.
- Students are not sent home without parent notification.
- Custodians are prepared to keep walkways as clear and safe as possible.
- Teachers remain with students until all are released.

#### **Man-Made Emergencies**

##### **Bomb Threat**

- All staff are advised to keep the caller talking during a bomb threat call. A checklist is posted by the office phones.
- The police are notified immediately and perform a threat-level assessment.
- School personnel follow the police instructions.
- Evacuation procedures are in place (follow the fire drill procedure).
- Teachers have been instructed to look for anything suspicious in their classrooms before leaving.
- Students and teachers know the exit procedure and where to assemble.
- In the event of a true bomb threat, staff and students will be moved to an off-campus site.
- A bomb threat checklist has been placed next to all outside line phones.
- All staff members have been instructed on how to complete the checklist and follow-up procedures.
- Teachers are prepared to take roll call of students once outside. A Crisis Team is in place. An Incident Command has been established.

##### **Chemical/Environmental Hazard**

- Restricted area and evacuation procedures are practiced twice a year.
- Internal: Staff knows that the area will be isolated (restricted) and to wait for further instructions.
- External: Staff knows to shut all windows and to close blinds.

##### **Fire Arms/Weapons Procedures**

- The random use of weapon detectors is practiced.

- All staff and students know to immediately report suspicion of weapons to Administration.
- Administration is prepared to radio the police and/or 911. A Crisis Team is in place if needed. An Incident Command has been established. The staff knows to await further instructions from Administration.
- Students do not wear outer coats in school.
- A uniform policy is strictly enforced.
- There is a procedure for conducting a weapons search and it is known by all staff.
- Teachers and staff know not to attempt to take a weapon.

#### **Narcotics And Drugs**

- The staff is prepared to report any known use of drugs on campus to Administration.
- Administration is prepared to radio the police and/or IMPD 9-911. The suspected student(s) is/are isolated until authorities arrive.
- Do not touch suspected drugs.
- Students know to tell their teacher if someone has drugs.

#### **Substance Overdoses**

- The staff knows procedures for reporting overdoses to Administration.
- The staff knows to call 911 if a situation is critical; then report to Administration.
- The staff knows to save bottles or residue of drugs for medical personnel.
- The staff is prepared to detain students who may provide information.
- The staff has been advised not to discuss or speculate about a situation with colleagues or students.
- The staff is prepared to wait with the student until the police or emergency medical services (EMS) arrives.

#### **Other Crises or Emergencies**

##### **Abduction**

- Staff and Administration are prepared to call 9-911 and the police if they witness or suspect an abduction.
- Notify Administration in the event of an abduction.
- A lockdown will be announced over the intercom system. Await further instructions from Administration.
- Administration is prepared to share information about the incident with parents through Connect Ed with advice from School and Community Relations.

##### **Chemical/Environmental Hazard**

- Internal:
  - The custodian is prepared to secure and/or isolate the hazardous area.
  - The Campus Administrator is prepared to notify the police.
- External:
  - A reverse evacuation process is practiced throughout the year.
  - Administration is prepared to radio the police.

- Reunification forms and processes are reviewed and practiced and explained to staff.
- a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.  
None
  - b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.  
Staff and student support will be available between 7:00 AM to 5:00 PM on school days. Student course software tech support will be provided by the software vendor 24 hours a day, seven days a week.
  - c. Describe the charter school's data retention, security, and confidentiality procedures.  
Dugger-Union will fully follow The Family Educational Rights and Privacy Act (FERPA) and maintain strict confidentiality on any student or employee matter.
  - d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).  
There is a fiber internet line running along the east and north boundaries of school grounds. The line in question is a major artery for the digital infrastructure in the area. In the unlikely event of service interruption, it is doubtful any other options would be available. This line feeds all other ISPs in the immediate area. In the event of an internal issue with our network, we are negotiating a service contract with a local network service provider who has the ability and capacity to initiate a temporary service for servers and hubs with less than 24 hours lead-time. Connectivity will be paid by the school using E-Rate funds.
  - e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up). There will be three levels of back up and support for data. The first layer of data storage will be at the SIS contractor's facility. Duplicate data will be stored for 90 days in local rotating storage. All reportable data (attendance, grades, transcripts, etc.) will be backed up weekly on optical devices (dvd-rom) and stored for seven years.
4. Insurance Coverage- See Attachment 16

#### Facility Plan

Dugger Union Community School Corporation will be utilizing the existing Elementary and Junior/Senior High School buildings located at 7356 E CR 50 S in Dugger, IN, 47848. These buildings are located within the Northeast School Corporation School District. Northeast School Corporation will be closing both of these schools at the conclusion of the 2013-14 school year. These buildings will be reported to the Indiana Department of Education by Northeast School Corporation no later than July 31<sup>st</sup>, 2014, per the signed agreement during the February 9<sup>th</sup>, 2014 Northeast School Board meeting.

The original High School building and gymnasium were constructed in 1921. These consist of a three-story brick and masonry structure serving as the high school and a separate two-story brick and masonry structure serving as a gymnasium. A separate elementary school building was added and construction completed in 1962. Additions were made to the elementary and high school in 1967, 1971 and 1984. The 1984 addition included the largest attached gymnasium in the school district. After all additions were completed, it allowed the entire school facility to serve as a combined K-12 school, with shared space.

The current Dugger Elementary School has 11 general purpose and four special purpose classrooms. All classrooms and special purpose classrooms are at a minimum 900 sq. /ft., with others being significantly larger. In addition to the classrooms, there is a multi-purpose area, with a minimum of 1800 sq. /ft., a cafeteria, which is used by all K-12 students, that has a minimum of 10-12 sq. /ft. per seat, a general storage area with a minimum of 2% of the gross area and a maintenance work area. The Elementary is complete with drinking fountains and lavatories and is compliant with all ADA Standards. It is accessible to all students with or without special needs.

**Elementary Classroom and Student Capacity**

<b>Room Number</b>	<b>Grade</b>	<b>Functional Capacity</b>	<b>Actual Capacity</b>
<b>100</b>	Kdg	18	25
<b>103</b>	Kdg	18	25
<b>102</b>	1	18	25
<b>101</b>	2	20	25
<b>104</b>	3	20	25
<b>107</b>	3	20	25
<b>110</b>	4	25	25
<b>113</b>	5	25	25
<b>111</b>	6	25	25
<b>108</b>	UNASSIGNED	25	25
<b>114</b>	UNASSIGNED	25	25
<b>TOTALS</b>		<b>239</b>	<b>275</b>
<b>106</b>	Resource		
<b>112</b>	Computer Lab		
<b>115</b>	Literature		
<b>116</b>	Encore		

The current Union Junior/Senior High School has a total of 25 General and Special Purpose classrooms. These consist of approved pupil stations for 530 students per period, based off of a seven period day. There is adequate space for teacher planning periods, program flexibility, educational program expansion and student population growth. The building itself is three-stories and was built prior to the Americans with Disabilities Act. However, the ground floor is equipped with classrooms, drinking fountains and lavatories, which are ADA accessible. Currently, Union High School uses these lower level classrooms for a vast majority of their special needs high school students because the upper two levels are not ADA accessible. Dugger Union Community Schools will continue to utilize this process upon inception, but is exploring options to make all of the high building accessible to all.

Additional facilities and rooms that are located in the school and surrounding grounds include, but are not limited to: cafeteria, kitchen, attached varsity gymnasium, detached elementary gymnasium, administration offices,

### High School and Student Capacity

Room #	Subject	Student Capacity
1	Soc Sci	25
3	Soc Sci	25
4	Math	25
5	Health	25
6	F&C Science	25
14	Music	25
22	For Lang	25
24	Math	25
25	Science	25
26	Science	25
<b>Chem Lab</b>		25
35	Lang Arts	25
36	Lang Arts	25
9	Art	25
<b>BMIT Lab</b>		25
<b>New Gym</b>		30
<b>Old Gym</b>		30
33	Resource	15
34	Resource	15
2	Resource	15
23	Study Hall	25
<b>Library</b>		25
12	Nurse	
31	Unassigned	
32	Unassigned	
<b>Totals</b>		<b>530</b>

nurses' station, special education classroom, media room, art room, teachers' lounge, detached weight room building, wetland project area, elementary playground, softball field with equipment storage facility and mobile concession stand and a full football field with scoreboard, press box, stadium seating, restroom facilities and concession stand.

At this time, the Dugger Union Community School Corporation does not anticipate any major renovations or construction to these existing buildings and surrounding grounds. The Dugger Union Community Schools projected budget for the school year 2014-2015 is as follows:

**DUCSC Projected Budget**

<u>Category</u>	<u>Projected Expenditures</u>	<u>DUCS Running Totals</u>	<u>Total</u>
Furniture/Equip	5,500.00	5,500.00	
Gas/ Electric	98,076.00	98,076.00	
Water/ Sewer	4,500.00	4,500.00	
Custodial	2,860.00	2,860.00	
Waste Disposal	3,725.00	3,725.00	
<b><u>Total/ Sub Total</u></b>		\$119,886.00	\$119,886.00

Dugger Union Community School Corporation has established several sub-committees made up of students, parents and community volunteers. These sub-committees are in the areas of Planning and Administration, Operations, Business and Finance, Sports, Communications, Letter Writing and Grant Writing. Each, in its own capacity, will serve an important role for the vitality of both schools.

The Operations sub-committee will play a large role in the upkeep of the interior and exterior of the buildings and surrounding grounds. This group will take care of all minor building needs and will be in charge of lawn mowing and snow removal from the school grounds. This will include the football field, softball field, elementary playground and common school grounds. This will be

provided by parents and community volunteers so Dugger Union Community School will incur no cost for these services.

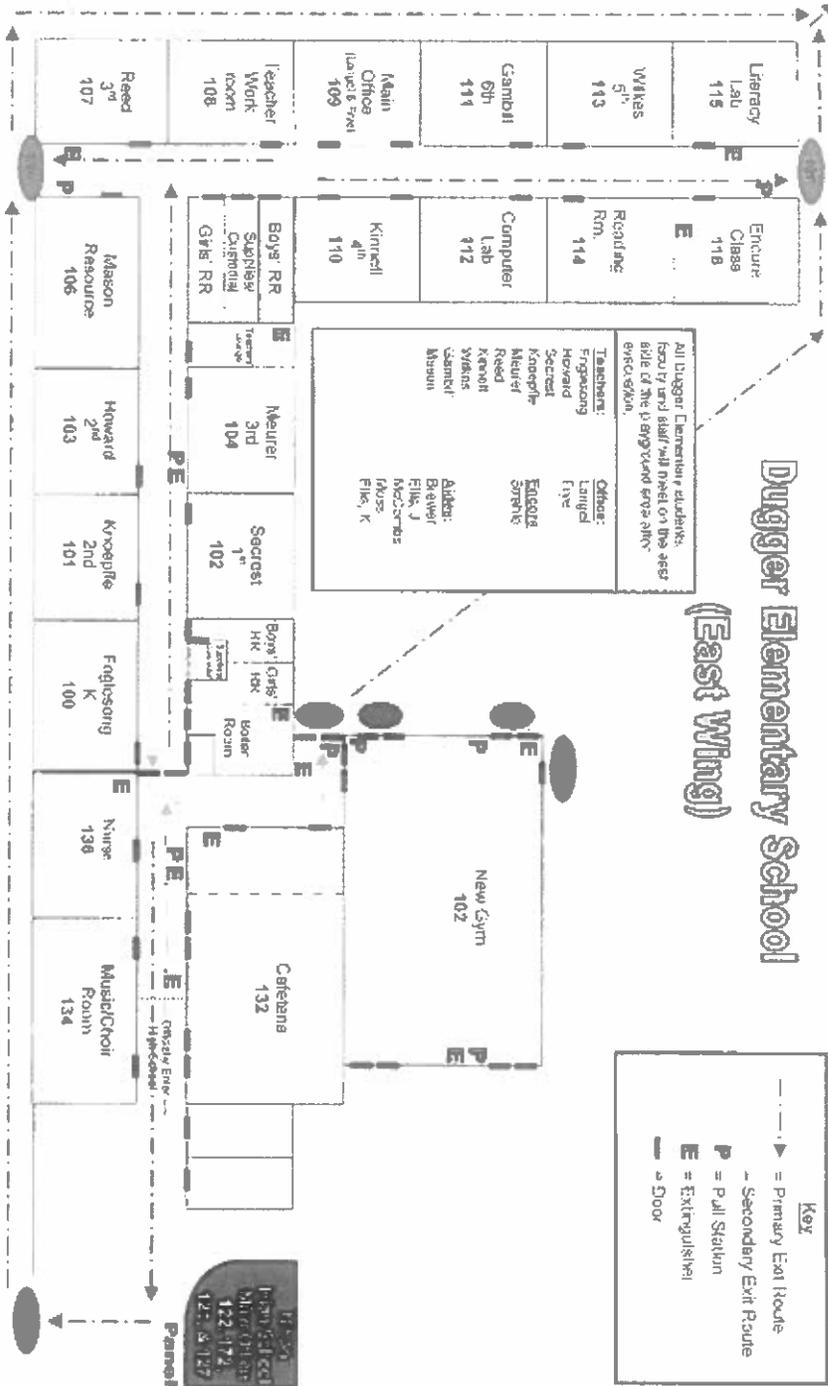
For major renovations or construction projects, the Dugger Union Community School Board will approach its decision making process in many ways. A few of these approaches will be through public or private donations, some from large companies in the community that support us, using our own students that are enrolled in the Carpenters Union Program for the projects, seeking grants to pay or to supplement the financial expense and finally by appropriating the expenditures through the General Fund.

To better serve the students, parents and community of the Dugger Union Community School Corporation the Grant Writing sub-committee is actively seeking opportunities to help create an energy efficient school once it is established. The long-term plan is to create the most energy efficient school in the area. The town of Dugger has agreed to reduce the water bill by 5% to help ensure that no hardship is incurred by the school. This savings amounts to roughly \$5,000 per month, which will be used for other expenditures. Persons of the Grant Writing sub-committee have contacted various utility companies and energy efficiency experts that are willing to work with Dugger Union Community Schools on lighting, window concerns and heating and cooling efficiency. These entities are willing to work with Dugger Union Community Schools at a reduced rate so that the school will not incur significant costs. Local contractors have committed to install these upgrades for little or no cost to the school. Energy efficiency grants are being pursued and secured to also help with this program.

Student involvement is also a major factor in the success of Dugger Union Community Schools. Students will be recycling paper, glass, plastic and cardboard and they will participate in beautification projects for the school grounds, such as trash removal, landscaping and the planned community garden. Every effort will be made, on behalf of Dugger Union Community Schools, to use students in areas that will benefit their chosen career in some way. The students, parents and community of Dugger, IN and the Dugger Union Community School Board are committed to seeing that their schools are economically and environmentally friendly.



# Dugger Elementary School (East Wing)



All Dugger Elementary students, faculty and staff will meet on the east side of the playground area after evacuation.

Teachers:	Other:
Foglesong	Laird
Howard	Flye
Secret	ENCURE
Knoepfle	Neurer
Mason	Reed
Neurer	Wykas
Reed	Sambel
Wykas	Mason
Sambel	
Mason	

**Key**

- - - - - = Primary Exit Route
- - - - - = Secondary Exit Route
- P** = Pull Station
- E** = Extinguisher
- ⬇** = Door

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129  
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## Budget & Finance

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.

All financial transactions will be handled by the school treasurer with direct oversight by the Superintendent and the board treasurer. No purchase or payment will be made without at least two signatures on a submitted request for purchase or payment. The school will contract an independent accountant to conduct spot checks of any and all transactions to verify compliance and transparency.

2. Budget and Staffing Workbook- See Attachment 17
  - a. Budget Narrative- See Attachment 18

# Review Introduction and New Operator Application Submission Guidelines

Created Friday, February 21, 2014

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## Page 1

### Introduction

In accordance with Indiana Charter Schools Law as described within IC § 20-24, the Indiana Charter School Board (ICSB) is pleased to invite proposals for quality charter schools seeking to open in Fall 2015 or later.

This version of the application is designed for New Operators. The ICSB defines "New Operators" as those applicants who have not previously operated a charter school and who do not intend to contract with an Education Service Provider (ESP) to oversee school operations. "Experienced Operators" are defined as either: (a) applicants that have previously operated a charter school or managed a network of charter schools; or (b) applicants that have not previously operated a charter school, but intend to contract with an ESP. Experienced Operators may apply for one or more charters.

New Operators that do not intend to contract with an ESP, but that do intend to contract with a third-party to provide significant input on the school design as well as support to the school's leadership during start-up and in the first year or two of operations, should consult with ICSB staff about which application version to complete. Depending upon the nature of the proposed services, New Operators may be advised to complete the Experienced Operator application version and include a draft copy of the services contract.

In creating its application materials, the ICSB has benchmarked with successful charter school authorizers from around the country. Every effort has been made to establish a rigorous, transparent and streamlined application review process. When assessing applicant qualifications and capacity, the ICSB will draw upon the expertise of its staff and external evaluators experienced with charter school application reviews. The final decision on all charter school applications will be made by the appointed members of the Indiana Charter School Board. If you need assistance with the application, please contact the ICSB Manager, Sarah McClamroch Sullivan, at 317-232-0964 or at [smsullivan@icsb.in.gov](mailto:smsullivan@icsb.in.gov). Additional information and application resources can be found on the ICSB website: [www.in.gov/icsb](http://www.in.gov/icsb).

### Application Instructions

This version of the Request for Proposal (RFP) is designed for New Operators that intend to apply for a charter in the Spring 2014 application cycle. The ICSB defines "New Operators" as those applicants who have not previously operated a charter school and who do not intend to contract with an Education Service Provider (ESP) to oversee school operations.

The Proposal Narrative section of this RFP seeks information about all major aspects of:

- the founding group and proposed leadership team;
- the targeted community(ies);
- innovative elements of the proposed school model;
- the proposed school design; and
- the proposed implementation plan.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the ICSB. **ICSB staff reserves the right to reject applications that do not adhere to the application specifications.**

More information about the Indiana Charter School Board's application process and helpful application resources can be found on the ICSB website: [www.in.gov/icsb](http://www.in.gov/icsb).

Throughout the application review process, the ICSB staff will communicate important information to charter school applicants through the ICSB website. It is the responsibility of the applicant to check this website regularly for updates and information.

## Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials.** If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act. **NOTE:** Applicants are advised to submit requests for advisory opinions to the Public Access Counselor as soon as possible to ensure the applicant receives an opinion before the ICSB application deadline lapses.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless the ICSB determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that the ICSB Board members and staff, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

## Application Specifications

The proposal must be typed, single-spaced, and single-sided, on white, 8.5"x 11" paper, with 1-inch page margins and a minimum of 11-point font.

Applicants must use the following formats in preparing their applications:

Proposal Overview and Enrollment Projections Template (MS Word or PDF Document)

Proposal Narrative (MS Word or PDF Document)

Attachments as specified in the table below

If a particular question does not apply to your team or proposal, simply respond "Not Applicable."

**Do not exceed 45 pages** for the proposal narrative. Attachments do not count toward the proposal narrative page limit. \*Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 50 pages total).

All required attachments should be numbered in the order noted below and clearly labeled per the naming convention listed in each task in Review Room. **Do not exceed the page limits established for each attachment.**

When submitting resumes, please label each document with the individual's affiliation with the proposed school (Founding Group member, Board member, Head of School/Principal, Teacher, etc.).

Be sure to complete all pages of the Budget and Staffing Workbook.

Review your application for completeness before submitting.

**Late or incomplete submissions will not be accepted.**

The following is a list of attachments to accompany the application:

Number

Attachment Name	
Page Limit	
Required Format	
1	
Founding Group Resumes	
None	
MS Word or PDF	
2	
Head of School/Principal Candidate Resume	
None	
MS Word or PDF	
3	
School Administrators' Resumes	
None	
MS Word or PDF	
4	
Governance Documents -- 501(c)(3) Letter of Determination, Articles of Incorporation, and Bylaws	
None	
MS Word or PDF	
5	
Statement of Assurances (signed and dated)	
Use required form	
PDF	
6	
Board Member Information (completed by each Board Member of the proposed charter holder)	
Use required form	
PDF	
7	
Code of Ethics and Conflict of Interest Policies	
None	
MS Word or PDF	
8	
Course Scope and Sequence	
30 pages	
MS Word or PDF	
9	
Academic and Exit Standards	
15 pages	
MS Word or PDF	
10	
School Calendar and Schedule	
10 pages	
MS Word or PDF	
11	
Enrollment Policy	
10 pages	
MS Word or PDF	
12	
Student Discipline Policy	
10 pages	
MS Word or PDF	
13	
Evidence of Support from Community Partners	
None	
MS Word or PDF	
14	
Organizational Charts	
5 pages	
MS Word or PDF	
15	
Start-Up Plan	

10 pages  
 MS Word, MS Excel, or PDF  
 16  
 Insurance Coverage  
 None  
 MS Word or PDF  
 17  
 Budget and Staffing Workbook  
 Use required template  
 MS Excel (no PDF submissions)  
 18  
 Budget Narrative  
 5 pages  
 MS Word or PDF  
 19  
 (If Applicable) Existing Non-Profit Entity Financials  
 None  
 MS Excel, MS Word, or PDF  
 20  
 Entire Application (excluding items that have received exemption in writing from Indiana's Public Access Counselor)

One combined PDF file (for posting on the ICSB website)

## Submission Instructions

Prepare your application, **using the templates and online submission process established by the ICSB**. Each section of the application (i.e., overview, narrative, financial workbook, and individual attachments) will be uploaded separately, so applicants may prepare each section as a separate document.

Upload each of your documents to the online application system, Review Room. **Be sure to upload the documents in the file format specified.** A WebEx demonstration of Review Room is posted on the ICSB website: [www.in.gov/icsb](http://www.in.gov/icsb).

Review Room will not allow you to submit your application until you have uploaded all required documents and completed the application submission checklist.

**Review Room will automatically shut down access to all applications at 12:00 p.m. EST (NOON) on February 24, 2014.** Please ensure that your application is complete and submitted before that time. Applications not submitted, including applications that are partially complete, by that time will not be accepted.

**Please be aware it is the applicant's responsibility to ensure all application materials reach the Indiana Charter School Board office by the established deadline. Failure to submit a timely or complete application may serve as grounds to reject the application. Please note that all submissions are final; revised versions of the application may not be submitted.**

## Affirmations

Affirmations   I have read and understood the Introduction to the Application.	Yes
Affirmations   I have read, understood, and will comply with the above Application Instructions.	Yes
Affirmations   I have read, understood, and will comply with the above Notice of Disclosure.	Yes
Affirmations   I have read, understood, and will comply with the Application Specifications.	Yes
Affirmations   I have read, understood, and will comply with the Submission Instructions.	Yes

## Your Name

Tom Peeler

## Your position with the proposed school



## 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:** Dugger-Union CSC

**Proposed charter school location:**  
\* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.  
7356 E CR 50 S Dugger, IN 47848-8101

**School district(s) of proposed location:** Northeast School Corporation of Sullivan County

**Legal name of group applying for charter:** Dugger-Union CSC

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

Tom Peeler, Superintendent

Kyle Foli, Board President, Safety Specialist Hoosier Energy

Debbie Ellis, Board Secretary, Contract Specialist, Crane NWSC

Lisa Nicol, Board Treasurer, Union High School Treasurer

Greg Ellis, Board Member, Project Engineer, INDOT

Justin Todd, Board Member, Educator

**Designated applicant representative:** Tom Peeler

**Address:** 1006 South Johnson Street

Dugger, Indiana 47848

**Office and cell phone numbers:** (317) 828-0288

**Email address:** Tom.peeler@DuggerUnion.org

Planned opening year for the school: 2014-2015

Model or focus of proposed school:  
(e.g., arts, college prep, dual-language, etc.) CTE, College and Career Readiness, Mastery 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-12	260
Year 2	K-12	286
Year 3	K-12	315
Year 4	K-12	346
Year 5	K-12	381
At Capacity	K-12	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): \_\_\_\_\_

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

Authorizer(s): None

Submission date(s): \_\_\_\_\_

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 1**

### **Founding Group Member Resumes**

**Kyle D. Foli**  
15050 W. 500 N.  
Jasonville, IN. 47438  
Home (812)-648-2338

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

**Experience:**

***EHS Generation Specialist- Corporate (Promoted December 2006).***

**Hoosier Energy REC, Inc.**

Bloomington, IN December 2006 to present

- Responsible for planning, coordinating, and implementing various projects to support corporate environmental, health and safety policies, goals and strategic initiatives. Including construction of Selective Catalytic Scrubbers (SCR), landfill, precipitators, restoration projects and building additions.
- Compile, perform and verify periodic monitoring reports and sampling results into reports to satisfy regulatory requirements, including industrial hygiene related surveys.
- Research the quality of service, pricing and availability of consultants and other vendors of goods and contracted services, prepare specifications for engineering and consultant services, equipment procurement and contractor services, and functioned in a project / construction management role as appropriate.
- Review construction and project proposals for all areas of safety and environmental to ensure that all policies and procedures are followed according to regulations and laws at the local, state and federal levels to assure compliance.
- Responsible for plant security, hunting and fishing on Hoosier Energy properties.

***Safety and Loss Control Coordinator (Promoted from plant level to Corporate level Jan. 1, 2005)***

**Hoosier Energy REC, Inc.**

Bloomington, IN March 2005 to present

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

***Safety, Health & Environmental Engineer***

**PolyOne Corporation**

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

- Ensure that all safety, health and environmental policies are followed and met at two manufacturing operations with over 250 employees.
- Work closely with Indiana and Kentucky State governments on environmental Title V and Minor Source Air permitting compliance.
- Prepare and complete all environmental reports that include but are not limited to NPDES wastewater, SARA 311, 312, & 313 reports, SPCC.
- Coordinate and direct five Safety Administrators along with four company safety councils and emergency response teams to address plant issues and provide emergency response coverage for the facility.
- Reduced overall landfill waste by 98 % in three years by implementing recycling efforts. In turn the Terre Haute facility received the "Award of Excellence", for environmental in 1999, 2000, 2001, 2002 & 2004.
- Maintain and comply with the Chemical Manufacturers Association's Responsible Care Program and converting to the ISO 14001 certification.
- Developed and implement compliance programs that include air, water, hazardous waste NFPA, OSHA hazard communication, machine guarding, SPCC, lockout-tagout, confined space entry & rescue, hotwork permitting, SPW3 and any other programs deemed necessary.
- Corporate Safety, Health & Environmental auditor.

***Assistant Manager of Safety***

**AI SIN USA MFG., INC.**

Seymour, IN June 1997 to September 1999

- Ensure that all safety/ environmental policies and controls are followed and met at a multifunction operation with over 1,500 employees.
- Directly supervise and evaluate two-safety specialist and a registered nurse.
- Prepared yearly section plan (including expense and manpower) and managed follow up activities.
- Provide supervision and training for thirty Emergency Response Team (ERT) members as elected ERT Chief.
- Conduct monthly ERT meetings, evaluate medical runs and conduct training sessions covering Blood borne Pathogens, Universal Precautions, Lockout/ Tagout, Confined Space Entry and Rescue, Machine Extraction, Hazardous Material Response, Plant Evacuation and CPR re-certification.

***Safety Specialist***

**AI SIN USA MFG., INC.**

Seymour, IN September, 1996 to June, 1997

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

***Safety Coordinator***

**Sunbeam Outdoor Products, Inc.**

**Linton, IN July, 1995 to August, 1996 Plant Closed**

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

***Human Resource Administrator/Safety Engineer***

**Copeland Corporation**

**Rushville, IN 1994 to 1995**

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

**Education:**

**Indiana State University, Terre Haute, IN.**

**Bachelor of Science, Safety Management, 1992. (GPA 3.0/4.0)**

**University of Evansville, Evansville, IN.**

**Master of Science, Public Service Administration, 2012. (GPA 3.975/4.0)**

# Gregory S. Ellis, PE

1006 S Johnson St; Dugger, IN 47848

[greg.ellis@duggerunion.org](mailto:greg.ellis@duggerunion.org); 314-619-1527

## SKILLS & ABILITIES

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

## EXPERIENCE

### **Indiana Department of Transportation** 1994-2005; 2006 – Present

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

**Crane Naval Base** 2005-2006 - Project Engineer – GS 13 – Responsible for management and oversight of 7 construction projects (water and sewer upgrades; Fiber Optic Infrastructure Installation; Security Infrastructure; new bridge construction; new military shooting range construction for 4 branch R/D use; Environment cleanup including asbestos, lead based paint and tnt; roadway resurfacing; etc...)

**Private Consulting Work** (Periodically from 1996 to present) over the years I have also performed private consultant engineering work which have involved planning and organizing facility enhancements at the Greene County Youth Soccer Complex, design and construction oversight of commercial septic and water infrastructure projects.

## EDUCATION

### **ROSE-HULMAN INSTITUTE OF TECHNOLOGY; TERRE HAUTE INDIANA**

1996 BS Civil Engineering

### **UNION HIGH SCHOOL; DUGGER, IN**

1992 UHS Salutatorian, Academic Honors Diploma, Baseball, Football, Quiz Bowl, Beta Club President.

## **Justin Todd**

E-Mail: jtodd14@sycamores.indstate.edu

**Current Address**  
6459 S. ST. Rd. 159  
Carlisle, IN 47838  
Home: (812) 659-4149

**Permanent Address**  
6459 S. ST. RD. 159  
Carlisle, IN 47838  
Cell: (812) 236-3786

### **EDUCATION**

**Indiana State University, BS in Political Science, BS in Social Studies Education**

Major: Political Science, Legal Studies, and Social Studies Education

Minor: Civic Leadership and Community Engagement

GPA: 3.84/4.0

Student Taught at Sullivan High School and Honey Creek Middle School.

### **WORK**

Northeast School Corporation, Substitute School Bus Driver, September 2009 to Present

Northeast School Corporation, Substitute Teacher, May 2010 to Present

Southwest School Corporation, Substitute School Bus Driver, February 2010 to Present

Southwest School Corporation, Substitute Teacher, January 2014 to Present

Office of Information Technology, February 2008 to 2013

### **LEADERSHIP**

Poverty and Education Seminar, Fall 2010 to Fall 2011

- Worked with a group of honors students through the University Honors Program to research how poverty effects children's education.
- Coordinated an intercultural experience for Navajo students.

Honors Peer Advisor, Fall 2009 to Spring 2011

- Mentored freshmen honors students during their transition into college and student life on campus.
- Provided programs that allowed freshmen students to create a cohort of friends within the Honors Program.

Learning Community Peer Assistant, Fall Semesters 2008 to 2012

- Worked with freshmen students to help ease their transition between high school and college.
- Served as a peer mentor on an academic level as well as a social level to become part of the university.

Fall Welcome Captain, August 2010

- Managed a group of eight to ten Fall Welcome Ambassadors throughout the Fall Welcome Orientation in addition to my own group of new students.
- Assisted in training as well as being a problem solver in personnel and logistical situations

Deborah J Ellis  
8262 E Center Road  
Sullivan, IN 47882

**Contact Phone:** (812) 798-2096

**Work Phone:** (812) 854-3664

**Email Address:** debbie.ellis@duggerunion.org

## SKILLS AND ABILITIES

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

## EXPERIENCE (1984 to Present)

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



## EDUCATION

University of Phoenix, Phoenix, AZ; Master in Business Administration Oct 2008; 3.8 out of 4 Point GPA; 39 Semester Hours

Certified Defense Financial Manager (CDFM) Certification Oct 2007

Indiana University, Indianapolis, IN; Public Management Certificate (PMC) program May 2001; 3.85 out of 4 Point GPA; 15 Semester Hours

Saint Mary of the Woods College, St Mary of the Woods, IN; Bachelor in Accounting Oct 1995; 3.75 out of 4 Point GPA; 126 Semester Hours

Union High School-Valedictorian, Dugger, IN; 1973 High School Diploma

David G. Hale

8000 S Co.Rd. 700 E.

Carlisle,In. 47838

812-659-3980

## EMPLOYMENT

- Aug. 1970 – May 2005 35 years MSD of Shakamak, Special Education
- Aug. 1968- May 1970 2 years NESC Fairbanks Departmental Math
- Aug. 1967 – May 1968 1 year Hudsonville, Illinois Community School  
5<sup>th</sup> and 6<sup>th</sup> grade/ Basketball coach 7<sup>th</sup> and 8<sup>th</sup>
- 1980 while at Shakamak taught GED classes.
- Taught remedial math one summer at Dugger NESC
- 1990 took exchange group to Germany for a month, 2 weeks of which  
included a trip to Berlin, Austria,France,and Italy.
- Since retirement in May 2005 have tutored in math for high school and  
college students.

## EDUCATION

- 1962 graduated from Pleasantville High School
- 1962 one semester at ISU
- 1962-1966 University of Mo. At Rolla, Mo. Geology and Mining engineering.
- 1966-1967 ISU BS degree in Earth Science and Mathematics.
- 1973 MS degree in Earth Science/ Special Education.
- While teaching at Shakamak I participated and helped with computer tech  
grants.

## CURRENTLY

- Actively involved with preservation of historic homes.
- Served on Sullivan County Preservation Society
- Member Sullivan County Historical Society

Dorothy Richmond Hale  
8000 S. Co. Rd. 700E.  
Carlisle, In. 47838  
812-659-3980  
[drhale@joink.com](mailto:drhale@joink.com)

## **Education**

- Graduated Sullivan High School 1962
- BS Indiana State University 1966.
- Major: Fine Art, Minor: Interior Design
- Obtained teaching license in art k-12 1967

## **Employment**

Sept. 1966 -1967 worked as a commercial artist for Industrial Research,Inc. at Beverly Shores, In.. Did spot illustrations for new products column and layout and design for the magazines and their brochures.

Jan. 1968 taught elementary art in Sullivan K-6<sup>th</sup> grade. 1 ½ years

Taught elementary art grade 1-6 at Portage Twp. Schools at Jones and Central Elementary schools in Portage, In.. 2 years.

Have been in Antique business since 1972. Owned and operated an antique mall in Carlisle for 14 years. Participate in many shows and markets around the country.

## **Community Involvement**

- Awarded a scholarship by the Presbyterian Historical Society to a workshop in Montreat, NC on writing a church history.
- In 2007 wrote a church history for Sullivan's First Presbyterian Church's sesquicentennial.
- Served on Session at the time of organizing and creating the Community Kitchen which serves a supper to those in need every Thursday night since March 2000. Created a cookbook with recipes to serve 50.

Presently writing a short history of Carlisle's oldest house.

Member of Sullivan Co. Historical Society and Sullivan Co. Art Guild.

NAME: Steven T. Hall  
ADDRESS: 8281 Washington Street, Dugger, IN 47848  
PHONE: 812-648-2278  
EMAIL: hallhossier@yahoo.com

#### EDUCATION:

Lincoln Trail College, Robinson, IL – Associates Degree – Hotel and Restaurant Management (1986-1988)

Ivy Tech, Terre Haute, IN –Intro to Computers (2003)

#### WORK SUMMARY:

- Proficient in Microsoft Office
- Professional Work History
- Decision Making Skills
- Excellent Organizational Skills
- Strong Customer Relation Skills
- Work Well Under Pressure
- Learns New Concepts Quickly
- Interface Well With All Levels of Management
- Positive Attitude
- Team Player
- Motivated; Self-Starter
- Detail-Oriented
- Multi-Tasked
- Communicates Ideas Clearly and Concise

#### PROFESSIONAL EXPERIENCE:

Long John Silvers, Linton, IN  
06/1988 – 05/2012  
Manager

##### Achievements:

- Long John Silver's Triple Crown Winner
- Won Numerous White Glove Awards
- Recognized for Outstanding Customer Service
- Serv Safe Certified
- Sexual Harassment/ Diversity/ ADA Certified

##### Responsibilities:

- Ensure excellent customer service that exceeded standards

- Ensure compliance with all restaurant policies and procedures
- Responsible for keeping restaurant clean and organized
- Implementing and executing local marketing plans
- Managing work schedules within company standards to achieve optimum coverage
- Monitored performance of the restaurant through review of P&L's and CHAMPS reports
- Maintained all daily, weekly and monthly preventative maintenance
- Serviced and repaired all restaurant cooking equipment
- Responsible for light duty electrical and plumbing repairs (change ballasts, light fixtures, water faucet stems, seats and washers, toilet flush valves)
- Managed in compliance with all local, state and federal regulations
- Recruitment and development of team members
- Creating an agenda & organizing weekly team meetings
- Asset Management

Lewellyn Technology, Linton, IN  
05/2012 – 05/2013

Regional Account Manager

Achievements:

Dale Carnegie Sales Advantage

Responsibilities:

- Managed daily sales activities and schedules
- Asset Management
- Build and maintain a strong relationship with customers to ensure excellent customer service
- Record all daily sales activities using Salesforce
- Selling of all company products and services

Abilities:

I am an experienced team player who has the ability to lead and teach others. I am a quick learner who is willing to try something new and exciting.

Computer Skills:

Microsoft Office XP : Word, Excel, Access, Outlook/Outlook Express, Photo Editor, Adobe Acrobat Full Version 6.0, Sales Force, Gmail, Mac Book Pro.

Hobbies:

I enjoy coaching my children's baseball and football teams, watching sports of all kinds, working on classic vehicles.

References:

David Wszely  
2085 St Rd 63  
Graysville, IN 47852  
812-382-4329

Karla Mullikin  
475 E Dawnview Hts  
Bloomfield, IN 47424  
812-384-3364

Gary Reid  
4500 St Rd 154  
Sullivan, IN 47882  
812-382-4406

285 S County Road 800 E  
Dugger, IN 47882  
812-798-2633  
Ellis\_kevin\_m@hotmail.com  
[Email]

## Kevin Ellis

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### SKILLS & ABILITIES

I have developed a wide range of skills and abilities with my education and years of experience in the field. I can excel in the fields of electronics, controls, instrumentation, electricity and have a very adequate working knowledge in the mechanical and computer fields as well.

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### EXPERIENCE

#### **CONTROLS AND INSTRUMENT SPECIALIST, MARATHON PETROLEUM COMPANY LLC -- ROBINSON, IL**

April 2005-Present

While at Marathon Petroleum Company LLC, I have been responsible for the maintenance and upkeep of all controls and instrumentation in the refinery. I have also been responsible for installing and maintaining the plant two-way radio communications system.

#### **ELECTRICAL TECHNICIAN, CSN LLC --TERRE HAUTE, IN**

April 2000-April 2005

While employed at CSN, LLC I was responsible to maintain all of the still mills electrical, instrumentation, and controls systems. I assisted in managing all electrical systems starting in the main incoming substation, to the programmable logic controllers and motor drive systems.

#### **REPAIR TECHNICIAN, TRW, AEG -- MARSHALL, IL**

August 1998-April 2000

While employed at TRW, AEG, I was responsible for troubleshooting and repair of electronic airbag control modules for Toyota, Chrysler, and Saab vehicles.

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### EDUCATION

#### **INDIANA STATE UNIVERSITY, BS IN ELECTRONICS TECHNOLOGY**

In May of 1998, I received my bachelor of science degree in Electronics Technology from Indiana State University in Terre Haute, IN.

#### **UNION HIGH SCHOOL, ACADEMIC HONORS DIPLOMA**

In May of 1994, I received my Academics Honors diploma from Union High School in Dugger, IN.

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# Arthur Allen Hale

## Experience

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October 2002-present                      Sugar Creek Power (Nipsco)                      Terre Haute, IN

### **Mult-crafted gas turbine operator 2**

- Control room operator
- Maintenance of all equipment
- Calibration of equipment
- First-aid, CPR, AED, and safety instructor

---

1997-1982                                      Sullivan Community Hospital,  
Health South Rehabilitation Hospital, Intel-staff                      Sullivan, Terre Haute,  
Indianapolis, IN

### **Med-Surg Registered Nurse**

- Multiple duties of registered nurse
- Head nurse responsibilities

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1978-1994                                      Indiana Michigan Power Company                      Fairbanks, IN

### **Coal handler system operator, Step-up supervisor, Control room operator**

- Operating all power plant equipment
- Supervising employees
- Repairing various power plant equipment

## Education

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1994-1997                                      Vincennes University                      Vincennes, IN

### **Associates Degree in nursing**

- Cum laude graduate

## References

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References are available on request.

# THOMAS O. PEELER

537 NELSON DRIVE, BROWNSBURG, INDIANA 46112  
PHONE 317-828-0288 E-MAIL TOPEELER@GMAIL.COM

## EDUCATION

---

### **Doctor of Philosophy (PhD), Curriculum, Instruction and Media Technology-In Progress**

- Concentrations in Research Methodology, Higher Education, and Literacy
- **Anticipated Dissertation Defense, 2014**
- **January 2014** Candidate, ABD, Indiana State University, Terre Haute, Indiana

### **Education Specialist (EdS), Educational Leadership- In Progress**

- Concentration in Advanced Leadership
- Superintendent Licensure- Applied October, 2013

August 2013

Indiana State University, Terre Haute, Indiana

### **Master of Science (MS), Educational Leadership**

- Concentrations in Curriculum, Instruction, and Literacy
- Secondary Supervision and Administration Licensure

December, 2002

Indiana University, Indianapolis, Indiana

### **Bachelor of Science (BS), English Education**

- Major Certification in English Education
- Endorsements in Reading and Geography

December, 1997

Indiana University, Indianapolis, Indiana

## PROFESSIONAL EXPERIENCE

---

### **July 2013- Present- Small School Solutions, LLP**

#### **Managing Partner**

- School Administration Support
- Data Analysis and School Leadership Consultation
- Due Diligence and Compliance
- Community advocacy and empowerment
- Served two private Choice Scholarship schools as superintendent, The Todd Academy, Project Libertas, Indianapolis, Indiana
- Chaired Application and Accreditation Committees for The Todd Academy to secure Choice Scholarship funding and Freeway Accreditation

### **July 2012-June 2013 Fall Creek Academy**

#### **Director of Secondary Education**

- Managed all functions and projects in the creation of a new high school on the Main Campus of Ivy Tech Community College.
  - Facilities- Construction project planning, safety and security, capital projects budgeting and acquisitions. Directed bid process for all contractors and vendors (custodial, food service, grounds, bus transportation, etc.). Worked with the Ivy Tech senior management to plan new K-12 facilities.
  - Curriculum- Collaborate with teachers to create standards-based curriculum maps for all content areas aligned to the Common Core State Standards (CCSS), focusing on literacy and numeracy. Further, using the CCSS and the course requirements of Ivy Tech Community College, align the maps to allow dual credit (high school and college) for junior and senior level course work allowing students to earn up to 60 college credits as they earn a Core 40 high school diploma.
  - Student Services- Serve as compliance officer for Special Education, counseling services, and attendance for all secondary students. Expulsion Examiner
  - Teacher/Staff Evaluation and Enrichment- Developed and implemented a systematic process of evaluation and professional development for all staff, administrative, instructional, and support, using the RISE rubric, and locally developed rubric (support Staff). Led sessions on many topics including: Student Engagement and Classroom Management, Teaching with Rigor, Authentic Assessment, Collaborative Teaching, Data Analysis and Decision Making, Using Video to Enhance Instruction, etcetera.
  - School Safety Specialist- Built and implemented a comprehensive safety and security plan. Conducted drills and response plans for pandemic outbreak, intruder/manmade crisis, weather preparedness, and fire code compliance. Negotiated and implemented memoranda of understanding with governmental and nongovernmental agencies.
  - District Expulsion Examiner- Conducted administrative hearings with students suspended from school for cause and referred to the superintendent for expulsion from school. Promoted social justice and equity within the school community

### **July 2011-July 2012 Carmel Clay Schools**

#### **Supervisor of Learning**

- Curriculum Specialist- Chaired curriculum writing for six content areas including all related disciplines. Coordinated and directed all textbook adoption processes
- Expulsion Examiner

- Student Services Coordination- Worked collaboratively with Special Education and supplemental student support staff to address unique student academic and behavioral supports
- Served on District Committees
- Alternative Education Roundtable- Chaired
- District Discussion Team
- Teacher Evaluation Initiative- (RISE Implementation)
- Media Center Oversight Committee- Co-chaired
- Ebook Working Group- Chaired
- Elementary and Secondary Collection Development
- School Safety Specialist

**January 2007- Present- University of Indianapolis**

**Adjunct Professor, Master of Arts in Teaching, ILEAD Principal Program**

- Advanced Teaching Methods
- Data Analysis and School Leadership
- Led and participated in colloquia
- Advised Teacher Candidate Preparatory Collaboration
- Developed and Implemented Syllabi

**July 2006-June 2011 MSD of Warren Township**

**Director of Alternative Education**

- Development and direction alternative educational programs for the district
- Planning, design, implementation, and dissemination of professional development plan
- 8 Step Educational Process
- Secondary Reading Assessment and Intervention
- Best Practices of Instruction
- At-risk Student Motivation and Behavioral Intervention
- Alignment of Curriculum to the Cognitive Development of the Disenfranchised Learner
- Supervision and evaluation of a staff of thirty-five
- Principal administrator for The Renaissance School- K-12 School with 250-350 students ranging in age from 8-22 years old
- Served on district committees
- Literacy- Authored writing handbook aligned to the district's standards
- Teacher Evaluation- Growth Oriented Teacher Evaluation
- Negotiations- Bargaining Unit Discussions- Administrative Representative
- Safety and Security Team- FEMA Emergency Management Certification

**January 2004- June 2006 Brownsburg High School**

**Director, The Cooperative Achievement Program**

- Supervise and evaluate a staff of seventeen
- Responsible for all financial matters (General fund, CPF, ECA, etc.)
- Prepared master schedule
- Prepared and filed all necessary reports with the Indiana DOE

- Community relations and stakeholder communications

**September 2003-January 2004 Brownsburg High School**

**Assistant Director, The Cooperative Achievement Program**

- Revised curriculum in all content areas to assure alignment to the Indiana State Academic Standards and increased academic rigor
- Initiated a horizontally aligned reading program in all content areas
- Supervised and evaluated staff of seven
- Created new Student Handbook

## **SPEAKING AND PRESENTATIONS**

---

<b>The National Youth At Risk Conference</b>	<b>2004, 2007, 2008, 2011</b>
<b>Indiana Urban Schools Conference</b>	<b>2007, 2009, 2010</b>
<b>National Dropout Prevention Network</b>	<b>2006</b>
<b>Indiana Department of Education Alternative Education</b>	<b>2005 to 2007</b>

- Advisory group member

### **Seminars and Courses Taught or Presented**

- Alternative Education
- Data Driven Leadership
- Advanced Economics of Education
- Qualitative Methods of Program Evaluation
- Advanced Analytical and Inferential Statistics
- Advanced Quantitative Analysis
- Advanced Organizational Change in Educational Settings
- Motivating the At-Risk Learner
- Best practices in Alternative Education
- Cognitive Coaching
- Non-violent Crisis Intervention
- Secondary Literacy
- Reengaging the Disenfranchised Learner
- Rigor is the Key
- School Community Partnerships

## **PROFESSIONAL MEMBERSHIPS**

---

Indiana Association of School Principals  
National Association of Secondary School Principals  
National Council of the Teachers of English  
International Reading Association  
Association for Supervision and Curriculum Development  
International Center for Leadership in Education  
Indiana Urban Schools Association  
Indiana Association of Public School Superintendents

**REFERENCES AVAILABLE UPON REQUEST**

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# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 2**

**Head of School/Principal Candidate Resume**

# THOMAS O. PEELER

537 NELSON DRIVE, BROWNSBURG, INDIANA 46112  
PHONE 317-828-0288 E-MAIL TOPEELER@GMAIL.COM

## EDUCATION

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### **Doctor of Philosophy (PhD), Curriculum, Instruction and Media Technology-In Progress**

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Indiana University, Indianapolis, Indiana

### **Bachelor of Science (BS), English Education**

- Major Certification in English Education
- Endorsements in Reading and Geography

December, 1997  
Indianapolis, Indiana  
Indiana University,

## PROFESSIONAL EXPERIENCE

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### **July 2013- Present- Small School Solutions, LLP Managing Partner**

- School Administration Support
- Data Analysis and School Leadership Consultation
- Due Diligence and Compliance
- Community advocacy and empowerment
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#### **Main Campus of Ivy Tech Community College.**

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- **District Expulsion Examiner-** Conducted administrative hearings with students suspended from school for cause and referred to the superintendent for expulsion from school. Promoted social justice and equity within the school community

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##### **Supervisor of Learning**

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- Best Practices of Instruction
- At-risk Student Motivation and Behavioral Intervention
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- Initiated a horizontally aligned reading program in all content areas
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## **SPEAKING AND PRESENTATIONS**

---

<b>The National Youth At Risk Conference</b>	<b>2004, 2007, 2008,</b>
<b>2011</b>	
<b>Indiana Urban Schools Conference</b>	<b>2007, 2009, 2010</b>
<b>National Dropout Prevention Network</b>	<b>2006</b>
<b>Indiana Department of Education Alternative Education</b>	<b>2005 to 2007</b>

- Advisory group member

### **Seminars and Courses Taught or Presented**

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- Advanced Economics of Education
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- Cognitive Coaching
- Non-violent Crisis Intervention
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- Reengaging the Disenfranchised Learner
- Rigor is the Key
- School Community Partnerships

## **PROFESSIONAL MEMBERSHIPS**

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Indiana Association of School Principals  
National Association of Secondary School Principals  
National Council of the Teachers of English  
International Reading Association  
Association for Supervision and Curriculum Development  
International Center for Leadership in Education  
Indiana Urban Schools Association  
Indiana Association of Public School Superintendents

**REFERENCES AVAILABLE UPON REQUEST**

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# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 3**

### **School Administrators' Resumes**

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## ***Dugger-Union CSC***

### **Submission 3, Additional Administrator Resumes**

*February 2014*

Not Applicable

The Board has not received any nor solicited any resume or CV for planned administrative positions.

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 4**

### **Governance Documents**

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

P.O. BOX 2508  
CINCINNATI OH 45201

In reply refer to: 9999999999  
Feb. 18, 2014 LTR 3367C SO  
46-4351497 000000 00

00027234  
BODC: TE

DUGGER UNION COMMUNITY SCHOOLS  
CORPORATION  
C/O KYLE FOLI  
15050 W 500 N  
JASONVILLE IN 47438



021292 .

Employer identification number: 46-4351497  
Tax form: 1023  
Document locator number: 17053-024-31603-4  
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into two groups:

1. Those that can be processed based on information submitted
2. Those that require additional information to be processed

If your application falls in the first group you'll receive a determination letter within approximately 90 days from the date of this notice stating that you re exempt from federal income tax.

If your application falls in the second group, you'll be contacted when your application has been assigned to an Exempt Organizations specialist for review. You can expect to be contacted within approximately 180 days from the date of this notice. After 180 days, if you haven't been notified your application was assigned to a specialist, you can contact Customer Account Services Monday through Friday at the toll-free number shown above to check on its status. The individual calling on your behalf will need the following information:

- \* Your name
- \* Your employer identification number (EIN)
- \* The document locator number listed above and assigned to your request
- \* A proper power of attorney submitted with your exemption application, unless the individual calling is an officer or director and legally authorized to represent you

The IRS doesn't issue "tax-exempt numbers" or "tax-exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

Most organizations are required to file an annual information return

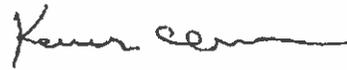
DUGGER UNION COMMUNITY SCHOOLS  
CORPORATION  
C/O KYLE FOLI  
15050 W 500 N  
JASONVILLE IN 47438

(Form 990, Form 990-EZ, or Form 990-PF) or electronic notice (Form 990-N, the e-Postcard) while their applications for exemption or miscellaneous determination requests are pending. If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked. Visit [www.irs.gov](http://www.irs.gov) and type "annual exempt organization return: who must file" in the search box for information on the types of organizations that are required to file annual returns or notices.

To receive the Exempt Organizations' EO Update, an electronic newsletter with information for tax-exempt organizations and tax practitioners, go to [www.irs.gov/charities](http://www.irs.gov/charities) and click on "Free e-Newsletter."

For tax forms, instructions, and publications, visit [www.irs.gov](http://www.irs.gov) or call 1-800-TAX-FORM (1-800-829-3676).

Sincerely yours,



Kenneth Corbin, Acting Director  
Exempt Organizations

# Form 1023 Checklist

## (Revised December 2013)

### Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

**Note.** Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

**Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.**

- Assemble the application and materials in this order:
  - Form 1023 Checklist
  - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
  - Form 8821, *Tax Information Authorization* (if filing)
  - Expedite request (if requesting)
  - Application (Form 1023 and Schedules A through H, as required)
  - Articles of organization
  - Amendments to articles of organization in chronological order
  - Bylaws or other rules of operation and amendments
  - Documentation of nondiscriminatory policy for schools, as required by Schedule B
  - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
  - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
  
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
  
- Employer Identification Number (EIN)
  
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
  - You must provide specific details about your past, present, and planned activities.
  - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
  - Describe your purposes and proposed activities in specific easily understood terms.
  - Financial information should correspond with proposed activities.
  
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
 

Schedule A	Yes ___ No <u>X</u>	Schedule E	Yes ___ No <u>X</u>
Schedule B	Yes <u>X</u> No ___	Schedule F	Yes ___ No <u>X</u>
Schedule C	Yes ___ No <u>X</u>	Schedule G	Yes ___ No <u>X</u>
Schedule D	Yes ___ No <u>X</u>	Schedule H	Yes ___ No <u>X</u>

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
  - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) 1, 1, 2 Bylaws
  - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law 1, IV, 2 Articles of Incorporation
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
  - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service  
P.O. Box 192  
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service  
201 West Rivercenter Blvd.  
Attn: Extracting Stop 312  
Covington, KY 41011

## Power of Attorney and Declaration of Representative

▶ Type or print. ▶ See the separate instructions.

OMB No. 1545-0150

For IRS Use Only

Received by: \_\_\_\_\_

Name \_\_\_\_\_

Telephone \_\_\_\_\_

Function \_\_\_\_\_

Date / / \_\_\_\_\_

**Part I** **Power of Attorney**

**Caution:** A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

**1 Taxpayer information.** Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address <b>DUGGER UNION COMMUNITY SCHOOLS CORPORATION</b> <b>C/O KYLE FOLI</b> <b>18050 W 500 N</b> <b>JASONVILLE IN 47438</b>	Taxpayer identification number(s) <b>48-4351497</b> Daytime telephone number <b>812-249-1281</b> Plan number (if applicable)
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hereby appoints the following representative(s) as attorney(s)-in-fact:

**2 Representative(s) must sign and date this form on page 2, Part II.**

Name and address <b>R RANDALL BAKER</b> <b>P O BOX 436</b> <b>LINTON IN 47441-0436</b>	CAF No. <b>5005-10294R</b> PTIN <b>P00161081</b> Telephone No. <b>812-847-1800</b> Fax No. <b>812-847-1900</b>
Check if to be sent notices and communications <input checked="" type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address  	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
Check if to be sent notices and communications <input type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address  	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service for the following matters:

**3 Matters**

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions for line 3)
<b>INCOME</b>	<b>990, 1023</b>	<b>2014</b>

**4 Specific use not recorded on Centralized Authorization File (CAF).** If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

**5 Acts authorized.** Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

Disclosure to third parties;  Substitute or add representative(s);  Signing a return; \_\_\_\_\_

Other acts authorized: \_\_\_\_\_ (see instructions for more information)

**Exceptions.** An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here  **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 Signature of taxpayer. If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.

X Kyle D. Foli 1/19/14  
 Signature Date PRESIDENT Title (if applicable)

KYLE FOLI  
 Print Name

PIN Number

Print name of taxpayer from line 1 if other than individual

**Part II Declaration of Representative**

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
  - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
  - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
  - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
  - d Officer—a bona fide officer of the taxpayer's organization.
  - e Full-Time Employee—a full-time employee of the taxpayer.
  - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
  - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
  - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
  - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
  - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
  - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE. See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
C	INDIANA	00088587-EA		1/18/14

A new interactive version of Form 1023 is available at [www.irs.gov/exempt](http://www.irs.gov/exempt). It includes prerequisite questions, auto-calculated fields, help buttons and links to relevant information.

Form **1023**  
(Rev. December 2013)  
Department of the Treasury  
Internal Revenue Service

**Application for Recognition of Exemption  
Under Section 501(c)(3) of the Internal Revenue Code**

(00) OMB No. 1545-0058

Note: If exempt status is approved, this application will be open for public inspection.

▶ (Use with the June 2008 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at [www.irs.gov](http://www.irs.gov) for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

**Part I Identification of Applicant**

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
DUGGER UNION COMMUNITY SCHOOLS CORPORATION		KYLE FOLI	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
15050 W 500 N		46-4351497	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
JASONVILLE IN 47438		12-31	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 812-249-1281	
a Name: KYLE FOLI		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: <a href="http://duggerunion.org">duggerunion.org</a>			
b Organization's email: (optional) <a href="mailto:kyle.foli@duggerunion.org">kyle.foli@duggerunion.org</a>			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		12 / 26 / 2013	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

**Part II Organizational Structure**

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT** file this form unless you can check "Yes" on lines 1, 2, 3, or 4.

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.  Yes  No
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.  Yes  No
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.  Yes  No
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.  Yes  No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust.  Yes  No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected.  Yes  No

**Part III Required Provisions in Your Organizing Document**

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT** file this application until you have amended your organizing document. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): PAGE 1, ARTICLE 1, PARA 2
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. ARTICLES OF INCORPORATION, ARTICLE 4, PARA 2
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

**Part IV Narrative Description of Your Activities**

Using an attachment, describe your past, present, and planned activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
KYLE FOLI	PRESIDENT	15050 W 500 N JASONVILLE IN 47438	0
GREG ELLIS	VICE PRESIDENT	1006 S JOHNSON ST DUGGER IN 47848	0
DEBBIE ELLIS	SECRETRAY	8262 E CENTER ROAD SULLIVAN IN 47882	0
LISA NICOL	TREASURER	P O BOX 233 DUGGER IN 47882	0

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

**b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

**c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. *See Attachment*  Yes  No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.  Yes  No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship.  Yes  No
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement.  Yes  No
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?  Yes  No
- b** Do you or will you approve compensation arrangements in advance of paying compensation?  Yes  No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements?  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?  Yes  No
- e Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source?  Yes  No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.  Yes  No
  - b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
  - c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.  Yes  No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases.  Yes  No

- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.  Yes  No

- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.  Yes  No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.  Yes  No

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.  Yes  No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.  Yes  No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.  Yes  No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.  Yes  No

**Part VII Your History**

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G.  Yes  No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.  Yes  No

**Part VIII Your Specific Activities**

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain.  Yes  No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.  Yes  No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.  Yes  No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data.  Yes  No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.  Yes  No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

**Part VIII Your Specific Activities (Continued)**

- 4a** Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)  Yes  No
- |   |   |
|---|---|
| <input checked="" type="checkbox"/> mail solicitations              | <input checked="" type="checkbox"/> phone solicitations                                   |
| <input checked="" type="checkbox"/> email solicitations             | <input type="checkbox"/> accept donations on your website                                 |
| <input checked="" type="checkbox"/> personal solicitations          | <input checked="" type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations                        |
| <input checked="" type="checkbox"/> foundation grant solicitations  | <input type="checkbox"/> Other  |
- Attach a description of each fundraising program.
- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements.  Yes  No
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.  Yes  No
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.  Yes  No
- 
- 5** Are you affiliated with a governmental unit? If "Yes," explain.  Yes  No
- 6a** Do you or will you engage in economic development? If "Yes," describe your program.  Yes  No
- b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.
- 
- 7a** Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.  Yes  No
- b** Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.  Yes  No
- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
- 
- 8** Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.  Yes  No
- 
- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.  Yes  No
- b** Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  Yes  No
- c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).  Yes  No
- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).  Yes  No
- 
- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.  Yes  No

**Part VIII Your Specific Activities (Continued)**

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.  Yes  No
- 
- 12a** Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a.  Yes  No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
- 
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.  Yes  No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract.  Yes  No
- d** Identify each recipient organization and any relationship between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i) Do you require an application form? If "Yes," attach a copy of the form.  Yes  No
- (ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.  Yes  No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
- 
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.  Yes  No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries.  Yes  No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.  Yes  No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.  Yes  No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.  Yes  No

**Part VIII Your Specific Activities (Continued)**

- 15 Do you have a close connection with any organizations? If "Yes," explain.  Yes  No
- 16 Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain.  Yes  No
- 17 Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain.  Yes  No
- 18 Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain.  Yes  No
- 19 Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity.  Yes  No
- 20 Is your main function to provide hospital or medical care? If "Yes," complete Schedule C.  Yes  No
- 21 Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F.  Yes  No
- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H.  Yes  No

**Note:** Private foundations may use Schedule H to request advance approval of individual grant procedures.

**Part IX Financial Data**

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

<b>A. Statement of Revenues and Expenses</b>					
Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From 1-1-14 To 12-31	(b) From 1-1-15 To 12-31	(c) From 1-1-16 To 12-31	(d) From To	
<b>1</b> Gifts, grants, and contributions received (do not include unusual grants)	1830000	1830000	1830000		5490000
<b>2</b> Membership fees received					
<b>3</b> Gross investment income					
<b>4</b> Net unrelated business income					
<b>5</b> Taxes levied for your benefit					
<b>6</b> Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
<b>7</b> Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
<b>8</b> Total of lines 1 through 7	1830000	1830000	1830000		5490000
<b>9</b> Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
<b>10</b> Total of lines 8 and 9	1830000	1830000	1830000		5490000
<b>11</b> Net gain or loss on sale of capital assets (attach schedule and see instructions)					
<b>12</b> Unusual grants					
<b>13</b> Total Revenue Add lines 10 through 12	1830000	1830000	1830000		1830000
<b>14</b> Fundraising expenses					
<b>15</b> Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
<b>16</b> Disbursements to or for the benefit of members (attach an itemized list)					
<b>17</b> Compensation of officers, directors, and trustees					
<b>18</b> Other salaries and wages	1724000	1724000	1724000		
<b>19</b> Interest expense					
<b>20</b> Occupancy (rent, utilities, etc.)	100000	100000	100000		
<b>21</b> Depreciation and depletion					
<b>22</b> Professional fees					
<b>23</b> Any expense not otherwise classified, such as program services (attach itemized list)					
<b>24</b> Total Expenses Add lines 14 through 23	1824000	1824000	1824000		

**Part IX Financial Data (Continued)**

**B. Balance Sheet (for your most recently completed tax year)**

		Year End:	
		(Whole dollars)	
<b>Assets</b>			
1	Cash . . . . .	1	100
2	Accounts receivable, net . . . . .	2	
3	Inventories . . . . .	3	
4	Bonds and notes receivable (attach an itemized list) . . . . .	4	
5	Corporate stocks (attach an itemized list) . . . . .	5	
6	Loans receivable (attach an itemized list) . . . . .	6	
7	Other investments (attach an itemized list) . . . . .	7	
8	Depreciable and depletable assets (attach an itemized list) . . . . .	8	
9	Land . . . . .	9	
10	Other assets (attach an itemized list) . . . . .	10	
11	Total Assets (add lines 1 through 10) . . . . .	11	
<b>Liabilities</b>			
12	Accounts payable . . . . .	12	
13	Contributions, gifts, grants, etc. payable . . . . .	13	
14	Mortgages and notes payable (attach an itemized list) . . . . .	14	
15	Other liabilities (attach an itemized list) . . . . .	15	
16	Total Liabilities (add lines 12 through 15) . . . . .	16	100
<b>Fund Balances or Net Assets</b>			
17	Total fund balances or net assets . . . . .	17	100
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17) . . . . .	18	100
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Part X Public Charity Status**

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.  Yes  No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.  Yes  No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.  Yes  No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?  Yes  No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
- b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
- c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
- d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

**Part X Public Charity Status (Continued)**

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at [www.irs.gov](http://www.irs.gov) or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

**Consent: Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

For Organization

.....  
(Signature of Officer, Director, Trustee, or other authorized official)

.....  
(Type or print name of signer)

.....  
(Date)

.....  
(Type or print title or authority of signer)

For IRS Use Only

.....  
IRS Director, Exempt Organizations

.....  
(Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (a) on Part IX-A, Statement of Revenues and Expenses. \_\_\_\_\_

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.  Yes  No

**Part XI User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at [www.irs.gov](http://www.irs.gov) and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-6500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000?  Yes  No  
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).  
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

*Kyle D. Foli*  
 (Signature of Officer, Director, Trustee, or other authorized official)

**KYLE FOLI**  
 (Type or print name of signer)  
**PRESIDENT**  
 (Type or print title or authority of signer)

*1/19/14*  
 (Date)

**Reminder:** Send the completed Form 1023 Checklist with your filled-in-application.

**Part I Identification of Applicant**

7. If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative.

R RANDALL BAKER  
P O BOX 438  
LINTON IN 47441-0438

**Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

5a. Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.

SEE ATTACHED, ADOPTED IN BY-LAWS BY MEMBERS

**Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You**

1a. In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals.

OUR ORGANIZATION PROVIDED SERVICES TO INDIVIDUALS, ELEMENTARY AND SECONDARY EDUCATION.

**Part VIII Your Specific Activities**

11. Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.

OUR ORGANIZATION WILL ACCEPT CONTRIBUTIONS OF THIS NATURE, BUT HAVE NOT RECEIVED ANY AT THIS TIME.

**Schedule B. Schools, Colleges, and Universities**

If you operate a school as an activity, complete Schedule B

**Section I Operational Information**

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.  Yes  No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.  Yes  No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.  Yes  No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.  Yes  No
- 3** In what public school district, county, and state are you located?  
**NORTHEAST SULLIVAN, SULLIVAN COUNTY, INDIANA**
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county?  Yes  No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  Yes  No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  Yes  No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.  Yes  No

**Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.  Yes  No

**Note.** Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

**Section II Establishment of Racially Nondiscriminatory Policy**

Information required by Revenue Procedure 75-50.

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557.  Yes  No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy?  Yes  No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain.  Yes  No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.  Yes  No

**Schedule B. Schools, Colleges, and Universities (Continued)**

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
MULTIRACIAL	0	1	0	0	0	0
HISPANIC	0	4	0	0	0	0
WHITE	0	295	0	24	0	6
<b>Total</b>	0	300		24	0	6

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
WHITE								
<b>Total</b>	0	0	0	0	0	0	0	0

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.  Yes  No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)  Yes  No

**DUGGER UNION COMMUNITY SCHOOLS CORPORATION**

**46-4351497**

**ATTACHMENT TO FORM 1023**

**Part IV, Page 2a – Yes**

Greg Ellis – Vice President (son of Debbie)

Debbie Ellis – Secretary (mother of Greg)

**Part VI, Page 5, Form 1023:**

Our service is to provide K through Grade 12 public education to the community of Dugger, IN and the greater community.

**Part VIII, Page 6, Form 1023:**

Any donations received or given will be used for the support of the students of the Dugger-Union Community School Corporation.

Mail Solicitations – Dugger-Union Community Schools will send flyers to alumni and potentially business organizations to explain our new school concept and seek donations for financial support.

Email Solicitations – Dugger-Union Community Schools will send emails to alumni and potential business organizations to explain our new school concept and seek donations for financial support.

Personal Solicitations – Dugger-Union Community Schools will discuss with individuals on a one-on-one basis to explain our new school concept and seek donations to provide support for financial support.

Foundation grant solicitations - Dugger-Union Community Schools will seek the opportunity to receive grant funding to provide equipment and curriculum for outstanding educational classes, including but not limited to, mathematics, science, English and liberal arts.

Phone Solicitations – Dugger-Union Community Schools will seek donations via telephone solicitations to alumni and potential business organizations to explain our new school concept and seek support for start-up funding.

Receive donations from another organization's website –

Government grant solicitations -

**Dugger-Union Community Schools  
Meeting Minutes**

**December 29, 2013**

**Present:** Tom Peeler, Matt Brooks, Greg Ellis, Kyle Foll, Crystl Foll, Debbie Ellis,  
Lisa Nicol, Terri Heaton, Steve Hall, John Delph, Kevin Ellis, et al

**Next meeting:** 01/11/2014, Saturday, 2:00 p.m., American Legion, Dugger, IN

**I. Announcements**

- A. Creation of working name for group/school – Dugger Union Community Schools**
- B. Creation of School Board Members**
  - a. President – Kyle Foll**
  - b. Vice President – Greg Ellis**
  - c. Secretary – Debbie Ellis**
  - d. Treasurer – Lisa Nicol**
    - i. Banking needs - A checking account to be established in the name of Dugger Union Community Schools at First Financial Bank in Dugger**

**II. Discussion**

Question & Answers from those present to Tom Peeler revolving around what a charter can/cannot do, financial needs to operate, other than a lack of finances what would cause a charter school not to succeed, discussion of Gap Loans, continuing to offer Varsity level sports, needed items for our charter application, charter application timeline, and desired curriculum.

Discussed various grants and applications and the whys and why-nots of Charter School Companies, For Profit Charter Schools, and the steps needed to pursue our not-for-profit status.

Also discussed a second option for the school in which to request from the NESC School Board the intention to re-district the Dugger schools.

**III. Roundtable**

Discussion of ideas to help the build the kids' morale up during these trying times. Need to do a poll of the entire community on whether they will attend a charter school. Need someone to be in charge of public media. Nikki McCoy volunteered. Larry Cornelius wants a peaceful protest at the next School Board meeting on January 13.

State of Indiana  
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

DUGGER UNION COMMUNITY SCHOOLS CORPORATION

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

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



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

*Connie Lawson*

CONNIE LAWSON,  
SECRETARY OF STATE

RECEIVED 12/28/2013 10:33 AM

APPROVED AND FILED  
CONNIE LAWSON  
INDIANA SECRETARY OF STATE  
12/28/2013 10:52 AM

**ARTICLES OF INCORPORATION**

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

**ARTICLE I - NAME AND PRINCIPAL OFFICE**

DUGGER UNION COMMUNITY SCHOOLS CORPORATION

**ARTICLE II - REGISTERED OFFICE AND AGENT**

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

**ARTICLE III - INCORPORATORS**

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

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

**ARTICLE IV - GENERAL INFORMATION**

Effective Date: 12/20/2013

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

**The purposes/nature of business**

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

**Distribution of assets on dissolution or final liquidation**

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

**Dugger-Union Community Schools Form 1023 Attachment****Part IV. Narrative Description of Your Activities**

The Dugger-Union Community School Corporation is a charter school corporation established to operate a K-12 school serving the children of the Cass and Jefferson Townships in Sullivan County, Indiana. The creation of the corporation was established with the Indiana Secretary of State as a not for profit charter school in December of 2013 in response to the decision of our local consolidated school district to close both schools in the town of Dugger, Indiana. Pursuant to Indiana law, the community can form a not for profit corporation and petition the local district to redraw the district lines, thus creating a new school territory. The proposal of the community to the Northeast School Corporation is to return the district lines to the historic (pre 1965) boundaries, in this case, Cass and Jefferson Townships. All income of the school corporation, in accordance with state and federal law, will be used for the educational needs of the students and the operation of a K-12 public school. Following the corporation's articles of incorporation and bylaws, the school will promote an environment of equity and equal access for all students, regardless of race, ethnicity, sex, or creed. Further, the Dugger-Union Community School Corporation will comply with all state and federal laws regarding non-discriminatory hiring and employment practices.

Name: DUGGAR UNION COMMUNITY SCHOOLS CORPORATION EIN: 48-4351497

Sch-B Detail Page 3

1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school.

OUR PRIMARY FUNCTION WILL BE ELEMENTARY AND SECONDARY EDUCATION

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Sch B - Section 11

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NON DISCRIMINATION POLICY IS LOCATED IN THE  
CODE OF BYLAWS, ARTICLE 1, SECTION 1.03

**CODE OF BY-LAWS  
OF**

**Dugger Union Community Schools Corporation**

**Adopted January 19, 2014**

**ARTICLE 1**

**Identification**

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

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

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

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

**ARTICLE 2**

**Membership**

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

**ARTICLE 3**

**Board of Trustees**

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **ARTICLE 4**

##### **Officers**

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

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

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

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

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

belonging to the corporation, shall authenticate records of the Corporation, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Trustees.

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

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

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

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

**ARTICLE 5**

**Loans to Officers and Trustees**

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

**ARTICLE 6**

**Financial Affairs**

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

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

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

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

**ARTICLE 7**

**Fiscal Year**

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

ARTICLE 8

Prohibited Activities

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

ARTICLE 9

Amendments

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

Approved and adopted January 19, 2014 by

Kyle D. Foli  
President

Deborah J. Ellis  
Secretary

Lisa Friel  
Treasurer

Member

Deborah J. Ellis  
Member

Superintendent, Witness

State of Indiana  
Office of the Secretary of State

CERTIFICATE OF INCORPORATION

of

**DUGGER UNION COMMUNITY SCHOOLS CORPORATION**

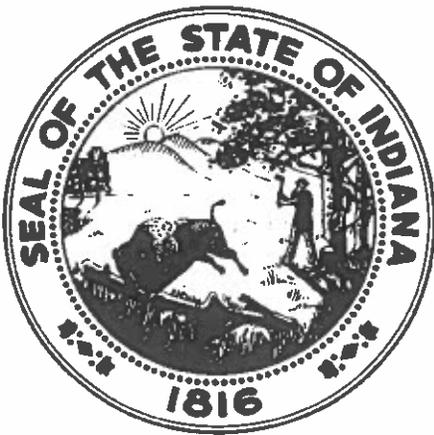
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*Connie Lawson*

CONNIE LAWSON,  
SECRETARY OF STATE



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

**ARTICLES OF INCORPORATION**

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

**ARTICLE I - NAME AND PRINCIPAL OFFICE**

DUGGER UNION COMMUNITY SCHOOLS CORPORATION

**ARTICLE II - REGISTERED OFFICE AND AGENT**

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

**ARTICLE III – INCORPORATORS**

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

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

**ARTICLE IV – GENERAL INFORMATION**

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

**The purposes/nature of business**

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

**Distribution of assets on dissolution or final liquidation**

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

# PENDING

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## ARTICLES OF INCORPORATION

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

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### ARTICLE I - NAME AND PRINCIPAL OFFICE

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DUGGER UNION COMMUNITY SCHOOLS CORPORATION

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### ARTICLE II - REGISTERED OFFICE AND AGENT

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

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

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# FEDERAL EIN APPLICATION (/)

IRS Form SS4 / Apply Online Instantly

## Order Complete

We have received your order for a new EIN. We are currently handling your submission and filing the proper paperwork.

You will receive an email with details on checking the status of your order. **Make sure you check your spam folder if you have not received any emails and please note or print the Transaction ID below.**

**Your Transaction ID:** 1000014310B1F7A7

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EIN Filing Service | 303 W Loop 281, Suite 110 #185, Longview, Texas 75605

CODE OF BY-LAWS  
OF

Dugger Union Community Schools Corporation

Adopted January 19, 2014

ARTICLE 1  
Identification

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

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ARTICLE 2  
Membership

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ARTICLE 3  
Board of Trustees

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Section 3.03. Initial Trustees. All members of the initial Board of Trustees (the "Initial Trustees") shall be elected by the Members.

Section 3.04. Term. The Initial Trustees shall be divided into three classes as nearly equal in number as possible. The terms of initial Trustees in the first group expire at the first annual meeting of the Trustees after their election, the terms of the second group expire at the second annual meeting of the Trustees after their election, and the terms of the third group expire at the third annual meeting of the Trustees after their election. At each annual meeting of the Trustees held thereafter, Trustees shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Trustees shall be eligible for re-election or reappointment; provided, however, no person may serve as a Trustee for more than 3 consecutive three (3) year terms.

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

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

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

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

Section 3.10. Quorum. A quorum of the Board of Trustees at any annual, regular or special meeting of the Board of Trustees shall be a majority of the duly qualified members of the Board of Trustees then occupying office, but in no case

shall there be less than two (2) Trustees present. The act of a majority of the Trustees present at a meeting who constitute a quorum shall be the act of the Board of Trustees. [The Board of Trustees will always attempt to arrive at a consensus before resorting to a majority vote.]

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

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

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

## ARTICLE 4

### Officers

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

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

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

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

Section 4.05. Secretary. The Secretary shall have the custody and care of the corporate records and the minute book of the Corporation. The Secretary shall attend all the meetings if the Board of Trustees of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings,

and shall perform a like duty for all standing committees of the Board of Trustees when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the corporation, shall authenticate records of the Corporation, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Trustees.

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

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

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

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

## ARTICLE 5

### Loans to Officers and Trustees

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

## ARTICLE 6

### Financial Affairs

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

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

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

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

## ARTICLE 7

**Fiscal Year**

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

**ARTICLE 8**

**Prohibited Activities**

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

**ARTICLE 9**

**Amendments**

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

Approved and adopted January 19, 2014 by

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Treasurer

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

\_\_\_\_\_  
Superintendent, Witness

**CODE OF BY-LAWS  
OF**

**Dugger Union Community Schools Corporation**

**Adopted February 2, 2014**

**ARTICLE 1  
Identification**

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

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

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

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

**ARTICLE 2  
Membership**

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

**ARTICLE 3  
Board of Trustees**

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

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

privileges, duties, limitation and restrictions. A majority of the members of the Board of Trustees must be residents of Cass Township, Indiana.

**Section 3.03. Initial Trustees.** All members of the initial Board of Trustees (the "Initial Trustees") shall be elected by the Members.

**Section 3.04. Term.** The Initial Trustees shall be divided into three classes as nearly equal in number as possible. The terms of initial Trustees in the first group expire at the first annual meeting of the Trustees after their election, the terms of the second group expire at the second annual meeting of the Trustees after their election, and the terms of the third group expire at the third annual meeting of the Trustees after their election. At each annual meeting of the Trustees held thereafter, Trustees shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Trustees shall be eligible for re-election or reappointment; provided, however, no person may serve as a Trustee for more than 3 consecutive three (3) year terms.

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

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

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

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

**Section 3.09. Notice of Meetings.** Notice of all meetings of the Board of Trustees, except as herein otherwise provided, shall be given by mailing same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2) days before the meeting to the usual business or residence address of the Trustee as shown upon the records of the Corporation. Notice of any

meeting of the Board of Trustees may be waived in a document filed with the secretary by any Trustee of the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at any meeting of the Board of Trustees shall constitute a waiver of notice of that meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or and the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting.

**Section 3.10. Quorum.** A quorum of the Board of Trustees at any annual, regular or special meeting of the Board of Trustees shall be a majority of the duly qualified members of the Board of Trustees then occupying office, but in no case shall there be less than two (2) Trustees present. The act of a majority of the Trustees present at a meeting who constitute a quorum shall be the act of the Board of Trustees. [The Board of Trustees will always attempt to arrive at a consensus before resorting to a majority vote.]

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

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

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

## ARTICLE 4

### Officers

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

**Section 4.02. Election, Term of office and Qualification.** All officers shall be chosen annually by the Board of Trustees at the annual meeting of the Board of Trustees. Each officer shall hold office (unless

the officer resigns, is removed, or dies) until the next annual meeting of the Board of Trustees or until a successor is chosen and qualified.

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

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

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

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

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

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

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

## **ARTICLE 5**

### **Loans to Officers and Trustees**

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

## **ARTICLE 6**

### **Financial Affairs**

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

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

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

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

## **ARTICLE 7**

### **Fiscal Year**

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

## **ARTICLE 8**

### **Prohibited Activities**

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

## **ARTICLE 9**

### **Amendments**

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

**DUGGER UNION COMMUNITY SCHOOLS CORPORATION**

**46-4351497**

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

**ARTICLE 8**

**Prohibited Activities**

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

**ARTICLE 9**

**Amendments**

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

Approved and adopted January 19, 2014 by

Kyle D. Foli  
President

Deborah J. Ellis  
Secretary

Lisa Fiol  
Treasurer

Thomas J. Paul  
Member  
Superintendent, Witness

Deborah J. Ellis  
Member

Kyle Foli  
15050 West 500 North  
Jasonville, IN 47438

Greg Ellis  
1006 E Johnson Street  
Dugger, IN 47848

Debbie Ellis  
8262 E Center Road  
Sullivan, IN 47882

Lisa Nicols  
P.O. Box 233  
Dugger, IN 47848

Justin Todd  
6459 S. ST. RD. 159  
Carisle, IN 47838

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 5**

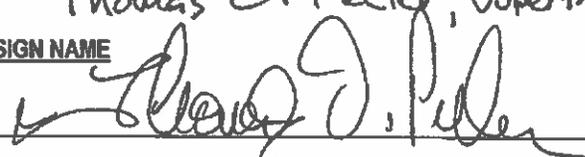
**Statement of Assurances (signed and dated)**

**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.

<input checked="" type="checkbox"/> 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.	
<b>Signature from Authorized Representative of the Charter School Applicant</b>	
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.	
<u>PRINT NAME &amp; TITLE</u> Thomas D. Peeley, Superintendent	<u>DATE</u> 2/21/2014
<u>SIGN NAME</u> 	

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 6**

**Board Member Information (Completed  
by each Board Member of the proposed  
Charter Holder)**

## CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Dugger Union Community School Corporation
2. Your full name: Kyle David Foli
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have 20 plus years of management experience and now with completing my Master's in Public Service Administration, I know I can make sound business decisions.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes  
My wife and I have live in the area almost all our life. We know prospective board members through school functions and town events. In addition, some of our children are at the same school and some in the same class.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
 I / we do not know any such persons.  Yes

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

---

**Certification**

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

Kyle D. Foli  
Signature

2/20/2014  
Date

**Kyle D. Foli**  
15050 W. 500 N.  
Jasonville, IN. 47438  
Home (812)-648-2338

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

**Experience:**

*EHS Generation Specialist- Corporate (Promoted December 2006).*

**Hoosier Energy REC, Inc.**

Bloomington, IN December 2006 to present

- Responsible for planning, coordinating, and implementing various projects to support corporate environmental, health and safety policies, goals and strategic initiatives. Including construction of Selective Catalytic Scrubbers (SCR), landfill, precipitators, restoration projects and building additions.
- Compile, perform and verify periodic monitoring reports and sampling results into reports to satisfy regulatory requirements, including industrial hygiene related surveys.
- Research the quality of service, pricing and availability of consultants and other vendors of goods and contracted services, prepare specifications for engineering and consultant services, equipment procurement and contractor services, and functioned in a project / construction management role as appropriate.
- Review construction and project proposals for all areas of safety and environmental to ensure that all policies and procedures are followed according to regulations and laws at the local, state and federal levels to assure compliance.
- Responsible for plant security, hunting and fishing on Hoosier Energy properties.

*Safety and Loss Control Coordinator (Promoted from plant level to Corporate level Jan. 1, 2005)*

**Hoosier Energy REC, Inc.**

Bloomington, IN March 2005 to present

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

***Safety, Health & Environmental Engineer***

**PolyOne Corporation**

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

- Ensure that all safety, health and environmental policies are followed and met at two manufacturing operations with over 250 employees.
- Work closely with Indiana and Kentucky State governments on environmental Title V and Minor Source Air permitting compliance.
- Prepare and complete all environmental reports that include but are not limited to NPDES wastewater, SARA 311, 312, & 313 reports, SPCC.
- Coordinate and direct five Safety Administrators along with four company safety councils and emergency response teams to address plant issues and provide emergency response coverage for the facility.
- Reduced overall landfill waste by 98 % in three years by implementing recycling efforts. In turn the Terre Haute facility received the "Award of Excellence", for environmental in 1999, 2000, 2001, 2002 & 2004.
- Maintain and comply with the Chemical Manufacturers Association's Responsible Care Program and converting to the ISO 14001 certification.
- Developed and implement compliance programs that include air, water, hazardous waste NFPA, OSHA hazard communication, machine guarding, SPCC, lockout-tagout, confined space entry & rescue, hotwork permitting, SPW3 and any other programs deemed necessary.
- Corporate Safety, Health & Environmental auditor.

***Assistant Manager of Safety***

**AISIN USA MFG., INC.**

Seymour, IN June 1997 to September 1999

- Ensure that all safety/ environmental policies and controls are followed and met at a multifunction operation with over 1,500 employees.
- Directly supervise and evaluate two-safety specialist and a registered nurse.
- Prepared yearly section plan (including expense and manpower) and managed follow up activities.
- Provide supervision and training for thirty Emergency Response Team (ERT) members as elected ERT Chief.
- Conduct monthly ERT meetings, evaluate medical runs and conduct training sessions covering Blood borne Pathogens, Universal Precautions, Lockout/ Tagout, Confined Space Entry and Rescue, Machine Extraction, Hazardous Material Response, Plant Evacuation and CPR re-certification.

***Safety Specialist***

**AISIN USA MFG., INC.**

Seymour, IN September, 1996 to June, 1997

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

***Safety Coordinator***

**Sunbeam Outdoor Products, Inc.**

Linton, IN July, 1995 to August, 1996 Plant Closed

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

***Human Resource Administrator/Safety Engineer***

**Copeland Corporation**

Rushville, IN 1994 to 1995

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

**Education: Indiana State University, Terre Haute, IN.**

Bachelor of Science, Safety Management, 1992. (GPA 3.0/4.0)

**University of Evansville, Evansville, IN.**

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

## CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Dugger Union Community School Corporation
2. Your full name: Deborah J. Ellis
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Thirty years experience in financial/administrative/leadership/teamwork capacity provides background to enable me to be an effective board member. I have the ability to work well with both adults and youth in the community. I am currently a youth Sunday School teacher at our church.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?  
 Yes  Don't Know/ Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
 I / we do not know any such trustees.  Yes I am the mother of another board member; we have a common interest in ensuring our youth obtain superior educational opportunities with the benefit of the small school/family type community.
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

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

I / we do not know any such persons.  Yes

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

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

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

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

I / we do not know any such persons.  Yes

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

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

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

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

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

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

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

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#### Certification

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

Deborah J. Ellis  
Signature

02/19/2014  
Date

Deborah J Ellis  
8262 E Center Road  
Sullivan, IN 47882

**Contact Phone:** (812) 798-2096

**Work Phone:** (812) 854-3664

**Email Address:** debbie.ellis@duggerunion.org

## SKILLS AND ABILITIES

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

## EXPERIENCE (1984 to Present)

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



## EDUCATION

University of Phoenix, Phoenix, AZ; Master in Business Administration Oct 2008; 3.8 out of 4 Point GPA; 39 Semester Hours

Certified Defense Financial Manager (CDFM) Certification Oct 2007

Indiana University, Indianapolis, IN; Public Management Certificate (PMC) program May 2001; 3.85 out of 4 Point GPA; 15 Semester Hours

Saint Mary of the Woods College, St Mary of the Woods, IN; Bachelor in Accounting Oct 1995; 3.75 out of 4 Point GPA; 126 Semester Hours

Union High School-Valedictorian, Dugger, IN; 1973 High School Diploma



## CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Dugger Union Community School Corporation
2. Your full name: Justin Todd
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 do not have any experience of being on a board or overseeing start-up ventures. However, I have a lot of experience with being a team member and knowledgeable about education. While in college, I had experience with new student orientation. I was part of a team of about thirty other students and we organized and lead 2,000 new students around campus for their orientation. During my final year I was a team captain. I oversaw a group of eight to ten orientation leaders and dealt with personnel and logistical problems. We had to work very well as a team to solve problems quickly and correctly.

I have also completed Bachelor degrees in Political Science and Social Studies Education. I have learned a lot about the current educational laws and the various teaching strategies. During my time doing my education degree, I have spent a lot of time in many different schools and was able to see how each school operates. In addition, I have experience with a lot of the jobs in a school from having filled in for those positions at various times.

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

We are community acquaintances.

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

I / we do not know any such persons.  Yes

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

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

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

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

I / we do not know any such persons.  Yes

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

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

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

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

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

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

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

**Certification**

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

Justin Todd  
Signature

2-21-14  
Date

## **Justin Todd**

E-Mail: jtodd14@sycamores.indstate.edu

### **Current Address**

6459 S. ST. Rd. 159  
Carlisle, IN 47838  
Home: (812) 659-4149

### **Permanent Address**

6459 S. ST. RD. 159  
Carlisle, IN 47838  
Cell: (812) 236-3786

## **EDUCATION**

### **Indiana State University, BS in Political Science, BS in Social Studies Education**

Major: Political Science, Legal Studies, and Social Studies Education

Minor: Civic Leadership and Community Engagement

GPA: 3.84/4.0

Student Taught at Sullivan High School and Honey Creek Middle School.

## **WORK**

Northeast School Corporation, Substitute School Bus Driver, September 2009 to Present

Northeast School Corporation, Substitute Teacher, May 2010 to Present

Southwest School Corporation, Substitute School Bus Driver, February 2010 to Present

Southwest School Corporation, Substitute Teacher, January 2014 to Present

Office of Information Technology, February 2008 to 2013

## **LEADERSHIP**

Poverty and Education Seminar, Fall 2010 to Fall 2011

- Worked with a group of honors students through the University Honors Program to research how poverty effects children's education.
- Coordinated an intercultural experience for Navajo students.

Honors Peer Advisor, Fall 2009 to Spring 2011

- Mentored freshmen honors students during their transition into college and student life on campus.
- Provided programs that allowed freshmen students to create a cohort of friends within the Honors Program.

Learning Community Peer Assistant, Fall Semesters 2008 to 2012

- Worked with freshmen students to help ease their transition between high school and college.
- Served as a peer mentor on an academic level as well as a social level to become part of the university.

Fall Welcome Captain, August 2010

- Managed a group of eight to ten Fall Welcome Ambassadors throughout the Fall Welcome Orientation in addition to my own group of new students.
- Assisted in training as well as being a problem solver in personnel and logistical situations

## CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Dugger Union Community School Corporation
2. Your full name: Gregory S. Ellis
3. Brief educational and employment history. (No narrative response is required if resume is attached.)  
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
My education at Rose-Hulman Institute of Technology has enabled me to be both a leader and a team player in work and school situations. I have keen problem solving and analytical capabilities. As lead project engineer over a major section of the I-69 interstate project from Evansville to Bloomington, I deal with long range forecasting and daily tasking in a team lead capacity.
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. Yes, my Mother is on the school board.  
 I / we do not know any such trustees.  Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

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

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#### Certification

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

Gregory S. Ellis  
Signature

02-21-2014  
Date

# Gregory S. Ellis, PE

1006 S Johnson St; Dugger, IN 47848

[greg.ellis@duggerunion.org](mailto:greg.ellis@duggerunion.org); 314-619-1527

## SKILLS & ABILITIES

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

## EXPERIENCE

### Indiana Department of Transportation 1994-2005; 2006 – Present

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

**Crane Naval Base 2005-2006 - Project Engineer – GS 13 –** Responsible for management and oversight of 7 construction projects (water and sewer upgrades; Fiber Optic Infrastructure Installation; Security Infrastructure; new bridge construction; new military shooting range construction for 4 branch R/D use; Environment cleanup including asbestos, lead based paint and tnt; roadway resurfacing; etc...)

**Private Consulting Work** (Periodically from 1996 to present) over the years I have also performed private consultant engineering work which have involved planning and organizing facility enhancements at the Greene County Youth Soccer Complex, design and construction oversight of commercial septic and water infrastructure projects.

## EDUCATION

### ROSE-HULMAN INSTITUTE OF TECHNOLOGY; TERRE HAUTE INDIANA

1996 BS Civil Engineering

### UNION HIGH SCHOOL; DUGGER, IN

1992 UHS Salutatorian, Academic Honors Diploma, Baseball, Football, Quiz Bowl, Beta Club President.

## CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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### Background

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

Dugger Union Community School Corporation

2. Your full name: Lisa McKee Nicol

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

Resume is attached.

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

I am Treasurer for Dugger Dollars for Scholars, a charter affiliate of Scholarship America, and was instrumental in beginning the program in our community in December 2010. Since our inception, we have awarded nearly \$69,000 to 37 Union High School students, received the 2011 Best New Charter award for both the state of Indiana and the Indiana Region. In addition to being the chapter's Treasurer, I also serve on the Fundraising Committee, Awards Committee, and with Scholarship Development.

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.

Dugger is a small community where we all know our neighbors.

Justin Todd attended grades K – 12 with my daughter, Ashley.

Debbie Ellis is mother-in-law to a co-worker of mine. Debbie's daughter-in-law Joni provided child-care for my daughters when they were young and is now a frequent sitter for my granddaughter. Debbie, her husband Bruce, their three sons, Engineer Greg Ellis, Engineer Kevin Ellis, and Medical Doctor Dustin Ellis, are well-respected and much-liked members of our community. Their children are highly successful students, and are well liked by their teachers and peers.

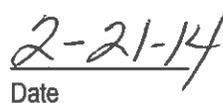
Kyle Foli and I are both members of the Sullivan High School Class of 1987.

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

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

  
Signature

  
Date

# Lisa Nicol

## Experience

2001 - present Union High School Dugger, IN  
ECA Treasurer

- Responsible for all accounting and bookkeeping functions for 46 Extra-Curricular funds with average monthly balance of \$125,000.
- Accounts Payable/Receivable; Purchasing; Collections; Monthly, Bi-Annual and Annual Financial Reports.
- Review and recommend approval of student applications for the National School Lunch Program, School Breakfast Program, and free textbook eligibility, verification, data collection, compliance, and reporting to the schools corporation office for roll-up for various reports and reimbursement.
- Reduced the number of bad debts written off as uncollectable and filings in small claims court
- Responsible for rapid turnaround of fund nearly \$21K in debt in 2001 to a balance of close to \$52K in 2014 by fully utilizing the state textbook reimbursement program, selling old textbooks, and purchasing used textbooks when feasible.
- Managing of day-to-operations of busy office, responding to the needs of faculty, staff, administrators, parents, and students in a positive, consistent manner.

2010 – Present Dugger Dollars for Scholars, Dugger, IN  
Treasurer, Awards Committee Chair, Fundraising Committee Co-Chair, Scholarship Development

- Instrumental in establishing Charter thru Scholarship America's Dollars for Scholars programs and recruiting other volunteer Board Members.
- Dugger Dollars for Scholars won Best New Charter on the State and Regional level in 2011.
- We award a scholarship to every Union High School graduating student that completes an application and have awarded nearly \$69,000 to 37 students beginning with the UHS Class of 2011.

1996 - 2000 GTE North Terre Haute, IN  
Senior Administrative Assistant

- Designed method of Data Collection and Analysis for strategic planning of daily customer demand activities reducing overtime from an 18% monthly average to 6%; Developed Root Cause Analysis database to track and resolve repeat trouble complaints reducing company expense and increasing customer satisfaction.
- Key in Developing Billing Guide Summaries for Technicians, increasing revenue generated on billable repairs. Lead person in Development of local Standards of Performance program increasing efficiency in various local offices within the region. Received Awards for Developing and Implementing Interoffice Mentoring Program cross-training staff and training Subject Matter Experts to roll out and implement new programs efficiently, maximizing strengths while fostering team atmosphere, providing a model for other departments/regions.
- Coordinate Internal and External Projects including E911 services for 19 Indiana counties; Y2K compliance testing and upgrades for switch, office, field technician laptops and emergency services equipment.
- Area level Project Coordinator in State and Federally mandated Cellular 911 location triangulation staging,

1988 - 1996 Office Temporary  
Terre Haute, IN; Philadelphia, PA; and Memphis, TN

- Long-term assignments at various companies including: GTE North, Terre Haute Federal Penitentiary, Greater Terre Haute Chamber of Commerce, Indiana-Michigan Power, Arnold V. Lindseth, Jr., Attorney-at-Law, and Fidelity Bank Stock/Bond Transfer Division.
- Experience gained: Interaction with high level Executive Management, clients, and employees; Event Planning and Management; Schedule Management; Maintain Production Data; Correspondence; Data Entry; Managed confidential legal files; client billing and payments; technical document preparation and legal research; Troubleshooting and Problem Resolution for accounts, completion of Stock/Bond Transfers, computing statements and dispositions of funds per broker/owner orders.

At each company, I received offers of permanent employment and obtained valuable skills that I've transferred and used in many other avenues of life.

## Education

2000 - 2001 Ivy Tech Community College Terre Haute, Indiana

- Management Information Systems - 3.95 GPA - nine credit hours needed to obtain Associates Degree in Computer Information Systems

1992 Upper Iowa University Fayette, Iowa

- Business and Psychology courses - 3.98 GPA

1987 Sullivan High School Sullivan, IN

# Lisa Nicol

## References

Sally Shaffer, Union High School Guidance Director

(T) 812-648-2729

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# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 7**

### **Code of Ethics and Conflict of Interest Policies**

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## **Dugger-Union CSC**

### **Attachment # 7**

#### **Code of Ethics and Conflict of Interest Policies**

**February 2014**

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

- a. I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
- b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
- c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
- d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.
- e. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.
- f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- g. I will hold confidential all matters pertaining to the schools that, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.
- h. I will vote to appoint the best-qualified personnel available after consideration of the recommendation of the chief administrative officer.
- i. I will support and protect school personnel in proper performance of their duties.
- j. I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.

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### The Dugger-Union CSC Conflict of Interest Policy

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

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 8**

### **Course Scope and Sequence**

## **Dugger-Union CSC Course Scope and Sequence Overview**

### **Introduction**

The “scope and sequence” of Dugger-Union’s curricula are guidelines followed in planning a child’s area of study by all teachers and administrators. Appropriate maturational and intellectual levels of the students are considered in the designing of these guidelines and the following lists are an example of concepts, taken from the Indiana Academic Standards and the Common Core State Standards (CCSS) that should be covered at different grade levels. A child should always be allowed to progress at his/her own rate. Some children will be ahead of the following schedule for their age group while others may be behind. The instructional team is aware that a child should not be pushed beyond his/her ability to the point of frustration. But at the same time, children need to be challenged to achieve the greatest growth possible. It takes careful formative assessment and discernment by their teachers to properly diagnose each student’s needs and strengths— necessary to challenge each at just the right time and in just the right way to make learning a wonderful adventure and a meaningful endeavor.

### **Elementary Grades Scope and Sequence**

#### **Reading**

##### **Kindergarten – 1st Grade**

The term “readiness” refers to those activities (mostly structured) of the preschool or early elementary age child that prepare him/her to learn to read and understand beginning math concepts. These activities start when you hold your child on your lap, read to him/her and talk about the pictures. He learns to hold a book, turn pages, and sees left to right sequencing. He/she soon learns to relate written and spoken language. Through discussion of the story with peers and teachers, he/she builds his/her vocabulary and begins to develop reading comprehension skills. Sorting, matching, and discriminating between objects in games are other readiness activities experienced throughout the community help support and extend the student’s skills to support and extend learning at school. Learning the sounds and names of letters along with matching beginning and ending sounds through audio or visual discrimination are also important activities for the emerging reader. Children can easily be encouraged to make up simple stories or retell a familiar story to encourage their experience with plot, theme, character, and setting, experiences which will serve him/her well as they move through their school years at Dugger-Union. The Dugger-Union CSC encourages parents to plan family activities (a trip to a museum, park, or zoo, or of baking cookies) to expose the child to new learning experiences, build vocabularies, and make learning fun.

##### **Initial Steps to Reading:**

The teachers in these early grades will use both phonics and whole language techniques to support all students’ literacy. Students will learn the sounds of letters (vowels first); the names of the letters of the alphabet; recognize that sounds make up words; recognize upper and lower case letters; learn to blend the letters; recognize simple

words; and recognize blends, digraphs and diphthongs. If the child is progressing well he should be able to: recognize basic sight words; recognize root words/base words; recognize some suffixes; be able to read aloud and indicate the end of a sentence by voice inflections; and be able to recognize new words in context.

### **2nd and 3rd Grades**

By this level the child is increasing his/her sight vocabulary, comprehension skills, and solidifying his/her understanding of what it means to be a reader.

Second and third graders should be able to:

1. Independently read for enjoyment
2. Follow written instructions
3. Understand, read and write contractions and compound words
4. Understand and count syllables in at least two syllable words
5. Understand and relate story sequence (Plot)
6. Recognize homonyms, synonyms and antonyms
7. Use basic phonics skills consistently
8. Recognize common suffixes and prefixes; and consistently expand their vocabulary.

### **4th – 6th Grades**

Although still limited by maturity level and lack of knowledge, a child at this level should be able to read most written material. Some children might need remedial attention while most will be reading for information and pleasure.

Advanced reading skills expected of all students in grades 4-6 include

1. Reading with increasing skill and expression
2. Following more complex written instructions
3. Listening to others reading which improves both reading and listening skills
4. Using reading skills to locate information and for practical reading such as newspapers, advertisements, Internet articles, etc.
5. Understanding prefixes and suffixes on a more difficult level by studying Latin and Greek derivatives
6. Mastering dictionary skills
7. Identifying an author's point of view
8. Comparing authors and their works
9. Becoming familiar with renowned authors and their works
10. Reading and studying a variety of forms of prose and poetry, fiction and nonfiction
11. Analyzing reading material for theme, appeal, technique, and effectiveness
12. Reading for literary value.

**NOTE:** Research into literacy development has identified a significant trend in literary growth in boys between the ages of 9 and 13. The problem is that they stop reading for pleasure, thus limiting their potential as they enter high school. Drilling down into the

research, literacy experts find that the books students read in school in grades 4-8 do not inspire and excite male students as much as female students. To address this issue, the Dugger-Union Learning Team will seek out and identify books specifically targeted at engaging the adolescent boy's mind and heart. The goal of this initiative will be to extend the literacy of all students in preparation for the rigors of the high school curriculum.

### **7th and 8th Grades**

General literature: Dugger-Union Students will be reading from the broadest range of literature including classic and contemporary novels, fiction and nonfiction, poetry, and technical writing. It is in these grades where students will begin

### **Grammar and Composition**

#### **Kindergarten – 1st Grade**

Kindergarten and first grade students will learn to:

1. Speak in complete sentences
2. Follow oral directions
3. Tell stories
4. Say their name, address and telephone number
5. Recognize rhymes
6. Listen to others reading
7. Relate simple stories, verses and rhymes orally
8. Write simple sentences ending with periods
9. Capitalize first letters of sentences and proper names

#### **2nd – 3rd Grades**

Second and third grade students will learn to:

1. Follow oral and written directions
2. Use the suffixes: -s, -ed, -ing and some prefixes
3. Use apostrophes
4. Alphabetize
5. Recognize syllables
6. Use a dictionary
7. Write simple stories, notes, and reports
8. Punctuate sentences using periods, question marks, commas, and exclamation points
9. Capitalize proper nouns and words at the beginning of sentences
10. Understand what a complete sentence is
11. Identify the following parts of speech
  - a. Nouns
  - b. Verbs
  - c. Adjectives
  - d. Simple conjunctions

## **4th Grade**

Students in fourth grade will learn to:

1. participate in discussion
2. write simple stories, poems, letters, reports, etc.
3. Apply punctuation rules for
  - a. Periods
  - b. Commas
  - c. Exclamation points
  - d. Question marks
  - e. Periods after abbreviations initials and commas in a series, dates, greetings and closings of letters
  - f. Identify possessive words
  - g. Properly use apostrophes
  - h. Group related sentences to form a paragraph
  - i. Write a letter and address an envelope
  - j. Use capitalization rules
  - k. Identify:
    - i. Nouns
    - ii. Verbs (state of being and action)
    - iii. Pronouns
    - iv. Adjectives
    - v. Conjunctions
  - l. Recognize and diagram indirect objects and prepositional phrases.

## **5th Grade**

Students in fifth grade will learn to:

1. Give oral reports
2. Use all punctuation correctly including quotation marks
3. Underline titles
4. Write reports (2-5 pages) letters, prose, poetry, creative stories
5. Proofread and edit their own work
6. Identify
  - a. Nouns
  - b. Verbs
  - c. Adjectives
  - d. Adverbs
  - e. Pronouns
  - f. Subjects
  - g. Predicates
  - h. Direct objects
7. Recognize subject-predicate agreement
8. Use adjectives and adverbs in writing
9. Apply correct usage of verbs

10. Identify
  - a. Prepositions
  - b. Conjunctions
  - c. Interjections
11. Recognize agreement between pronouns and antecedents
12. Learn irregular plurals
13. Diagram subjects and verbs, direct objects, adjectives and adverbs, prepositions and conjunctions
14. Recognize and diagram indirect objects and prepositional phrases.

### **6th – 8th Grades**

Student in 6<sup>th</sup>-8<sup>th</sup> grades will learn to: give oral reports and participate in group discussions; use plural possessives and contractions; recognize and write compound sentences; write outlines and topic sentences; compose poetry, short research papers, book reports, dialogue; write with unity and coherence; proofread and edit their own work; develop total understanding of use of dictionary; understand appositives and direct address (“you”); master helping and linking verbs; write compositions; identify simple verbs (can be taught as early as 4th grade); use predicate adjective and predicate nominative; diagram all the parts of speech; define and learn examples of similes and metaphors; use a thesaurus; and take notes from printed and oral material.

### **Mathematics**

#### **Kindergarten**

Teachers will begin by working with the student on: relating quantities (same/different, larger/smaller, shorter/taller, long/ longer/ longest); classifying (by color, shape, size, common characteristics); relating characteristics (matching items one for one, recognizing like amounts, duplicating a given pattern); recognizing basic shapes (square, circle, rectangle, triangle); recognizing and ordering numerals 0-10; counting and printing numerals 0-10, understanding concepts of smaller/larger and more/less involving values from 0 to 10 with aid of pictures; and naming coins (penny, nickel, dime, etc.)

#### **1st Grade**

First graders will learn to: count, recognize and write numerals 0-100; memorize addition and subtraction of numbers from 0-10; understand place values (ones, tens and hundreds); recognize “greater than” and “less than” concepts, apply simple problem solving; identify fractional shapes and parts of a whole for  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{3}$ ; measure: 1 cup,  $\frac{1}{2}$  cup, foot, inch, yard; and add and subtract two digit numbers without carrying and borrowing.

#### **2nd Grade**

Second graders will: review addition and subtraction facts to 10 + 10; learn carrying and borrowing in math (regrouping); accomplish counting, identifying and writing numerals up to 100; learn to use “greater than” and “less than” symbols; begin learning the

concept of multiplication; learn to count by twos, and fives to 100; review place value of hundreds, tens and ones; identify parts and the numerals for  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  in fractional shapes and fractional parts of a whole; understand money concepts up to \$1.00; tell time (hour, half hour and quarter hour); apply measurement (linear, liquid, and weight); interpret simple bar graphs; and solve one-step word problems with either addition or subtraction.

### **3rd Grade**

Third graders will learn to: multiply up to  $9 \times 9$  (mastery may not come until grade 4); divide (introduced pictorially or with hands on objects); identify place value to thousands and ten thousands; read and write up to five digit numbers; recognize even and odd numbers; add and subtract three digit numbers where regrouping is required; divide with one digit divisor; recall multiplication and division facts up to  $9 \times 9$ ; multiply one digit times two digits with carrying; identify fractions:  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  of different shapes and amounts; understand a.m. and p.m. and tell time to the nearest five minutes; identify days and months; count, add and subtract money; use \$ and decimal point; measure using linear, liquid, and weight measurements; use the metric system; do one-step problem solving using addition, subtraction, multiplication or division; do simple estimates; make up simple word problems.

### **4th Grade**

Fourth graders will learn to: do any addition and subtraction with whole numbers; read and identify any numeral up to seven digits and beyond; do two-digit times three-digit multiplication; round off numbers; learn estimation; divide with two-digit divisors; show remainders in division; add and subtract fractions with like denominators; understand fractions as ratios; reduce fractions; master time (be able to read and write to the nearest minute); count money and make change; master more difficult measurement concepts regarding length and mass; do all liquid measurement; identify all shapes and construct graphs; add and subtract mixed numbers (  $2 \frac{2}{3} + 5 \frac{1}{6}$  ); solve more complicated word problems; use data to construct word problems; determine missing data for problem solving; find averages.

### **5th Grade**

By the end of fifth grade, students should be able to: do any addition, subtraction, multiplication, and division problems with whole numbers; add, subtract and multiply any decimals; divide whole numbers by decimals; use ratios; master more difficult measurements; determine prime factors; read and write up to nine digit numbers; use decimals other than in relationship to money; read and write decimals to the thousandths; determine the area of squares and rectangles; introduce the concept of volume with cubes; round off whole numbers and decimals; estimate; identify the following terms: congruence, symmetry, diameter, radius, angle, parallel, perpendicular, and intersecting lines; construct and interpret graphs; compute the area of a triangle; use math to solve real life problems; and use a protractor.

## **6th Grade**

Student in sixth grade will learn to: read and write all decimals; change percents to decimals; understand and apply percentage; introduce integers; read and write all 12 digit numerals; do any computation using fractions and decimals; convert fractions to decimals and decimals to fractions; determine circumference and area of circles; use a protractor to measure and draw angles; interpret graphs; line circle and bar; convert units of measure in the system; quarts to pints, yards to feet, etc.; formulate and apply problem solving strategy; deal with exponential notation; define, explain and use probability; analyze and evaluate statistics.

## **7th and 8th Grade**

Students in seventh and eighth grades will extend their study in general math pre-algebra with an emphasis on problem solving using all math concepts. In essence, the students will be fully conversant in the language of math so they are ready to tackle more abstract concepts.

## **Social Studies: History, Geography, and Government**

### **Kindergarten – 2nd Grade**

Focus for the student at this level should be on the neighborhood and town, or rural area and town most frequented. Children should become familiar with surrounding streets and roads and how to get to and from familiar places. Children should be aware of the types of stores in the area and the public services, such as police stations, fire departments, hospitals, libraries, etc. Second grade is a good time to begin map skills (a homemade map of a familiar area is helpful). Children should learn directions (north, south, east, west) around their home and understand those directions on a map. Introduce the time line concepts using the child's actual birth as the beginning and add events that have happened since the child's birth.

### **3rd Grade**

Students should; study Native Americans including types of shelter, dress, etc.; learn more map skills including roads, towns, lakes, rivers, etc.; study national holidays; begin study of prominent historical figures like Washington, Lincoln, Kennedy, Martin Luther King, Jr., Wright Brothers, etc.; start a time line and include these people; study different kinds of occupations and interview people working in these fields.

### **4th Grade**

This is the year to study Indiana history. Include materials from first settlement to the present. Students can practice map skills by using a map of Indiana, locating major towns, highways, waterways and surrounding states. They should study famous Indiana people from the past and present. Field trips to the State House and other important historical spots can add much to the course. Include a study of Indiana government.

### **5th Grade**

United States history will be taught this year. This will be an introduction to concepts

and ideas that all Dugger-Union students will revisit in more complex and dynamic ways in 8<sup>th</sup> and 11<sup>th</sup> grades. Activities will include making extensive maps and constructing a time line. Many of the literary works that relate to different periods of time in our country's history will be read by students and will be related in these activities. This is a time to practice writing good reports and the students will take full advantage of the opportunity

### **6th Grade**

Sixth graders will study the geography of the United States. Extensive use of maps can be very helpful, but using maps in the context of the land will be critical for the students' deeper understanding. Continuing the time line from previous years, the students will extend their schema. Students will write reports and simple research papers.

### **7th Grade**

During seventh grade students will concentrate on world geography, thus extending their understanding from the concrete to the abstract, from the cultural, physical and political aspect.

### **8th Grade**

United States history is taught again this year, as noted above.

## **Sample Nine Week Plan 8<sup>th</sup> Grade History**

### **Unit 1 Standards**

#### **First 9 Weeks**

Standards:

**SS.8.1.1 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.

**SS.8.1.2 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Explain the struggle of the British, French, Spanish and Dutch to gain control of North America during settlement and colonization.

**SS.8.1.3 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain the conditions, causes, consequences and significance of the French and Indian War (1754-1763), and the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761-1775).

**SS.8.1.4 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify fundamental ideas in the Declaration of Independence (1776) and

analyze the causes and effects of the Revolutionary War (1775-1783), including enactment of the Articles of Confederation and the Treaty of Paris.

**SS.8.1.5 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.

**SS.8.1.6 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789-1792).

**SS.8.1.7 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the origin and development of political parties, the Federalists and the Democratic-Republicans (1793-1801), and examine points of agreement and disagreement between these parties.

**SS.8.1.8 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by the new president, Thomas Jefferson (1801).

**SS.8.1.9 2007:** The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the influence of important individuals on social and political developments of the time such as the independence movement and the framing of the Constitution.

**Formative Assessments:**

- Students will make cause and effect charts as a graphical organizer to better help them understand the actions and events that took place in early U.S. history (Ex: What was the cause and effects of the land bridge?).
- Students will make inferences about major advancements. (Ex: How was technology important for the Europeans?).
- Students will make timelines about major events in U.S. history (Ex: Make a timeline of early European exploration.).
- Students will participate in class discussions.

**Summative Assessments:**

- Students will create a project researching a major Native American looking at its major accomplishments, feats, and how it fell.
- Students will take an exam that tests them on the important events discussed in the chapter.

- Students will write four paragraphs looking at important events or ideas (Ex: Write four paragraphs looking at the reasons for English settlements in North America.).

#### Teaching Strategies:

Students will be taught through multiple teaching strategies. These strategies include teacher -centered learning, student- centered learning, interactive instruction, independent studies, etc. The type of strategies used depend on the subject being taught and the on what works best for the students. It is important to use different strategies to make sure we our differentiating our instruction so the students will learn the material in multiple ways.

#### **Special Education**

##### NOTE

All students require support in order to thrive and to gain full benefit from their school experience. Some students have special needs that require support beyond those ordinarily received in the school setting. At the school, students who have behavioral, communicational, cognitive, and physical or multiple exceptionalities may have educational needs that cannot be met through regular school practices. These needs may be met through accommodations, and/or an educational programming that is modified by using a formal Individual Education Program Plan. These students are formally identified as special education pupils through a Case Conference procedure, as specified in Indiana Article 8 and the Individuals with Disabilities Education Improvement Act. Dugger-Union CSC will employ special education teachers and contracts with local providers to meet the needs of students with an Individual Education Program Plan (IEP), enrolled at Dugger-Union CSC. The school is committed to following all state and national laws pertaining to special education students.

#### **High School Scope and Sequence**

The scope and sequence for the high school courses has not been written given the brief time the plan has been in development. Going forward, the instructional team will work with the teachers as they are hired to complete the course scope and sequence for each course they are to teach. The first semester classes will be written prior to the start of school on August 12. The second semester courses will be completed prior to the end of first semester. In this way, all courses will be planned by those implementing the plan with the oversight and support of the rest of the team.

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 9**

### **Academic and Exit Standards**

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## ***Dugger-Union CSC***

### **Attachment 9, Academic and Exit Standards**

*February 2014*

**ENGLISH LANGUAGE ARTS GOAL** Dugger-Union CSC students will demonstrate mastery of Indiana's English and Language Arts Standards pending adoption of CCSS or other presumptive standards as demonstrated through standardized testing (I-STEP, IRead3, English 10 GQE, Etc.).

Indiana Academic Standards for English/Language Arts.

#### **Absolute Measures**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at Pass or Pass+ on the Indiana State English language arts exam.
- Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

#### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at Pass or Pass+ on the state English language arts exam will be greater than that of students in the same tested grades.
- Each year, the school will exceed its predicted level of performance on all state exams by at least a one standard deviation according to a regression analysis controlling for students eligible for free lunch among all public schools in Indiana.

#### **Growth Measures**

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at Pass or Pass+ on the previous year's state English language arts exam and 75 percent at Pass or Pass+ on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at Pass or Pass+ in the previous year, the cohort is expected to show a positive gain in the current year.

**MATHEMATICS GOAL** Dugger-Union CSC students will demonstrate mastery of Indiana State Academic Standards in Mathematics pending adoption of CCSS or other presumptive standards as demonstrated through standardized testing (I-STEP, Algebra 1 ECA/GQE, Etc.).

#### **Absolute Measures**

- Greater than 75 percent of all tested students who are enrolled in at least their second year will perform at Pass or Pass+ on the Indiana State mathematics exam.
- Each year, the school's aggregate performance on the state mathematics exam will meet adequate yearly growth in all quartiles thus qualifying as exemplary status under the Indianan PL221 and federal NCLB accountability system.

#### **Comparative Measures**

- 
- Each year, the percent of all tested students who are enrolled in at least their second year and performing at Pass or Pass+ on the state mathematics exam will be greater than that of students in the same tested grades .
  - Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in Indiana State.

### **Growth Measures**

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at Pass or Pass+ on the previous year's state mathematics exam and 75 percent at Pass or Pass+ on the current year's state mathematics exam. If a grade- level cohort exceeds 75 percent at Pass or Pass+ in the previous year, the cohort is expected to show a positive gain in the current year of at least 5%.

**SCIENCE GOAL** Dugger-Union CSC students will demonstrate mastery of Indiana State Academic Standards in Science as measured by state tests (I-STEP+, Biology ECA/GQE).

### **Absolute Measures**

- Greater than 75 percent of all tested students who are enrolled in at least their second year will perform at Pass or Pass+ on the Indiana State science exam.

### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at Pass or Pass+ on a state science exam will be greater than that of students in the same tested grades.

**NCLB Goal:** The school will make Adequate Yearly Progress.

### **Absolute Measure**

- Under the state's NCLB accountability system, the school's Accountability Status will be "Exemplary" each year.

### **ACADEMIC GOAL**

**Goal:** Dugger-Union CSC students will meet high expectations for promotion mastering at least 80% of course standards before matriculating to the next course in sequence.

- At least 95% of Dugger-Union students will annually meet these rigorous mastery-based standards and move to the next grade ready for the next thing

### **ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS**

#### **Preparation at Graduation**

Dugger-Union students will develop a skill acquisition and personal accomplishment mindset; building a portfolio of experiences, accomplishments, and certifications so they are prepared to achieve their goals and aspirations within the greater community. Each student will participate in hands on practical application instruction and assessment in all academic, curricular and/or co-curricular endeavors, embedding preparedness for what comes next into everything we do.

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Dugger-Union CSC will be a high-functioning, highly-adaptive organization.

- All staff will be formally evaluated no less than once per year.
- All staff will validate their professional practice in support of the preceding goals by rigorous engagement in their professional growth and development.

### **Exit Standard Beyond the diploma**

Upon graduation, each graduate of Dugger-Union, in addition to completing all requirements for graduation with the Indiana Department of Education and state law, will have earned either six college credits or a marketable trade skill or vocational certification. All students will be career or college ready.

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 10**

### **School Calendar and Schedule**



# Dugger Union Community Schools Calendar 2014-2015



August 2014				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2014  
4 - First Day of School - 1st Semester

September 2014				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

August 2014  
1 - Labor Day - No School

October 2014				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

October 2014  
6-17 - Fall Break-End of 1st 9 weeks

November 2014				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

November 2014  
26-28 - Thanksgiving Holiday, No School

December 2014				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

December 2014  
19 - Last Day Before Winter Recess  
19 - End of 2nd 9 weeks

January 2015				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2015  
5 - School Reconvenes - 2nd Semester  
19 - MLK Day-School is in Session

February 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

February 2015  
16 - Presidents Day-School is in Session

March 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

March 2015  
9-20 - Spring Break-End of 3rd 9 weeks

April 2015				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

April 2015

May 2015				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2015  
25 - Memorial Day Observed  
29 - Last Day of School - End of 4th 9 weeks

# Dugger Union Community Schools Calendar 2014-2015



August 2014				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2014  
11 - First Day of School - 1st Semester

September 2014				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

August 2014  
1 - Labor Day - No School

October 2014				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

October 2014  
15 - End of 1st 9 weeks  
16/17 - Fall Break, No School

November 2014				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

November 2014  
26-28 - Thanksgiving Holiday: No School

December 2014				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

December 2014  
19 - Last Day Before Winter Recess  
19 - End of 2nd 9 weeks

January 2015  
5 - School Reconvenes - 2nd Semester  
19 - MLK Day-No School

January 2015				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February 2015  
16 - Presidents Day-No School

February 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2015  
13 - End of 3rd 9 weeks  
16-20 - Spring Break-End of 3rd 9 weeks

March 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2015

April 2015				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2015  
20 - Last Day of School - End of 4th 9 weeks  
25 - Memorial Day Observed

May 2015				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

# Dugger Union Community Schools Calendar 2014-2015



August 2014				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2014  
18 - First Day of School - 1st Semester

January 2015  
5 - School Reconvenes - 2nd Semester  
19 - MLK Day-No School

September 2014				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

August 2014  
1 - Labor Day - No School

February 2015  
16 - Presidents Day-No School

October 2014				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

October 2014  
15 - End of 1st 9 weeks  
16/17 - Fall Break, No School

March 2015  
13 - End of 3rd 9 weeks  
16-20 - Spring Break-End of 3rd 9 weeks

November 2014				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

November 2014  
26-28 - Thanksgiving Holiday; No School

April 2015

December 2014				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
28	30	31		

December 2014  
19 - Last Day Before Winter Recess  
19 - End of 2nd 9 weeks

May 2015  
25 - Memorial Day No School  
28 - Last Day of School - End of 4th 9 weeks

January 2015				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2015				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2015				
M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**Lower School**

**Regular Schedule**

8:05 am – 8:55 am ..... Period One  
8:59 am – 9:49 am ..... Period Two  
9:53 am – 10:43 am ..... Period Three  
10:46 am – 11:00 am ..... SSR/Home Room  
11:00 am – 11:30 am .....Lunch  
11:33 am – 12:23 pm ..... Period Four  
12:27 pm – 1:17 pm ..... Period Five  
1:21 pm – 2:11 pm ..... Period Six  
2:15 pm – 3:05 pm ..... Period Seven

**Two Hour Delay Schedule**

10:05 am – 10:20 am ..... Period One  
10:24 am – 10:39 am ..... Period Two  
10:43 am – 10:58 am ..... Period Three  
11:00 am – 11:30 am .....Lunch  
11:33 am – 12:23 pm ..... Period Four  
12:27 pm – 1:17 pm ..... Period Five  
1:21 pm – 2:11 pm ..... Period Six  
2:15 pm – 3:05 pm ..... Period Seven

**One Hour Delay Schedule**

9:05 am – 9:40 am ..... Period One  
9:44 am – 10:19 am ..... Period Two  
10:23 am – 10:58 am ..... Period Three  
11:00 am – 11:30 am .....Lunch  
11:33 am – 12:23 pm ..... Period Four  
12:27 pm – 1:17 pm ..... Period Five  
1:21 pm – 2:11 pm ..... Period Six  
2:15 pm – 3:05 pm ..... Period Seven

**Upper School**

**Regular Schedule**

8:05 am – 8:55 am ..... Period One  
8:59 am – 9:49 am ..... Period Two  
9:53 am – 10:43 am ..... Period Three  
10:46 am – 11:00 am ..... SSR/Home Room  
11:03 am – 11:53 am ..... Period Four  
11:53 am – 12:23 pm .....Lunch  
12:27 pm – 1:17 pm ..... Period Five  
1:21 pm – 2:11 pm ..... Period Six  
2:15 pm – 3:05 pm ..... Period Seven

**Two Hour Delay Schedule**

10:05 am – 10:20 am ..... Period One  
10:24 am – 10:39 am ..... Period Two  
10:43 am – 10:58 am ..... Period Three  
11:03 am – 11:53 am ..... Period Four  
11:53 am – 12:23 pm .....Lunch  
12:27 pm – 1:17 pm ..... Period Five  
1:21 pm – 2:11 pm ..... Period Six  
2:15 pm – 3:05 pm ..... Period Seven

**One Hour Delay Schedule**

9:05 am – 9:40 am ..... Period One  
9:44 am – 10:19 am ..... Period Two  
10:23 am – 10:58 am ..... Period Three  
11:03 am – 11:53 am ..... Period Four  
11:53 am – 12:23 pm .....Lunch  
12:27 pm – 1:17 pm ..... Period Five  
1:21 pm – 2:11 pm ..... Period Six  
2:15 pm – 3:05 pm ..... Period Seven

# **Dugger Union Community School Corporation**

Charter School Application for New Operator  
2014/2015 School Year

## **Attachment # 11 Enrollment Policy**

## ***Dugger-Union CSC***

### **Enrollment Policy**

February 2014

1. The Dugger-Union CSC will enroll any student who wishes to attend the school. There are no admission requirements or required pre-admission activities for either parents or students beyond age and residency in the state.
2. Normal application for enrollment for the following school year will begin on or about March 1 of each year and continue to the first day of the school year. Any student who applies for enrollment after that date will be enrolled immediately, with attendance to commence as soon as possible, preferably the day they enroll.
3. There will be no need for an enrollment lottery or waiting list. The rigorous and challenging education the school will provide all students is not a thing to be won by some and not by others. It is a right of those who want to learn and an unwavering commitment of all who serve the school community.
4. Students will only be withdrawn in order to transfer to another school. All requests to withdraw for any other reason will require a meeting with the student, parent or guardian, and superintendent. All options will be explored and exhausted before any action is taken.
5. Students transferring to another school must provide the name and address of their new school so records can be sent and so enrollment can be verified and documented.

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 12**

### **Student Discipline Policy**

## **Disciplinary Code of Conduct**

Note: All parents will be given a copy of this document during enrollment and registration. At that time, they will be able to read it and ask any clarifying questions. They will be asked to sign a receipt for the document and a statement agreeing to the rules and policies detailed and to ask questions of the staff if they or their children have any questions.

Dugger-Union CSC holds high expectations for student behavior and places a high priority on maintaining an atmosphere of respect that is conducive to learning and is safe for all. We focus on making available engaging academic pursuits for all students. Students focusing on these pursuits will have little time or interest in being disruptive. In the event students make poor choices in their behavior or self control, every effort is made to keep students working to overcome the obstacles holding them back.

Students who engage in disruptive behavior will be called upon to correct that behavior. If a student cannot correct the behavior, he or she will be sent to meet with a school administrator. Families will be notified when there are concerns and will be asked to work with the school and the student to address the concern. Students will be suspended when they create a disruption to the learning environment. Dugger-Union students cannot succeed academically when distracted by the behavior of others

When a student is suspended, he or she will receive a Notice of Suspension from the superintendent or designee. It is ideal to speak with a parent or guardian personally in the event of a suspension. Should the superintendent's office not be able to contact a parent or guardian, a letter will be included with the Notice of Suspension detailing how the parent can contact the superintendent.

When a student is suspended, we recommend that parents/guardians help him/her rededicated him/herself to the expectations of the school and community.

### **Infractions with most serious consequences up to and including suspension and expulsion:**

**Code 1: Possession or use of alcohol.** No student shall knowingly possess, use or be under the influence of alcohol or any alcoholic beverage.

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

**Code 3: Weapons/use of an object as a weapon, knowledge of deadly or dangerous weapon.** No student shall knowingly possess, handle or transmit a knife or any object that can reasonably be considered a weapon. Deadly weapons are defined and

elaborated in Indiana Code, title 35, article 41, chapter 1, section 8 (I.C. 35-41-1-8).

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

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

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

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

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

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

- Occupying any school building, school grounds or parts thereof with intent to deprive others of its use.
- Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor or room.
- Setting fire to or damaging any school building or property.
- Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or educational function or of any meeting or assembly on school property.
- Continuously and intentionally making noise or acting in any manner so as to interfere with the ability of any teacher or any school personnel to conduct the educational function under their supervision.

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

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

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

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

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

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

**Code 15: Violation of school probation (academic or behavioral).** No student shall violate any school- or law-sanctioned rules, laws, or policies.

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

**Code 16: Inflammatory actions/disorderly conduct/withholding information.** No student shall participate in any behavior or say anything intended to arouse angry or violent feelings in another. No student shall engage in physical contact of a playful nature (horseplay). This includes but is not limited to distracting another from performing his or her job, startling, playing tricks on others, wrestling or any other playful behavior that disregards safety precautions. No student shall willfully withhold information that could be important for the safety of any person.

**Code 17: Excessive tardiness/lateness 3 times.** No student shall be tardy to school or to any class period more than 3 times. In the event of an emergency, students must attain late passes from an appropriate staff member, authorizing the tardiness.

**Code 18: Loitering/out of assigned area.** All students must follow the building and transition plans specified for his or her grade level and class. No student shall be out of his or her designated areas of the building without proper documentation from an appropriate staff member. In addition, no student may be out of the classroom or cafeteria during class without a pass. This includes but is not limited to hallways, restrooms, lockers, doorways and other offices.

**Code 19: Disruption on the school bus.** No student shall participate in any behavior deemed disruptive by a bus driver or supervisor when on a school bus.

**Code 20: Trespassing.** No student shall remain in the main academic area of Dugger-Union CSC after the school day has ended unless accompanied by an adult.

**Code 21: Gambling.** No student, even those of legal age under Indiana state law, shall participate in any wagering of money or something of material value.

**Code 22: Harassment/hazing, defamation of character/bullying.** No student shall ridicule, humiliate, intimidate, harm or engage in repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior.

**Code 23 Simple assault, threats of violence, bullying.** No student shall engage in any kind of aggressive behavior that does physical or psychological harm to another person or urge other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing or other comparable conduct.

**Code 24 Dress/grooming.** No student shall fail to adhere to all aspects of the dress code (students may return the same day if they rectify their dress code issues).

**Code 25 Inappropriate use of technology/computers.** No student shall have unauthorized technology on school grounds. Like cellphones, any technology seen on school grounds will be immediately confiscated and held until a parent retrieves it from an administrator. No student shall misuse school technology. This includes visiting prohibited websites, using technology for unauthorized purposes, hacking into networks or files, altering settings or configurations and physically tampering with technology.

**Code 26 Lying, false statements, forgery, cheating/plagiarism.** No student shall willingly declare a false statement. Students are expected to be honest when prompted by a staff member.

No student shall participate in any activity that reveals academic dishonesty. Cheating includes but is not limited to duplicating parts of or whole assignments as original work, exchanging assignments with other students whether the intent is to copy or not, utilizing unauthorized materials during testing that supply information, utilizing a computer or other technology to attain answers to an assignment (including translators for foreign language and summaries/commentaries in lieu of reading assigned

materials), giving or receiving answers during tests or quizzes, taking credit for work when the student has not contributed, and accessing a test or quiz to gain information in advance of its administration.

No student shall perform academic dishonesty in the form of plagiarism. Plagiarism may include but is not limited to taking part of or whole assignments and submitting them as original, utilizing material written by someone else or rephrasing the ideas of another without properly citing the source, and presenting the work of others (including parents, friends, family members and Internet sources) as original.

**Code 27 Use of abusive language.** No student will engage in the use of profane language or obscene behavior. This may include any vulgar or indecent utterance, gesture or written expression intended for another person or presented in an overt manner.

**Code 28: Defiance of school personnel's authority.** No student shall be disrespectful or insubordinate toward adults (staff or volunteer) or one another.

**Code 29 Unexcused absences/excessive absences.** No student shall be willfully absent from school or tardy to school. Failure to report to school daily and on time will result in school consequences and may result in legal consequences. According to IC 20-33-2-11, habitual truancy is defined as "having unexcused absences from school for more than 10 days of school is one school year." Habitual unexcused absences will be reported to an intake officer of the juvenile court, who will proceed in accordance with IC 31-30 through IC 31-40.

**Code 30: Vandalism.** No student will cause damage to, steal or attempt to steal school property. Students will be held responsible for any damages that occur.

### **Suspension and Expulsion Policy**

The grounds for suspension or expulsion listed above apply when a student is a) on school grounds, before, during or after school hours, b) off school grounds at a school event or activity, or c) traveling to or from school or a school event or activity.

If a student is suspended from school for any reason, participation in extracurricular activities and events is suspended until the suspension period has ended. **Students who are suspended out-of-school on Friday will not be eligible for participation in extracurricular activities and are not to be on school property until the following Monday or the end of the suspension period.**

In addition to the grounds listed above, a student may be suspended or expelled for engaging in any activity on or off school grounds if the activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any activity meeting the above criteria that takes place during weekends, holidays, school breaks or any time a student may not be attending classes or other school functions.

Detentions after school or suspensions from class can be determined by classroom teachers in consultation with the Superintendent (refer to the appropriate Indiana law at IC 20-8.1-5.1-4). All disciplinary actions will be clearly described to all students with the intent that students will understand the consequences of their actions (i.e., homework not completed=detention).

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

1. A meeting will be held with the student and an impartial administrator prior to any suspension decision. At this meeting, the student will be entitled to procedural due process, which includes:
  - a. Written or oral statement of the charges;
  - b. If the student denies the charges, a summary of the evidence against the student will be presented; and
  - c. The student will be provided an opportunity to explain his or her conduct.
2. The student/administrator meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible. Students are not guaranteed a meeting prior to suspension.
3. Parents/guardians will be notified of a possible suspension as soon as possible, but in all cases, the parents or guardians of suspended students will be notified in writing. The written notification will include the dates of the suspension, nature of the student's misconduct and the action taken by the administrator.

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

1. Ensure that procedural due process has been offered as cited under procedures for suspension.
2. Filing procedures that must be followed include:
  - a. Accurate completion of the student information on the Request for Expulsion Form.
  - b. Signature of the appropriate administrator.
  - c. Causal hearing date and/or pre-expulsion date when applicable; otherwise, not applicable.
  - d. The code of conduct citation that the student is charged with violating. This includes every violation that will be discussed at any necessary expulsion hearing.
  - e. All appropriate suspension information, if the student has been suspended, including the dates for the beginning and ending of the suspension.

- f. The date the expulsion would end if upheld.
  - g. The request for continued suspension should be checked on the Request for Expulsion form only if a principal (or designee) is requesting that the suspension be continued. This should only be requested when there is a risk to others or to the educational process and should not be checked for a student who is in special education. (Note: requesting a continued suspension can result in an additional hearing just to determine the continued suspension.)
  - h. In all cases, the Request for Expulsion form must be submitted to the SUPERINTENDENT no later than 2 school days after the decision to request expulsion has been made. This timeline must be adhered to because of the great risk of violating due process.
3. The SUPERINTENDENT (or designee) may conduct an expulsion meeting, or may appoint a designee as the expulsion examiner
  4. An expulsion will not take place until the student and the student's parent are asked to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure by a student or a student's parent to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the Board
  5. The request to appear at the expulsion meeting will be delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time, place and purpose of the meeting.
  6. At the expulsion meeting, the administrator (or designee) will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student's position.
  7. If an expulsion meeting is held, the expulsion examiner will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent.
  8. Decisions of the person conducting the expulsion meeting may be appealed to the Board of Trustees within 10 days of the receipt of the notice of action taken. The appeal to the Board must be in writing. If the appeal is properly made, the Appeals of Committee of the Board of Trustees will hear the appeal and will consider the written summary of the expulsion meeting and the arguments of the school and the student and/or the student's parent. The Appeals Committee will then take any action deemed appropriate.
  9. Students with exceptionalities or who are served by an Individual Education Plan, Behavioral Intervention Plan, or who are participating in a Functional Behavioral Assessment or any other psychometric evaluation process are subject to all the

rules and protections of Indiana Article 7 , IDEA, and the ADA. These students have the right to proper due process in accordance with state and federal rules and regulation. Any student who meets these standards will be adjudicated through a manifestation determination conference to establish a plan to address the given behavior. Parents should forward any questions or concerns to their child's Teacher of Record (TOR) or the superintendent.

Requests for appeal should be forwarded to:

**President**  
**Board of Trustees**  
**Dugger-Union CSC**  
**Dugger, Indiana 47848**

Please refer to IC 20-8.1-5.1-13 for further clarification of your rights under Indiana law. All Indiana Code referenced can be found at [www.IN.gov](http://www.IN.gov) by searching the Indiana Code referenced.

#### **Additional Disciplinary Actions**

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

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

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 13**

**Evidence of Support from Community Partners**



THE INDIANA RAIL ROAD COMPANY

FROM THE DESK OF THOMAS G. HORACK, PRESIDENT AND CHIEF EXECUTIVE OFFICER

February 21, 2014

To whom it may concern:

I am writing on behalf of the nearly 200 employees of the Indiana Rail Road Company to lend our support for the creation of Dugger Union Charter School Corporation (CSC).

Throughout the 28-year history of the Indiana Rail Road, many of our employee's children have attended Dugger Union High School – and in fact, some of our employees attended Dugger and their children attend now. Approximately one-half of our employees are headquartered in Greene County, so the future of Dugger, its residents and nearby employers is extremely important to us.

While I can appreciate the difficult economics facing public schools today, we see the closing of Dugger Union High School as a dire threat to the well-being of the community, not to mention the logistical challenges many families will face if their children must attend schools up to 45 minutes away.

For a variety of reasons, however, we are very much in support of Dugger Union Charter School. While the school will be a pillar of the Dugger community and environs, the practical benefits for students will be long-lasting and essential for future growth of the community. Indiana Rail Road is among a host of regional companies that is interested in developing vocational programs for Dugger Union Charter School students to learn valuable skills in the electrical, mechanical and engineering trades, among others.

Allowing the highly-skilled educators and civic leaders who are committed to establishing Dugger Union Charter School Corp. to fulfill their dream not only maintains an important legacy of education in Dugger. It will create a new and innovative learning laboratory that is needed in southwest Indiana while providing the current and future generations with opportunities to learn practical, real-world skills that will keep the regional economy moving.

Thank you for your attention to this important matter; our entire staff and I welcome the opportunity to share dialogue and create opportunities for Dugger Union's students.

Sincerely,

Thomas G. Hoback  
President and Chief Executive Officer  
The Indiana Rail Road Company

The history of Indiana would be vastly different if it were not for the sacrifices and industry of a little unknown town in Southwestern Indiana. The next time you walk by the state capitol building, look north and you'll see a monument built to the coal industry whose history and Dugger's are one in the same.

Incorporated in 1921, Union High School was a consolidated township school formed to educate the youth of Dugger. Many of the students at the early school were 2<sup>nd</sup> generation Americans with immigrant parents who chose to live in America to work in the local coal mines to offer their families a better life. Also, many worked in early power-plants. Earlier settlers to the area were lured to Dugger by the land granted to them from their labors on the Erie Canal construction. Regardless of circumstance, Dugger and the high school have a history that is unique to Indiana. Vocational training was an important feature of Dugger and Union High School early on; as most worked in the coal industry. The coal industry in the area was already well developed. The coal industry required a knowledgeable workforce, before the days of post-secondary vocational training, and the community pulled together to fill this economic void. The result was success. The three decades that precede WWII are a testament to the economic well being of the community that was achieved organically without outside involvement. Dugger and neighboring Linton grew to furnish power and coal to much of the area.

Dugger became increasingly important during the war years. As our country sent many to die in the war effort, some of Dugger's best and brightest had a higher calling; keeping the lights on. Coal production at the local Maumee Coal Company made it the largest producer of coal in the United States during WWII. Without the knowledge to ramp up production during a time of scarcity of labor, the power supply would have been disrupted, and an industry would have had to wait on many technological advances made in the area. During this time, in rural areas of not five miles from the town, the first of many things occurred. The first large scale commercial multi-seam "strip mine", the first use of modern day blasting agents in mining, and the first use of the rotary drill in mining operations. All of which are still used worldwide. This area's contributions are important.

Today, development of technology may have peaked in terms of local industry, but Dugger is not done contributing. The Bear Run Mine is currently operating just south of Dugger and is the largest mine east of the Mississippi. This mine is expected to yield more than 19 billion dollars in the next few decades.

We need to tailor make an education for future geologists, mineral law attorneys, hydrology engineers, environmental scientists, and tradesmen to furnish the best and brightest to a local industry that actually creates value, free of subsidy or bailouts.

It is important to our community and this state to maintain a center for education at Dugger, and that the curriculum is geared to the highest and best use of the student population.

Luke Misner, Sullivan County Commissioner



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

February 17, 2014

Dugger Union Community School Corporation

To Whom It May Concern:

We are writing this letter of endorsement for the Dugger Union Community School Corporation (DUCSC) in order to add weight to their efforts in establishing a charter school to replace the soon to be closing Union Jr/Sr High and Dugger Elementary Schools.

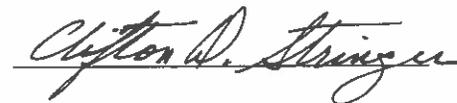
C M Engineering believes that one of the best ways for an individual to advance is through obtaining a good education. Having a firm educational background is very important not only today but will be in the future. A good education can instill a sense of confidence in a young person and can give rise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

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

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

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

Very truly yours,



Clifton D. Stringer  
Vice President

**DUGGER MEDICAL CLINIC**  
**DIVYESH PUROHIT, M.D.**  
**1005 SOUTH THRID ST. DUGGER, IN**  
**812-648-2231**

2/18/14

To whom it may concern,

I am writing this letter in endorsement of the new charter school effort that is underway in the small community of Dugger, Indiana. I have been practicing medicine in this area for the last 17 years, and have a clinic located downtown. I believe losing our school would have a great economic and social impact on our community. Our community would lose many young families with young children who would ultimately move out of the area and closer to the schools their children are attending.

I believe forming the new Dugger-Union Community School Corporation, will be a great alternative to losing our school. I wholeheartedly support this effort and am greatly hoping it moves forward to completion.

Sincerely,

A handwritten signature in black ink, appearing to read "Divyesh Purohit", with a stylized flourish at the end.

Divyesh Purohit, M.D.

Dugger Improvement, Inc.  
Dr. Douglas Ranard  
P.O. Box 31  
Dugger, IN 47848  
3 February 2014

To Whom This May Concern:

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

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

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

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

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

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

Respectfully,



Dr. Douglas Ranard  
Treasurer, Dugger Improvement, Inc.

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3 February 2014

Newkirk's Funeral Home  
Terry Brust/Rebecca Brust  
P.O. Box 188  
Dugger, IN. 47848  
February 6, 2014

To Whom It May Concern:

My Name is Terry Brust and my wife, Rebecca, and I are owners of Newkirk's Funeral Home in Dugger, IN. Newkirk's Funeral Home was established in 1917. It has been in the Newkirk's family for 97 years. Newkirk's Funeral Home has been located in the Dugger area all throughout those years and is a well-established part of the community. We have supported the Dugger Schools in many different ways most recent of which was a large donation to a new scoreboard for the football field.

More than one generation of this family has attended and graduated from both Dugger Elementary School and Union High School. We are deeply saddened by the fact that Northeast School Corporation voted to close down the schools. Not only are we as a business well-established in the community, but the schools are also. Without the schools many people will move out of the town to seek better schools and better opportunity. This will hurt Newkirk's Funeral Home drastically as well as all of the other businesses in Dugger.

Our business is about the people, and about the community. We support many of the organizations in the town and in the schools and we would like to continue our support of those schools. Without Dugger Elementary and Union High School, Newkirk's Funeral Home, the other businesses, and the entire town of Dugger are in jeopardy of disintegrating. As a family owned business and long-time residents of the community, we support any efforts that can be made to keep both schools going.

Respectfully,

*Terry R. Brust*  
*Rebecca K Brust*

Terry and Rebecca Brust

Owners, Newkirk's Funeral Home

**NORTH AMERICAN LATEX**  
**049 Industrial Drive**  
**Sullivan, IN 47882**

January 27, 2014

To Whom it May Concern:

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

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

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

Thank you.



**Bruce Ellis, President**  
**North American Latex Corporation**

# North American Latex Corp.

049 East Industrial park Drive

Sullivan, Indiana 47882

Ph 812-268-6608

Fx 812-268-3865

January 29, 2014

To whom it may concern:

My name is Brad Stewart, and I work for North American Latex corp. It is located in Sullivan Indiana. My position is VP of marketing.

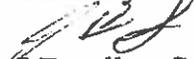
I have been employed at NALC since 1990.

In this time frame I have worked with many people from the Dugger area that have attended union high school and elementary. The schools in many larger towns are nothing more than a place you drop your kids off and pick them up a few hours later. In a small town however it is the focus point of the community from fundraisers to sporting events the town shows up to support the kids and their schools.

When you lose a school you start to unravel the very threads that hold the community together. At that point you see a decline in population and it affects the work force in the area for all employers.

We have been involved with the southwest school corporation with I.C.E program and other programs many years and would look forward to working with Dugger community school in the same manner.

Thank you



J Bradley Stewart

Vice president, marketing

North American Latex Corp



*"Providing precision machining since 1965"*

February 21, 2014

To whom it may concern,

Northside Machine Co. supports the location of a school in the community of Dugger, IN. It recognizes that a school can be a source of stability and recognition for a small town.

Sincerely,

A handwritten signature in black ink that reads 'Richard Smith'. The signature is written in a cursive style with a large 'R' and 'S'.

Richard Smith  
President  
NMC, INC.

---

**Mailing Address**  
8095 East Monroe Street  
Dugger, IN 47848

**Physical Address**  
8068 Main Street  
Dugger, IN 47848

**Phone / Fax**  
812-648-2636  
812-648-0128

ELEMENTARY AND SECONDARY SCHOOL  
EDUCATION PARTNERSHIP AGREEMENT  
BETWEEN  
NAVAL SURFACE WARFARE CENTER, CRANE DIVISION  
AND  
DUGGER UNION COMMUNITY SCHOOL CORPORATION

This Education Partnership, effective as of the date last signed, is by and between Naval Surface Warfare Center, Crane Division (hereafter "NSWC Crane"), located at 300 HWY 361, Crane, Indiana, 47522-5001, and Dugger Union Community School Corporation (hereafter "DUCSC") with its principal office at 1006 South Johnson Street, Dugger, IN 47848, each of which may be referred to as "Party" and collectively as "Parties".

WHEREAS, Congress, in Public Law 101-510, enacted 10 USC 2194, authorizing the establishment of Education Partnerships between Department of Defense laboratories and educational institutions in the United States for the purpose of encouraging and enhancing study in scientific disciplines at all levels of education; and

WHEREAS, under the provisions of 10 USC 2194, the Commanding Officer, NSWC Crane, has been delegated authority to enter into one or more Education Partnership Agreements with local educational agencies, colleges, universities and any other nonprofit institutions that are dedicated to improving science, mathematics and engineering education; and

WHEREAS, NSWC Crane, a Naval Surface Warfare Center supporting electronic, engineering and ordnance needs of the United States Navy and other military customers and possessing a broad spectrum of scientific skills, facilities, personnel, special equipment, information, and computer software wishes to establish an Education Partnership with DUCSC; and

WHEREAS, DUCSC, provides an array of curriculum in academic disciplines including Science, Technology Engineering and Math (STEM), wishes to establish an Education Partnership with NSWC Crane; and

WHEREAS, the Parties wish to memorialize the mutual understanding and intentions with regard to pursuing an Education Partnership.

NOW, THEREFORE, the Parties recite the following:

**1 PURPOSE**

The purpose of this Education Partnership Agreement is to aid in the educational experience of DUCSC students by providing a mechanism by which the students can benefit from the staff expertise, unique facilities and equipment related to STEM. NSWC Crane's contributions to this partnership will help to encourage student interest in STEM; and may benefit the Department of Defense in terms of advance training of future employees; and may benefit the country by encouraging interest in STEM by young people at the beginning of their career.

## 2 REQUIREMENTS

### 2.1 Responsibilities of NSWC Crane

- 2.1.1 Loan NSWC Crane laboratory equipment to DUCSC for any purpose and duration in support of such agreement that the NSWC Crane Commanding Officer considers appropriate.
- 2.1.2 Notwithstanding the provisions of the Federal Property and Administrative Services Act of 1949 or any provision of law or regulation relating to transfers of surplus property, transfer to the institution any computer equipment, or other scientific equipment, that is: (a) commonly used by DUCSC, (b) surplus to the needs of the NSWC Crane, and (c) determined by the NSWC Crane Commanding Officer to be appropriate for support of such agreement.
- 2.1.3 Make NSWC Crane personnel available to assist in the development of STEM related courses and materials for the institution including but not limited to visits, tours, demonstrations, and experiments at NSWC Crane.
- 2.1.4 Make NSWC Crane personnel available to serve as mentors and/or advisors on various STEM extracurricular activities.
- 2.1.5 Involve faculty and students of DUCSC in NSWC Crane STEM projects.
- 2.1.6 Cooperate with DUCSC in developing a program under which students may be given academic credit for work on NSWC Crane STEM projects.
- 2.1.7 Provide academic and career advice and assistance to DUCSC students including topics, mentors, and evaluators for student projects.
- 2.1.8 Designate an individual as a liaison to be responsible for structuring the partnership program.
- 2.1.9 Level of effort to be expended by NSWC Crane on any activity under this Agreement shall be within the discretion of NSWC Crane and in accordance with NSWC Crane Instruction 5726.1, "DUCSC Partnership Program", as it pertains to employee participation and accounting guidelines.

### 2.2 Responsibilities of DUCSC

- 2.2.1 Designate a faculty member as a liaison to NSWC Crane who will be responsible for structuring the partnership program.
- 2.2.2 Solicit participation of students in educational opportunities and projects in the above-described areas provided by NSWC Crane.
- 2.2.3 Provide temporary and occasional meeting space.

- 2.2.4 Share appropriate computing assets as needed for student-employee collaboration.
- 2.2.5 Provide annual reports to the Commanding Officer, NSWC Crane, on the benefits of NSWC Crane's contributions to its educational program under the agreement.

2.3 Funding – Each Party will fund its own effort.

### 3 WARRANTS

#### 3.1 Of NSWC Crane

- 3.1.1 NSWC Crane hereby warrants to DUCSC that the performance of the activities specified by this Agreement, is consistent with the mission of NSWC Crane, and that the Official executing this Agreement has the requisite authority to do so.

#### 3.2 Of DUCSC

- 3.2.1 DUCSC hereby warrants to NSWC Crane that, as of the date hereof, it is an educational institution duly organized, validly existing and in good standing under the laws of the State of INDIANA dedicated to improving education and in particular STEM related education; and that it has the requisite power and authority to enter into this Agreement and to perform according to the terms thereof.

### 4 LIABILITIES

#### 4.1 NSWC Liabilities

- 4.1.1 NSWC Crane responsibility for injury or loss of property or personal injury or death caused by the negligent or wrongful act or omission of employee of NSWC Crane while acting within the scope of this office or employment will be in conformance with the Federal Tort Claims Act (28 USC Section 2671 *et seq.*). Except as provided by the Federal Tort Claims Act, NSWC Crane shall not be liable to DUCSC for any claims whatsoever, including loss of revenue or other indirect or consequential damages.

#### 4.2 DUCSC Liabilities

- 4.2.1 DUCSC responsibility for loss of property, personal injury or death caused by the negligent or wrongful act or omission of an employee of DUCSC while acting within the scope of this office of employment will be in conformance with the Indiana Tort Claims Act. Except as provided by the Indiana Tort Claims Act, DUCSC shall not be liable to NSWC Crane for any claims whatsoever, including loss of revenue or other indirect or consequential damages so long as the Indiana Tort Claims Act does not conflict with any

Federal laws, statutes and regulations. Should there be a conflict, the Federal laws, statutes and regulations shall apply.

#### 4.3 Force Majeure

- 4.3.1 No party shall be liable for the consequences of an unforeseeable force majeure event that (1) is beyond their reasonable control, (2) is not caused by the fault or negligence of such Party, (3) causes such Party to be unable to perform its obligations under this Agreement and (4) cannot be overcome by the exercise of due diligence. In the event of the occurrence of a force majeure event, the Party unable to perform shall promptly notify the other Party. It shall further pursue its best efforts to resume as quickly as possible and shall suspend performance only for such period of time as is necessary as a result of the force majeure events.

### 5 ADMINISTRATION

- 5.1 Ms. Florentina Closser will serve as the Elementary and Secondary DUCSC Educational Partnership Program Manager (EPPM) on behalf of NSWC Crane. The NSWC Crane EPPM, in conjunction with the cognizant Technical Points of Contact (TPOC), will work with the DUCSC EPPM to identify specific activities to be undertaken at any given time. The NSWC Crane EPPM will assure that program activities meet the legal and administrative requirements of the Federal Government and the Department of the Navy.
- 5.2 DUCSC EPPM will serve as EPPM on behalf of DUCSC. The DUCSC EPPM will coordinate program activities with the NSWC Crane EPPM and TPOCs to assure that they comply with the legal and administrative requirements of the Federal Government and the Department of the Navy.

### 6 GENERAL PROVISIONS

#### 6.1 Entire Agreement

- 6.1.1 This Agreement constitutes the entire agreement of the parties and no oral or other representations shall be binding. If attachments are developed, both parties shall review and approve in writing before incorporation into agreement.

#### 6.2 Cancellation/Suspension/Severability

- 6.2.1 The Parties reserve the right to cancel or suspend all or part of performance under this Agreement in the event that such performance is deemed to interfere, for any reason, with the performance of work/mission by the Parties. The right to cancel or suspend performance hereunder shall be in addition to the right reserved by the Government to cancel or suspend performance under this Agreement for unusual and compelling circumstances when the national interest of the United States so requires or to protect public health or safety.

Appreciating the consequences of such a decision, the Parties will attempt to mitigate any cancellation or suspension of services. However, the Parties cannot be held liable for any cost accruing as a result of any cancellation or suspension.

The illegality or invalidity of any provisions of this Agreement shall not impair, affect or invalidate the other provisions of this Agreement.

### 6.3 Headings

6.3.1 Titles and headings of the sections and subsections of this Agreement are for convenience of reference only and do not form a part of this Agreement and shall in no way affect the interpretation thereof.

### 6.4 Governing Law

6.4.1 This Agreement shall be governed by and interpreted in accordance with Federal law and regulations and Indiana State Law as applicable to Indiana public entities so long as the applicable Indiana State Law does not conflict with any Federal laws, statutes and/or regulations.

### 6.5 Termination by Mutual Consent and Unilateral Termination

6.5.1 Either Party may terminate this Agreement upon 30 days written notice to the other Party.

## 7 PERIOD OF AGREEMENT

7.1 This agreement will remain in effect for an indefinite period of time unless terminated in writing by the participating organizations. Modifications can be made at any time by mutual agreement of the signatories or their successors.

## 8 SURVIVING PROVISIONS

8.1 The article covering Liabilities, General Provisions and Surviving Provisions shall survive the termination of this Agreement.

9 SIGNATURES

ACCEPTANCE OF AGREEMENT on behalf of DUCSC

*Thomas D. Peeler*

BY: \_\_\_\_\_  
AGREEMENT SIGNATORY  
TITLE  
SCHOOL

02/07/2014  
Date

ACCEPTANCE OF AGREEMENT on behalf of NSWC Crane

BY: \_\_\_\_\_  
A. M. PRATT  
Colonel, USMC  
Commanding Officer, NSWC Crane

\_\_\_\_\_  
Date

February 4, 2014

To Whom It May Concern,

This letter is to officially inform you that the Town Council for the Town of Dugger would like to ask for your support, and to request that you make a decision to consider making Dugger Union Community School a realization.

Parents want to keep their kids in town and small school size is important to them. Why close the school and break up the community when we could be creating new programs that build the community and attract students?

There are many people in this community who are willing to work together to come up with a better solution for our school. It is our belief that keeping the school building open is the best answer.

We maintain that smaller schools are better for students and teachers and that students are negatively impacted by transitions from one school to another. The closing of our school will result in larger, more crowded schools, fewer students attending neighborhood schools, more traffic problems, and more parents choosing to leave the school district all together.

Please consider the consequences for our students before you make your final decision.

Sincerely,



Michelle Riggleman

Clerk-Treasurer  
Town of Dugger

To Whom It May Concern,

I, Lonnie S. Todd, Jefferson Township Trustee fully endorse the efforts of Dugger Union Community School Board in their attempt at starting a charter school. And furthermore, a large percentage of our township residents share my thoughts on this issue and would support the charter school. My hope is to see the Dugger Union Community School come to a realization. This has been a highly discussed matter in our township and I have heard no negative remarks.

Sincerely,

Lonnie S. Todd  
Jefferson Township Trustee  
812-659-4149

February 3, 2013

Gentlemen:

My name is Jim Marlow. I live in Dugger, Indiana and have owned and operated Marlow Auto Sales, 8197 Hwy. 54 East, since 1966.

I am aware that the Northeast School Corporation has voted to close Union High School and Dugger Elementary School. While it is my understanding that a group of concerned citizens are trying to keep the school open somehow, I wanted to give you my opinion as to how this would affect the town and the businesses of Dugger. I have seen it happen many times before. When a small community exists, most of its activities and the "lifeline" to that town is the school. If the school is closed, the town will deteriorate – people will move away, it will be hard to attract new business and people, and my opinion is that a town with no school generally dies. It may take a few years, but it always happens.

As to how the closing of the school will affect my business – it's simple. It will kill my business. Again, it is unknown how long it will take, but I will lose my sole livelihood. The same thing will happen to other businesses in Dugger.

I am very hopeful that the people of Dugger are able to keep the school open in some capacity. I am not familiar with "charter" schools, but I understand this is one option.

The other option, as I understand it, would be for Dugger and its taxpayers to split off from the Northeast School Corporation. I am very familiar with the town of Pleasantville and the general area that our school serves. If our students were forced to go to North Central (or other elementary schools north on U.S. 41), the children of Pleasantville and other rural areas will have NO chance to participate in sports or extracurricular activities. And I mean that in the truest sense. These children will have NO OPPORTUNITY WHATSOEVER at afterschool academic or athletic opportunities. There is no way the parents would be able to arrange transportation.

I am very supportive of Dugger Union Community Schools and I am asking that rather going the "charter" school route, I propose the school corporation do the right thing. The smartest and easiest thing would be to redistrict and let Dugger serve the children and community they currently serve and let the people of Dugger operate the school on the tax money paid by the citizens of Cass and Jefferson Township.

Please contact me with any questions.



Jim Marlow  
750 3<sup>rd</sup> St.  
Dugger, IN 47848  
812-648-2670

To whom it may concern,

My name is Kevin Ellis. I am a 1994 graduate of Union High School with an Academic Honors Diploma. I graduated from Indiana State University in 1998, with a Bachelors of Science degree in Electronics Technology. I am employed at Marathon Petroleum Company in Robinson, Illinois, where I work as a controls/instrumentation specialist. I currently have two children that attend Union Jr/Sr High School. My son Anthony is 16 years old and is currently a Sophomore, and my daughter Cassidy is in 7<sup>th</sup> grade. My wife Joni is a teacher's aid at Dugger Elementary. My wife and I currently built a new home just ¼ mile north of the town limits of Dugger. I have lived in the Dugger area my entire life, and as you can tell, our school means a good deal to me. Both my children are class presidents of their respective class, and both highly involved in all activities that center around the school.

I believe it is crucial not only to keep the school open in Dugger, but to keep the community striving. Not only would it hurt our children's education having to travel nearly 50 miles round trip to attend their school, but I feel it would greatly reduce their ability to perform extracurricular activities. It would be very difficult for them to attend after school functions having to travel these kind of distances to attend school. Their study time, practice time, recital time, and other events that are not school related would greatly be impacted with the amount of time they would spend traveling. Dugger is a very tight knit community where everyone comes together in a time of need. We can have a great community experience with the opening of Dugger Union Community Schools. I know the community will rally around any activities associated with the school, and we could set an example for our children of how concerned citizens can stand up for what is right, and keep our children's best interest at the forefront of everything we do.

Thanks for your time and consideration,

Kevin Ellis

285 S County Road 800 E

Sullivan IN, 47882

(812)-798-2633

Ellis\_kevin\_m@hotmail.com

To Whom It May Concern,

I would like to take this opportunity to introduce you to the Booster Club for the former Union High School and the newly Dugger Union Community Schools. The Booster Club is a charitable, non-profit organization whose purpose it is to encourage enthusiastic support and interest in DUCS athletics; to contribute to the advancement and needs of athletic programs at the high school; and to lend support to the Athletic Director. The Booster Club has a long tradition of supporting our boys and girls athletic programs. For many years, the Booster Club has been responsible for athletic dinners, assistance at pep sessions, game time programs, schedules, and in-game giveaways, such as mini-basketballs, footballs, and bulldog fan packs.

In an effort to help elevate the success of our DUSC Athletics, and to provide the same level of support to our dedicated student athletes that our rival schools provide, we, the DUCS Booster Club, support our teams.

DUCS Booster Club  
PO Box 377  
Dugger, IN 47848

President: Regenia Robinson  
812-798-1014  
[Facebook.com/UHSBoosterClub](https://www.facebook.com/UHSBoosterClub)

To Whom It May Concern:

I started at Dugger Elementary on the first day of school and continued until I graduated from Union High school and never missed a day of school. Even through college I continued to stay active at Dugger schools by helping however I could. I am currently a substitute bus driver and teacher. I have become a familiar face around school and throughout the community.

I graduated from Indiana State University with Bachelor degrees in Political Science and Social Studies Education. Once I decided to become a teacher I had a vision of being able to teach government at Dugger and eventually becoming the principal. I have done everything I can to help out the school. I have saved the school and corporation a lot of money by donating my time driving for trips. I only do it so the students can have a better experience and I already enjoy what I do at school.

I will continue to support the Dugger schools for years to come, whether I am teaching at the school or not. This is my hometown school and it made me into who I am today and the same is true for all of the other students that walked across its stage. My hope is that it will continue to produce the high achieving students it has always done.

Sincerely,

Justin Todd

My name is Valerie Hall. I am the parent of 2 children, a 5<sup>th</sup> grade daughter and a 3<sup>rd</sup> grade son. My husband is a lifelong resident of Dugger and graduated Class of 86!

We love Dugger because of the small town feel. We know a lot of people. Since my son and husband were part of the Union Football program last year we have gotten to know even more people. The school is wonderful and my kids love it. We would never want to leave Dugger schools.

My name is Roy Chambers. I am a graduate of Union High School in 1960, my wife also went there. My two daughters are graduate's as well, 1983 and 1992. My grandson would have graduated in 2015. In a small town like ours everyone knows and supports each other, whether it be sporting event, church, or in time of sickness. Losing our school would be devastating to our community and we need to keep it open. The community is trying to get the charter open and this would be great for the kids. Our kids are everything to us in this town! We love our town and our kids!

Thanks,

Roy Chambers

Dear Indiana Charter Board,

Hello, My name is Amanda Marlow. My husband Mark Marlow and I are residents of Dugger Indiana. We have lived here our entire lives and we are both graduates of Union High School. We currently have three children attending Dugger Elementary and Union Jr/Sr High School. We would love nothing more than to see a charter school open in our town. The closing of our schools was devastating to both us and our children. Our oldest son will be a senior next year and the thought of him graduating anywhere other than our home town is extremely unsettling. He and his classmates have been together since kindergarten and we would hate to see them split apart in their final year of high school. It is very important for us to keep our children in a small school setting. It is all we have ever known. Being graduates ourselves of UHS we cannot imagine sending our children to one of the larger surrounding schools. Our younger children are very active in sports. In Dugger every student has the opportunity to participate in all sports and extracurricular activities. If we are forced to send them to another school they may no longer get the opportunity to experience these activities. Our school is the heart of our town. Without it our town will go under. The approval of a charter school by the Indiana Charter Board is crucial to the residents of our small community. We have a very intelligent and ambitious group of people who have worked very hard to make the dream of keeping our school open a reality. If approved, this charter school will be in the most capable of hands and we assure you that it will thrive. We ask you to please approve the application to allow the schools of Dugger Indiana to become a charter school.

Thank You,  
The Marlow Family

In the history of the United States one of the first things accomplished when a community was settled was to establish a church so that the people of the community would have a place to worship God. One of the next things to be established would be the community school, sometimes both the school and the church using the same facilities. If you take away one or the other then you take away half of the community's foundation for existence. We need the churches of Dugger as well as the school to help keep our identification. Our forefathers knew the importance of both in attempting to educate our children in the principles of learning. They also knew the importance of teaching morals and ethics – basic rules of life and the right things to do. Let us continue these principles in the Dugger Union Community Schools.

Thank you,

Jerry Carmichael  
Minister, Dugger First Christian Church

8313 Washington Street  
Dugger, Indiana 47848  
812-648-3043

I have been praying for Dugger schools to remain in service because I believe that the schools are important to the life of the community. I believe if you take away the schools you are closing down the town. People live where there is work and where their children will have good caring schools. Who would buy a home where there is no school? Teachers, bus drivers, cooks, custodians, nurses all would lose their job at a time when jobs are scarce. If Dugger becomes a ghost town it will affect Linton and Sullivan where we go to shop and eat out. Losing the schools will affect our churches and therefore what keeps us from being even more dysfunctional as a family or community.

Martha Carmichael

My wife Jodell and I grew up in Dugger, Indiana and graduated from Union High School. Dugger is where we chose to build our home and raise our family. We have two daughters currently attending Dugger Elementary School. Jodell is a registered nurse employed by Northeast School Corporation, serving as the school nurse at Dugger Elementary and Union High School.

I am employed by the department of justice, serving as an investigator at FCC Terre Haute. We have been members of Dugger First Christian Church for over 20 years. We currently serve as respective board members with Dugger Dollars for Scholars, a non-profit scholarship program assisting Union High School graduates. We possess a deep desire to continue this program for hard working Union High School students and their families.

We strongly believe in the mission and vision of creating a learning environment unequalled and envied by our neighboring communities. We feel the leadership of the new school board along with the support of the Dugger community will make this possible.

We support all efforts, and plan to become more involved once Jodell is no longer employed by Northeast School Corporation. We appreciate everyone's hard work and dedication.

Sincerely,  
The Camden's

We are the Reynolds family - Chad, Natalie, Tanner & Kolbi. Chad & I have been married 23 years and have lived in Dugger all our lives. We both graduated from Union High School in 1987. our son Tanner graduated from UHS in 2011. Our daughter Kolbi is a junior and wants to be part of the first class to graduate from Dugger Union Community Schools. Chad is currently the assistant varsity softball coach. He has also coached elementary basketball, youth league softball and was president of the Dugger Youth Football league for 4 years. I have also been elementary cheer sponsor, coached youth softball and been Vice President of the Dugger Elementary Parent-Teacher Organization. Along with coaching and serving on different boards we have also participated in many fund raisers for our school and community.

Our son Tanner is an electrician, and although he is not married or have any children at this time he does have an invested interest in the future of our school. He plans to live in Dugger and eventually raise a family here so he can support our school.

Our daughter Kolbi as I said is a junior at UHS. She has chose to stay at Dugger and follow in our footsteps. It would mean the world to her to graduate from the only school she has ever known. Kolbi is involved in many activities at UHS. She has been on the student council board since she was in 7th grade, has participated in volleyball, basketball & softball every year also. She is currently the President of the Junior class and planning their junior/senior prom. As you can see we are a family that is very involved in our school and community. This would not change. We will continue to volunteer and be active in our school.

The thought of losing our school has been emotionally devastating to our family and our town. The thought of the financial impact it would have on our family is very upsetting. We would have the added cost of sending our daughter to another school and with no school in our town, people would move out of Dugger, therefore; our property values would fall. This is just a few reasons we need our school.

To have the opportunity to keep our schools would mean the world to our family and to every family in our community.

Thank you,

Natalie Reynolds

**My name is Chris Land I have lived in Dugger for 35 years.I have a hair salon on Main street and have been there for twenty six years.My husband Terry has lived here his whole life.We have three children who graduated from Union High School.Now we have six grandkids, four who are at Dugger.**

**My church is Dugger First Christian, my church, family, and my town are a big part of who we are.**

My husband and I both went to Dugger elementary and graduated from union high school. We dated in high school and married several years later. We moved from a nearby town and built a new home right outside of Dugger city limits just so our three sons could be Bulldogs just like we were. Our oldest son is in Kindergarten and loves his school and teacher. I did not want him to about the closing of "his" school, as he calls it, because we didn't want him to worry. He found out when he was watching TV and a new story came on. He was devastated, as we all were. I told him not to worry because we were not giving up and he would stay at his school. There are many reasons why I want this charter school but the primary one is because I can't let my son down. I made a promise to him and I never break my promises.

Sincerely,

Landi Cliver

Hi my name is Gordon Moore. I am a father of 4 kids. I didn't attend school in Dugger, however my wife's family had four generations that have. It may not be a tradition from my side of the family but I believe in tradition. After fifth grade I didn't attend the same school for more than 3 years. My family moved around a lot and adjusting to a new school and new community is hard for any kid. I went to school with 800 kids, I've gone to a school with 300 kids, and in my eyes the smaller school is always best. I just want my 4 children to have the opportunity for the best education they can have, so they won't have to settle for low paying jobs in their life. They will be able to provide for their families and not struggle. I am a 33 year old surface miner that wants more for my children and generation to come. Because our children are our future!

Thank you,  
Gordon Moore  
Father of 4 Children!

## Who I am and what Dugger means to me!

I am Tiffany Moore, a mother of 4 children and 3rd generation that attended DES and UHS. I have been a lifelong resident of Dugger Indiana. Dugger Indiana has the same meaning as family to me. In every family there is the one core that holds it together, and that is our school. Everyday my kids attend school it's like going to a family reunion. My 4 children are 4th generation out of our family to go to DES and UHS. Almost every faculty member and fellow students and town has known my children since birth. They know every need and weakness my kids have. To educate my children it is a key priority to be able to educate them to their full potential. My 4 kid's education is top priority to me. It is our future in this world. Our children are our future. To have such a great school and town I know my kids will succeed to the fullest of their abilities. Keeping our school in our little town is the key to our future. My two older children went through a tragedy in 2013 and if it wasn't for our town and our school they wouldn't be doing as great as they are now. Knowing that all those people are there for them is what gets them through each day. I am one of those parents if our school closes I will have 4 kids in 3 different school buildings a few miles apart. My youngest will be starting kindergarten next year she will know nobody, and starting school for the first time is scary enough. With keeping our school in this town she has played ball with all the students that will be in her class and she knows all the teachers and parents also. Her starting school at Dugger next year makes a great first year of school a great experience and she will be at ease to enjoy it. She will not be going with fear but a will and passion to learn with all her friends and people she has always knew. To know all her siblings will be there with her to hold her hand will be even more comforting. To walk down the same halls of 4 generations of our family and my other 3 kids graduating is very meaningful to me and my family. It has made us what we all are today. If I send my children to different school I'm terrified they will lose their passion and drive to want to go to school now, because of them going to Dugger now they have that drive and passion to go every day. It's a new adventure for them every day. That means they enjoy their education and to me that is a great sign for our future and that our school and me as a parent is doing something right. I wouldn't want to change anything from the way it is.

Thanks for reading,

Tiffany Moore  
Mother of 4 Children.

My name is Jennifer Figg I'm a 1992 graduate of Union High School. In December of 2013 the school district my son attends decided to close our doors. Our community is strong and we have decided that we want to keep a school here. A school in the community is the backbone of this town!! It is what makes this town and who we are. We are hoping that we can open back up as a charter school in the fall with the help from the community! The school means so much to this town it is everything. The kids love the school here they don't want the school to close its there lively hood. The school closing here tears me up so much you can't even imagine. It's very hard to hear those words your door's are being closed. But we have new hope for our school and we believe!!!!

Thanks, Jennifer Figg

To Whom It May Concern:

I am a Dugger resident of 43 years. I graduated from Union High School in 1989 and currently have four children and other extended family members that attend Dugger Elementary/Union High School. I have worked as a regular and active school volunteer since graduating in 1989. My family and I have been vested in the Dugger community schools for 6 generations, and I fully support the efforts to maintain schools in the Dugger community moving forward.

Angie Jobe

To Whom It May Concern:

I am a Dugger resident of 42 years. I graduated from Union High School in 1989 and currently have four children that attend Dugger Elementary/Union High School. I have coached and volunteered for numerous school related events since graduating in 1989. I have been active in the recent attempts made to retain the schools in the Dugger community, and fully support this effort moving forward.

Chriss Jobe

My name is Valerie Hall. I am the parent of 2 children, a 5<sup>th</sup> grade daughter and a 3<sup>rd</sup> grade son. My husband is a lifelong resident of Dugger and graduated Class of 86!

We love Dugger because of the small town feel. We know a lot of people. Since my son and husband were part of the Union Football program last year we have gotten to know even more people. The school is wonderful and my kids love it. We would never want to leave Dugger schools.

To whom it may concern,

I am a supporter of the charter school efforts for several reasons. My name is Lonnie Todd; I am currently a shop foreman at CM Engineering in Dugger, Indiana and the Jefferson Township Trustee. I am a 1985 graduate of Union High School (UHS). I have coached all levels of baseball in the last 25 years, all in the Dugger area. I am currently the Union High School assistant baseball coach. My wife and I have three sons who have all attended UHS. Our youngest son will be a senior next year; our other two boys have graduated with honors from UHS and have continued their education at Indiana State University (ISU). Our oldest son graduated from ISU in December, 2013 with honors. He also has a great respect for our school. He drives a bus for the school when needed and substitute teaches for them also. All three of my sons have gone through school at UHS without missing a single day of school, that says something about them, but in my opinion it says something about our school, our faculty and everyone involved with making UHS a place to keep and be proud of. My wife and I have spent many hours at UHS attending meetings, helping out with concession stands, watching sports events, and whatever else we can help out with. In the event our charter school becomes a reality, I understand that some of our faculty will stay with us. In my opinion we have very good teachers that have had a good influence on my three sons. When my sons left for college I was not concerned if they could make it or not, I knew they were prepared. I am sure with the group of people we have tirelessly working on this school and the community support we have, that Dugger Union Community School will be the school that will grow and be recognized.

LONNIE S TODD

## The Simmerman Family

My name is Valerie Simmerman and I am a Union Bulldog. In fact I come from a long line of Union Bulldogs. Many of my family members have walked those hallways, ate in that cafeteria and cheered in those stands. My brother and mother both climbed those stairs as well as grandparents and great grandparents. Countless cousins, aunts and uncles have played in those gyms. More recently I watched my son pose for pictures in his cap and gown in those same hallways my daughter walks in today. Union High school is part of my families' history and part of my families' success in the workplace. Nurses, business leaders, social workers and with my son in college, a future law enforcement agent have worn the black and gold in my family. That is why we stand with the Dugger Union Community School Corporation in keeping the Union Bulldogs fighting into the future for not just my family but for all families that are here and to come. We will not go quietly into the night....!

Thank you for your time

Darrell, Valerie, Christopher and Samantha Simmerman

My name is Vicki Talpas. I have lived in Dugger all of my life. My mother, my siblings, my children, grandchildren and I all graduated from Union High School and attended the elementary school also in Dugger. I am a charter member of the Dugger Community School Corp. and I am very concerned in keeping our school for all of the students. We are a close knit group at Dugger and removing our school would be a detriment to our community.

Since graduation from Union in 1963, I have always been involved in the school in many activities. I will continue to work with the new school if we are fortunate to leave our school in Dugger.

I am the Sullivan County Assessor in my third term. I also worked in the Assessor's office 15 years prior to my election as Assessor. Before this I stayed home to raise our two children.

My son, graduated from Union in 1985, is a nurse (RN) and also has a degree in computer science. My daughter graduated in 1995 is also a nurse and a PTA.

Our school has always been academics first. Both of my children played most all the sports in their field and still were able to do well in school and college.

I know you can see why we are very anxious to get this new school established.

Thank you for your consideration in this endeavor.

In August of 1971, I boarded George Hall's Bus No. 24 for Dugger Elementary School. As I walked through the doors to Dugger Elementary, it became my "home away from home" for the next 13 years. It was in that Kindergarten class in 1971 that I met two best friends, who continue to be forty three years later.

I've been fortunate that my two oldest children have graduated from Union High School. They were able to experience the small school atmosphere, just as I did. I've made many sacrifices, both physical and financial to afford my youngest child the same opportunity. He is currently an 8<sup>th</sup> grade student at Dugger Union Jr. High School. It is with great hope, that he will be my next graduate from Dugger Union Community School.

*Trudi R. McCannor*

I graduated from Union High School in 1984. Having been a lifelong resident of Dugger, Indiana, it was important to me to stay in Dugger and raise my young family. I wanted my two kids to have the small school experience that I had been privy to. Circumstances beyond my control, left me as a single parent in the small town to do just that.

On January 2, 1998, I remarried and moved to nearby Sullivan, Indiana. The union would mean a move from Dugger for my two kids, then ages 13 and 9. The Dugger Jr. High and Elementary students did not want to leave their small school and childhood friends. I promised them that as a trade for my happiness, I would continue to drive them to school in Dugger. They graduated from UHS in 2003 and 2008.

Sixteen years later, 103,000+ miles later, I continue to drive their younger brother, who is in the 8<sup>th</sup> grade, the 36 mile roundtrip, because I want the small school experience that they had for him.

*Trudi R. McCammon*

My name is Mable Ann Walters. I am a lifelong resident of Sullivan County. I graduated from North Central High School and Ivy Tech College with a degree in computer programming. I moved to the Dugger area when I married my husband and lived there for 32 years until my husband passed away. I now live in Sullivan, IN. I have worked at the Sullivan County Assessor's office for 12 years. Prior to that, I worked at Amax Coal Company/Meadowlark Farms for 14 years.

I have a granddaughter who will be a Freshman at Union High School the next school year. She, like so many others, loves the school and was heartbroken when the school board voted to close her school. Her great-grandmother, grandfather and mother are all graduates of UHS. She would have been the 4<sup>th</sup> generation of her family graduating from UHS had it not been closed. Therefore, I am very interested in keeping the school open as a charter for her and all the other students who attend Union Jr/Sr High School and Dugger Elementary.

**My name is Peggy Goodman. I have lived in Dugger my entire life. I am currently the Sullivan County Clerk. I have worked in the Clerk's office since 2001 and was elected Clerk in 2011. I graduated from Dugger-Union High School in 1984. My son, parents, sisters and nephews all graduated from Dugger-Union as well. I am a strong supporter of the new Dugger Union Community School and it's leaders.**

2-18-14

My name is Mary Kinnard. I am originally from a small town in Indiana called Markleville. It is about 2 1/2 hours northwest of here. I grew up in a small town, but went to a big school in Pendleton. I graduated with over 200 kids. When Hugh and I got married, we still lived in Anderson, a big city close to Pendleton. We had our first daughter, Rainy, there in 2000. Hugh had almost 5 acres of land in Dugger that he bought in 1991. (with the help of his parents) He used the land as a get away. A place to go fishing, hunting, and camping. A place to get away from the big city. He first brought me here in 1997. I loved it here. After Rainy was born, we decided to get away from the "rat race". We wanted to raise our family in a small town. So, we packed up and moved to Dugger in 2001. Rainy was one year old. All that was on our property was a storage shed. We stayed in a small truck camper with no water or electricity for about 4 months. We ran our own water line and got power put on the property. Then we started

to add on to the shed, we made it our home. We did not know anyone until Rainy started kindergarten at Dugger. We quickly made many friends. The community treated us so well, like their own. We had our second daughter, Stormy, in Sullivan in 2004. Even though it was very hard to live how we did, we made it work. We wanted our girls to go to a small school and live in a small town. I went to school with people I didn't even know. I want my girls to know everybody they go to school with. I love the small town life. It is so much better for my family. To be honest, we moved to Dugger just for the small school. I love it here and would do it all again in a heartbeat!

Just a little about myself  
well here goes I am the father  
of Rainy and Stormy Kinnard.

I am a plumber by trade but  
also a provider to my family  
and this community, by being the  
guy that pipes what needs piped  
to those who have a little or  
a lot. I went to Penikese Heights  
who lettered in football, basketball,  
baseball, and played rugby (Rugby)  
on a national level. Moved to  
this small town now own land  
in the country and building on  
Main street. I pride myself on  
being part of this small town  
and will die in this small town  
those who know me, know me  
well. Treat others with the respect  
the Lord has treated me with many  
blessings good wife and family. Also  
the will to be free. Well a little  
about myself but more to come. :)

D.O.B. 12/12/1974

Thank you  
Hugh Kinnard  
Hugh Kinnard.

To Whom It May Concern,

I went to Digger Elementary and graduated from Union High School. My husband and I have 3 children, 2 of them have already graduated from Union and the youngest is a freshman there now. We want all of our children to graduate as a "BULLDOG". This Charter school would be a blessing for our family and this community. Our children have always had the luxury of smaller class sizes, one on one help if needed, and teachers that can actually get to know their students. They are NOT just a number. We need this to continue.

We were all devastated when we found out about the closing of our school. My son's grades have fallen drastically, he is so worried about where he is going to have to go to school next year, if we don't get the Charter school. This will have a huge impact financially on my family, if this Charter school isn't approved. We both, my husband and I work away from here and if we have to move our son to a different school, then we will either have to move to a different county, or I will have to quit my job, so that I can get him to and from school everyday. He will not go to another school in Sullivan County, only the Charter school.

Our community may be small, but we have a big heart and we are all like family. We need this Charter school to keep our family together.

Sincerely, Ronda Jackson

To whom it may concern,

My name is Gina Lovelace I have lived in Dugger for the past 28 year. I have 2 children, Ashlee who was a graduate of UHS and Lincoln Trail College with a Associates Degree in Nursing and Parker who is a Sophomore at UHS. They both loved going to school at UHS and have been very successful in the classroom and playing sports! I have been a Hairdresser for 33 years and own a Hair and Tanning salon. A large portion of my Clients reside in Dugger. I graduated from Shakamak High School in a nearby town in 1980! When I got married and moved to Dugger , it was one of the best places to live and bring up your family! It didn't take long to know everyone in town! We are like a big family and that is why is so important to keep our School! When there is something going on at the school half of the town is there to show support!

I have been a strong supporter to save our school! UHS is very unique school, we are small and every child gets individual attention! I believe NO child gets left behind here, they are committed to provide learning experiences that allow students to grow intellectually, emotionally, and physically, to prepare students for responsible adulthood and to provide a foundation for life- long learning! Every student can take part in any sports and all activities that is offered! We have teachers that truly care about our kids they attend their ballgames and offer extra help in the classroom. UHS ranks high on their test scores and has been very successful in their graduates going on to college and getting awesome jobs.

Because of the small school atmosphere our kids are close friends and bullying is not an issue. We have many transfer students from nearby schools come to UHS because of being bullied at their schools! Because of the students kindness and acceptance to all students and not breaking off into groups like a lot of bigger schools, every child is treated equally! So many of the parents work together to help each other out with transportation, meals and supporting our children! This attributes instills confidence and self worth to our students! They have to believe they can do it and the encouragement to help them succeed!

Our School is very important to our children, our community , our town and would be devastating to so many families to not have our School! We would be so excited for the chance for a new beginning as a Charter School! We would all work hard to make this happen! Without this school in our community this town will die, and our kids will be separated in different schools with long bus rides to get them there! We fight for 927 people in our town, 21 business owners, 50 teachers and employees of UHS, last but not least 331 of the greatest kids in the world, it's what drives us to keep going ! As our school T-shirts say with our mascot the Bulldogs, " It doesn't matter how big the dog is in the fight—It's how big the fight is in the Dog"! Please give us a chance and we promise to be good stewards of our school, our childrens education, our community! We can make this work, we will make this work and will be one of the top Charter Schools in Indiana! Thank you so much!

Gina Lovelace



# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

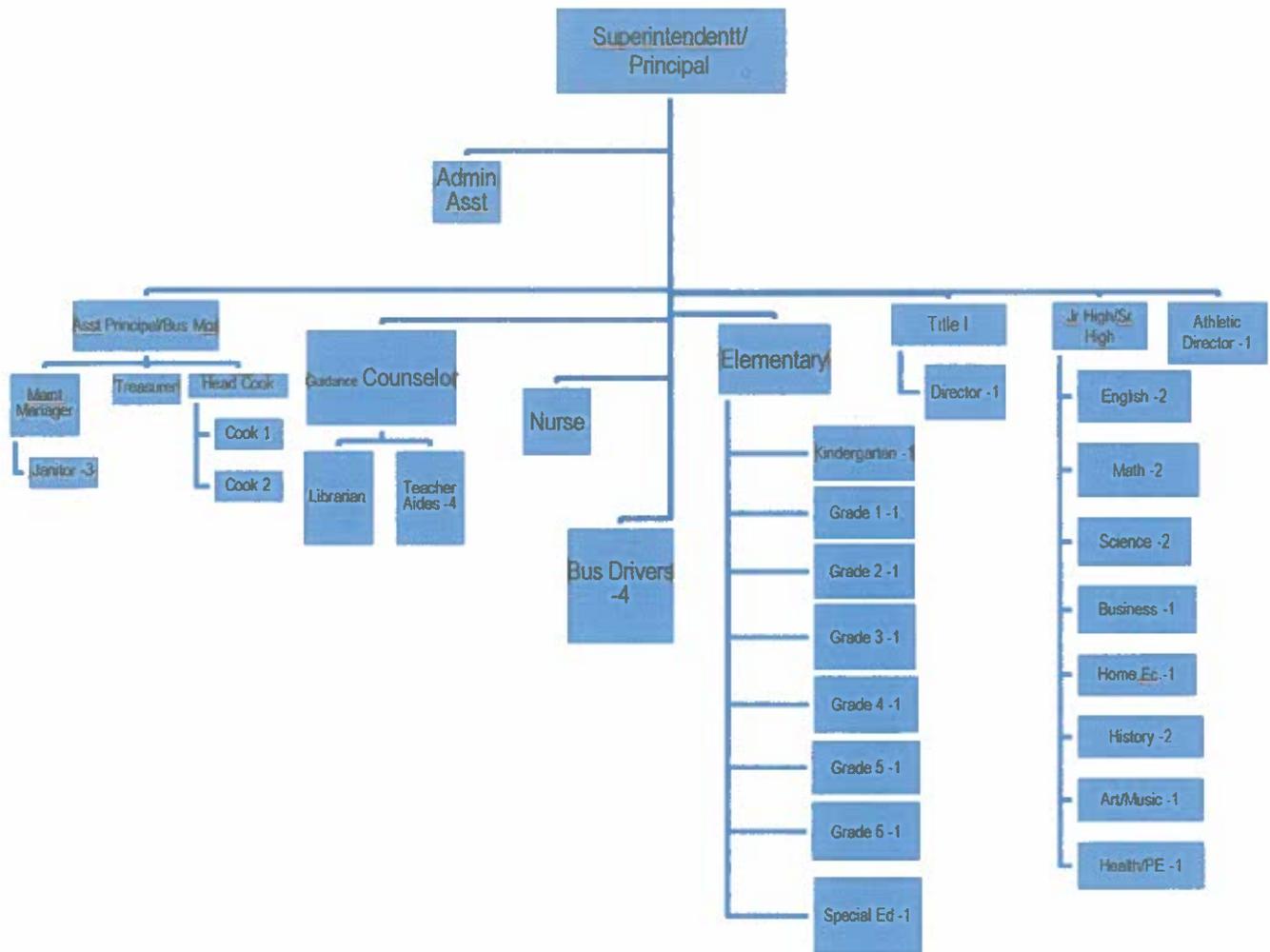
**Attachment # 14**

**Organizational Charts**



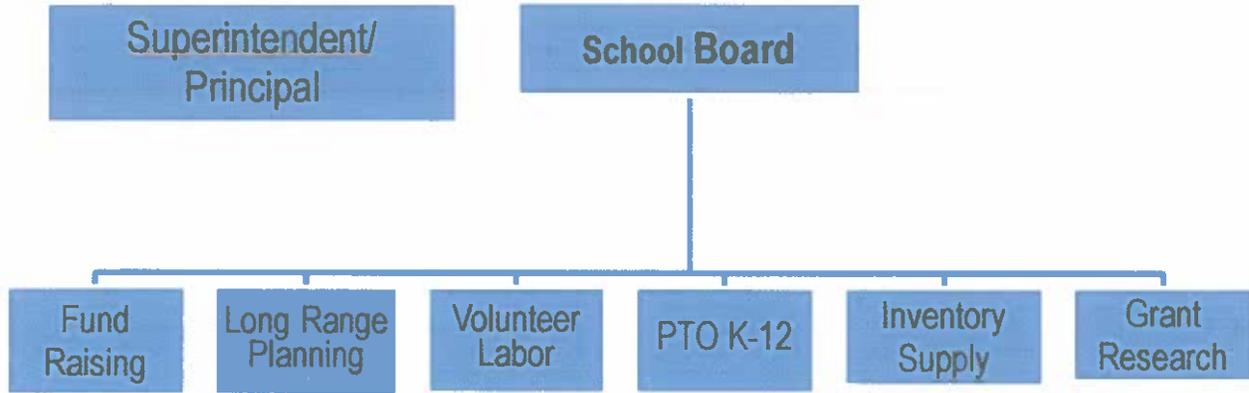
# DUGGER UNION COMMUNITY SCHOOL CORPORATION

## Organizational Chart



# DUGGER UNION COMMUNITY SCHOOL CORPORATION

## Community Partnership



# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 15**

### **Start-Up Plan**

Month	Task	Responsibility
Ongoing	Student Recruitment / Enrollment	Superintendent
January-14	Develop Community Partnerships	Superintendent
	Identify Potential Board Members	Superintendent
	Create a Board of School Trustees	Superintendent
	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Work of Charter Application	Superintendent
	Develop Community Partnerships	Superintendent
	Draft a Budget	Superintendent
February-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Submit Charter Application	Superintendent
	Continue Community Partnerships	Superintendent
	Develop Vocational Partnerships	Superintendent
March-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Interviews with the Indiana Charter School Board	Sup/Board of School Trustees
	Search and Apply for Grants	Superintendent
	Locate and Purchase Potential School Equipment and Supplies	Superintendent
	Continue Community Partnerships	Superintendent
	Public Hearings for Indiana Charter School Board	Sup/Board of School Trustees
April-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Search and Apply for Grants	Superintendent
	Locate and Purchase Potential School Equipment and Supplies	Superintendent
	Continue Community Partnerships	Superintendent
	Advertise Job Openings	Superintendent
	Hold Monthly Board Meeting	Board of School Trustees
May-14	Hold Community Meeting	Superintendent
	Search and Apply for Grants	Superintendent
	Locate and Purchase Potential School Equipment and Supplies	Superintendent
	Continue Community Partnerships	Superintendent
	Interview Potential Teaching Candidates	Superintendent
	Hire Teachers	Superintendent
	Hire Office Manager	Superintendent
June-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Locate and Purchase Potential School Equipment and Supplies	Superintendent
	Search and Apply for Grants	Superintendent
	Continue Community Partnerships	Superintendent
July-14	Locate School Buses for Transportation	Superintendent
	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Buy School Equipment and Supplies	Superintendent
	Search and Apply for Grants	Superintendent
August-14	Locate School Buses for Transportation	Superintendent
	Continue Community Partnerships	Superintendent
	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Continue Community Partnerships	Superintendent
	Search and Apply for Grants	Superintendent
	Supply School Building with Equipment and Supplies	Superintendent
Teacher Professional Days	Teachers and Staff	
School Starts August 12, 2014	Teachers and Staff	

## *Dugger-Union CSC*

### **Start-Up Plan**

This outline is a timeline of events that have to be completed in order to open on the projected first day of classes, August 12, 2014. This is an extensive list of items, when they need to be completed, and who is responsible for completing the tasks. These tasks are subject to change based on the need and availability of resources.

Many of these tasks repeat each month until school starts in August, most notably the effort to establish partnerships with business and industry. We will continue to develop community partnerships because the school supports the community by serving the students.

## **Transportation**

Dugger Union Community Schools plans on providing limited bus transportation for students. We will have contractor provided bus services that will make stops at various central locations throughout the community. We will encourage car pool activities among parents and assist in coordinating these activities within the school to deliver the students to the designated locations. We will have one bus which is owned by the school that can be used for field trips, athletics, and other school related functions. This bus will be operated by teachers who have successfully completed an adequate training program. We will comply with all local, state and federal laws including the McKinney-Vento Homeless Assistance Act, as well as the Disabilities Education Act, and IC 511 IAC 7-43-1. Liability Insurance information can be found on Attachment 16, section 5 of the quote from 1<sup>st</sup> Security Insurance.

## **Safety and Security**

Dugger Union Community School Corporation has a detailed and specific safety and security plan. This detailed plan is comprised of a Crisis Response Team which will be made up of DUCSC staff who will be trained to meet all Department of Education requirements. The facility is equipped with a video security system with cameras. In addition, the security system has a video feed to each main office in the elementary and high school. Any visitor entering the building will be visually identified before being allowed to enter the facility. All visitors will be required to sign in to the respective offices and wear visitor badges while on the premises.

## **Technology Specifications and Requirements**

Dugger Union Community Schools will provide high performing technology services for all teachers, students, and staff to adequately facilitate blended learning techniques. At the operations level, we will maintain a system that will allow all teachers, staff, and administration to safely perform tasks with adequate storage for all their needs. At the instructional level, students will have access to systems that will safely and effectively allow for blended learning techniques. The systems will be the avenue for standards such as ISTEPs, IREADS, and other online learning techniques.

A fiber optics fed network will provide more than adequate bandwidth throughout provided by the local internet providers. We will maintain the highest standards of safety and security for all technological equipment and networks within the school. Hardware acquisition will increase over time with budget allocation, as well as unique partnerships with facilities like Crane Naval Surface Warfare Center to successfully accommodate all our technological needs. We will likely use contract services to maintain our IT services. They will provide 24 hour, 7 day a week assistance as needed.

### **Transportation**

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## DUGGER UNION COMMUNITY SCHOOL CORPORATION FACILITY PLAN

Dugger Union Community School Corporation will be utilizing the existing Elementary and Junior/Senior High School buildings located at 7356 E CR 50 S in Dugger, IN, 47848. These buildings are located within the Northeast School Corporation School District. Northeast School Corporation will be closing both of these schools at the conclusion of the 2013-14 school year. These buildings will be reported to the Indiana Department of Education by Northeast School Corporation no later than July 31<sup>st</sup>, 2014, per the signed agreement during the February 9<sup>th</sup>, 2014 Northeast School Board meeting.

The original High School building and gymnasium were constructed in 1921. These consist of a three-story brick and masonry structure serving as the high school and a separate two-story brick and masonry structure serving as a gymnasium. A separate elementary school building was added and construction completed in 1962. Additions were made to the elementary and high school in 1967, 1971 and 1984. The 1984 addition included the largest attached gymnasium in the school district. After all additions were completed, it allowed the entire school facility to serve as a combined K-12 school, with shared space.

The current Dugger Elementary School has 11 general purpose and four special purpose classrooms. All classrooms and special purpose classrooms are at a minimum 900 sq. /ft., with others being significantly larger. In addition to the classrooms, there is a multi-purpose area, with a minimum of 1800 sq. /ft., a cafeteria, which is used by all K-12 students, that has a minimum of 10-12 sq. /ft. per seat, a general storage area with a minimum of 2% of the gross area and a maintenance work area. The Elementary is complete with drinking fountains and lavatories and is compliant with all ADA Standards. It is accessible to all students with or without special needs.

### Elementary Classroom and Student Capacity

Room Number	Grade	Functional Capacity	Actual Capacity
100	Kdg	18	25
103	Kdg	18	25
102	1	18	25
101	2	20	25
104	3	20	25
107	3	20	25
110	4	25	25
113	5	25	25
111	6	25	25
108	UNASSIGNED	25	25
114	UNASSIGNED	25	25
<b>TOTALS</b>		<b>239</b>	<b>275</b>
106	Resource		
112	Computer Lab		
115	Literature		
116	Encore		

The current Union Junior/Senior High School has a total of 25 General and Special Purpose classrooms. These consist of approved pupil stations for 530 students per period, based off of a seven period day. There is adequate space for teacher planning periods, program flexibility, educational program expansion and student population growth. The building itself is three-stories and was built prior to the Americans with Disabilities Act. However, the ground floor is equipped with classrooms, drinking fountains and lavatories, which are ADA accessible. Currently, Union High School uses these lower level classrooms for a vast majority of their special needs high school students because the upper two levels are not ADA accessible. Dugger Union Community Schools will continue to utilize this process upon inception, but is exploring options to make all of the high building accessible to all.

### High School and Student Capacity

Room #	Subject	Student Capacity
1	Soc Sci	25
3	Soc Sci	25
4	Math	25
5	Health	25
6	F&C Science	25
14	Music	25
22	For Lang	25
24	Math	25
25	Science	25
26	Science	25
<b>Chem Lab</b>		25
35	Lang Arts	25
36	Lang Arts	25
9	Art	25
<b>BMIT Lab</b>		25
<b>New Gym</b>		30
<b>Old Gym</b>		30
33	Resource	15
34	Resource	15
2	Resource	15
23	Study Hall	25
<b>Library</b>		25
12	Nurse	
31	Unassigned	
32	Unassigned	
<b>Totals</b>		<b>530</b>

Additional facilities and rooms that are located in the school and surrounding grounds include, but are not limited to: cafeteria, kitchen, attached varsity gymnasium, detached elementary gymnasium, administration offices,

nurses' station, special education classroom, media room, art room, teachers' lounge, detached weight room building, wetland project area, elementary playground, softball field with equipment storage facility and mobile concession stand and a full football field with scoreboard, press box, stadium seating, restroom facilities and concession stand.

At this time, the Dugger Union Community School Corporation does not anticipate any major renovations or construction to these existing buildings and surrounding grounds. The Dugger Union Community Schools projected budget for the school year 2014-2015 is as follows:

**DUCSC Projected Budget**

<u>Category</u>	<u>Projected Expenditures</u>	<u>DUCS Running Totals</u>	<u>Total</u>
Furniture/Equip	5,500.00	5,500.00	
Gas/ Electric	98,076.00	98,076.00	
Water/ Sewer	4,500.00	4,500.00	
Custodial	2,860.00	2,860.00	
Waste Disposal	3,725.00	3,725.00	
<b><u>Total/ Sub Total</u></b>		\$119,886.00	\$119,886.00

Dugger Union Community School Corporation has established several sub-committees made up of students, parents and community volunteers. These sub-committees are in the areas of Planning and Administration, Operations, Business and Finance, Sports, Communications, Letter Writing and Grant Writing. Each, in its own capacity, will serve an important role for the vitality of both schools.

The Operations sub-committee will play a large role in the upkeep of the interior and exterior of the buildings and surrounding grounds. This group will take care of all minor building needs and will be in charge of lawn mowing and snow removal from the school grounds. This will include the football field, softball field, elementary playground and common school grounds. This will be

provided by parents and community volunteers so Dugger Union Community School will incur no cost for these services.

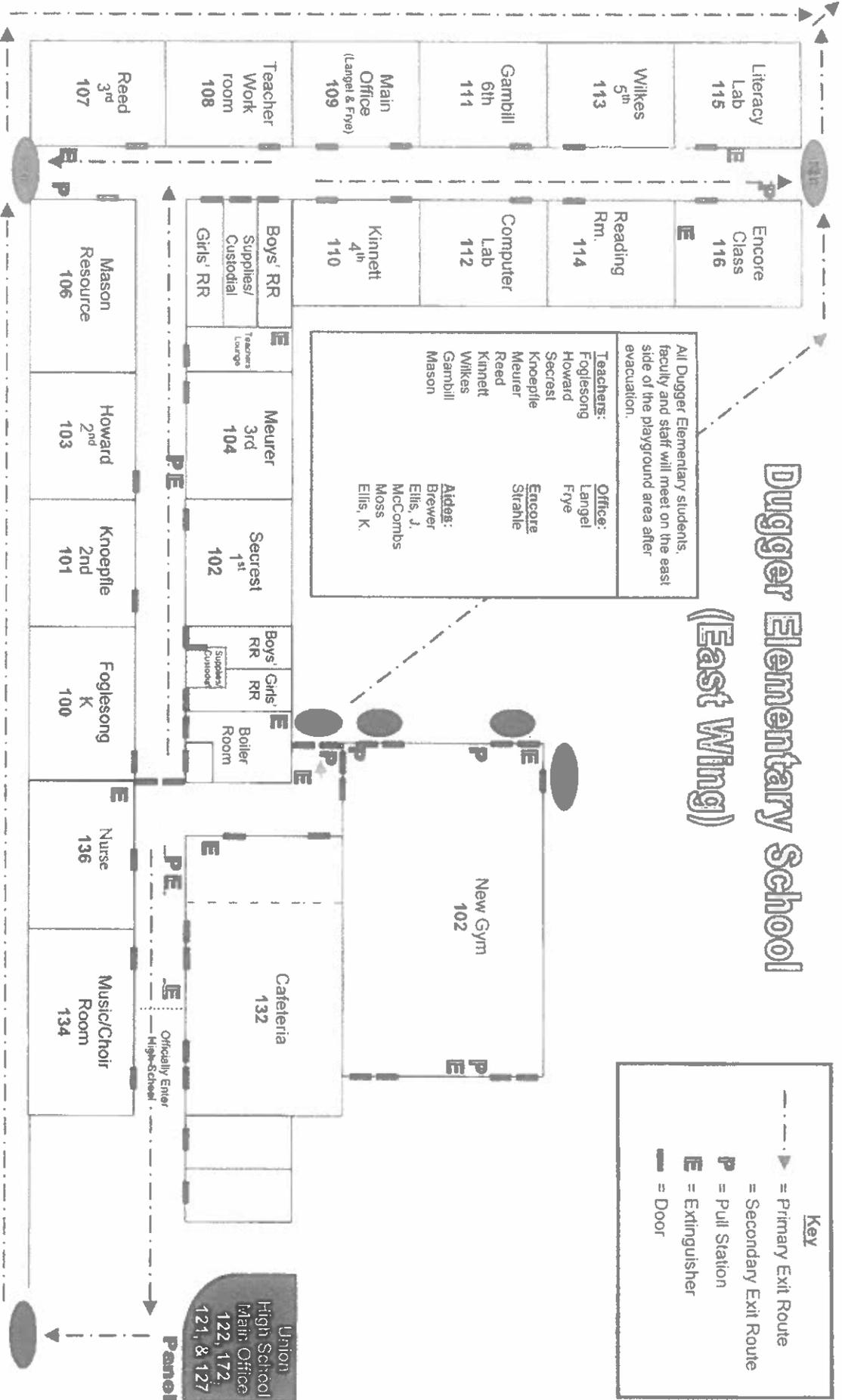
For major renovations or construction projects, the Dugger Union Community School Board will approach its decision making process in many ways. A few of these approaches will be through public or private donations, some from large companies in the community that support us, using our own students that are enrolled in the Carpenters Union Program for the projects, seeking grants to pay or to supplement the financial expense and finally by appropriating the expenditures through the General Fund.

To better serve the students, parents and community of the Dugger Union Community School Corporation the Grant Writing sub-committee is actively seeking opportunities to help create an energy efficient school once it is established. The long-term plan is to create the most energy efficient school in the area. The town of Dugger has agreed to reduce the water bill by 5% to help ensure that no hardship is incurred by the school. This savings amounts to roughly \$5,000 per month, which will be used for other expenditures. Persons of the Grant Writing sub-committee have contacted various utility companies and energy efficiency experts that are willing to work with Dugger Union Community Schools on lighting, window concerns and heating and cooling efficiency. These entities are willing to work with Dugger Union Community Schools at a reduced rate so that the school will not incur significant costs. Local contractors have committed to install these upgrades for little or no cost to the school. Energy efficiency grants are being pursued and secured to also help with this program.

Student involvement is also a major factor in the success of Dugger Union Community Schools. Students will be recycling paper, glass, plastic and cardboard and they will participate in beautification projects for the school grounds, such as trash removal, landscaping and the planned community garden. Every effort will be made, on behalf of Dugger Union Community Schools, to use students in areas that will benefit their chosen career in some way. The students, parents and community of Dugger, IN and the Dugger Union Community School Board are committed to seeing that their schools are economically and environmentally friendly.



# Dugger Elementary School (East Wing)



# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 16**

## **Insurance Coverage**

February 21, 2014

**Indiana Charter School Board  
Indianapolis, Indiana**

**Re: Dugger Union Community School Corporation**

**Our agency currently insures two public school systems and numerous private schools covering their Property and Casualty exposures. We also write the Group Life and Health coverages for two public school systems. We offer comprehensive insurance programs with very competitive pricing.**

**We have direct contracts with Indiana Insurance Company and Selective Insurance Company, two of the predominate writers of public schools in Indiana, plus we can access other insurance markets such as Cincinnati Insurance Company or Scottsdale Insurance, if necessary. Both Indiana and Selective provide loss control services at no additional cost above the annual premium. The annual premium can be paid quarterly, semi-annually, or of course on an annual basis.**

**The following is a brief synopsis of coverages we provide. It is not all inclusive, but covers the basic coverages.**

### Coverages

#### **1. Property**

- a. 100% of replacement value of each structure. This is the starting point for values; we can then discuss using replacement or actual cash value (replacement minus depreciation). We have software to assist us in determining full replacement cost values. We can cover your personal property (contents) based on limits you provide.**
- b. Specific property coverages**
  - 1. Special (formerly called All Risk)**
  - 2. Earthquake**
  - 3. Mechanical breakdown**
  - 4. Extra Expense**
  - 5. Data Compromise**
  - 6. Various deductibles will be quoted; \$1,000, \$2,500, & \$5,000**

**2. Inland Marine**

**a. Special coverage including theft**

**b. Need list of items and their values, such as:**

- 1. Lawn Equipment**
- 2. Musical Instruments**
- 3. Athletic or band uniforms**
- 4. Miscellaneous Tools**
- 5. IT equipment that may leave the building**

**3. General Liability Coverages**

**a. Specific liability coverages**

- 1. Premises Liability \***
- 2. Employee Benefits Liability \***
- 3. Sexual Misconduct and Molestation**
- 4. Law Enforcement Liability \***
- 5. Cyber Liability**
- 6. Violent Event Liability**
- 7. Corporal Punishment**
- 8. School Board Liability which includes Employment Practices Liability \***

**\* These coverages each carry their own separate liability limit.**

- b. Limits:**
- \$1,000,000 Each Occurrence**
  - \$1,000,000 Personal Injury and Advertising**
  - \$2,000,000 Products and Completed Operations**
  - \$2,000,000 General Aggregate**
  - \$10,000 Medical Payments**

**4. Crime**

**a. Bonds on school treasurer and others that handle funds**

**b. Specific coverages: Employee Dishonesty  
Forgery, Alterations, Theft & Computer Fraud**

**c. Limits of coverage can be from \$20,000 to \$100,000**

**5. Automobile Coverages**

**a. Specific automobile coverages**

- 1. Automobile Liability - \$1,000,000**  
**Medical Payments - \$5,000 per person**  
**Uninsured Motorists - \$1,000,000**  
**Underinsured Motorists - \$1,000,000**  
**Comprehensive**  
**Collision**  
**Hired and Non-Owned Liability - \$1,000,000**  
**Hired Car Physical Damage (optional)**  
**Towing (optional)**

**6. Worker's Compensation**

**a. Coverages:**

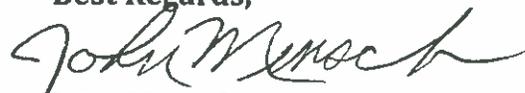
- 1. Employer's Liability, Coverage A**  
**\$500,000 Each Accident**  
**\$500,000 Each Employee**  
**\$500,000 Policy Limit**
- 2. State Statute, Coverage B**

**7. Umbrella/Excess Liability**

- a. Coverage is additional liability limits over the various liability coverages in item #3, auto liability, and employer's liability.**
- b. Limits of \$1,000,000, \$3,000,000 and \$5,000,000 or higher can be quoted.**

**As discussed, we estimate the above coverages can be provided for \$75,000 per year based on our experience with other schools. Please contact me with any questions or concerns. We wish to be of assistance.**

**Best Regards,**

  
**John Mensch**

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 17**

### **Budget and Staffing Workbook**

School Name: Dugger Union Community School Corporation						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUE</b>						
<b>State Revenue</b>						
Basic Grant (No. students * 6100)		\$ 1,464,000	\$ 1,622,600	\$ 1,775,100	\$ 1,952,000	\$ 2,153,300
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ 109,960	\$ 109,960	\$ 131,952	\$ 142,948	\$ 153,944
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 39,000	\$ 42,650	\$ 50,000	\$ 51,300	\$ 57,125
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
<b>Federal Revenue</b>						
Public Charter School Program (PCSP) Grant	\$ -	\$ 250,000	\$ 150,000			
Facilities Assistance Program Grant		\$ -	\$ 125,000			
Public Law 101-476 (IDEA)		\$ -	\$ -	\$ -	\$ -	\$ -
Title I		\$ 61,500	\$ 85,000	\$ 90,000	\$ 96,000	\$ 106,000
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ 83,466	\$ 85,776	\$ 86,738	\$ 87,800	\$ 89,564
Federal Breakfast Reimbursement		\$ 41,733	\$ 42,888	\$ 43,119	\$ 43,900	\$ 44,782
Other Revenue Federal sources (please describe)	\$ -	\$ 250,000	\$ -	\$ 50,000	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Other Revenues</b>						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ -	\$ 2,299,659	\$ 2,263,874	\$ 2,226,909	\$ 2,373,948	\$ 2,604,715
<b>EXPENDITURES</b>						
<b>Personnel Expenses</b>						
Wages, Benefits and Payroll Taxes	\$ -	\$ 1,628,675	\$ 1,628,675	\$ 1,628,675	\$ 1,721,828	\$ 1,721,828
Substitute Teachers	\$ -	\$ 9,900	\$ 10,098	\$ 10,300	\$ 10,506	\$ 10,716
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000
Bonuses	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ 55,000	\$ 60,000
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -















Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,464,000	Amt based on 240 students at \$6100 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 109,960	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student. (20 students)
Gifted and Talented Program		
Textbook Reimbursement	\$ 39,000	either paid or Fed reimbursed
Summer School		
Other State Revenue		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Public Charter School Program (PCSP) Grant	\$ 250,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)		
Title I	\$ 61,500	\$1230 * 50 students K-11
Title II		
Federal Lunch Program	\$ 83,466	
Federal Breakfast Reimbursement	\$ 41,733	
Other Revenue Federal sources (Waldon grant)	\$ 250,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 2,299,659</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,628,675	Use staffing workbook
Substitute Teachers	\$ 9,900	22 teachers * 10 sub days
Professional Development		
Bonuses		
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 1,638,575</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 50,000	See Curriculum Budget for Itemized List
Library, periodicals, etc	\$ 3,000	
Technology	\$ 35,000	
Assessment materials		

Computers	\$	50,000	Pursuing through GSA donations
Software	\$	2,500	
Other classroom supplies	\$	30,000	\$2,000 per each class and Title I
Field trips, other unclassified items	\$	2,500	
Co-curricular & Athletics	\$	2,000	
Other (please describe)			
<b>Total Instructional Supplies and Resources</b>	<b>\$</b>	<b>175,000</b>	
<b>Support Supplies and Resources</b>			
Administrative Computers	\$	8,000	See technology budget for itemized cost
Administrative Software	\$	2,000	Microsoft Office
Administration Dues, fees, misc expenses	\$	2,400	Copier Lease
Office supplies	\$	10,000	
Other (please describe)			
<b>Total Support Supplies and Resources</b>	<b>\$</b>	<b>22,400</b>	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats	\$	500	TeamCFA sponsors board development
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	<b>\$</b>	<b>500</b>	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	10,000	
Audit Services (compliant with SBOA requirements)			Services included in accounting below
Payroll Services	\$	2,340	
Accounting Services	\$	12,000	Includes audit services
Printing/Newsletter/Annual Report Services	\$	500	
Consultants			
Internet Services	\$	3,300	
Telephone/Telecommunication Services	\$	3,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	75,000	
Travel			
Postage	\$	1,000	
Special Education Services	\$	20,000	
Student Information Services	\$	6,200	Based on a quote from Harmony
Food service	\$	125,200	
Transportation			
Nursing Services			
Other (please describe)			
<b>Total Professional Purchased or Contracted Services</b>	<b>\$</b>	<b>258,740</b>	
<b>Facilities</b>			

Rent, mortgage, or other facility cost		
Furniture & Equipment	\$ 5,500	
Gas/electric	\$ 98,076	
Water/ Sewer	\$ 9,725	Town of Dugger offered 40% disc for charter
Grounds Keeping (VOLUNTEER SERVICE)	\$ -	
Maintenance Services		
Custodial	\$ 2,860	
Waste disposal	\$ 3,725	
Debt Service for Facilities (Interest Only)		
Other (please describe)		
<b>Total Facilities</b>	<b>\$ 119,886</b>	
<b>Other</b>		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 43,920	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 43,920</b>	
<b>Total Expenditures</b>	<b>\$ 2,259,021</b>	
<b>Carryover/Deficit</b>	<b>\$ 40,638</b>	

Cumulative Carryover/(Deficit)



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

REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,622,600	Amt based on 266 students at \$6100 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 109,960	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student. (20 students)
Gifted and Talented Program		
Textbook Reimbursement	\$ 42,650	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Public Charter School Program (PCSP) Grant	\$ 150,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ 125,000	
Public Law 101-476 (IDEA)		
Title I	\$ 85,000	
Title II		
Federal Lunch Program	\$ 85,776	
Federal Breakfast Reimbursement	\$ 42,888	
Other Revenue Federal sources (School Improve Grant)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 2,263,874</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,628,675	Use staffing workbook
Substitute Teachers	\$ 10,098	
Professional Development		
Bonuses	\$ 50,000	
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 1,688,773</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 30,000	
Library, periodicals, etc	\$ 3,000	
Technology	\$ 30,000	

Assessment materials		
Computers	\$ 25,000	
Software	\$ 2,500	
Other classroom supplies	\$ 30,000	\$2000 per each class and Title I
Field trips, other unclassified items	\$ 2,500	
Co-curricular & Athletics	\$ 2,000	
Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	<b>\$ 125,000</b>	
<b>Support Supplies and Resources</b>		
Administrative Computers	\$ 2,000	
Administrative Software	\$ 500	
Administration Dues, fees, misc expenses	\$ 2,400	Copier lease
Office supplies	\$ 10,000	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	<b>\$ 14,900</b>	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 500	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
<b>Total Board Expenses</b>	<b>\$ 500</b>	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 10,000	
Audit Services (compliant with SBOA requirements)		Services included in accounting below
Payroll Services	\$ 2,375	
Accounting Services	\$ 12,000	Includes audit services
Printing/Newsletter/Annual Report Services	\$ 500	
Consultants		
Internet Services	\$ 3,300	
Telephone/Telecommunication Services	\$ 3,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 75,000	
Travel		
Postage	\$ 1,000	
Special Education Services	\$ 22,000	
Student Information Services	\$ 6,200	Based on a quote from Harmony
Food service	\$ 127,164	
Transportation		
Nursing Services		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	<b>\$ 262,739</b>	

<b>Facilities</b>		
Rent, mortgage, or other facility cost		
Furniture & Equipment	\$ 5,000	
Gas/electric	\$ 99,057	
Water/ Sewer	\$ 9,920	
Grounds Keeping	\$ -	
Maintenance Services		
Custodial	\$ 2,946	
Waste disposal	\$ 3,725	
Debt Service for Facilities (Interest Only)		
Other (please describe)		
<b>Total Facilities</b>	<b>\$ 120,647</b>	
<b>Other</b>		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 48,678	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 48,678</b>	
<b>Total Expenditures</b>	<b>\$ 2,261,237</b>	
<b>Carryover/Deficit</b>	<b>\$ 2,637</b>	

Cumulative Carryover/(Deficit)



Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,775,100	Amt based on 291 studets at \$6100 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 131,952	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student. (24 students)
Gifted and Talented Program		
Textbook Reimbursement	\$ 50,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Public Law 101-476 (IDEA)		
Title I	\$ 90,000	
Title II		
Federal Lunch Program	\$ 86,738	
Federal Breakfast Reimbursement	\$ 43,119	
Other Revenue Federal sources (School Improvement Group)	\$ 50,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 2,226,909</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,628,675	Use staffing workbook
Substitute Teachers	\$ 10,300	
Professional Development		
Bonuses	\$ 50,000	
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 1,688,975</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	
Library, periodicals, etc	\$ 3,000	
Technology	\$ 30,000	
Assessment materials		
Computers	\$ 20,000	
Software	\$ 2,500	

Other classroom supplies	\$ 30,000	\$2000 per each class and Title I
Field trips, other unclassified items	\$ 2,500	
Co-curricular & Athletics	\$ 2,000	
Other (please describe)		
<b>Total Instructional Supplies and Resources</b>	<b>\$ 105,000</b>	
<b>Support Supplies and Resources</b>		
Administrative Computers	\$ 2,000	
Administrative Software	\$ 500	
Administration Dues, fees, misc expenses	\$ 2,400	Copier lease
Office supplies	\$ 10,000	
Other (please describe)		
<b>Total Support Supplies and Resources</b>	<b>\$ 14,900</b>	
<b>Board Expenses</b>		
Charter Board Services, including Board Training, retreats	\$ 1,000	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
<b>Total Board Expenses</b>	<b>\$ 1,000</b>	
<b>Professional Purchased or Contracted Services</b>		
Legal Services	\$ 10,000	
Audit Services (compliant with SBOA requirements)		Services included in accounting below
Payroll Services	\$ 2,400	
Accounting Services	\$ 12,000	Includes audit services
Printing/Newsletter/Annual Report Services	\$ 500	
Consultants		
Internet Services	\$ 3,300	
Telephone/Telecommunication Services	\$ 3,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 75,000	
Travel		
Postage	\$ 1,000	
Special Education Services	\$ 23,000	
Student Information Services	\$ 6,200	Based on a quote from Harmony
Food service	\$ 129,360	
Transportation		
Nursing Services		
Other (please describe)		
<b>Total Professional Purchased or Contracted Services</b>	<b>\$ 265,960</b>	
<b>Facilities</b>		
Rent, mortgage, or other facility cost		
Furniture & Equipment	\$ 5,500	

Gas/electric	\$ 75,028	25% energy savings due to efficiency efforts
Water/ Sewer	\$ 9,920	
Grounds Keeping	\$ -	
Maintenance Services		
Custodial	\$ 2,950	
Waste disposal	\$ 3,725	
Debt Service for Facilities (Interest Only)		
Other (please describe)		
<b>Total Facilities</b>	<b>\$ 97,123</b>	
<b>Other</b>		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 53,253	Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Other</b>	<b>\$ 53,253</b>	
<b>Total Expenditures</b>	<b>\$ 2,226,211</b>	
<b>Carryover/Deficit</b>	<b>\$ 698</b>	

Cumulative Carryover/(Deficit)



Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 1,952,000	Amt based on 320 studets at \$6100 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 142,948	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student. (26 students)
Gifted and Talented Program		
Textbook Reimbursement	\$ 51,300	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Public Law 101-476 (IDEA)		
Title I	\$ 96,000	
Title II		
Federal Lunch Program	\$ 87,800	
Federal Breakfast Reimbursement	\$ 43,900	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 2,373,948</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,721,828	Use staffing workbook
Substitute Teachers	\$ 10,506	
Professional Development	\$ 20,000	Develop of dual-credit instructors
Bonuses	\$ 55,000	
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 1,807,334</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	
Library, periodicals, etc	\$ 3,000	
Technology	\$ 35,000	
Assessment materials		
Computers	\$ 25,000	
Software	\$ 2,500	
Other classroom supplies	\$ 30,000	\$2000 per each class and Title I

Field trips, other unclassified items	\$	2,500	
Co-curricular & Athletics	\$	2,000	
Other (please describe)			
<b>Total Instructional Supplies and Resources</b>	\$	115,000	
<b>Support Supplies and Resources</b>			
Administrative Computers	\$	2,000	
Administrative Software	\$	500	
Administration Dues, fees, misc expenses	\$	2,400	Copier lease
Office supplies	\$	10,000	
Other (please describe)			
<b>Total Support Supplies and Resources</b>	\$	14,900	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats	\$	1,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	\$	1,000	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	10,000	
Audit Services (compliant with SBOA requirements)			Services included in accounting below
Payroll Services	\$	2,447	
Accounting Services	\$	12,000	Includes audit services
Printing/Newsletter/Annual Report Services	\$	500	
Consultants			
Internet Services	\$	3,300	
Telephone/Telecommunication Services	\$	3,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	75,000	
Travel			
Postage	\$	1,100	
Special Education Services	\$	25,000	
Student Information Services	\$	6,200	Based on a quote from Harmony?
Food service	\$	131,700	
Transportation			
Nursing Services			
Other (please describe)			
<b>Total Professional Purchased or Contracted Services</b>	\$	270,447	
<b>Facilities</b>			
Rent, mortgage, or other facility cost			
Furniture & Equipment	\$	5,500	
Gas/electric	\$	75,028	

Water/ Sewer	\$	9,920	
Grounds Keeping	\$	-	
Maintenance Services			
Custodial	\$	2,946	
Waste disposal	\$	3,725	
Debt Service for Facilities (Interest Only)			
Other (please describe)			
<b>Total Facilities</b>	<b>\$</b>	<b>97,118</b>	
<b>Other</b>			
Contingency			
Indiana Charter School Board Administrative Fee	\$	58,560	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	<b>\$</b>	<b>58,560</b>	
<b>Total Expenditures</b>	<b>\$</b>	<b>2,364,359</b>	
<b>Carryover/Deficit</b>	<b>\$</b>	<b>9,589</b>	

Cumulative Carryover/(Deficit)



Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
<b>State Revenue</b>		
Basic Grant	\$ 2,153,300	Amt based on 353 students at \$6100 per student
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten	\$ 153,944	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,448 per full-day Kindergarten student. (28 students)
Gifted and Talented Program		
Textbook Reimbursement	\$ 57,125	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
<b>Federal Revenue</b>		
Public Law 101-476 (IDEA)		
Title I	\$ 106,000	
Title II		
Federal Lunch Program	\$ 89,564	
Federal Breakfast Reimbursement	\$ 44,782	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
<b>Other Revenues</b>		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other		
Other (please describe)		
Other (please describe)		
Other (please describe)		
<b>Total Revenue</b>	<b>\$ 2,604,715</b>	
<b>EXPENDITURES</b>		
<b>Personnel Expenses</b>		
Wages, Benefits and Payroll Taxes	\$ 1,721,828	Use staffing workbook
Substitute Teachers	\$ 10,716	
Professional Development	\$ 20,000	Develop of dual-credit instructors
Bonuses	\$ 60,000	
Other (please describe)		
<b>Total Personnel Expenses</b>	<b>\$ 1,812,544</b>	
<b>Instructional Supplies and Resources</b>		
Textbooks	\$ 15,000	
Library, periodicals, etc	\$ 3,000	
Technology	\$ 35,000	
Assessment materials		
Computers	\$ 25,000	
Software	\$ 2,500	
Other classroom supplies	\$ 30,000	\$2000 per each class and Title I

Field trips, other unclassified items	\$	2,500	
Co-curricular & Athletics	\$	2,000	
Other (please describe)			
<b>Total Instructional Supplies and Resources</b>	\$	115,000	
<b>Support Supplies and Resources</b>			
Administrative Computers	\$	2,000	
Administrative Software	\$	500	
Administration Dues, fees, misc expenses	\$	2,400	Copier lease
Office supplies	\$	10,000	
Other (please describe)			
<b>Total Support Supplies and Resources</b>	\$	14,900	
<b>Board Expenses</b>			
Charter Board Services, including Board Training, retreats	\$	1,000	
Charter Board Supplies & Equipment			
Charter Board Dues, fees, etc			
Other (please describe)			
<b>Total Board Expenses</b>	\$	1,000	
<b>Professional Purchased or Contracted Services</b>			
Legal Services	\$	10,000	
Audit Services (compliant with SBOA requirements)			Services included in accounting below
Payroll Services	\$	2,484	
Accounting Services	\$	12,000	Includes audit services
Printing/Newsletter/Annual Report Services	\$	500	
Consultants			
Internet Services	\$	3,300	
Telephone/Telecommunication Services	\$	3,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	75,000	
Travel			
Postage	\$	1,100	
Special Education Services	\$	25,000	
Student Information Services	\$	6,200	Based on a quote from Harmony?
Food service	\$	134,350	
Transportation			
Nursing Services			
Other (please describe)			
<b>Total Professional Purchased or Contracted Services</b>	\$	273,134	
<b>Facilities</b>			
Rent, mortgage, or other facility cost			
Furniture & Equipment	\$	5,500	
Gas/electric	\$	75,028	

Water/ Sewer	\$	9,920	
Grounds Keeping	\$	-	
Maintenance Services			
Custodial	\$	2,946	
Waste disposal	\$	3,725	
Debt Service for Facilities (Interest Only)			
Other (please describe)			
<b>Total Facilities</b>	<b>\$</b>	<b>97,118</b>	
<b>Other</b>			
Contingency			
Indiana Charter School Board Administrative Fee	\$	64,599	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee			
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
<b>Total Other</b>	<b>\$</b>	<b>64,599</b>	
<b>Total Expenditures</b>	<b>\$</b>	<b>2,378,295</b>	
<b>Carryover/Deficit</b>	<b>\$</b>	<b>226,420</b>	

Cumulative Carryover/(Deficit)



# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 18**

## **Budget Narrative**

# Budget Narrative: Dugger Union Community Schools Corporation

The five-year budget for Dugger Union Community School Corporation is divided into seven expense categories. The following narrative provides an overview of project expenses:

1. Personnel expenses
2. Instructional Supplies and Resources
3. Support Supplies and Resources
4. Board Expenses
5. Professional Purchased or Contracted Services
6. Facilities
7. Other

By Indiana law, charter schools receive the same amount of funding per student as students attending regular schools in the district as follows: <http://www.in.gov/icsb/2431.htm>

Charter schools, like all public schools in Indiana, receive general tuition support from the State and are funded as their own separate Local Educational Agency (LEA). Per-pupil funding is administered by the IDOE and is referred to as the Basic Grant.

Per-pupil funding for a charter school in its first year of operation is the same amount as per-pupil funding for the district in which the charter school is located. The per-pupil funding for a charter school in its second year of operation or beyond is based on the target revenue the school generates through the school funding formula (i.e., based on the previous year's funding level and student counts). These state payments are sent directly to the charter school, for which the Organizer is the fiscal agent.

Dugger Union Community Schools Corporation will generate revenue in a number of ways. First, the corporation will receive state funding based on the fall count of Average Daily Membership (ADM) of students that will be made on a day during September fixed by the state board. An adjustment of ADM will be made on a day in February fixed by the state board. This budget is based on the same ADM as the geographical area of current public schools in Sullivan County at a rate of \$6,100 per student.

The other source of revenue projection is based on Public Charter School Board grants. Based on other grant submissions, a year 1 start up grant of \$250,000 and year 2 projection of \$150,000 are estimated. The receipt of a Waldon grant is estimated at \$250,000 in year 1. Year 2 grant projections also include the Charter School Facilities Assistance Program Grant at an estimated amount of \$125,000. We also plan to have multiple fundraisers throughout the year. We have an extremely large amount of public community support who want to see our school

# Budget Narrative: Dugger Union Community Schools Corporation

thrive and become a state-of-the art charter school that offers both vocational and college bound curriculum.

We will seek all opportunities to receive grant funding to ensure our school is able to succeed financially. We have an active volunteer school board who intends to start preliminary grant writing efforts, again with the help of the community to ensure success.

In a worst case, if all other avenues fail, we will pursue low interest school loans with unique ways of repayment in the shortest amount of time possible.

## 1. Personnel Expenses (72.5% to 76.2% of Total Budget)

Dugger Union Community Schools Corporation will begin with 20 (18 certified and 2 uncertified) teachers (260 students) in 2014-2015, expanding to 22 teachers (20 certified and 2 uncertified) by the fifth year of operation. Beginning salaries for teachers will begin at \$32,500, with the opportunity to achieve an annual salary of \$45,000 in five years, based on meeting differentiated pay plan goals related to student achievement, classroom observations, and organizational goals. It is anticipated that most Dugger Union Community School Corporation teachers will possess five years or less of teaching experience. These estimates are based on average teaching salaries in the local Midwest-Indiana geographical location.

Certified instructional personnel will consist of classroom teachers, teaching specialists (ELL, SPED), teachers' aides and one superintendent. Non-certified instructional personnel will consist of art and physical education teachers and teachers' aides. Other personnel include administrative services such as librarian, treasurer and administration assistant.

Years 2 through 5 have \$50,000 to \$60,000 earmarked in the five-year budget for performance based bonuses, either as an annual pay raise or one-time bonus payments.

Benefit estimates are based on the following assumptions: 6.2% personnel salary for Social Security, 8.85% of personnel salary for Teachers' Retirement Fund contribution and the corporation will fund approximately one-half of insurance funding (at a flat rate of \$4,200 per employee).

The role of Superintendent is estimated at \$85,000 and fulfills the roles of both Superintendent and Principal. This salary is \$5,000 to \$10,000 less than other superintendents in the local regional area.

# Budget Narrative: Dugger Union Community Schools Corporation

## 2. Instructional Supplies and Resources

As Dugger Union Community School Corporation will begin Year 1 with no prior approval to purchase textbooks, \$50,000 is earmarked for textbooks in year 1, and subsequent years phase out at lesser amounts, identifying \$30,000 in year 2 to \$15,000 annually in Years 3,4,and 5.

Each classroom will be budgeted to receive approximately \$2,500 in technology and equipment, ranging from laptop computers to workstations to other

In year 1, the budget for technology is allocated at \$35,000 covering 14 classrooms. This extends out to year 5, as we endeavor to outfit all classrooms with the latest technology.

## 3. Support Supplies and Services

A range of \$22,400 in year 1 to \$14,900 in year 5 is allocated for administrative computers, administrative software, administration dues, and office supplies for the new Dugger Union Community School Corporation system.

## 4. Board Expenses

Our board will volunteer its services for the school corporation. A minimum of \$500 is budgeted in year 1 to \$1,000 in year 5 for any travel or training conferences to support the school system.

## 5. Professional Purchased or Contracted Services

Funds are budgeted for legal services in the amount of \$10,000 per year.

Total insurance cost of \$75,000 is funded to insure both the elementary and junior-senior high schools covering their property and casualty exposures. Property coverage is 100% of replacement of each structure. Specific liability coverage includes premises liability, employee benefits liability, general liability coverage, and crime. Additional coverage includes bonds on school treasurer, automobile coverage, and worker's compensation. The coverage includes an umbrella/excess liability coverage as well. The rate is effective and comparable to other rates offered by competitors. (See Attachment 16).

Food service estimates are based on number of students per year, and are partially reimbursed by the Federal Lunch program and Federal Breakfast Reimbursement.

# Budget Narrative: Dugger Union Community Schools Corporation

## Facilities

The majority of the facility cost is budgeted for gas/electric and water/sewer expenses. In year 1, 90% of the facility cost is budgeted for utilities, however, in year 3, we estimate a decrease in utility cost due to a facilities plan to execute grant-funded and privately donated efficiency studies. Savings at this point are extremely conservative in nature until further analysis is completed.

We have firm commitments from community members to ensure tasks such as grass mowing, and general maintenance such as painting or other minor renovations to the school are volunteered by members of community.

## 6. Other

The other cost is budgeted for the Indiana Charter School Board Administrative Fee which is 3% of the budgeted grant funds amounts.

Month	Task	Responsibility
Ongoing	Student Recruitment / Enrollment	Superintendent
January-14	Develop Community Partnerships	Superintendent
	Identify Potential Board Members	Superintendent
	Create a Board of School Trustees	Superintendent
	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Work of Charter Application	Superintendent
	Develop Community Partnerships	Superintendent
	Draft a Budget	Superintendent
#####	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Submit Charter Application	Superintendent
	Continue Community Partnerships	Superintendent
	Develop Vocational Partnerships	Superintendent
March-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Interviews with the Indiana Charter School Board	Sup/Board of School Trustees
	Search and Apply for Grants	Superintendent
	Locate and Purchase Potential School Equipment and Supp	Superintendent
	Continue Community Partnerships	Superintendent
April-14	Public Hearings for Indiana Charter School Board	Sup/Board of School Trustees
	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Search and Apply for Grants	Superintendent
	Locate and Purchase Potential School Equipment and Supp	Superintendent
	Continue Community Partnerships	Superintendent
May-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Advertise Job Openings	Superintendent
	Search and Apply for Grants	Superintendent
	Locate and Purchase Potential School Equipment and Supp	Superintendent
	Continue Community Partnerships	Superintendent
June-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Locate and Purchase Potential School Equipment and Supp	Superintendent
	Search and Apply for Grants	Superintendent
	Interview Potential Teaching Candidates	Superintendent
	Hire Office Manager	Superintendent
	Continue Community Partnerships	Superintendent
July-14	Hold Monthly Board Meeting	Board of School Trustees
	Hold Community Meeting	Superintendent
	Hire Teachers	Superintendent
	Buy School Equipment and Supplies	Superintendent
	Search and Apply for Grants	Superintendent
	Locate School Buses for Transportation	Superintendent
	Continue Community Partnerships	Superintendent

August-14 Hold Monthly Board Meeting	Board of School Trustees
Hold Community Meeting	Superintendent
Continue Community Partnerships	Superintendent
Search and Apply for Grants	Superintendent
Supply School Building with Equipment and Supplies	Superintendent
Teacher Professional Days	Teachers and Staff
School Starts August 12, 2014	Teachers and Staff

## *Dugger-Union CSC*

### **Start-Up Plan**

This outline is a timeline of events that have to be completed in order to open on the projected first day of classes, August 12, 2014. This is an extensive list of items, when they need to be completed, and who is responsible for completing the tasks. These tasks are subject to change based on the need and availability of resources.

Many of these tasks repeat each month until school starts in August, most notably the effort to establish partnerships with business and industry. We will continue to develop community partnerships because the school supports the community by serving the students.

# **Dugger Union Community School Corporation**

Charter School Application for New Operator

2014/2015 School Year

## **Attachment # 19**

**Existing Non-Profit Entity Financials**

**Not Applicable – First Time Organization**

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## ***Dugger-Union CSC***

### **Submission 19, Existing Non-profit Financials**

*February 2014*

Not Applicable

The Dugger-Union CSC is a new non-profit entity and has no prior financial history.