

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:

York Academy of Discovery

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.

Clarksville, Jeffersonville, or New Albany, IN

School district(s) of proposed location:

Greater Clark, Clarksville, or New Albany Floyd County

Legal name of group applying for charter:

York Academy of Discovery Inc.

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

Becky Kischnick:

Role - School Leader/Chief Academic Officer

Current Employment - Elementary Teacher, Greater Clark County Schools

Sherry Baldwin:

Role - Board Secretary

Current Employment - Retired Teacher

Rudy Rice:

Role - President/Chair of the School Board

Current Employment - Retired Teacher; Contract services for New Albany Floyd County Schools

Charlie Reinbold:

Role - Vice Chair of the School Board

Current Employment - Retired Teacher

Dustin White:

Role - School Attorney

Current Employment - Lawyer

Eric Schansberg, Ph.D.

Role - Board Member

Current Employment - IUS Economics Professor

Designated applicant representative:

Becky Kischnick

Address:

4127 Autumn Drive

New Albany, IN 47150

Office and cell phone numbers:

Home: 812 949-9014 Cell: 502 797-7406

Email address:

bkischnick@att.net

Planned opening year for the school:

2013

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

Paideia (arts, sports, foreign language)

Proposed Grade Levels and Student Enrollment

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

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	K - 5	125/250
Year 2	K - 5	150/250
Year 3	K - 5	175/250
Year 4	K - 5	200/250
Year 5	K - 5	250/250
At Capacity	K - 5	250/250

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):

Ball State University

Submission date(s):

October 2011

Executive Summary

Mission Statement: The mission of York Academy of Discovery is: Nurturing students to dream and to discover the greatness within through discipline, hard work, and critical thinking.

Vision: The vision of York Academy of Discovery is to create life- long learners that will realistically look at the problems of the world and cooperate with others to find solutions for the chaos around them.

Goal: The goal of York Academy of Discovery is to become a model school for the 21st century and to help every student achieve success!

York is committed to meeting the needs of ALL students. The staff will be passionate and dedicated to children and to their profession. Our hope is to reach into the hearts and minds of students. Each day the goal will be to make a difference in the lives of others.

York will provide an opportunity for students to discover dreams. Staff will give kids hope and the realization that dreams really can come true. The belief is that once we touch the heart and give hope – great things will follow. York Academy of Discovery will strive to educate the whole student: physically, emotionally, intellectually, socially, and aesthetically. What makes a person great? This is the question we will help our students explore in an environment of diversity and acceptance.

The goal of York is to help students discover that nothing is impossible if you believe and work hard. Students will come to understand that nothing of importance comes easily. Often success is marred with blood, sweat, and tears. If we do not experience the storms of life, we cannot understand the tranquility of peace and the joy of success. “The goal of education is the advancement of knowledge and the dissemination of truth.” (John F. Kennedy)

York Academy holds to the principles of the Paideia program as stated by the National Paideia Group:

- *All children can learn
- *Children deserve the same quality of schooling not just the same quantity
- *The best education for the best being the best education for all
- *School should prepare students for the desire to become educated throughout their lifetime
- *Schools should prepare all students to earn a decent livelihood, to be a good citizen of the nation and the world, and to make a good life for oneself
- *Genuine learning is the activity of the learner’s own mind, sometimes with the help of a teacher functioning as a coach in the learning process
- *The three types of teaching that should occur in school are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion
- *The results of teaching should be the acquisition of knowledge, the development of language and math skills, and the understanding of basic ideas and issues
- *Achievement should be evaluated in terms of that student’s competencies and not solely related to the achievements of other students
- *The principal of the school should be a lead teacher who cooperatively engages the staff in planning, reforming, and reorganizing the educational community
- *The principal and staff should be actively engaged in learning
- *The desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching

Beliefs of York Academy of Discovery:

- *We believe all students should be provided with a safe, nurturing environment
- *We believe our students deserve exemplary teachers
- *We believe that families and school should work together to support the child
- *We believe “it takes a village” and encourage partnerships between the school, home, and community at large
- *We believe in positive behavior supports
- *We believe in providing a variety of avenues to achieve success
- *We believe students need support to achieve their dreams
- *We believe in developing the whole child
- *We believe in academic rigor

The school name comes from the Lewis and Clark expedition – Corps of Discovery. The Lewis and Clark expedition Corps was a diverse group that included York (an African American), and Sacajawea (an Indian woman). York was a slave to Clark, but on the expedition was treated as an equal and made significant contributions to the discoveries as did Sacajawea. Each year we will reflect on our name and what it represents to our student body and staff that will also be very diverse in nature. We seek to become a “corps of discovery” with the freedom to fulfill our dreams and to create our own path in life.

EDUCATIONAL NEED AND TARGET POPULATION: The Jeffersonville/Clarksville area does not have a charter school or a Paideia school at this time. There is a Montessori charter school in New Albany and a charter school in Sellersburg. York would provide the people of Jeffersonville/Clarksville/New Albany with another option to the public school system. York will be a K through 5 program that will build a strong educational foundation.

There is no elementary school in our area that provides what we are hoping to give our students – an enriched liberal arts education. Currently there are no Indiana schools that provide the curriculum of York Academy (sports, foreign language, rigorous curriculum, the arts, looping, and character). The GRC area in Clarksville has lost its Community School. The location of our charter school would pull students from Clarksville Community Schools, Greater Clark Schools, West Clark, and New Albany.

Research was conducted at Wilson Elementary School in Jeffersonville, Indiana. Surveys were given to both students and parents. The surveys and meetings done at Wilson were in anticipation of changing Wilson into a Paideia school that emphasized the arts and sports. When the Wilson change did not occur, though support was evident from parents and students, this became a catalyst to develop a charter school. In addition to the Wilson research, we contacted and met with some area churches and service organizations.

The arts and sports would be beneficial in providing a liberal arts curriculum to African American students and Hispanic students. These activities would also be motivational to support academic achievement. York Academy would provide a charter school that is “equal to all”. The set-up is comparable to an expensive private school, yet will be free and open to all students.

York Academy would like to have a student population that is diverse in both race and income. York Academy will reach out to families of color, ELL, at risk students and families in poverty. York will be open to all students and recognizes that gifted and talented students along with high income students would also benefit from such an environment. In order to reach our target population, transportation will be provided for targeted students. The Clarksville area would be desirable for a school site,

especially since it recently lost one of its community schools. It is also in an area where we could attract our target population.

As stated by the DOE, Clarksville Elementary Schools average 5.42 hours of instruction per day. York Academy will provide approximately 7 hours of instruction per day. Clark County has students that are in need with 373 substantiated cases of neglect and abuse. Students in poverty and students with problems need a “rich” educational experience that will give them hope and motivate them to succeed. One of the major things we learned from our statistical study was the need for a “different” type of school to meet the needs of the area. For example there is a need for the arts, sports development, foreign language, and rigorous curriculum. We researched the importance of these additional items for instruction and found them to be necessary to children in need.

COMMUNITY ENGAGEMENT: Working with the Hispanic Connection, The Boys and Girls Club, and The Tri-County Health Alliance should help York Academy provide opportunities and services for families. The school environment will also showcase student accomplishments where parents will be observers of knowledge acquired. York has designed a school that was based on student input and invites students to learn and grow. York also listened to the needs of parents and was designed to build “a village”.

York Academy met with area churches and community organizations. The churches especially have provided us with great feedback and encouragement of our educational program. People have expressed their interest in the arts program, Socratic Seminars, sports, foreign language, and the academic rigor of our proposed school. Community organizations have been impressed with the offerings of York Academy, but have been reluctant to give their full support. One being that our proposal has not yet been approved. Some organizations will be willing to work with us as the charter is closer to being a reality. Other organizations have stated that they would rather not be involved due to their support of public education and local school districts. Though we tried to explain that charter schools are public schools and that the charter would provide a choice for families in the type of education they would desire for their children, some organizations felt allegiance to the local school districts and did not wish to support a charter school. It is our belief that once we begin, and the community sees the great work being done with children, that this will help change some opinions.

We have organizations that have agreed to support us as partners: The Hispanic Connection, The Boys & Girls Club, and the Tri-County Health Alliance. Once we have gained approval, we will seek more community partners. We would be the first school in the area to be started completely from charter status. Montessori and Rock Creek were both schools before they adopted charter status. We are eager to show the community that we can provide an excellent choice for families. We would love to paint a picture of incredible community support. We realize that there is much work ahead of us. We will work hard to gain the trust and support of the community.

York Academy visited the following churches and discussed the charter school with the pastor and in some cases with other church staff: St. Stephens in Jeffersonville, Gilt Edge Baptist Church in Jeffersonville, Colgate Baptist in Clarksville, Grace Lutheran in New Albany, Indiana Avenue Missionary Baptist Church, and Sojourn in New Albany. St. Stephens – The pastor of St. Stephens helped us to name our school. Gilt Edge – Rev. Motley was very interested in our school and loved the idea of the arts. Colgate Baptist – Colgate would love to have their community school back. They are very supportive and would be willing to help in many ways if we get a school in old Clarksville. Indiana Avenue – Rev. Simpson was very interested in our school as they were thinking of starting their own charter school. Rev. Simpson talked with us about what they desired in a school. He introduced us to the Freedom

School team that we went back and observed and attended their closing ceremony. Grace Lutheran – Rev. Kischnick has allowed us to use their copying machine and their facilities to work on the charter. Rev. Kischnick allowed us to distribute a survey to people in the congregation.

Boys & Girls Club –We met with the Boys & Girls Club staff & Jennifer Hegelson, the new director. Ms. Hegelson has agreed to have the Boys & Girls Club provide after school care to our students. Our families would be charged \$15 per YEAR. Care would be provided until 7:00 and would include a meal. York would have to provide transportation to the Boys & Girls club. Other ideas were discussed that would create a powerful partnership, but Ms. Hegelson would like to see if we get our charter first before making other commitments.

The Hispanic Connection – They have agreed to work with us in meeting the needs of Hispanic families. They do considerable work in all areas with the Hispanic community providing interpreters, legal help, social services... This will be a huge asset in reaching the Hispanic population.

The Tri-County Health Alliance would provide clothing, food, and information for health services to our families.

York Academy of Discovery also has account with The Community Foundation of Southern Indiana.

York will solicit community volunteers to help in the school. It is the desire of York Academy to seek the help of community volunteers in the area of health and wellness and social service organizations that deal with diverse issues. We will also be seeking volunteers to help in the classroom, to serve as mentors, and to help in specialty areas.

EDUCATION PLAN/SCHOOL DESIGN: None of the area public schools provide daily foreign languages in elementary school. York will provide daily foreign language instruction.

The area schools do provide some of the arts and physical education, but not every day and not in the way that York Academy proposes. York will provide daily movement classes (fitness, sports development, dance...). York will also provide a daily arts program including music classes and art classes.

The character development provided by York Academy should help with both in school and out of school suspensions. York will provide an RTI model for behavior interventions. The Academy will hold high behavior expectations of students and will include a yearly service project at each grade level. Behavior supports will be positive in nature and will focus on emotional and social growth.

York Academy of Discovery hopes to instill in our students the idea that statistics should not be limiting. Our country was once built on dreams and ideas often not with lengthy study of statistics. Successful endeavors were accomplished by hard work, perseverance, and a desire to be the best.

Given our mission we are likely to attract students that are interested in the arts, sports, and a rigorous curriculum that is different from the traditional public school offerings. We will be accountable in the area of Common Core Academic Standards. With busing that provides selected drop-off and pick-up points, York Academy will be able to provide a diverse student body. Since the charter is a public school we should also be able to enroll students in financial need with the busing route.

VISION FOR GROWTH: Plans for the first five years of operation include offering kindergarten through grade five. We wish to focus on building a strong foundation. If we do decide to expand, we would develop an Early Childhood Program. Our enrollment would hopefully grow each year until we reach full capacity of 250 students. It is our desire to have a smaller, family type school. After the initial five years, the board will re-evaluate the 250 students, depending on space.

LEADERSHIP & GOVERNANCE: York Academy will select at least five board members from the local community. The Board of Directors will be the governing board. The governing board will evaluate and hire the principal. The principal and the board will work together as a unit. The principal will manage the school. Teachers and parents will have ownership in the school through the parent advisory committee and the leadership team. Support staff will be included on the Leadership Team. The principal, the leadership team, and parent advisory committee will work as a unit. The board will support the mission, vision, and goals of the school. They will set policies and identify outcomes based on the mission of the school and the Indiana Charter Board. The York Board will assure a system of accountability. Decision making will require discussion, debate, reflection and exchange of views. After discussion, majority will rule. Sometimes decisions will be made by consensus. Duties of the board and other information concerning the board are available in the Bylaws.

Criteria for membership are the desire to implement the mission of the school and the commitment to be actively involved in the decision making process that bears responsibility for the success of the program. The Board will seek input from all stakeholders. Board members and administrative staff will work together in the best interest of students. The school staff will also take ownership in the school, and their advice will be sought on many issues. All stakeholders will play a part in school decision making. The administrative staff will ensure the overall management of the school operation; board members will support administrative staff. Board members and staff will take part in Socratic Seminars to ensure that opinions and issues can be heard in meaningful ways that will bring about the mission of the school and student growth. The goal is to make one unit, one team that works on behalf of kids and the school. Clear communication and focus on kids will be essential.

FOUNDING GROUP

Key Members of the Founding Group:

Rudy Rice, Existing Board Member
 Charles Reinbold, Existing Board Member
 Sherry Baldwin, Existing Board Member
 Eric Schansberg, Existing Board Member
 Becky Kischnick, School Leader
 Dustin White, School Attorney

Founding Group’s Qualifications:

Name	Relevant Experience /Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Rebecca Kischnick	Educator (Principal & Teacher) – school leadership, curriculum, instruction, assessment, school budget & accounts, performance management, facilities management, & parent/ community Proposal Author Oversight of Charter Process	School Leader
Sherry Baldwin	Retired Educator – mentoring, union, curriculum, parents & community Document Editor, Research Community outreach	Board Member –Secretary School Volunteer
Charles Reinbold	Retired Educator – athletics, educational alternatives, leadership, scheduling, union Media & Budget development, Sponsor interaction	Board Member – Vice Chair
Rudy Rice Eric Schansberg	Retired Educator – adult ed., special ed., union, leadership, education alternatives Community Outreach Partnerships, Board Dev. Economics Professor – IUS Vice-President of Brandon’s House Board, Writer, Research Budget Development Building Site, Policy & Laws	Board Member – Chair Board Member School Volunteer

SCHOOL PARTNERS: Currently our partners include The Hispanic Connection, The Boys and Girls Club, and Tri-County Health Alliance. These organizations have offered their support once the charter is established. The Hispanic Connection will work with York to meet the needs of Hispanic Families and students through interpreters, legal help, and other family and school needs. The Boys & Girls Club will provide after school care for \$15 a year per student. After care will be open until 7:00 p.m. and will provide a meal. The Tri-County Health Alliance will help families in need with such things as clothing, health information, taxes, food... York will continue to seek the assistance of other community organizations to meet the needs of our students and families.

FOUNDING GROUP ORIGINS: The founding group began with the leadership of Becky Kischnick. Becky had an idea for a specific type of school that would motivate students to learn. Becky shared the idea with the staff of Wilson Elementary School, a public school in Jeffersonville. The staff began initial research for the school. Becky was then reassigned to the classroom and decided to develop the idea and implement it as a charter school.

During the summer of 2010, Becky invited Sherry Baldwin to join her in this effort to develop a charter proposal. Becky and Sherry began making visits to community people and started writing the proposal. Becky and Sherry also looked for organizations and people who might be able to help with the charter school application process.

The current founding group consists of Becky Kischnick, Sherry Baldwin, Charlie Reinbold, Rudy Rice and Eric Schansberg. Dustin White is the York School Attorney. Becky Kischnick taught in Lutheran schools in Royal Oak, Michigan and Evansville, Indiana. Becky also served as a training specialist for Community Coordinated Child Care in Louisville, Kentucky. She served Greater Clark County public schools for 16 years – ten years were as a principal. Becky has a Bachelor's degree in Elementary Education with concentrations in psychology and sociology. She has a Master's degree in Early Childhood Education. Plus thirty and additional college credits were in the area of administration. Becky holds both a Teaching and Administrative License from the state of Indiana.

Sherry Baldwin, now retired, has taught in Greater Clark Schools for 40 years. She has a Bachelor's and Master's Degree in Elementary Education. Sherry has served on building leadership teams, as a representative for the Greater Clark Union, member of the PL 221 committee, PTO representative, grade level leader, and mentor for new teachers.

Charles Reinbold holds a BS & MS in Education from Indiana University. He served 38 years in education as a teacher all at Charlestown High School in Charlestown, IN. He served as athletic director for 15 years, coached basketball, track, and cross country. Reinbold also served as an attendance director and alternative education coordinator, directed the Saturday school Program, and served as a building representative for the union. He has been a Director with the United States Specialty Sports Association (USSSA) since 1978 serving as the IN State Director since 1997.

Rudy Rice is a semi-retired educator with a MA in American History from Ball State University. He has served as a Middle School Social Studies Teacher, Adult Education Teacher, School Suspension Liaison Director, and Home Bound Tutor.

Dr. Eric Schansberg is an Economics Professor at Indiana University Southeast. He is the author of two books on public policy, numerous academic journal articles, and many op-ed pieces for newspapers. His

research and writing have focused on applied micro-economics and public policy, including health care, education, labor markets, and poverty. He serves as Vice President on the Board for Brandon's House.

Becky, Sherry, and Rudy live in New Albany, Indiana. Charles, Eric, and Dustin live in Jeffersonville. York Academy of Discovery hopes to draw students from Clark County and Floyd County.

The primary purpose of the organizers was to develop a proposal for a charter school and provide the community with an idea for a "different" educational experience and to give parents choice in selecting a public school. The purpose is to develop a proposal that would meet the needs of students in the 21st century.

SCHOOL LEADER: Qualifications include:

Education & Experience: Holds an earned Master's Degree plus 30 hours in education with a minimum of nine years as a school leader; valid state certification in school administration; knowledge of the principles and practices of school administration and current educational practices.

Human Relation Skills: Ability to serve as the agent of the Board and the school with the overall responsibility for its operation; ability to serve as the legal representative of the Board designated to sign for all matters of the school; ability to plan and prepare agendas for board meetings; ability to advise the Board on matters requiring board action and policy formulation; ability to unite the Board and community to provide a school that serves the best interest of kids; demonstrates facilitator abilities; promotes the incorporation of community resources.

Instructional Leadership Skills: Ability to serve as an instructional leader of the school; demonstrates a knowledge of curriculum; can apply data driven instruction; provides for a diverse learning community; implements achievement testing; ability to be creative and implement problem solving strategies for educational challenges; coordinates training for staff and Board to support the mission of the school; develops staff leaders; oversees special education meetings as the School Representative.

Business Skills: Manages the school budget; conducts business operations in accordance with law; ensures that all aspects of the school support the mission; works with the board to coordinate fundraising; plans for long-term and short term needs of the school and communicates those needs with the Board; monitors plant – office - and equipment maintenance; works with the board to develop and maintain contractual agreements.

Human Resource Skills: Demonstrates the ability to recruit qualified personnel; maintains a system of performance evaluation of all employees; demonstrates application of disciplinary action; unites staff in supporting the school mission and kids; recommends needed staffing.

Professional Growth: Demonstrates a life-long learner model; establishes a professional growth plan for the school as a whole including the Board.

Student Skills: Ability to form positive relationships with students; encourages student self-assessment and goal setting; encourages student achievement based on the whole child; ensures a safe and child-centered environment; strengthens and supports families and incorporates parents into the mission of the school; supports students in achieving academic success - relationship and social success - confidence in oneself - and artistic/sports endeavors that lead to a fulfilled life.

Communication Skills: Ability to communicate effectively both orally and in written forms, involves students, families, staff, and community in the mission of the school; implements a reporting system of student and school progress.

Management/Organizational Skills: Maintains all school records; monitors class and school enrollment; demonstrates the ability to plan, schedule, and organize; demonstrates the ability to delegate responsibility and authority.

Other Skills: Demonstrates computer skills – is willing to be a life-long learner in the area of technology.

It has been determined that Rebecca Kischnick has the above skills and will be York's school leader. Rebecca has been a principal of a public school for ten years serving a school with approximately 600 students with no assistant principal or counselor. Ms. Kischnick is a Master Teacher and has served as a training specialist so she knows how to train staff and work with staff to provide professional development. Becky has been the driving force behind the charter school proposal. We can think of no better leader for York Academy. We have searched our hearts to be sure that the person who leads York will fit the mission and vision of York Academy of Discovery. We want the perfect fit. The Board feels Rebecca Kischnick will be able to nurture all students of York to achieve success and fulfill their dreams.

The employer of this position is York Academy of Discovery.

DEVELOPMENT LEADER OF SCHOOL TO BEGIN IMMEDIATELY AFTER APPROVAL: The Board and Becky Kischnick will begin the process of preparing the school immediately upon approval. Becky Kischnick will begin working part time as soon as the charter is approved and will work full time beginning Aug. 1, 2012. Compensation will be funded with the Federal Public Charter Schools Grant Program. The Business Administrator will be hired upon notification of grant approval from the Federal Public Charter Schools Grant Program. This Administrator will be selected by the Principal/Director of York Academy. If grant funds are available the Administrative Assistant will be hired part time beginning Aug. 1 and will be full time during the summer of 2013. This position will also be selected by the principal.

LEADERSHIP TEAM:

The Director/Principal will manage the overall operation of the school on a day to day basis. The National Paideia Center lists essential elements of a Paideia school in the area of leadership as follows:

- *School leaders consistently articulate a common vision...
- *Decisions are made democratically on the basis of what is best for students.
- *Students in the school learn to become self-governing, both as individuals and as a group. Students are active participants in the democratic process.
- *Leadership is shared such that organizational management and instructional leadership are of the highest quality.

All entities of York Academy will work together to ensure the success of York Academy of Discovery. All staff will work together to benefit the needs of the school community. York Academy desires to manage the school in a way that meets the needs of all students. We believe that people from all backgrounds and abilities will impact the day to day operations of managing York Academy of Discovery. These people and positions will impact the daily decisions and operations of our school: principal, business

administrator, unit leaders, special education & ESL teachers, counselor, certified and classified staff will provide daily administrative help to the school.

All staff will have direct impact on the organization and management of our school. They will be involved in problem solving and decision making. A leadership team will meet regularly to discuss issues and possible solutions. The leadership team will include: the principal, business administrator, unit leaders, special ed., ESL, technology person, parent, and classified staff. Any person from the staff may request to be on the leadership team. York will maintain an open policy where any employee who desires a voice in the school can join the leadership team and contribute to the vision and mission of the school. York will also have a parent advisory council that will meet with the principal monthly. The parent advisory council will consist of at least one parent per grade level. The Board with community members will support the staff and parents and will develop policies and outcomes that will ensure the success of all students and of York Academy.

GOVERNANCE & MANAGEMENT

Governing Board

Governance Structure & Composition: York Academy will be governed by a School Board that allows the staff to use their expertise in educating young children. The Governing Board currently has five members. The desired size of the operating board will be no fewer than 5 members with the optimum size being approximately 7 members. Currently all five of the board members have education experience with one also having experience in the area of business. Our school attorney obviously has legal experience. We are looking for our other board members to represent diversity and to have expertise in the area of business, communication, public relations, finance, legal, marketing, fundraising, technology, the arts, sports, community partnerships, and/or diversity/global society... All members will be residents of the state of Indiana and at least one-half shall be residents of the Indiana counties where students of the charter school will reside.

Pre-Existing Non-Profit Organization: York Academy is currently a non-profit organization with 501c3 status. The purpose of this organization is to become a charter school. The current York board is in the process of working to become an active "charter school board". This board is reviewing Indiana Charter School Laws, Public Access Laws, Open Door Law, and York Academy By-Laws as well as Articles of Incorporation. We are seeking additional members that meet with our core values and beliefs and composition hopes. We are working as a team to submit this proposal and are working to build the unity desired to govern effectively. The goal is to support the charter and to govern "appropriately" and in a way that supports and guides success. We plan to undergo Board professional development on a continuous basis.

Governing Entities Responsibilities: The York Academy's board will be primarily concerned with policy issues. The powers and responsibility for the daily operations of the school will be delegated to the school Administrator/Director. The Administrator will then be able to delegate powers and responsibilities to faculty and staff. The board may also delegate responsibilities to various committees. Any appointed committees will report directly to the board and will make recommendations to the board on various issues. These committees will have no decision making power. They will only report findings and recommendations. The York Academy Board will be accountable to the Indiana Charter School Board, parents, students, staff, and community. Regularly scheduled board meetings will be held. Annual progress reports will include: student achievement performance data, financial status, documentation of the facilities and school staff.

The Administrator/Director acts as a bridge between the Board and the staff of the school. She is designated to act on behalf of the Board to implement its decisions. The Administrator is given the authority to hire, organize, and supervise the staff of the school, to develop appropriate school policies and procedures, and to allocate resources within budgetary guidelines. The Board will periodically evaluate the performance of the Administrator/Director in carrying out the decisions of the Board and other assigned responsibilities. The Board will maintain specific responsibilities that include:

- *Review the educational & instructional programs
- *Review student progress
- *Approve purchasing contracts
- *Approve contracts for new construction, renovation, and building additions
- *Ensure that school policies and practices are in agreement with Indiana Statutes
- *With the Administrator/Director establish outcomes
- *Support the Director & Staff

- *Formulate major policy
- *Interpret laws and regulations with which York Academy must comply
- * Annually adopt & maintain an operating budget
- *Report York's progress to the Indiana Charter School Board
- *Ensure that York has contracted with a CPA for the annual financial audit
- *Board members may not act independently as individuals on official matters. They may only act on Board-related decisions as a group during official meetings.

The York Academy Board recognizes that there is a distinct demarcation between the Board of Directors and the Administrative/Management Staff while being cognizant of building a sense of unity to support the entire school community. York Academy of Discovery is a legally incorporated entity governed by state statutes and IRS regulations governing nonprofit, tax-exempt organizations. The Board is responsible for governing the school.

The Board will not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with best practices of nonprofit corporation management, the Board will delegate the responsibility for running York Academy and implementing Board's policies to the Director of the school. Where appropriate, the Administrator will delegate some responsibility to other staff members.

The Board also has limited time to make decisions. Therefore, it is important to use the Board Members' time well and for Board structures and procedures to point them toward major decision-making and away from distractions and lesser matters. The Board should:

Support the School's mission and purpose. The Board should establish outcomes for the school based on the school's mission and purpose. The new Board of Directors' will learn the mission of the school. Each individual Director should fully understand and support the mission and purpose of York Academy.

Support the Administrator and review his or her performance. The Board should ensure that the Administrator has the moral and professional support he or she needs to further the goals of the school. The Administrator, in partnership with the entire Board, should decide upon a periodic evaluation of the Director's performance.

Ensure adequate resources. One of the Board's foremost responsibilities is to provide adequate resources for the school to fulfill its mission. The Board should work in partnership with the Administrator to raise funds from the community.

Manage resources effectively. The Board, in order to remain accountable to the State Charter Board, parents, students, donors, the public, and the IRS must approve the annual budget and ensure that proper financial controls are in place.

Determine and monitor outcomes. The Board's role in this area is to determine which outcomes are the most consistent with York Academy's mission, and to monitor our effectiveness.

Enhance York Academy's public image. A major link to the community, including constituents, donors, the public, and the media, is the Board. Clearly articulating the organization's mission, accomplishments, and outcomes to the public, as well as garnering support from important members of the community, are important elements of a comprehensive public relations strategy.

Assess its own performance. It is the Board's responsibility to ensure that the total organization is effective in achieving its outcomes. The Board must evaluate its success as a Board. By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach consensus on which areas need to be improved. Each individual Board Director needs to be evaluated annually as well.

Officer Job Description

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

VICE CHAIR – The Vice Chair shall have the powers and perform all the duties of the Chair in his / her absence or during his / her inability to act. The Vice Chair also shall perform such other duties as the Board of Directors may from time to time direct.

SECRETARY OF THE BOARD – The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

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

Procedures: The number of board members will be in accordance with the By-Laws of York Academy. The minimum number will be five. The term of office of a board member is specified in the By-Laws. Terms of office may be staggered as stated in the By-Laws. Current board members elect new members through a majority vote determining that a new board member shares the mission and vision of the school, provides a good fit for a unified team approach, shows evidence of life-long learning and problem solving as well as seeks the success of York Academy, and brings value to the Board.

York Academy board will hold regularly scheduled meetings as to be in compliance with Indiana's Public Access Laws and with York By-Laws. Beginning with the 2013-14 school year, the board will attempt to meet monthly, but not less than ten times per year at a meeting location determined by the Chair of the York Board. Monthly meetings will provide the following information: Monthly Financial Report, School Report (update of enrollment, withdrawals, staffing, facility issues...), academic reports such as benchmark information & ISTEP, outcomes information, school academic plan information... The York Academy Board will support the mission and vision of the school and will establish policies consistent with this mission and vision. York Academy Board will be in compliance with state Charter Laws, Indiana Public Access Laws, and Open Door Law. All statutory and regulatory requirements will be followed.

The York Board does not currently have any standing committees, but may plan to develop some at a later time.

Ethics & Conflicts of Interest: See attachment 7

Advisory Bodies: York Academy will have two Advisory Bodies. One advisory council will be the York Parent Council. The Parent Council will meet monthly (during the school year) with the Director of the School. The Parent Council will hold discussions with and may offer suggestions to the Director. Most items will be dealt with at the school level. In the event that an item may need to be reviewed by the Board, the Director will present these items to the Board for review. The Parent Council will be made up of at least one Parent from each grade level. Parents and staff will have input into people serving on this council. The Leadership Team of the School will make the final decision on council members. There will be no set number of members on the parent council to allow the Leadership Team to consider diversity of people and ideas.

The other advisory body will be the Leadership Team of the school. The Leadership Team will meet at least monthly with the Director. The Leadership Team will hold discussions with and may offer suggestions to the Director. Again, most items will be dealt with at the school level. In the event that an item needs to be reviewed by the Board, the Director will present these items to the Board for review. The Leadership Team will be made up of the Director, Business Manager, Special Education, Technology Teacher, any interested staff members with at least one unit teacher and one classified staff person, and one parent. There will be no set number to allow any staff member who would like a voice in the school the opportunity to serve in this capacity.

Grievance Process: Parents may bring grievance complaints to the Director of the school at any time. If the Director feels the need, the Director may bring the concern to the Leadership Team of the school. The Leadership Team will try to understand the concern. The policy of the school will be that if the concerns are of a classroom nature, these types of concerns will first be discussed with the teacher. If the parent feels the concern has not been addressed, the parent may then contact the Director. If the parent feels the Director has ignored the concern, the parent may request to meet with the Leadership Team. They may also contact the Board. After working to resolve the concern, the parent may also contact the authorizer if they feel their concern has not been adequately addressed. It is the desire of York Academy to create a family experience and unit that works to solve problems. All York entities will look at what is in the best interest of the student.

EDUCATION PLAN

Curriculum & Instructional Design

Curriculum link to student mission & instructional design: The school mission is to nurture students to dream and discover the greatness within through discipline, hard work, and critical thinking. The curriculum will provide students an opportunity to dream and to discover what it takes to achieve dreams. In order to accomplish this mission through curriculum we will be using a Paideia philosophy. Below you will find the Three Part Foundation (The Power of Paideia Schools by Terry Roberts & the Staff of the National Paideia Center):

Three-Part Foundation

“Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks

- A. *Reading-locates*, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing-communicates* thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts
- C. *Arithmetic/Mathematics-performs* basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening-receives*, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking-organizes* ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
Creative Thinking-generates new ideas

Decision Making-specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. *Problem Solving-recognizes* problems and devises and implements a plan of action

D. *Seeing Things in the Mind's Eye-organizes*, and processes symbols, pictures, graphs, objects, and other information

E. *Knowing How to Learn-uses* efficient learning techniques to acquire and apply new knowledge and skills

F. *Reasoning-discovers* a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility-exerts* a high level of effort and perseveres toward goal attainment

Self-Esteem-believes in own self-worth and maintains a positive view of self

Sociability-demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management-assesses* self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty-chooses* ethical courses of action”

“The Paideia School is defined by intellectual rigor for all students. Both challenging and democratic, it teaches all students a common core curriculum in predominantly heterogeneous groups. To realistically target high achievement for all students, however, the Paideia School must be a student-centered school in several significant ways. It honors the progressive traditions established by John Dewey by creating environments in classrooms and by giving students authentic work to do. And while the Paideia school emphasizes learning, the adults who work there understand the central role that caring plays in honoring students and their work; they understand, in other words, that a humane environment nurtures learning.” “The Paideia School is student centered and, as a result, involves students in governance and expects all students to succeed. Administrators and teachers model a life-long learning

approach that allows students to dream, to use project based learning, to work hard, to discipline themselves, and to think critically in a nurturing environment.

Class Size & Structure: Class size will range from 20 to 25 students. The structure will be a regular grade level class based on age. The difference will be that teachers will loop so they will be with students for two years in a row: K & 1, 2 & 3, 4 & 5.

An Overview of the Curriculum: York Academy will use the common core standards as the basis for instruction. York will use resources developed by the Indiana DOE along with Paideia resources where applicable for student learning. If and when pacing guides are developed, York will also make use of those. The standards will be used to show mastery of learning. Assessments will be given to determine if students have acquired the common core standards. This information will be reported to parents.

The curriculum will be standards based with a focus on the integration of subject matter. Science will incorporate the use of scientific inquiry. Technology will be incorporated into all aspects of the curriculum including the arts, foreign language and sports. Writing will also be emphasized and woven throughout the curriculum. With standards, we will follow the pacing set forth by the state of Indiana. The Common Core Standards will be the focal point of lessons.

The Paideia philosophy advocates the use of three instructional methods: didactic instruction, intellectual coaching, and Paideia Seminars:

Didactic Instruction is limited to about 10-15% of instructional time. This portion of the lesson is provided through lecture, demonstration, videos, reading... Assessment for this piece is usually conducted through short answer and multiple choice tests.

Intellectual Coaching provides the largest portion of instructional time (60-70%). Coaching is to guide student learning through modeling and questioning. Skills are developed through the use of units called Paideia Projects. The assessment piece for this portion of learning is usually provided through performance tasks and project work.

Paideia Seminar is also limited to about 15-20% of instructional time but is a very important piece to the intellectual and social growth of students. This piece contains intellectual dialogue through open ended questions. Assessment for seminars occurs through pre-and post- seminar Paideia tools as well as student selected goals, discussion, and writing.

According to The Power of Paideia Schools, by Terry Roberts these are the 12 Principles of Intellectual coaching:

- *Students discover and construct their own meaning out of a project in a personally significant way.
- *Students exercise their own power of choice in an increasingly responsible and mature way.
- *Students build on the past and anticipate the future, their own and that of others.
- *The individual student defines himself or herself through the process, both interpersonally and intrapersonal.
- *The individual student validates his or her sense of control and competence as his or her expectations of success are confirmed and challenged.
- *The various tasks that are part of the process are relevant to the individual students and have obvious value in the world outside the classroom.
- *The tasks involved in the process are both challenging and novel.

*Students are not motivated by negative conditions or emotions—including almost all those associated with traditional, competitive grades.

*Students successfully communicate and cooperate with a wide variety of others in a wide variety of settings.

*Individual students treat one another with respect and courtesy, stressing that each has unique and valuable talents.

*Cultural and environmental differences among individual students and among those others associated with the project are not only accepted, but they are valued.

*Students periodically review the process and evaluate how and what they are learning (and not learning).

Technology & Delivery of Instruction: Technology will be embedded into all areas of the curriculum (reading, writing, math, science, social studies). Technology will be a fact of life in the classroom and school as it is in the real world. It is our hope to have computers and smart boards in every classroom as well as a computer lab. One teacher will be designated as a technology person. This teacher will be up to date on all of the current technology in schools, will provide for technology instruction of staff, sports, and foreign language... The technology person will maintain achievement and growth records that are technology based. The school will also make use of computer software that differentiates instruction such as Scholastic Reading Counts. Students will use technology to publish reports, presentations, and published writing. Word processing will be taught. Spreadsheets will be created. Assessments may at times be technology based such as Acuity. Our hope is eventually to include electronic portfolios. Technology can also be used in cooperative learning activities and other student collaboration projects. As the school develops we will write and develop a technology curriculum for our school. Technology will support and enhance student learning.

Technology used to provide access to curriculum & to deliver instruction using the internet: Students will be taught to use internet websites such as spellingcity.com, pbs.org, eduplace.com... The internet will be used to create power point presentations. Staff will make use of video and audio technology to enhance lesson presentations and bring material to life. The internet will be used to provide access to information and resources. The internet can be used to help students gather data, organize complex information, draw inferences, communicate findings, critically evaluate information, and to use problem solving skills. The internet, etc. can help students with project based learning and real world problems. This technology can help with authentic tasks.

Technology used to enhance communication and support to students & parents: Since students will be developing academic and talent showcases each nine weeks, students may elect to use technology in those presentations to parents such as video, digital cameras, power point... Parents will also be able to receive communication through technology such as e-mail, school websites, cell phones... This will be a very effective way to receive information and to communicate with teachers. Parents will be able to view grades on line. Learning sites and links will be provided for both parents and students for computer use at home.

Highly Effective Teachers: York Academy is hoping to employ experienced and inexperienced staff. The experienced staff will provide direction and expertise to mentor our younger staff. The less experienced staff will bring passion and idealism to our learning community. All staff will be committed and dedicated to children and to their profession. Staff will reach into the hearts and minds of children. Staff will know their impact and will understand that they make a huge difference in the lives of children. Where required, staff will meet state certification and licensure for the state of Indiana.

Instructional Strategies & methodologies central to all teachers: All teachers must be trained in the Paideia philosophy of instruction. York Academy of Discovery will purchase books for study groups and will have some staff attend Paideia training so they are able to lead the rest of the staff. As described in the book, *The Power of Paideia Schools*, Paideia educators return to “classical” education. “Classical means: Overt attention to and participation in Robert Hutchins’s ‘Great Conversation’ (1952), the cultural heritage of all our children; A rigorous common core curriculum of integrated subjects; An ambitious mastery of fundamental skills in communication, computation, teamwork, and problem solving; and Learning to a depth of intellectual understanding often missing in our schools.”

All teachers will be trained in Socratic Seminars to develop critical thinking skills. “Effective seminar leaders are constantly aware of two goals: first is that all participants be asked to practice traditional communication skills: reading, writing, speaking, listening, and thinking – second is to engage students in higher-order thinking by asking them to summarize, analyze, synthesize, compare, contrast, logically defend, and challenge their own ideas and those of others.” Socratic Seminars have also been discussed in other parts of this document.

All staff will use intellectual coaching with students. “Academic coaching requires that the classroom be organized according to the project currently under way: play rehearsal, book production, historical simulation, math textbook composition, or science experiments.” Coaching requires flexible time for units and space for projects. Students take center stage for most of the instructional time; teachers support and coach the students. Students learn to work with others, to show their strengths and, and learn to work hard. Students set goals and consistently challenge themselves in the classroom. Coaching allows for a “spirit of inquiry.”

Teachers will also need to be familiar with Understanding by design templates to use for unit development: Understanding by Design Unit Template

The Essential Elements for teaching and learning of a Paideia School (as stated by the National Paideia Center) are:

- *All teachers in the school use Paideia seminars as a central teaching/learning device.
- *All teachers in the school use product-oriented coaching techniques for the majority of the instructional program.
- *All teachers in the school use relatively little didactic teaching and that which is used actively engages students.
- *The school stresses the same integrated core curriculum for all students, including fine arts, music, foreign language, and the manual arts, giving students the opportunity to explore these areas as they relate to the core academic subjects. (We intend to take this even further so that students can really learn the fine arts, music, etc.)
- *Assessment of students and teachers is individualized in addition to standardized: emphasizing portfolio and narrative assessments in conjunction with traditional grading and appraisal. Individual growth is consistently stressed.

The National Paideia Center lists the essential elements for scheduling are as follows:

- *The school allows instructional needs to shape scheduling and scheduling flexibility is the rule rather than the exception. York Academy will have flexible schedules rather than rigid set schedules.

Physical Environment – The learning environment will take place in a school setting with classrooms.

Instructional Setting – Instruction will include one-on-one, small group, independent study, and whole group instruction.

Lesson Design – Lessons will be developed using Understanding by Design Units. Units will be developed based on Common Core Standards and will begin with assessment design. Essential questions will be developed based on Core Standards and the assessment pieces. Differentiated instruction will occur within each unit of study. Diversity growth and learning will also be a result of activities provided. Units will provide skills to be learned and reinforced along with project based learning.

Paideia is presented as the best education for all students. It meets the needs of all learners! It is based on democratic principles and provides all learners with high expectations and goals. We want all of our students to “dream big” and “work hard” – this will lead to success. We will coach ALL students to be the best they can be.

Evidence Based Support: We will be basing our school on the work of Mortimer Adler, The National Paideia Center, and will also use instructional strategies based on the works of Marzano.

Instructional Strategies: Instructional Design: York Academy will implement the Paideia philosophy of instruction. Adler, the founder of the Paideia Program, wrote, “Education: the central aim of which has always been recognized, from Socrates’ day down to our own, as the freeing of the mind through the discipline of wonder.” Adler emphasized the development of life-long learners. The emphasis on a liberal arts education is also seen as essential to all vocations. Adler strongly believed that all children should receive the highest quality education and that our democracy can only be maintained by high academic standards and intellectual rigor. Adler was strongly influenced by both Horace Mann and John Dewey. Robert Maynard Hutchins also influenced the Paideia philosophy with the use of “The Great Books” and the creation of the Paideia Seminar. Information presented in this Section is taken from the books, articles, and website of the National Paideia Center (see www.paideia.org).

“Paideia schools should model democracy, treat everyone as unique individuals, and focus on a rigorous core curriculum.”

Learning Strategies:

Socratic seminars – Students and staff will participate in discussion and analyzing of various topics with respect of other people’s views and ideas. This helps students to develop as critical thinkers in a democratic society. Socratic seminars foster a deep understanding of topics or units of study. “All teachers in a Paideia school use Socratic seminars as a central teaching/learning device, both school-wide and integrated into the curriculum.”

Intellectual Coaching – “All teachers in a Paideia school use coaching for the majority of their instructional program. Instructional coaching accounts for 60 to 80 percent of instructional time...” This type of coaching establishes the teacher-student relationship. The coached classroom project is similar to project based learning and cooperative learning. Students participate in projects either singly or in groups. They are coached by their teachers. The project should be of real world value which provides skills in producing the final product. The project can incorporate several academic disciplines.

Accountability is performance based. Individual students are evaluated according to individual progress. Portfolios and narrative evaluations are often used in the coaching process.

*The Power of Paideia Schools Defining Lives through Learning by Terry Roberts and the Staff of the National Paideia Center, 1998

Compare/Contrast Activities – Students will compare, classify, and create metaphors, analogies and non-linguistic representations. Identifying similarities and differences yields a 45% percentile gain, according to Marzano. In the classroom one might see thinking maps, T-charts, Venn diagrams, cause and effect links, and other graphic organizers.

*Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Monitoring Strategies: Instructional strategies will be monitored for consistency and fidelity through the use of classroom walkthroughs and unit plans. Each classroom will receive a weekly classroom walkthrough to view Socratic seminars and intellectual coaching. These walkthroughs will include the administrator and classroom teachers. Weekly grade level meetings will provide opportunities for discussion of the strategies as well as goals for implementation. Unit plans will be collected and viewed for fidelity of projects and coaching by the leadership team and the administrator. Teachers will submit a monthly compare/contrast activity that will be reviewed by fellow teachers. Administrator/Fellow teachers will do a quarterly checklist of classroom portfolios. This will be a quick check to ensure that the portfolios are in place for each student and ready for full evaluation.

Instructional strategies will be monitored for impact through the final project/product produced by the students. The end of nine week showcases will also provide insight into the intellectual coaching and seminars that took place. The impact of the compare/contrast activities will be monitored through academic achievement of benchmark scores and ISTEP scores. **See Attachment 8 for Scope & Sequence**

Pupil Performance Standards:

Goals and Alignment with State and Common Core Standards

<i>Goals</i>	<i>Objectives</i>
<i>All students enrolled for at least a year will achieve a year's worth of gains in core subjects.</i>	<i>Based on Acuity & School Benchmarks, 2 assessments given in September & May, will demonstrate 1 year of growth in math and reading. The mid-term Acuity would be optional based on teacher discretion.</i>
<i>Students will meet or exceed state standards for mastery in core subjects.</i>	<i>80% of students who attend York Academy for three or more years will pass ISTEP and school benchmarks (math, reading, & writing).</i>
<i>After five years, York Academy will be one of the top performing schools in the State of Indiana.</i>	<i>After five years, York Academy will perform in the top 25% of all public schools in the state of Indiana.</i>
<i>The achievement gap will be closed for Blacks, Hispanics, Multi-racial, and free/reduced students.</i>	<i>80% of Blacks, Hispanics, Multi-racial, and free/reduced students who have attended York Academy for three years will pass ISTEP and school benchmarks in math, reading, and writing.</i>

York Academy of Discovery supports academic excellence and will provide a rigorous academic program. Students will achieve at least one year's growth during the school year. Students will meet or exceed math, reading, and writing expectations for proficiency. Achievement gaps will be decreased in subgroups. **Exit Standards – See Attachment 9**

School Promotion Policy: York Academy will try to prevent retention. Interventions will be applied. Looping will also be implemented. York will follow the state laws regarding retention such as I Read 3. Parents and students will be kept up to date on student progress and mastery of skills. Any student at risk will receive RTI interventions and parents will attend a meeting explaining the interventions. A team will look at all the data and decide on a course of action with the parent present. The team working with the student and family will make a decision on retention based on social development, academic progress, emotional considerations, teacher recommendation, and student data. Any time during the year a student may be considered at-risk and begin RTI intervention. The team will meet in March to discuss possible retention on any student not showing progress with interventions. In April parents & the team meet to develop a plan of retention. In May all retention plans are finalized.

School Calendar & Schedule – See Attachment 10

School Culture: York Academy will become one of the top schools in the state by using the following principles:

- *Will create an academic culture that requires students to think critically
- *Will create an academic culture that requires students to give their best efforts each day
- *Will create a culture of high expectations and success
- *Will create a culture where core academic goals apply to all students
- *Will create an educational program built on rigorous project based work
- *Will create an environment where students showcase their academic talents
- *Will provide skills necessary to achieve mastery on common core standards for each grade level
- *Will build thinkers who have the skills needed to solve real world problems
- *Will assess student learning in ways that challenge students to demonstrate mastery in a variety of forms

York Academy of Discovery would like to have a student population that is diverse in both race and income.

The York Academy culture will promote a positive academic environment and will meet the needs of all students: As we talked about the elements that were necessary in a 21st century school, we felt that the arts, foreign language, social skills, and science would be necessary ingredients for an excellent school. We wanted students to be motivated and enjoy the process of learning. We saw how special needs students and at-risk students thrived when given drama, dance, and sports activities. These programs connected them to the school and made them successful in a way that motivated them in other school academic areas. After discussing what we felt were integral pieces of our school, we stumbled across Paideia. Paideia had all the elements we were looking for and gave us the last piece of our puzzle – the critical thinking piece through the Socratic seminars.

Implementing this Culture from the First Day of School: York will hold an Open House/Orientation prior to the first day of school to assist families in understanding our policies and procedures and will provide an opportunity to meet the teachers. Home visits will also be done with all kindergarten students and any students new to our school in order to build the family-school partnership.

Typical Student Day: Students may arrive at 8:00 a.m. for homework help. At 8:20 all students meet in a common area for a Community Meeting with the Director. Students are dismissed to teachers from the common area at 8:30. The morning provides a large block of time for reading & writing /social studies instruction. At 11:50 lunch is with the teacher and lasts approximately 20 minutes. A recess break lasts until 12:30. At 12:30, the afternoon block begins with science/math and lasts until 2:15. At this time, classroom closing meetings take place. Students then move to foreign language, movement and arts block that lasts until 4:10. Each student takes part in a foreign language, a movement experience, and an arts class during this time. Dismissal begins at 4:15 or after school activities begin. Any after school activities end by 5:15 unless there are games, etc.

Typical Teacher Day: Students will be dismissed from Community Meeting at 8:30; teachers will begin instruction at 8:30. They will be with students until 2:30 including lunch and recess. At 2:30 each day, teachers will take part in collaboration and professional development. This collaboration & PD will last until 3:25. At 3:25 teachers will have time each day to work on the next day's plans, call parents, and get materials ready... Teachers will help with dismissal at 4:15. Unless a teacher is involved in after school activities, they may leave after dismissal.

Supplemental Programming: We would like to provide summer school, but would need a grant. We visited a program that impressed us called Freedom School. Diversity was woven into literacy and programming. The Boys & Girls Club will also be available to our students during the summer. We would work with them to provide our students with remediation opportunities as well as enrichment. The Boys & Girls Club operates Monday through Friday until 7:00 p.m. except on holidays.

Extra-Curricular Activities: The following after school activities will be provided at various times during the year for boys and girls: basketball, track, cross country, cheerleading, and dance team.

School Programs that Address Student Mental, Emotional & Social Development and Health: A counselor will be on staff to assist with emotional and social development. An RTI behavior model has also been designed to help in this area. A team will be established for any children with behavior issues that interfere with learning. Character education will be implemented with a different character trait being studied each month with emphasis on application of that trait. Discipline issues will focus on helping students to improve. High expectations will be in place for behavior so all students can learn.

Special Populations: York Academy of Discovery will comply with federal and state statutes and will implement processes and procedures as set forth in federal and state regulations and rules. The following items will be in place in order to meet the Individuals with Disabilities Education Act of 2004 (IDEA) and Indiana Article 7 as well as Americans with Disabilities Act of 1990 (ADA):

*Hire a Special Education Teacher – Reports to the Director; Holds an Indiana Special Education Teaching License; serves as teacher of record; attends case conferences; coordinates and schedules evaluations for children with suspected disabilities; oversees the compliance with IDEA, Indiana Article 7, and ADA; maintains IEP's as well as all special education & 504 records; trains teachers and assistants in areas of need for special education students; maintains achievement testing records for exceptional learners; organizes – tracks – and plans IEP goals; oversees and ensures that services are provided according to individual IEP's; oversees referral paperwork and supervises the referral process; establishes high expectations for student performance; organizes time, materials, and equipment for instruction; responds to questions from parents, students, and staff; oversees special education

reporting requirements; trains staff in confidentiality; develops reporting procedures to parents; works with staff to incorporate adaptations and accommodations; incorporates technology into instruction and services; has the physical ability to meet the demands of the job

- *Enrollment forms will indicate the existence of an IEP
- *Obtain and prepare materials such as Procedural Safeguards and any other forms needed to hold Case Conferences and to develop Individualized Educational Plans as well as Referral Forms
- *Special Education Teacher will train school assistants to meet the needs of the exceptional learner
- *Contract with outside services for extra services needed to meet requirements of IEP's
- *Contract with outside services for testing and identifying special needs students
- *Train staff in the referral process
- *Train staff in interventions
- *Create an intervention consultation team
- *Hire additional staff as needed to ensure compliance
- *Hold move-in conferences, annual case reviews; case conferences...
- *Obtain school records

Identification of Students: The school intervention team will work with staff to meet the needs of at-risk students. The school intervention team will include the special education teacher, the ELL teacher, the technology teacher, the primary unit leader, and the intermediate unit leader. The intervention team will also consult with the Director/Principal. This team will review data and make decisions concerning teacher and parent requests for referral. They will work with the teacher to look at the overall development of the child, the concerns and reasons for testing, and address possible interventions. If testing is determined to be necessary, York will contract with an outside source to do the evaluation. Once testing is complete, the special education teacher with the case conference committee will develop an IEP or will meet to discuss non-qualification and what can be done to achieve student success.

Delivery of Services: York Academy of Discovery will provide the least restrictive environment for students and will practice full inclusion where applicable. The learning environment will be set up so that services will be provided in the regular education classroom. Assistants and general education teachers will receive training about least restrictive environment and how to provide special services. They will also be trained to work as a team in meeting IEP goals. Training will help staff deliver services in the classroom environment with support staff. We will have classroom assistants; all assistants will be trained by the special education teacher in order to meet the needs of all at-risk and special needs students in each grade level. Assistants will be under the direct supervision of the special education teacher, the ELL teacher, and the general education teacher. At this time, York Academy of Discovery will not have a resource room. It is the belief of York Academy that ALL children can learn!

ELL Students: In order to meet the needs of ELL students, York Academy of Discovery will hire an ELL/Foreign Language Teacher. Enrollment data will provide for identification of non-English speaking parents. We are actively seeking ELL students and know the demographics to locate families that need ELL services. Staff will also be trained in helping to identify possible ELL students and in how to help ELL students in the regular education classroom. Once identified as ELL, the ELL teacher will work with the classroom and the general education teacher to deliver services. Assistants will also be trained to work with ELL students. We are hoping that one of the assistants that we will hire will speak a foreign language.

Other Services: *The technology teacher will also serve as a part time remediation teacher. The remediation provided will be technology based. The technology teacher will work in cooperation with the special education teacher, the ELL teacher, and the Director/Principal. *A part time counselor will also be available to assist with at-risk and special needs students.

Hopes & Recruitment of Qualified Special Education Teachers: We will work with the universities, IUS & U of L, to recruit qualified special education and ELL teachers. These teachers will be certified in the areas of special education and ELL. We would like to encourage our general education staff to receive dual certification in Special Education, ELL, Reading Remediation, or Administration. Ongoing training and professional development will be provided to all staff in the areas of special education, ELL strategies, diversity, and poverty.

Director/Principal as Public Agency Representative: The Director/Principal will serve as the Public Agency Representative and will assume responsibility for special education services. The Director/Principal will be dedicated to ALL students and will ensure that staff and school are meeting the needs of children. Professional development will be provided in the area of special education and ELL. The goal will also be to implement interventions and RTI services that will prevent large numbers of special education identification. Where necessary the Director/Principal will work with outside sources to implement evaluations and any special services that may not be provided by York Academy of Discovery. Some of our beliefs:

*We believe that ALL students can learn. We will work to ensure all students reach their potential.

*ALL staff members will take ownership of our students.

*The general education teacher must take ownership of special education students and ELL students.

*The special education teacher and the ELL teacher will support the general education classroom in delivery of services.

*Interventions will be evidence/research-based to ensure growth.

*Our model will be of an inclusive nature

York Academy will use an RTI model:

Response to Intervention Pyramid - At Risk Students

Tier One

Parent Contact

Conference with Student

Goal Setting with Student

Computer Software Activities

Small Groups

Leveled Texts

Cooperative Learning

Re-Teach Activities

On Grade Level Materials

Twenty minutes Homework Help in the Morning

Tier Two

Time with a Support Services Person

Additional Small Group Time

Assigned Work with a Volunteer

Parent Conference

Intervention plan put in place

Progress Monitoring

Homework/Classwork Room during Specials

Tier Three

Intervention Team Conference
Intervention Team Strategies
Support from Special Education Team
Support from Counselor

Response to Intervention Pyramid - Advanced Kids

Tier One

Parent Contact
Conference with Student
Goal Setting with Student
Small Groups
Leveled Texts
Enrichment Activities
Computer Software Work
Project Based Learning

Tier Two

Additional Computer Time
Problem Solving Activities
Individual Learning Contracts for More In-depth Study
Parent Conference
Advanced Plan put in place

Tier Three

Intervention Team Consultation
Time with Support Services Personnel

Response to Intervention – Behavior

Tier One

All students know the school rule
Character traits are taught & enforced
All students know and follow hallway rules
Classroom plans stem from school rule and school mission
Transition procedures are in place
Beginning of the day and end of the day routines

Parent Contact

Establish Relationship
Natural Consequences
Classroom/Community Service
Time out – 10 minutes
Community Meetings
Finding student strengths/interests

Tier 2

Intervention Team work to rule out academic problems
Time out in office or in another classroom
Parent Meeting
Student Conference
Goal setting with student

Character room during specials – teaching anger management, problem solving...

Intervention plan in place
Tier Three
Possible special education testing
Counseling
Intervention Team strategies
Individual behavior plan
Individualized Education Program

Response to Intervention – ELL

Tier One
Cooperative Learning
Vocabulary Development
Small Group Work
Knowledge of ELL student Levels
Parent survey indicating language spoken in the home
Foreign language opportunities – can select their first language
Leveled text
Comprehension strategies
Tier Two
Additional Small Group Work
Work with ESL teacher
Fluency practiced
Use of visuals
Tier Three
Intense work with ESL teacher
Contact with native speakers if possible

Tier one is a prevention approach. All students receive tier one. Tier two is reserved for students experiencing difficulties. Evidence will be collected and discussions will take place to review student problems. The intervention team will determine strategies for improvement based on our tier model. Interventions are applied with progress monitoring to determine growth. Students who continue to experience difficulty will be referred to tier 3. The intervention team will again meet to determine tier 3 strategies. Tier three is reserved for those students who exhibit problems that require extensive interventions. This phase also provides the opportunity for assessment for disabilities. Progress monitoring occurs to determine success of programs and growth. Special education testing will require a timeline for student assessment. Once testing is complete, results will be discussed with the special education committee, eligibility will be determined, and services will be planned along with goals, placement, and program. It is possible that a 504 plan would be established instead of an IEP. York Academy will work with the Special Education Cooperative during this process. Payment for services will be contracted.

York Academy will follow inclusive practice incorporating a rigorous curriculum for all students. Students with disabilities are placed in the least restrictive environment. Instruction will be delivered in the general education classroom as much as possible.

Any student with an IEP, progress monitoring will be incorporated in to the IEP with short-term objectives and annual goals. The IEP will be followed to assess student achievement. The progress monitoring system will work as follows:

- *The current level of performance will be determined
- *Goals will be set that will take place over time
- *The goals will be measured on a regular basis (weekly/monthly)
- *Results will be charted and evaluated
- *A comparison will be conducted for expected and actual rates of learning
- *Strategies will be continued or adjusted based on the achievement

Things to remember about Progress Monitoring:

- *Progress monitoring can occur as a class/a small group/student
- *You can progress monitor a specific academic skill or a behavior target
- *Progress monitoring should occur with reading, writing, and math
- *Communicate with parents about the progress monitoring
- *Special education staff and regular education staff should collaborate with progress monitoring and assessments to determine progress
- *Our mission and goals as a school encourage the use of actual work to progress monitor such as homework, class work, projects, oral presentations, conferences, portfolios, Scholastic Reading Inventory...
- *An Intervention Team is provided to assist general education teachers in determining tiers and strategies for struggling students
- *Remember that behavior deficits can come from academic struggles

We will use the follow to evaluate the above programs:

Is our special education team able to meet the needs of our special education students? Individual evaluations and observations will occur. Achievement of special education students will be noted. Is our inclusive setting working? Observations of school and classrooms – discussions with staff & parents. Do we have a safe environment? Are students engaged? Are we maintaining a good staff to student ratio? Special needs students often require more time to work on skills. Data gathering methods will be in place to create reports that evaluate the strength of our programs. Are our assessment tools measuring what we want to measure? We will analyze assessments and growth of students. Parent survey – do parents feel we communicate with them about the needs of their students and notify them of intervention strategies?

Meeting the Needs of the Intellectually Gifted: Our program is set up to meet the needs of all students and to provide the best education for all students. See our RTI model for advanced students in the RTI section.

Student Recruitment & Enrollment: York Academy will be providing a top “private” school experience in a public school setting. Foreign language, movement classes, and the arts will take place EACH day. Teachers will be highly trained to meet the needs of students through daily collaboration & professional development. The school will implement a “family” approach through home visits and parent advisory council. York Academy seeks to serve its students and families. The instructional day is longer than area public schools. Our partnerships bring additional aide and support to our students and families. Nine week showcases will demonstrate student learning and problem solving. York Academy has a website: yorkdiscovery.org. Our board will continue to meet with local churches, preschools, daycares, organizations that will spread the word about York Academy. York will also make use of the local media sources. Parents enrolling students will also be one of our biggest advertisers. See attachment 11 for the Enrollment Policy.

Student Discipline: York Academy of Discovery believes that developing a relationship based school and program will be the major ingredient in establishing and maintaining a positive school climate. York Academy believes in positive behavior supports that will help students to grow socially and emotionally. Teamwork and support of one another will be emphasized with students and staff. It is our goal to maintain a rigorous academic focus provided by a caring and compassionate staff. It will be important to identify and develop the talents of people involved in the school: the board, the staff, the parents, and the students. It is our desire to develop supportive parents and also to help parents become lifelong learners. We will develop children who dream big and work hard. York Academy also believes in the essential elements of culture as stated by the National Paideia Center:

*The school is dedicated to the lifelong learning of all children and all adults.

*Since the goal of schooling is to foster lifelong learning in all involved, the school is full of adults and children who view themselves as constantly growing and learning, whose self-assessment is both demanding and fluid.

One major rule will be employed in the school: "Respect people and property including oneself." This rule covers almost any infraction. Any rules that are broken will be referred back to this rule and discussed with students on how to make corrections. The rule will be stated every day in morning community meeting with the Director.

Other school wide strategies will include:

*Give Me 5 (two eyes watching, two ears listening, and one mouth closed)

*SLANT (sit up, lean forward, ask questions, nod your head, and talk to your teacher)

*Hallway behavior (straight line, lips closed, hands and feet to yourself)

*Restroom behavior (emphasis on the school rule – Respect people and property including oneself)

*Teaching & application of character traits -some Socratic Seminars will be based on character trait discussion and why those specific traits would be important to society

School Wide Discipline Plan will include:

*Fair, consistent, agreed upon rules that are developed based on the school rule – discussion will occur about the word fair: What does fair mean, life is not fair – what does that mean, fair does not mean that everyone is treated the same...

*All classroom discipline plans and rules will stem from the school rule and will be turned into the principal the first week of school (Rules and plans will be developed with the students)

*Emphasis and reinforcement of desired and appropriate behavior

Possible Sample Classroom Discipline Plan – Consequences for inappropriate behavior

1. Warning
2. Student conference with goal setting
3. Thinking time in the classroom or another classroom and/or classroom community service
4. Parent contact
5. Character Development during the afternoon sessions beginning at 3:00
6. Teacher/student/parent conference arranged
7. Time out in the office for thinking and cool down
8. Office referral – discussion with the Director with goal setting and/or school community service

Character Development

*The goal will be to find the cause of the behavior in order to set up interventions & reinforcements.

*Discussions will be held with students experiencing difficulties regarding their behavior and needs.

*Staff will determine if there is a need for social skills training, character trait development, anger management, etc. If students have had continual problems with behavior, they will take part in character growth at 3:00 during specials. This is where social skills training, character trait development, and anger management will occur. This will be a problem solving area.

*Consequences will be given, keeping in mind that there is a difference between punishment and disciplining with dignity. Classroom and school community service will be emphasized in order to remind students that their behavior affects the school and classroom community.

*The counselor will also work with staff and students experiencing difficulties. The goal is to provide most of this service in the classroom so students learn to work with others cooperatively.

Homework & Unfinished Work Room

*There will be homework help provided each morning from 8:00 until 8:20.

*If a student is still having difficulty completing homework and work in class, they will complete work in the homework room at 3:00 instead of specials. Once their work is complete they will be allowed to attend specials. The expectation for work is to produce high quality products – if students are consistently producing low quality work, they will also attend the homework room. The goal is to have students work hard and to provide their best. The homework room will help students achieve this goal. The homework room will be viewed as a way to help students grow and learn.

Thinking Time/Time-outs

*Sometimes the teacher and/or the student simply need a time away period without formal discipline procedures. Time-outs/ thinking time will be limited to 10 minutes unless the child is clearly not ready to re-enter the classroom routine. If after 10 minutes the child has not gained control, discussion will occur with the Director.

*Teachers will also be assigned a partner for time-out that may be used to assist with time away.

*Developing relationships with students is the key to good discipline. Developing a relationship with parents will also help teacher and parents support one another.

*Consequences should “fit the crime”. Discipline is the opportunity to help children learn social skills and appropriate ways of handling behavior. We are always teaching even in discipline situations.

Office Referrals

When writing up a student, A Referral/Discipline Form must be completed and sent with the student to the office. Teachers will fill out the REASON for the referral section as well as the basic informational items. It is important to state the facts clearly and concisely. The Director may ask teachers for further details and/or clarification. Once a referral has been made, the teacher has turned over authority to the Director. Whenever and wherever possible the teacher should maintain their “authority”.

Monthly Character Traits

Below is a list of the character traits that will be a focus for each month. These will be included in seminar sessions. Student of the month will be determined based on the character trait for that particular month. These traits will be modeled, taught, and practiced to ensure student application. Moreover, these traits will be reinforced in the Character Room.

August	Self-Control	January	Cooperation
September	Friendliness	February	Good Manners
October	Responsibility	March	Self-Discipline
November	Respect	April	Citizenship
December	Honesty	May	Kindness

Staff will be trained in all discipline policies of the school. Culture and discipline policies will be a part of teacher collaborations.

Parents will receive discipline policies of the school upon enrollment. Students and parents will also sign a form discussing discipline policies. This will be due the first week of school or within one week of enrollment. Also see attachment 12.

“Let us dedicate ourselves to what the Greeks wrote so many years ago;
to tame the savageness of man
and to make gentle the life of this world.”
Robert Kennedy

PARENTS & COMMUNITY

Currently there are two charter schools in our area, one in New Albany and one in Sellersburg. Both of these charter schools are having no problems with enrollment. The optimum area for another charter school would be Jeffersonville or Clarksville. Both of these areas are close to interstates and have a large enough population to warrant a charter school. There are private, religious schools in the area – but no private schools that provide an alternative education. We believe the area is ripe for a “private school experience.” Parents need choice without having to pay high fees for school and without having to pursue vouchers. We did a survey of a school of nearly 600 students with the type of program we will be implementing. Nearly 99% of the students and 98% of parents were excited about this school opportunity. We have met with area churches and organizations. Most have been supportive and felt this was necessary for our community.

It is the belief of York Academy of Discovery that in order to provide the very best possible education to students that a school cannot separate students from families. Families must take a sincere interest in the school and the education being provided. To ensure that this takes place, York Academy has put several things in place:

- *Home visits will be conducted each year with all kindergarten students and new students.
- *Looping will be implemented – students will stay with the same teacher for two years to enhance relationship building with students and families.
- *Parents will be encouraged to attend one session on Paideia/Socratic Seminars.
- *Parents/Guardians will be encouraged to attend a Learning Showcase each nine week period.
- *If students are having difficulty in the area of academics and/or behavior – parents will be required to be a part of a team that will initiate interventions. Parents will support the interventions.
- *Parents will be encouraged to call or visit with questions or concerns.
- *Training will be provided for any parents who wish to help during the school day and be a part of the school experience. We welcome parent volunteers. Criminal Records checks will be obtained for all volunteers assisting our school. This program will be titled PIE (Partners in Education).
- *Student attendance at school will be critical. Parents will be required to attend a conference if attendance issues become a problem. This includes tardiness.
- *Monthly newsletters will be provided.
- *Teachers will stay in regular communication with parents.
- *Teachers will have a system of daily communication with parents that provides homework information, etc.
- *We will support parents in any way that we can by providing social services and other community helps wherever possible – hopefully most provisions will be free of charge.
- *We would like to learn about the diversity of our families – diversity will be an important goal of our school. Diversity will be accepted and encouraged. In order to promote a global world, we need to work together cooperatively with others from different backgrounds and beliefs.
- *York Academy supports family time and togetherness. Homework will be brief, purposeful, and something that can be done independently. The provision of arts and sports allows students to receive “lessons” during the school hours to encourage family time during the evening hours. When implementing evening events, York Academy will encourage family activities where the whole family can attend.
- *Parent orientation/open house will be offered for parents to hear expectations, goals, and see the classrooms and school.
- *Monthly parent discussions will take place with the principal during the school day. This is an opportunity to discuss, question, and guide the school in decision making.

*Parents will attend a conference with the teacher so they realize their child's academic goals as well as strengths and weaknesses.

Communication between home and school will be regular and meaningful. Student notebooks will be in place that will state homework, any successes, concerns, etc. The parent may respond to this or ask any questions or write about a problem.

Nine-week academic and talent showcases will be provided.

Reports will be provided every nine weeks on classroom achievement.

Mastery of standards and non-mastery will be shared with parents.

Assessment reports will be shared with parents.

A student/parent handbook will be given to parents that states expectations and goals of the school.

Parents will sign a form saying they received it.

Parents and students will sign a discipline form that states the school belief system on discipline and how the system works.

Parent surveys will be conducted to determine parent satisfaction as well as wants and needs.

Parent conferences will be held.

During conferences parents will be a part of goal setting and achievement of goals.

Parents will be included when tier 2 and/or tier three interventions need to be applied. They will be invited to a "team" conference on how we can best meet the needs of their child. We will include how they can help at home.

We realize the value of parent participation. Parent involvement helps to enhance academic performance, improves the use of resources, diminishes discipline problems, and increases the morale of staff.

We realize that schools are more effective and caring places when they are an integral part of the community. York will have board members from the community that will seek out volunteers and community resources for the school. Partnerships will help bring about awareness and involvement in the school. We have already established three partnerships: Boys & Girls Club, Tri-County Health Alliance, & the Hispanic Connection.

The Boys & Girls Club will provide after school care for our students until 7:00 p.m. each evening at a cost of \$15.00 per year per child. Right now their facility is housed in Jeffersonville. It is our hope that we will be able to have the Boys & Girls Club on-site at our school. With a Clarksville location this is more likely to happen. We are hoping our facility will be large enough to house this program.

Our second partnership is with The Hispanic Connection. The Hispanic Connection will help us meet the needs of Hispanic families through health assistance, legal assistance, interpreters... The Tri-County Health Alliance will provide our families with health information, clothing, food...

PERFORMANCE MANAGEMENT

Our outcomes will include the following:

York Academy of Discovery will perform in the top 25 percent in core subjects of all public schools in the state of Indiana after five years.

Every student enrolled in York Academy for at least a year will achieve a year's worth of gains in core subjects.

Eighty percent of students at York Academy of Discovery who have been enrolled for at least three years will achieve proficiency on state exams and benchmarks in core subjects.

York Academy will also have mission based outcomes:

All graduates enrolled at York Academy of Discovery for six years will be conversationally fluent in a foreign language.

Every student will show academic and arts success through participation in academic and arts showcases each nine weeks.

All students in attendance at York Academy of Discovery will show respect for the opinions of others and critical thinking through weekly participation in Socratic Seminars.

Every student at York Academy of Discovery will show citizenship and the care of others through at least one service project each school year.

York Academy of Discovery will develop a school culture based on relationship and positive interactions.

The outcome will be a professional learning community focused on staff collaboration, knowledge of students and families, and the use of best practice. All staff in attendance will participate in daily staff development.

Organizational outcomes will include:

Students at York Academy of Discovery will maintain at least a 95% attendance rate for the year.

York Academy will demonstrate fiduciary and financial responsibility. External audit reports will meet or exceed professional accounting standards.

Parents will demonstrate satisfaction with the York Academy Experience through end of year surveys, will exceed 75%.

York Academy will have no out of school suspensions. This applies to all subgroups. Suspension reports will be used in determining this outcome.

York Academy of Discovery will focus on standards based academic rigor, character, foreign language, the arts, and sports. The rigorous curriculum will include critical thinking, problem solving, and scientific inquiry through project based learning. Socratic seminars will include dialogue and discussion of ideas, concepts, and values. Students and staff will share and analyze ideas and thoughts. An emphasis will be placed on the study of classic literature. Foreign language, the arts, and sports will be provided each day. Sports will include basic sports skills, team development, fitness, dance and movement. The arts will include voice, drama, instruments, art, and technology as an art form. Character development will be provided through the building of relationships and high behavior expectations. Citizenship and team work will be emphasized along with a sense of giving. Acceptance of diversity will be a major focus along with valuing and respecting the ideas and opinions of others.

York Academy of Discovery will seek to reach out to the community and to be productive citizens of our community. Community volunteers and partnerships will be encouraged. Parents will serve as partners in education. York Academy will make a commitment to helping families with the idea that if we help our families and our community, we then strengthen children.

The learning environment will be flexible in nature so the classroom can become whatever projects require. The focus will be on small group instruction with teachers as learning coaches. Looping will be implemented with teachers staying with the same group of students for two years to provide consistency and the establishment of relationships with students and families.

York Academy of Discovery will be trained in the Paideia philosophy. The Paideia philosophy incorporates three instructional techniques: didactic instruction which provides factual information, intellectual coaching of skills, and seminar discussions.

“All of us might wish at times that we lived in a more tranquil world, but we don’t. And if our times are difficult and perplexing, so are they challenging and filled with opportunity.” – Robert Kennedy

Formative & Summative Assessment: York Academy of Discovery will be using both formative and summative assessments to guide instruction and to determine student growth over time. Almost all assessments can be used as both formative and/or summative assessments. For example Acuity can be used as an instrument to evaluate summative assessment as teachers determine if students have met grade level benchmarks. Acuity can also be used as formative as teachers look at the tests to determine areas of growth and areas of weakness.

York Academy will use the following summative assessments:

Acuity – twice a year as a tool to determine what standards students have mastered

Writing Benchmarks – twice a year to determine writing proficiency based on state rubrics

ISTEP – state test given in the spring to determine standards proficiency

Projects – End of Nine Week academic and talent showcases that show mastery of learned material

End of Unit Tests – Tests that show mastery of learned material and standards

Scholastic Reading Inventory – quarterly at least

Report Cards – Grades and/or checkmarks that show mastery of standards and learned material

Formative Assessments will include the following:

Acuity as a diagnostic tool

Goal setting with students based on their work, projects, and tests so they know where they are, what they need to do to achieve mastery or proficiency, and how to improve

Observations of students and their work

Questioning and answering sessions

*Socratic Seminars

*Intellectual Coaching of students which guides them to mastery and proficiency

Self & peer assessment

*Student record keeping that shows growth

Informal assignments

*Scholastic Reading Counts

Quizzes and Essays

Curriculum Frameworks

Diagnostic tests such as writing prompt, running records...

*Journals (reading, math, science, writing)

Homework

*Immediate feedback on work, products and performance

Teachers will use formative assessments to guide instruction and will use summative assessments to determine mastery and proficiency. Teachers will have the option to determine which formative

assessments will work best with individual units and standards. Teachers will be required to use all of the summative assessments above.

*Formative assessment items will be required.

Instruction will be delivered with assessment embedded using the formative assessments above. Student learning outcomes will be assessed during each unit of study, each nine week period, and end of year. After each assessment to determine learning outcomes, teachers will use the assessments to determine instructional sequence. Teachers will use the assessments to determine what and how to teach. Units of study will flow from what learning was mastered during that time and what needs to be reinforced.

Teachers will share formative assessment information at grade level meetings. Teachers will input selected data information into the established system. Teachers will use professional development time to create units of study based on assessment information, standards, and student interest. Assessment data will be analyzed with the whole staff. Families will receive results (quarterly) of summative assessments and information about their child based on both formative and summative assessments. Summative achievement data will also be shared with the Board of Directors at the beginning of each school year and the end of the school year. Summative results will also focus on subgroup information. Our data will be provided in our information's system along with Excel spreadsheets. Teachers will input classroom data. Lead teachers will develop reports for instructional guidance and planning. The administrator will work closely with the lead teachers to ensure that data is provided in a meaningful format that leads to instructional decision making.

Corrective action will be implemented where necessary based on data. Plans will be initiated for struggling students even if formative data suggests that a student is at-risk. A committee will look at all essential data, both formative and summative, to create an individual plan to move the student forward. The plan will include instructional needs, progress monitoring, and readjustment of instruction.

The data cycle will be as follows: Collect data-----Interpret data-----Modify instruction

Data will be used to

- Guide classroom instruction
- Make student decisions for intervention, special education, enrichment, etc.
- Make program and curriculum decisions
- Establish accountability
- Develop strategies that focus on strengths and weaknesses
- Provide teacher collaboration and discussion
- Train teachers on data analysis and classroom strategies

Achievement Data will include:

- Observational Notes
- Samples of Classwork
- Showcases
- Portfolios
- Formal & Informal Assessments
- Benchmark Assessments
- State Assessments
- Report Cards/Standards Mastery

Other Data to be considered:

- Attendance
- Discipline referrals
- Homework & classwork completion
- Individual student data such as ethnicity, poverty level...

Data analysis will lead to differentiation of instruction and identification of student needs.

Steps for Data Analysis:

1. What do we want to know and learn
2. Obtain data that pertains to this
3. Analyze the data in conjunction with what we want to know and learn
4. Set goals
5. Develop strategies
6. Assess to see if strategies are working

Other necessary items for data analysis:

- Develop a professional learning community that reviews and interprets data
- Establish a school data team
- Provide teachers with a data leader that assists in collaboration and analysis
- Teach students to assess their own individual data and to set goals based on this data

Instructional Strategies to be Implemented include:

- Compare/contrast
- Intellectual Coaching
- Socratic Seminars

Curriculum will be based on common core standards. Assessments will determine the mastery of common core standards.

Technology will be used in assessments: ISTEP & NWEA & SRI (Scholastic Reading Inventory).

Technology will be used to differentiate instruction.

Analysis of Assessment Results:

- ISTEP scores will be analyzed each year by grade levels. The analysis will include a comparison of passing scores compared to the performance on Applied skills for each curriculum area. We will monitor subgroup performance, the percentage of pass+ students, passing, and non-passing students. Areas of mastery will be determined. Strengths and weaknesses will be analyzed.
- NWEA – we will especially analyze growth of students from the beginning of the year to the end of the year. Mastery of skills will be analyzed to guide instruction.
- SRI – will be used to examine growth of reading levels from the beginning of the year to the end of the year. Data will be used to guide Scholastic Reading Counts.
- Writing benchmarks will be used to guide writing instruction and to determine growth from the beginning of the year to the end of the year.
- Showcases will be analyzed to determine growth from the beginning of the year to the end of the year. They will also be used to determine mastery of common core standards.

HUMAN CAPITAL - STAFFING

It is the belief of York Academy that teachers and staff are the most important ingredients in helping to increase student achievement and in the development of social and emotional growth of students. Therefore it is the goal of York Academy to find staff that believes in the mission and vision of York Academy and that will best serve the needs of our students with passion and dedication. When recruiting employees, York will promote equal employment opportunities for all people and will adhere to all applicable equal employment opportunity laws. All York employees will be employed "at will." The Director position has already been identified. All positions will be advertised and interviews will take place. The Business Manager will be the second position hired. York will have an interview team that consists of a board member, the Director, and other pertinent people such as teachers, etc. The interview team will select the staff for hire. The board will then present the employee with an at-will letter of employment.

Where appropriate, staff will be required to meet state certification and licensure for the state of Indiana. Lead teachers will help manage the school and help mentor and monitor staff and instructional strategies. Special education staff will be hired to guide general education teachers in meeting the needs of special education students. They will also direct the special education program and oversee all requirements for special education. They will serve on the intervention team and guide decisions that affect at-risk students. ELL teachers will be hired to guide general education teachers in meeting the needs of ELL students. They will direct the ELL program and oversee all requirements for ELL. They will serve on the intervention team and will guide decisions that affect ELL students. We are hoping to have at least a part-time counselor that can help with the social/emotional needs of our students. The counselor will help staff in dealing with problems that can affect academics such as divorce, death, abuse... A technology staff person will be provided to help with technology instruction and guiding teachers to fully implement technology instructional tools.

All staff will have team expectations and will collaborate to provide the best educational experience for York Academy students. Professional development will be viewed as a continuous, sustained and active process. This professional development will involve teachers in developing each other from a range of skills and expertise. Each teacher has a skill set and area of expertise that others can learn from. Teachers will share, plan, and observe other staff in a respectful, non-judgmental way. Using the skills of our staff will also include things such as peer coaching, peer observation, staff led professional development, and mentors. The staff will also participate in Socratic Seminars as a way to develop listening skills, acceptance of other's viewpoints, and philosophical growth as well as instructional growth. See attachment 14 for the organizational chart.

Recruiting & Retaining High Quality Staff: York Academy will strive to select and retain the very best people to meet the needs of our students. We will strive to provide pay that is close to the local school districts. Benefits will be provided. Giving employees a sense of ownership in our school and in decision making will connect them to our school. Building a sense of teamwork and family with a focus on relationship will create a bond with people in the school. Training and mentoring will be ongoing. Time for daily planning and professional development will be provided. Working conditions is one of the major factors in recruiting and retaining quality staff. Therefore the following will be done to help recruit and retain awesome staff: competitive salaries, safe and orderly environment, provide necessary materials to teach, parent support, collaboration and cooperation between staff members, a classroom of their own, supportive and encouraging Administrator, ongoing support group, an Administrator that

is a strong instructional leader, development of staff leadership skills, clear expectations of staff and students, and high expectations for student conduct.

Ensuring a Diverse Staff: Since our hope is to have a diverse student population, York Academy of Discovery would also like to provide a diverse staff. We will be looking to the universities, IUS & U of L, to help us in our search for qualified teachers that will meet our diverse wishes. All academic teachers will meet the Highly Qualified requirements of the No Child Left Behind Act.

Our arts and sports programming at the end of the day will make use of “specialists” that may not be certified teachers – for example someone from Louisville Ballet may lead dance classes. All these “specialists” will be under the direction and supervision of a certified teacher.

York academy will have a Leadership team that will help manage and govern the daily operations of the school. All staff members will have a voice and will be allowed to question and make suggestions. Lead teachers and specialized teachers such as special education and ESL will manage their respective programs for the school as well as be leaders for general education teachers.

All staff (certified & support staff) will be evaluated yearly with inexperienced teachers being evaluated more frequently. Evaluations will be completed by the Administrator of the school. Evaluations will be based on formal observations, informal observations, student growth and development, school contributions, attendance... Indiana laws will be reviewed and evaluations adjusted as necessary. The Director will meet with each staff member individually to discuss the evaluation. A written evaluation will be provided. If needed, plans for addressing problem areas will be developed at the evaluation meeting and will be put in writing. Options will include: further education, mentor/peer assistance, teacher action, and or administrative action. Employment renewal/non-renewal recommendations will be submitted to the board. In the event a staff member is evaluated and concerns are found, the employee will be placed on probationary status. The employee and the Director will set improvement goals. A reasonable timeframe will be set, along with regular meetings between the employee and the Director. If the employee fails to meet the necessary improvement goals within the agreed upon timeline, the Director with support of the Board will make the final decision on employment status. The school Director may initiate disciplinary action which may range from verbal, written or final warnings to suspensions or immediate termination, depending on the facts of the particular case and the employment history of the teacher. The Director uses Board support throughout the process.

The Director of the school will have an annual performance review with criteria that will include: commitment to mission – objectives – and goals, school & program development, organization – planning – and preparation, instructional practices, student achievement, communication & accessibility – professionalism & collegiality, commitment to Paideia philosophy, development of school team, sound business practice, safe and orderly school environment, secure maintenance of school records, and community outreach. The board will have an evaluation tool and process. Unsatisfactory leadership performance will bring a Corrective Action Plan. The Board will outline a plan of action to help her reach her goals. The Board will consult with the Director regularly to monitor progress of goals.

PROFESSIONAL DEVELOPMENT

Our staff development priorities include instructional strategies and philosophies that every staff member will need. Training will begin with Paideia philosophical learning. Included in the Paideia learning will be strategies to help with student achievement:

*Staff will learn about intellectual coaching as provided in the Paideia framework. Intellectual coaching will help teachers to address student strengths and weaknesses to increase student achievement.

*Staff will learn about Paideia seminars. Paideia seminars will help to increase critical thinking skills as students listen, question, and discuss topics and concerns.

*Staff will learn to apply compare and contrast activities based on Marzano's work. Compare and contrast will be woven into the Paideia coaching and seminars.

Implementation will begin as learning occurs so we can learn, apply, and adjust. Staff must be familiar with Paideia philosophy and techniques. Classroom design, instruction, and strategies stem from the Paideia belief system. Staff will need to familiarize themselves with the Paideia philosophy and instructional strategies as well as how to apply these to meet the needs of students. We will develop this slowly over a five year period.

We will begin with a five year plan to implement the Paideia belief system and instructional strategies. Over the five year period the following items will be addressed:

Paideia philosophy & Conceptual Framework & Classroom Organization

Didactic Instruction (The teacher & the classroom)

Intellectual/Academic Coaching (The teacher, the student, the classroom, and real products for real audiences)

Paideia Seminars

Compare/Contrast & Marzano's work as it applies to Paideia

Assessment based on Didactic Instruction & the Coached Project (Rubrics & Portfolios)

Instructionally integrated units (Evidence)

Professional development will also be based on teacher needs, student needs, and achievement.

Application will be the major focus – this takes time and a variety of forms of professional development in order for the above items to successfully impact student achievement. Professional development/collaboration will occur each school day for approximately 45 minutes to one hour.

Policies and procedures and school routines will also be shared with staff. These items to be reviewed will include: policies & procedures, employee benefits, reporting of child abuse & neglect, harassment training, blood borne pathogens training, employee handbook, student handbook, school discipline, RTI models for academics and discipline. These items will be included during a pre-school in-service. New teachers will be assigned a mentor and will receive additional guidance/help from the Director.

Each day staff will be involved in professional development activities. Students will be working with specialists in the areas of the arts, foreign language, and movement. Teachers during this time will meet for a variety of forms of professional development each day that include: collaboration for instruction, collaboration for analyzing assessment data, Paideia learning, other learning as it pertains to Paideia... This will take the form of: collaboration, teacher-led workshops, professional learning communities, Director-led workshops, invited guests, study groups, book studies, professional library, visiting other schools, grade level meetings... To ensure application the following will be implemented: walk-throughs with discussion, peer observations, peer coaching & mentoring, individual goal setting, Director Evaluation with discussion, teacher leader observations & discussions...

Effectiveness will be evaluated by a variety of methods:

Achievement data results will be analyzed – a comparison will be made with the instructional strategies – discussion with staff will occur. Walk – throughs will be conducted in every classroom on a weekly basis and discussion will occur with grade levels. Any teacher may request peer observations to help with application. Time and assistance will be provided to do this. When implementing new instructional strategies, peer coaching will be applied for modeling and help with applying learned material. Taking into account teacher differences in expertise and experience, staff may set individual goals with teacher leaders and/or the Director. Teacher leaders and/or the Director will observe & discuss completion of the goal. The professional learning community will hold teachers accountable for student achievement and application of desired school goals. This will be an encouraging group of people. Teacher leaders will observe teachers and discuss application. The Director will observe and evaluate teachers to ensure application of school goals. All of our professional development activities require a culture of respect and trust. The school will work to develop a family atmosphere that encourages growth and development of professionals.

Much of our professional development will be teacher led or Director led using the expertise of our own staff. The major expense may come from the initial training of lead staff in Paideia. The other expense would be for book studies and providing a professional library.

START-UP PLANS

If the charter is approved and grant funds obtained, York Academy plans to begin operations in August 2012 with two full time employees, the Director and the Business Manager. These employees will be responsible for preparing the facility and all facets necessary to begin accepting students in August 2013. See attachment 15 for a detailed start-up plan.

See Attachment 17 for Budget & Staffing Workbook.

TRANSPORTATION

York Academy may provide transportation through an agreement or contract with the District, a private provider, or parents. The provider shall provide proof that it meets or exceeds all applicable rules and regulations regarding student transportation.

If transportation is provided, York Academy will establish pick-up & drop-off points that will meet a diverse student population. Per the McKinney-Vento Homeless Assistance Act, these points may include the location of homeless children.

If funds are raised, it is possible that York will purchase a couple of small, 14 passenger buses to transport students to and from the designated pick-up and drop-off points.

On enrollment forms, families will be asked whether they desire transportation. All students are accepted whether transportation is or is not requested.

Transportation will be provided for field trips and athletic events. These will be inspected and approved vehicles. During field trips or athletic events, at least one chaperone will be on the vehicle to supervise students. All students will be expected to ride in the approved vehicle to and from the event unless otherwise approved by the Director.

It is York's goal to raise funds for the small passenger buses. We will then contract with independent drivers. We will base the total cost including drivers, fuel, repairs, and maintenance at \$2.00 per mile assuming 50 miles per day per bus during the school year. This is based on industry averages for school transportation nationally. Vehicle insurance will be necessary for any vehicles owned or leased by York Academy and used for school purposes in transporting students. Coverage shall be in the amounts required by Indiana law: Liability \$1,000,000 aggregate/occurrence, Medical \$5,000 per person per incident, Uninsured motorist \$1,000,000, Property damage \$50,000, Comprehensive maximum deductible \$500, and Collision maximum deductible \$500.

SAFETY & SECURITY

York Academy will follow all laws and guidelines concerning safety of students. All local and state policies related to health and safety will be met. Preventive maintenance and inspection calendars will be developed for the building and grounds. York Academy will meet state and federal requirements for student immunization, food inspections, hazardous chemicals and other health and safety issues. An emergency handbook will be developed and shared with all staff. An intercom safety plan will be implemented. Staff will be trained in safety and emergency procedures. All exterior doors will be locked when students are present. All visitors will be required to sign in and out at the front office and

state the reason for the visit. Identification will be required. A pass will be issued to the visitor. Staff will be trained in visitor procedures.

If funds are available or if we could raise funds, York would like to monitor the building exterior with security cameras. Interior cameras would also be desirable.

All employees will maintain a safe working environment. They will be provided with safety rules. Any workplace incidents will be logged.

In order to maintain technological security, York will have hardware and software procedural safeguards in place. Some of these safeguards will include: firewall protection, staff training in use of network equipment, anti-virus/anti-malware software on all computers, content filtering, individual accounts with passwords, network-based permissions assigned to individuals and/or groups, and protection for service interruptions, and other protection deemed necessary for the security of our students and equipment.

Behavior expectations will be in place for the safety of our staff and students. A student handbook will detail these expectations and possible consequences. The student and parent/guardian will sign that they have received and understood this information. Students who become violent or disruptive will be removed. If a student cannot safely be removed, the class will move to another area. The parents will be notified and the student will be allowed cool down time until they can safely be removed.

Technology Specifications & Requirements for Blended Learning & Virtual Operators only – not applicable.

INSURANCE COVERAGE

York Academy understands that charter schools authorized by the Indiana Charter Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. See attachment 16 for insurance details and estimate.

FACILITY PLAN

York Academy is in the process of trying to identify a facility. Currently there are no available vacant schools on the State List in our area. Previously we have worked with Mike Johnson a local real estate agent and broker. We were unable to locate a building that would meet our budget needs. We have also worked with Jim Baker, another real estate agent. There is a possibility of purchasing a building for \$300,000. It would need extensive renovations (probably at least \$500,000). Clarksville has one of its vacant schools up for sale, but the price listed is well beyond our reach. Greater Clark also has a building up for sale; the Clark County Council was going to purchase it, but that plan is now on hold. Both GRC and Corden Porter would need extensive renovations. We have one other option that we are considering. There is a church that has a school that is vacant. We have plans to schedule a meeting with that church and discuss the possibility of leasing the empty school building. We continue to search for a possible site. Once we have officially been approved for charter status, it will be easier to obtain loans, etc. for purchasing a building or securing a lease agreement. We will begin this process immediately upon charter approval to initiate financing, begin inspections, secure the building, and establish renovation timeline... All of this would be done before August 1. York academy realizes that

the facility must comply with state and local health and safety requirements. We will be prepared to follow applicable city or town planning review procedures. We would contract with a “qualified” builder to complete any necessary renovations.

The Founding Group is highly qualified to oversee the start-up and operation of York Academy. The Founding Group has expertise in school leadership, administration, governance, economics, curriculum, instruction and assessment, parent & community engagement, facilities management, staff training, organization, financial. York is currently searching for a board member with business/finance expertise. The Director is already in place and will oversee operations. The Business Manager will be hired before August 1st to oversee business development. The Board will also be very involved in the start-up operation and acquiring of a facility and renovations.

BUDGET

Development and implementation of the financial plan will be primarily the responsibility of the administrative staff including the Director and the Business Manager with regular ongoing oversight from the Board. The Finance Committee of the Board will provide a more intensive oversight. The Governing Board, the Director, and the Business Manager will ensure that York Academy follows the State Board of Accounts procedures. They will also ensure that York Academy adheres to Generally Accepted Accounting Principles. York Academy will comply with all relevant policies as required under Indiana statute.

The fiscal process shall begin the first of the new calendar year. Requests for finances will be documented. After initial review, clarification and additional detail may be sought. The general criteria for final consideration shall give most weight to student classroom needs, followed by professional staff needs and finally to the overall needs of the campus facility. These weights shall be guided by the overall mission and vision of the school as detailed in the learning goals enumerated within this document. Priorities will be centered on providing a safe and secure environment, providing quality and well trained teachers, and providing necessary resources within the funding available. An initial draft of the proposed budget shall be given to the Governing board no later than April 15th of each year. Based upon the review, further information may be requested to clarify and detail the need and impact of the budgeted items. Upon completion of the review, a proposed Budget shall be given to the full Governing board no later than the April Board meeting. If needed, the Board may request additional data and offer suggestions for modification. Upon completion of that process, a final draft of the proposed Budget shall be given a first vote by the Board, subject to being offered to the general public via York’s website and printed copies available at the school’s front office desk. Upon expiration of a reasonable time frame for public comment through the school’s website and monthly Board meeting in May, a final recommendation to either accept the proposed Budget as presented or to request an amendment to the Budget, shall be voted upon by the Board at a second meeting at the end of May.

All approved Budgets shall be monitored on a monthly basis via the financial systems put in place by the school to compare month-to-month and year-to-date actual revenues and expenses to the approved Budgeted amounts. Any significant variations shall be highlighted by the system and reviewed for explanation and clarification by the appropriate personnel for instruction, administration, and facility management. A written explanation of such reviews shall be presented to the school Director & Business Manager for appropriate remedial action. A summary of these instances and actions shall be presented to the Board for any needed further study and action to be taken.

York Academy will contract out for payroll services. See attachments 17 & 18 for detailed budget. Fiscal Procedures – All procedures for safe-guarding the financial integrity of the school’s finances shall be in accordance with the Indiana DOE for establishment of needed checks and balances consistent with generally accepted principles for establishment of internal controls. These include appropriate separation of handling of the financial resources of the school and the recording, classifying, summarizing and reporting of ALL activities of a financial nature.

All monthly budget reports shall be presented to the Governing Board’s regular monthly meeting for review and approval as to compliance in accordance with the State Board of Accounts Manual.

An annual financial audit shall be conducted with a Certified Public Accountant/accounting firm recognized and accepted by the Indiana DOE. These audits shall be conducted in accordance with standards for non-profit governmental bodies as recognized by the Governmental Accounting and Auditing Standards Board.

Board Actions over Financial Concerns

The Board will review the school finances on a monthly basis. Financial reports will be prepared for board meetings. We will take great care in preparing a balanced budget with a positive cash flow for our projected time periods. If a concern arises about finances, a special meeting will be called to address the issues. We will also consult with The Indiana Charter Board for viable options. We would work with our finance person, our Director and our Business Manager to see if problems could be solved with their expertise. If low enrollment is the problem – we will discuss with the board how to increase enrollment and will immediately begin enrollment strategies. We may have to reconfigure classes. It may be necessary to have 3 first grades and 1 fourth grade, for example. Staff may also need to be adjusted.

Distribution of Assets on Dissolution: In the event of the complete liquidation, dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively to the Boys and Girls Club of Clark County IN. Any such assets not so disposed of shall be disposed of by the judge of the Circuit Court of Clark County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for nonprofit purposes.

If the Indiana Charter Board revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed shall apply.

If the Organizers dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:

- (a) All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and
- (b) All other remaining assets of the Organizer and the charter school shall be used for non-profit educational purposes.

Attachment 19 – not applicable

RESUME

Charles J. Reinbold
3428 Gander Dr.
Jeffersonville, IN 47130
(812) 989-4162
Crein724@aol.com

Board Member – York Academy of Discovery
Vice Chair

EDUCATION:

1963 – 1967: Indiana University – Bachelor Degree in Education

1968 – 1972: Indiana University Southeast – Master's Degree in Education

WORK HISTORY:

1967 – 2005: Teacher

Greater Clark Co. Schools – Jeffersonville, IN 47130

Social Studies Teacher

Athletic Director

Coach – Basketball, Track, Cross Country

Attendance Officer

Alternative Education Supervisor

1978 to present: Director with USSSA (United States Specialty Sports Association.
This is the largest multi sport organization in the country.

1978 – 1984: Southern IN Area Director

1985 – 1997: Assistant State Director

1998 – present: State Director

ORGANIZATIONS:

Indiana Retired State Teacher's Association

Southern Indiana Retired State Teacher's Association

SOFTWARE EXPERIENCE:

Microsoft Word

Microsoft Office Excel

Word Perfect

REFERENCES:

Available upon request

Sherry Baldwin
423 Bald Knob Road *New Albany, IN 47150
(812) 9441513 * sherry.baldwin@att.net
Secretary of the Board

Deeply committed to improving children's lives and continuously striving to lead by example.
Passion for teaching, learning, and student success.

Educational Skills:

Ability to efficiently convey and articulate subject matter
Creative, passionate, credible
Proficiency in computer applications related to work
Mentoring
Committee leadership
Parental involvement & PTO Representative
Cultural sensitivity

Professional Experience:

Pleasant Ridge Elementary School, Charlestown IN 1970 - 2003
First Grade Teacher and Kindergarten Teacher
Developed grade-level appropriate curriculum and lead classroom instruction in all basic subject areas: reading, writing, math, social studies, and science. Served as unit leader. Served on the scheduling committee, PL221 committee, a trainer for Tucker Signing, and a member of the PTO.

Wilson Elementary School, Jeffersonville IN 2003 - 2011

Kindergarten Teacher
Developed lesson plans designed to cater to the individual needs of students.
Utilized thematic units to engage the students.
Developed approaches to help failing children.
Ensured class participation by using different teaching strategies.
Served on the leadership team.
Building rep for GCEA and Secretary for the association for 3 years.
Served as a mentor for new teachers, IC team member, grade level leader, PTO teacher representative, building discussion leader and a member of the PL221 committee.

Education:

INDIANA UNIVERSITY SOUTHEAST - Jeffersonville/New Albany, IN
BS in Elementary Education 1970
Masters Degree in Education 1973
INDIANA WESLYAN UNIVERSITY - Jeffersonville, IN
+30 in Education

Indiana University (New Albany)

School of Business

4201 Grant Line Road

New Albany, IN 47150

(812) 941-2362; Fax: -2672

February 10, 2012

D. Eric Schansberg

Board Member

Contact Information:

Office Phone: (812) 941-2527

Email Address: DSchansb@ius.edu

Webpage: <http://homepages.ius.edu/dschansb>

Education:

B.S., George Mason University (Economics), 1986

B.A., George Mason University (Mathematics), 1986

Ph.D., Texas A&M University (Economics), 1991

Professional Experience:

Professor: Indiana University Southeast, 2000-current

Distinguished Visiting Professor: The King's College, 2005-2006

Associate Professor: Indiana University Southeast, 1997-2000

Assistant Professor: Indiana University Southeast, 1992-1997

Visiting Lecturer: Texas A&M University, 1991-1992

Graduate Instructor: Texas A&M University, 1988-1991

Refereed Journal Articles:

"How Long Do Congressman Stay in Office?" (with W. Robert Reed), *Economics and Politics* (1990): 173-192.

"At Age 65, Retire the Railway Labor Act" (with Morgan Reynolds), *Regulation* (1991): 85-90.

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Refereed Journal Articles (cont'd):

"The Behavior of Congressional Tenure Over Time: 1953-1991" (with W. Robert Reed), *Public Choice* (1992): 183-203.

"An Analysis of the Impact of Congressional Term Limits" (with W. Robert Reed), *Economic Inquiry* (1994): 79-91.

"Moving Out of the House: An Analysis of Congressional Quits", *Economic Inquiry* (1994): 445-456.

"The House Under Term Limits: What Would It Look Like?" (with W. Robert Reed), *Social Science Quarterly* (1995): 699-716 (lead article).

"The House Under Term Limits: Focusing on the Big Picture" (with W. Robert Reed), *Social Science Quarterly* (1995): 734-740.

"Is There a 'Culture of Spending' in Congress?" (with Arsene Aka, W. Robert Reed and Zhen Zhu), *Economics and Politics* (1996): 191-211 (lead article).

"Fairness and Reputation Effects in a Voluntary Contributions Process: An Experimental Investigation of Contribution Behavior" at *Non-Profit Management and Leadership* (with Melanie Marks) (1997): 235-251 (lead article)

-among four finalists for 1998's annual "Editors' Prize for the Best Scholarly Paper in *Nonprofit Management and Leadership*"

"The Relationship Between Congressional Spending and Tenure" (with W. Robert Reed, James Wilbanks, and Zhen Zhu), *Public Choice* (1998): 85-104.

"Controversy: Does the Free Market Undermine Culture?", *Markets and Morality* (Spring 1999): 125-131.

"Controversy: Does the Free Market Undermine Culture? A Response to Patricia Donahue-White", *Markets and Morality* (Spring 1999): p. 137-139.

"Using Suggested Contributions in Fundraising for Public Goods: An Experimental Investigation of the Provision Point Mechanism" (with Melanie Marks and Rachel Croson), *Non-Profit Management and Leadership* (Summer 1999): 369-384.

"The Determinants of State Government Debt Financing" (with Michael Ellis), *Public Finance Review* (November 1999): 571-587 (lead article).

Eric Schansberg—page 3

Refereed Journal Articles (cont'd):

"The Determinants of Tenure on the Federal Reserve Board of Governors: Should I Stay or Should I Go?" (with Michael Ellis), *Applied Economics* (February 2000): 231-238.

"The Next Phase of Welfare Reform", *Faith and Economics Proceedings* (Spring 2001): 20-24.

"Common Ground Between the Philosophies of Christianity and Libertarianism", *Markets and Morality*, Fall 2002: 439-457.

“Economic and Political Markets: Merits, Limitations, and the Role of Biblical Morality”, *Journal of Interdisciplinary Studies*, Vol XVI, #1/2, 2004: p. 173-184.

“An Examination of Selected Economic Development Outcomes from Consolidation” (with Dagny Faulk), *State and Local Government Review*, Vol. 41, #3, 2009: p. 193-200.

“Envisioning a Market System for Health Care: Public policy reforms and private sector practices”, *Cato Journal*, Vol. 31, #1, Winter 2011: 27-58.

Edited volumes:

Winter/Spring 2008 issue of *Indiana Policy Review* on property taxes—including authorship of short articles as prologue (p. 2) and epilogue (p. 39-40)

Books and Book Chapters in Edited Volumes:

Poor Policy: How Government Harms the Poor, Westview Press (1996).

"U.S. Welfare Policy: Past, Present and Future," in *The American Welfare System: Origins, Structures and Effects*, ed. Howard Gensler, Praeger (1996): 237-272.

"The Impact of Congressional Tenure Restrictions on Spending," (with W. Robert Reed) in *Term Limits: Public Choice Perspectives*, ed. Bernard Grofman, Kluwer-Nijhoff (1996): 101-116.

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Books and Book Chapters in Edited Volumes (cont'd):

"An Analysis of the Impact of Congressional Term Limits on Turnover and Party Balance," (with W. Robert Reed) in *Term Limits: Public Choice Perspectives*, ed. Bernard Grofman, Kluwer-Nijhoff (1996): 129-144.

"The Ethics of Tax Evasion Within Biblical Christianity", in *The Ethics of Tax Evasion*, ed. Robert McGee, Dumont Institute of Public Policy Research (1998): 144-157.

Turn Neither to the Right nor to the Left: A Thinking Christian's Guide to Politics and Public Policy, Alertness Books (2003).

Presentations and Conference Participation related to Teaching

"Public Choice Economics: Understanding the Intersection between Economic and Political Markets"; for 'Congress in the Classroom 2002' – a conference for high school and university teachers, at Bradley University (August 1, 2002)

"Two Ways to Improve Student Success and Interest in Principles of Economics: Implementing Pre-requisites and Changing Curriculum"; University of Kentucky Economics Teaching Workshop (March 2, 2002)

"The Socratic Method: To Do It or Not to Do It– That Is the Question"

- FACET Day program in two break-out sections (August 17, 2004)

- IUS ILTE Workshop (February 16, 2001)

- University of Kentucky Economics Teaching Workshop (April 21, 2001)

"Making Your Econ Courses P.C.: Bringing Public Choice Economics into Principles Courses"

- University of Kentucky Economics Teaching Workshop (April 12, 1997)

- U of L Economics Department Seminar (October 31, 1997)

- Ball State University Economics Department Seminar (November 18, 1998)

Eric Schansberg—page 5

Presentations and Conference Participation related to Teaching (cont'd):

Presentation on Public Choice economics to 150 students at Ball State University (November 18, 1998)

"Simkins lecturer" at Longwood College (November 1997; Farmville, VA),

including six classroom lectures (in Ethics, Social Work, and Economics) and one public lecture to 150 people

Honors/Awards:

TKC Adjunct Faculty of the Year (2005-06)

Appointed to FACET (2003)—IU's Faculty Colloquium on Excellence in Teaching

Metroversity Outstanding Faculty for Adults Award (2001)

Teaching Excellence Recognition Award (TERA), \$1,000 (1998, 1999)

Lilly Introductory Course Revision Grants: \$2,000 (1998), \$3,000 (2002)

Teaching/Learning Partners Grant, \$200 with \$280 stipend (1998)

Outstanding IUS School of Business Research Award (1994, 1997, 2000)

IUS Distinguished Research Award for Junior Faculty (1996)

Appointed to IU-system Graduate Faculty (Full: 2000; Associate: 1996)

Outstanding IUS School of Business Service Award (1999)

Outstanding Graduate Student Award (1991)

Outstanding Graduate Student Teaching Award (1990, 1991)

Courses Taught: Principles of Macroeconomics, Principles of Microeconomics, Intermediate Microeconomic Theory, Labor Economics, Poverty and Public Policy, Readings in Public Finance, Econometrics, Managerial Economics (MBA)

Eric Schansberg—page 6

Key Service Opportunities On-Campus:

Coordinator of Economics and Statistics; member of Dean's Executive Committee, 1996-present. Coordinator of Finance as well since 2003.

Committee Chairs: Non-credit Courses, Research & Grants, Arts & Sciences, School Review Committee, three Campus Review Committees (2004-5, 2007-8, 2009-10), numerous search and screen committees.

Faculty Senate Executive Committee, 1998-1999, 2003-2005.

Consultant and Ex officio member, Student Recruitment and Retention Committee (repeatedly prepared rigorous statistical analyses of the determinants of success for entering cohorts of students, leading to criteria for tiered admissions and moving IUS from an open-admissions to a liberal-admissions university).

Led changes in the Principles of Economics sequence— adding pre-requisites (based on statistical analysis), changing the curriculum from E107/108 (Macro/Micro) to E100/200 two-semester Principles sequence (both with Macro/Micro), and changing the curriculum from E100 to E101 (for non-majors) and E150 (for majors).

References:

Dr. Ruth Garvey-Nix
Vicen-Chancellor for Student Affairs
Indiana University Southeast
New Albany, IN 47150

Dr. Paul Coomes
Professor of Economics
University of Louisville
Louisville, KY 40292

Dr. Jay White
Dean, School of Business
Indiana University Southeast
New Albany, IN 47150

Jon Bingham
MBA Director
Indiana University Southeast
New Albany, IN 47150

Resume

Rudy W. Rice
Board Member - Chair
203 Colonial Club Drive
New Albany, IN 47150
(502) 345 – 6093

Education: Masters +30 Masters of Arts in American History 1972
 Ball State University
 +30 Indiana University 1974-78
 Bachelor of Science – Education 1969
 Indiana University

Work:	1972 – present	New Albany – Floyd County Consolidated School Corp.
	1972 – 1981	Teacher at Hazelwood Junior High, Floyd Central Junior/Senior High, Highland Hills Middle School (Social Studies)
	1973 – 2011	Adult Education Instructor
	2006 – 2010	School Suspension Liaison
	1974 – Present	Home Bound Teacher
	1969 – 1972	New Castle Community Schools Teacher Economics & Government

REBECCA A. KISCHNICK

School Leader

SUMMARY OF QUALIFICATIONS

- **Management and leadership** skills: able to motivate people to do their best, able to employ a sense of teamwork to achieve goals and objectives, able to ensure that everyone has an important part in the success of the school program.
- **Organization and communication:** able to prioritize and meet deadlines, able to communicate well both orally and in written form, able to deal with all kinds of people and problems.
- **Experience:** served as a principal for ten years – the school had over 500 students, served as a training specialist helping others to improve curriculum and develop themselves as professionals, knowledgeable about current practices in education, able to implement best practice in the classroom and school, teaching experience in private and public schools.
- **Business** aspect of the school operation: able to direct administrative paperwork and school budget., familiar with the technology that it takes to operate a school.

EDUCATION

Indiana Wesleyan
Thirty Plus Hours, 1995

Indiana University Southeast
Certification in Elementary Administration, 1991 - 1995

Oakland University Rochester, Michigan
Masters Degree in Early Childhood Education, 1984

Concordia College River Forest, Illinois
Bachelors Degree in Elementary Education, Concordia University, 1977

PROFESSIONAL EXPERIENCE

2010-2012 Parkwood Elementary School Clarksville, IN Teacher

2000-2010 Wilson Elementary School Jeffersonville, IN Principal

1999-2000 Pleasant Ridge Elementary Charlestown, IN Teacher

1999 (Spring Semester) Parkwood Elementary School Clarksville, IN
Administrative Intern

1994-1999 Pleasant Ridge Elementary Charlestown, IN Teacher

1993 Epiphany Lutheran Church New Salisbury, IN
Directing the implementation of a new child care program

1990 – 1993 Community Coordinated Child Care Louisville, KY
Training Specialist

1989 – 1990 Concordia Theological Seminary Fort Wayne, IN
Chapel & Faculty Secretary (Husband attending seminary full time.)

1986 – 1989 Trinity Lutheran School Darmstadt, IN Teacher

1980 – 1986 St. Paul Lutheran School Royal Oak, MI Teacher

PROFESSIONAL PRESENTATIONS

Presented for Kentucky Association For the Education of Young Children

Presented for Indiana Lutheran Principal's Conference

Presented for National Association For The Education of Young
Children Conference

Presented for Michigan Association For The Education of Young
Children

AWARDS RECEIVED

Preschool Teacher of The Year – Vanderburgh County, Evansville, Indiana
1986

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development

Indiana Association for School Principals

REFERENCES

Ann Schnepf Director of Special Populations Greater Clark Schools

Karen Spencer Director of Assessment Greater Clark Schools

Janice Korfhage Parkwood Elementary School Clarksville, IN

REBECCA A. KISCHNICK

School Leader

SUMMARY OF QUALIFICATIONS

- **Management and leadership** skills: able to motivate people to do their best, able to employ a sense of teamwork to achieve goals and objectives, able to ensure that everyone has an important part in the success of the school program.
- **Organization and communication:** able to prioritize and meet deadlines, able to communicate well both orally and in written form, able to deal with all kinds of people and problems.
- **Experience:** served as a principal for ten years – the school had over 500 students, served as a training specialist helping others to improve curriculum and develop themselves as professionals, knowledgeable about current practices in education, able to implement best practice in the classroom and school, teaching experience in private and public schools.
- **Business** aspect of the school operation: able to direct administrative paperwork and school budget., familiar with the technology that it takes to operate a school.

EDUCATION

Indiana Wesleyan
Thirty Plus Hours, 1995

Indiana University Southeast
Certification in Elementary Administration, 1991 - 1995

Oakland University Rochester, Michigan
Masters Degree in Early Childhood Education, 1984

Concordia College River Forest, Illinois
Bachelors Degree in Elementary Education, Concordia University, 1977

PROFESSIONAL EXPERIENCE

2010-2012 Parkwood Elementary School Clarksville, IN Teacher

2000-2010 Wilson Elementary School Jeffersonville, IN Principal

1999-2000 Pleasant Ridge Elementary Charlestown, IN Teacher

1999 (Spring Semester) Parkwood Elementary School Clarksville, IN
Administrative Intern

1994-1999 Pleasant Ridge Elementary Charlestown, IN Teacher

1993 Epiphany Lutheran Church New Salisbury, IN
Directing the implementation of a new child care program

1990 – 1993 Community Coordinated Child Care Louisville, KY
Training Specialist

1989 – 1990 Concordia Theological Seminary Fort Wayne, IN
Chapel & Faculty Secretary (Husband attending seminary full time.)

1986 – 1989 Trinity Lutheran School Darmstadt, IN Teacher

1980 – 1986 St. Paul Lutheran School Royal Oak, MI Teacher

PROFESSIONAL PRESENTATIONS

Presented for Kentucky Association For the Education of Young Children

Presented for Indiana Lutheran Principal's Conference

Presented for National Association For The Education of Young
Children Conference

Presented for Michigan Association For The Education of Young
Children

AWARDS RECEIVED

Preschool Teacher of The Year – Vanderburgh County, Evansville, Indiana
1986

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development

Indiana Association for School Principals

REFERENCES

Ann Schnepf Director of Special Populations Greater Clark Schools

Karen Spencer Director of Assessment Greater Clark Schools

Janice Korfhage Parkwood Elementary School Clarksville, IN

SCHOOL ADMINISTRATION

The school leader has been identified; see the resume at the end of this document. Business Manager will also be a part of the School Administration.

Also on the Administrative Team will be the Business Manager who will help oversee the Business aspect of the Charter School. This individual has not yet been hired. The plan is to hire the Business Manager in July so that he/she may begin work Aug. 1, 2012. This requires that we have received a start-up grant.

Criteria for the Business Manager are as follows:

Required:

- Experience managing budgets
- History of collaboration and team Building
- Familiar with U.S. labor and non-profit laws and regulations
- Fundraising experience
- Experience developing reports
- Experience with common computer applications & networks
- Financial Manager
- Desegregating Data

Preferred:

- Non-profit management experience
- Experience working with media (public relations)
- Public speaking experience
- Bi-lingual

Personal Attributes:

- Visionary
- Entrepreneur
- Respected Manager
- Business Developer
- Delegator
- Life-long learner

Process for Recruiting & Hiring:

- Advertise position
- Review applications
- Hold interviews
- Select candidate

4127 AUTUMN DRIVE • NEW ALBANY, INDIANA 47150 • PHONE 812 949-9014

REBECCA A. KISCHNICK

School Leader

SUMMARY OF QUALIFICATIONS

- **Management and leadership** skills: able to motivate people to do their best, able to employ a sense of teamwork to achieve goals and objectives, able to ensure that everyone has an important part in the success of the school program.
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501c3

Articles of Incorporation

Bylaws

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

DEPARTMENT OF THE TREASURY

Date: **AUG 23 2011**

YORK ACADEMY OF DISCOVERY INC C/O
REBECCA KISCHNICK
4127 AUTUMN CIR
NEW ALBANY, IN 47150

Employer Identification Number:
27-3701252
DLN:
17053020341021
Contact Person:
TERRY IZUMI . ID# 95048
Contact Telephone Number:
(877) 829-5500 Accounting
Period Ending:
June 30
Public Charity Status:
170(b) (1) (A) (ii)
Form 990 Required: Yes No
Effective Date of Exemption:
October 29, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

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

YORK ACADEMY OF DISCOVERY INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

L~ef

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

-3-

YORK ACADEMY OF DISCOVERY INC

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

Letter 947 (DO/CG)

ARTICLES OF INCORPORATION
YORK ACADEMY OF DISCOVERY, INC.,

ARTICLE I

Name

The name of the Corporation is York Academy of Discovery, Inc.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

Section 3.1 Purposes. The purposes for which the Corporation is formed _/ are:

- (a) To provide a community-based charter school for purposes of educating children ages five and above, and
- (b) In furtherance of the aforesaid purposes, to transact any and all lawful business for which the corporations may be incorporated under the Act.

Section 3.2 Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable purposes within the meaning of section 501 (3) (c) of the Internal Revenue Code and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, or officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Section 3.1 .

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or

distribution of statements), any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501 (c)(3) of the Internal Revenue Code (or corresponding sections of any future federal tax code).

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax law.

Section 3.3 Powers. Subject to any limitations or restrictions imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) To do everything necessary, advisable, or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation and to do all of the things incidental thereto or connected therewith which are not forbidden by law, and

(b) To have, exercise and enjoy in furtherance of the purposes herein before set forth all the general rights, privileges, and powers granted to corporations by the Act, as now existing or

(c) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

ARTICLE IV

Distribution of Assets on Dissolution \

Upon the dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation to the Boys and Girls Club of Clark County IN or other nonprofit fund, foundation or corporation organized and operated exclusively for the purposes specified in section 501 (c) (3) of the Internal Revenue Code and which has established its tax-exempt status under that section. Any such assets not so disposed of shall be disposed of by the judge of the Circuit Court of Clark County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for nonprofit purposes specified in section 501 (3) (c) of the Internal Revenue Code and which has established its tax-exempt status under that section.

If the University revokes the charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed shall apply.

If the Organizers dissolved, then consistent with Indiana Code 20-24-3-3, all remaining funds and assets shall be distributed as follows:

- (a) All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and
- (b) All other remaining assets of the Organizer and the charter school shall be used for non-profit educational purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1 Registered Office and Registered Agent. The street address of the Corporation's registered office is 4127 Autumn Drive, New Albany, Indiana 47150 and the name of the registered agent at that office is Rebecca Kischnick.

ARTICLE VII

No Members

The Corporation shall have no members. (

ARTICLE VIII

Board of Directors

Section 8.1 Number and Term of Office. Upon incorporation, the initial Board of Directors shall consist of five(5) directors, Thereafter the number of directors shall be as specified in or fixed in accordance with the Bylaws of the

Corporation, provided, however, that the minimum number of directors shall be three(3). The term of office of a director shall be as specified in the Bylaws; provided, however, that that term of an elected director shall not exceed (5) years. Directors may be elected for successive terms.

Section 8.2 Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or required bylaw.

Section 8.3 Initial Board of Directors. The names and addresses of the initial Board of Directors of the Corporation are:

<u>Names</u>	<u>Addresses</u>
Rebecca Kischnick	4127 Autumn Drive New Albany, IN 47150
Sherry Baldwin	423 Bald Knob Road New Albany, IN 47150

ARTICLE IX

Names and Addresses of Incorporators

The names and addresses of the incorporators of the Corporation are:

Names

Rebecca Kischnick

Sherry Baldwin

Addresses

4127 Autumn Drive New Albany, IN 47150

423 Baldwin Knob Road New Albany, IN 47150

ARTICLE X

Indemnification

Section 10.1 Rights to Indemnification and Advancement of Expenses.

The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was

- (a) a member of the Board of Directors of the Corporation,
- (b) an officer of the Corporation, or
- (c) while a director or officer of the Corporation, serving as the

Corporation's request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not, (each an "Indemnitee") against all liability incurred by such person in connection with the proceeding; provided that it is determined in the specific case that indemnification of such person is permissible in the circumstances because such person has met the standard of conduct for indemnification specified in the Act. The Corporation shall pay for or reimburse the reasonable expenses incurred by an Indemnitee in connection with the procedures and subject to the conditions specified in the Act. The Corporation shall indemnify as a matter of right an Indemnitee who is wholly successful, on the merits or otherwise, in the defense of any such proceeding against reasonable expenses incurred by the person in connection with the proceeding without the requirement of a determination as set forth in the first sentence of this paragraph.

Upon demand by a person for indemnification or advancement of expenses, as the case may be, the Corporation shall expeditiously determine whether the person is entitled thereto in accordance with this Article and the procedures specified in the Act.

The indemnification provided under this Article shall be applicable to any proceeding arising from acts or omissions occurring before or after the adoption of this Article.

Section 10.2 Other Rights Not Affected. It is the intent of this Article to provide indemnification to directors and officers to the fullest extent now or hereafter permitted. By law consistent with the terms and conditions of this Article. Nothing contained in this Article shall limit or preclude the exercise of, or be deemed exclusive of, any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any person who is or was a director, officer, employee, or agent of the Corporation, or the ability of the Corporation to otherwise indemnify or advance expenses to any such individual.

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual." within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws. The provisions of, and the rights and obligations created by, this Article shall not give rise or be deemed to give rise to "compensation for personal services" as described in IC 34-4-11.5-1 et seq., as amended.

Section 10.3 Definitions For purposes of this Article:

(a) A person is considered to be serving an employee benefit plan at the Corporation's request if the person's duties to the Corporation also impose duties on, or otherwise involve services by, the person to the plan or to participants in or beneficiaries of the plan.

(b) The estate or personal representative of a person entitled to indemnification or advancement of expenses shall be entitled hereunder to indemnification and advancement of expenses to the same extent as the person.

(c) The term "expenses" includes all direct and indirect costs (including, without limitation, counsel fees, retainers, court costs, transcripts, fees of experts, witness fees, travel expenses, duplicating costs, printing and binding costs, telephone charges, postage, delivery service fees, and all other disbursements or out-of-pocket expenses) actually incurred in connection with the investigation, defense, settlement, or appeal of a proceeding or establishing or enforcing a right to indemnification under this Article, applicable law or otherwise.

(d) The term "liability" means the obligation to pay a judgment, settlement, penalty, fine, excise tax (including an excise tax assessed with respect to an employee benefit plan), or reasonable expenses incurred with respect to a proceeding.

(e) The term "party" includes an individual who was, is or is threatened to be made a named defendant or respondent in a proceeding.

(f) The term "proceeding" means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative and whether formal or informal.

IN WITNESS WHEREOF, the undersigned incorporators execute these Articles of Incorporation and verify subject to penalties of perjury that the facts herein are true.

Dated this 26th day of October, 2010.

Rebecca Kischnick

Rebecca Kischnick

Sherry Baldwin

Sherry Baldwin

BYLAWS

OF

York Academy of Discovery, Inc.

ARTICLE I

General

Section 1. Name. The name of the corporation is York Academy of Discovery, Inc.

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation's initial registered office is 4127 Autumn Drive New Albany, IN 47150. The initial registered agent in charge of the initial registered office is Rebecca Kischnick.

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

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have the number of members, not less than 5, as designated by resolution of the Board of Directors from time to time. ***At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.***

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new

director shall serve for a term of 3 years, or such other period as prescribed by

the directors at the time of such election, and until his or her successor is elected and qualified. Following the expiration of a director's term, at least 1 year must elapse before he or she again may be elected to the Board of Directors.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

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

Section 3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors.¹

Section 4. Special Meetings. Notwithstanding the preceding Section 3 of this Article II, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated.

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

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken.

1

COMMENTARY: The Organizer's governing board has the statutory responsibility, among others, to oversee and provide direction for the executive, fiscal, educational, administrative and management functions of the charter school. As such, it should conduct regular board meetings throughout the year at regularly scheduled times and at regularly scheduled intervals where possible. Special meetings can be scheduled by the board as necessary to address unique issues which may arise in the charter school's operations. It is the experience of Ball State University that successful governing boards generally conduct between eight (8) and twelve (12) regular meetings per year. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the

Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

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

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

- (a) Violations of applicable law, including (but not limited to):

(i) Violations of the Indiana Charter School Law; and

(ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the “Code”).

(b) Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

(c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

(d) Inadequate attendance at meetings of the Board of Directors, defined as absence from 3 consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

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

Section 10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (“EMO”) to manage the operations of the charter school for which the Corporation is responsible (the “School”), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. Any two or more offices may be held by the same person. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time with or without cause as that term is defined herein in Article -II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

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

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

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

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

ARTICLE IV

Committees

The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations, and carry on functions for the purpose of efficiently accomplishing the purposes of Corporation. Committees, to the extent specified by the Board of Directors, may exercise the powers, functions, or authority of the Board of Directors, except where prohibited by law, provided, however, that if a committee is to exercise board powers, functions, or authority, (a) all the persons serving on the committee must be members, (b) there must be at least two (2) persons on the committee, and (c) the creation of the committee, the delegation of powers, functions or authority specific to the committee, and the appointment of its members shall be by a majority of all directors in office when the action is taken.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived

conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

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

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

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

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

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

ARTICLE VI

Indemnification

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

Section 2. Definitions.

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

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

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

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

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

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

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors,

acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

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

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

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

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

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article VI and insurance protecting the Corporation’s directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits and Gifts

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

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such

person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

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

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

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

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term “sponsor” is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT Statement of Assurances

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

- x 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.
- [x] 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 sectors of IC § 20-24.
- [x] 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.
- [x] 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 S of the *Individuals with Disabilities Education Act* and section 427 of the *General Education Provision Act*.
- [x] 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.
- X: 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.
- [x] 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.
- x] 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.
- [x] 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- [x] 10. Recipients will indemnify and hold harmless the ICSS, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

Rebecca Kischnick

SIGN NAME ~'

Rebecca Kischnick

DATE

April 2, 2012

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

2. Your full name: Sherry Lynn Baldwin

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 was a board member of my church. I was treasurer and secretary. I have been in education for 40 years.

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 worked with Charlie's wife before I retired.*

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

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

Certification

I, Sherry L. Baldwin, 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 York Academy of Discovery Charter School is true and correct in every respect.


Signature

3-24-12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
York Academy of Discovery
2. Your full name: Rudy W. Rice
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.
Educator for 43 years
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 *Friends with Charles Reinhold over 40 yrs*
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

Certification

I, Rudy W. Rice, 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 York Academy of Discovery Charter School is true and correct in every respect.

Rudy W. Rice
Signature

4/9/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
York Academy of Discovery
2. Your full name: Charles J. Reinbold
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.
38 years in public education
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. *Friends with Rudy Rice for 40 yrs.*
 I / we do not know any such trustees. Yes *Known Sherry Badwin about 6 yrs when I subbed at Wilson Elementary.*
Known Becky K as principal of Wilson Elem. 17 yrs or so.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

Certification

I, Charles J. Reinbold, 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 York Academy of Discovery Charter School is true and correct in every respect.

Charles J. Reinbold
Signature

4/2/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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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:
York Academy of Discovery
2. Your full name: D. Eric Schansberg
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
served on board of non-profit for 12 years; taught/written on education for 20+ years
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

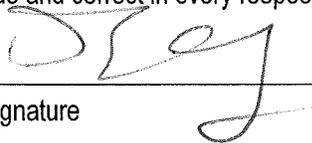
Does not apply to me, my spouse or family. Yes

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

Certification

I, D. Eric Schansberg, 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 York Academy of Discovery Charter School is true and correct in every respect.

Signature



Date

4-3-12

RESUME

Charles J. Reinbold
3428 Gander Dr.
Jeffersonville, IN 47130
(812) 989-4162
Crein724@aol.com

Board Member – York Academy of Discovery
Vice Chair

EDUCATION:

1963 – 1967: Indiana University – Bachelor Degree in Education

1968 – 1972: Indiana University Southeast – Master's Degree in Education

WORK HISTORY:

1967 – 2005: Teacher

Greater Clark Co. Schools – Jeffersonville, IN 47130

Social Studies Teacher

Athletic Director

Coach – Basketball, Track, Cross Country

Attendance Officer

Alternative Education Supervisor

1978 to present: Director with USSSA (United States Specialty Sports Association.
This is the largest multi sport organization in the country.

1978 – 1984: Southern IN Area Director

1985 – 1997: Assistant State Director

1998 – present: State Director

ORGANIZATIONS:

Indiana Retired State Teacher's Association

Southern Indiana Retired State Teacher's Association

SOFTWARE EXPERIENCE:

Microsoft Word

Microsoft Office Excel

Word Perfect

REFERENCES:

Available upon request

Sherry Baldwin
423 Bald Knob Road *New Albany, IN 47150
(812) 9441513 * sherry.baldwin@att.net
Secretary of the Board

Deeply committed to improving children's lives and continuously striving to lead by example.
Passion for teaching, learning, and student success.

Educational Skills:

Ability to efficiently convey and articulate subject matter
Creative, passionate, credible
Proficiency in computer applications related to work
Mentoring
Committee leadership
Parental involvement & PTO Representative
Cultural sensitivity

Professional Experience:

Pleasant Ridge Elementary School, Charlestown IN 1970 - 2003
First Grade Teacher and Kindergarten Teacher
Developed grade-level appropriate curriculum and lead classroom instruction in all basic subject areas: reading, writing, math, social studies, and science. Served as unit leader. Served on the scheduling committee, PL221 committee, a trainer for Tucker Signing, and a member of the PTO.

Wilson Elementary School, Jeffersonville IN 2003 - 2011

Kindergarten Teacher
Developed lesson plans designed to cater to the individual needs of students.
Utilized thematic units to engage the students.
Developed approaches to help failing children.
Ensured class participation by using different teaching strategies.
Served on the leadership team.
Building rep for GCEA and Secretary for the association for 3 years.
Served as a mentor for new teachers, IC team member, grade level leader, PTO teacher representative, building discussion leader and a member of the PL221 committee.

Education:

INDIANA UNIVERSITY SOUTHEAST - Jeffersonville/New Albany, IN
BS in Elementary Education 1970
Masters Degree in Education 1973
INDIANA WESLYAN UNIVERSITY - Jeffersonville, IN
+30 in Education

Indiana University (New Albany)

School of Business

4201 Grant Line Road

New Albany, IN 47150

(812) 941-2362; Fax: -2672

February 10, 2012

D. Eric Schansberg

Board Member

Contact Information:

Office Phone: (812) 941-2527

Email Address: DSchansb@ius.edu

Webpage: <http://homepages.ius.edu/dschansb>

Education:

B.S., George Mason University (Economics), 1986

B.A., George Mason University (Mathematics), 1986

Ph.D., Texas A&M University (Economics), 1991

Professional Experience:

Professor: Indiana University Southeast, 2000-current

Distinguished Visiting Professor: The King's College, 2005-2006

Associate Professor: Indiana University Southeast, 1997-2000

Assistant Professor: Indiana University Southeast, 1992-1997

Visiting Lecturer: Texas A&M University, 1991-1992

Graduate Instructor: Texas A&M University, 1988-1991

Refereed Journal Articles:

"How Long Do Congressman Stay in Office?" (with W. Robert Reed), *Economics and Politics* (1990): 173-192.

"At Age 65, Retire the Railway Labor Act" (with Morgan Reynolds), *Regulation* (1991): 85-90.

Eric Schansberg—page 2

Refereed Journal Articles (cont'd):

"The Behavior of Congressional Tenure Over Time: 1953-1991" (with W. Robert Reed), *Public Choice* (1992): 183-203.

"An Analysis of the Impact of Congressional Term Limits" (with W. Robert Reed), *Economic Inquiry* (1994): 79-91.

"Moving Out of the House: An Analysis of Congressional Quits", *Economic Inquiry* (1994): 445-456.

"The House Under Term Limits: What Would It Look Like?" (with W. Robert Reed), *Social Science Quarterly* (1995): 699-716 (lead article).

"The House Under Term Limits: Focusing on the Big Picture" (with W. Robert Reed), *Social Science Quarterly* (1995): 734-740.

"Is There a 'Culture of Spending' in Congress?" (with Arsene Aka, W. Robert Reed and Zhen Zhu), *Economics and Politics* (1996): 191-211 (lead article).

"Fairness and Reputation Effects in a Voluntary Contributions Process: An Experimental Investigation of Contribution Behavior" at *Non-Profit Management and Leadership* (with Melanie Marks) (1997): 235-251 (lead article)

-among four finalists for 1998's annual "Editors' Prize for the Best Scholarly Paper in *Nonprofit Management and Leadership*"

"The Relationship Between Congressional Spending and Tenure" (with W. Robert Reed, James Wilbanks, and Zhen Zhu), *Public Choice* (1998): 85-104.

"Controversy: Does the Free Market Undermine Culture?", *Markets and Morality* (Spring 1999): 125-131.

"Controversy: Does the Free Market Undermine Culture? A Response to Patricia Donahue-White", *Markets and Morality* (Spring 1999): p. 137-139.

"Using Suggested Contributions in Fundraising for Public Goods: An Experimental Investigation of the Provision Point Mechanism" (with Melanie Marks and Rachel Croson), *Non-Profit Management and Leadership* (Summer 1999): 369-384.

"The Determinants of State Government Debt Financing" (with Michael Ellis), *Public Finance Review* (November 1999): 571-587 (lead article).

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Refereed Journal Articles (cont'd):

"The Determinants of Tenure on the Federal Reserve Board of Governors: Should I Stay or Should I Go?" (with Michael Ellis), *Applied Economics* (February 2000): 231-238.

"The Next Phase of Welfare Reform", *Faith and Economics Proceedings* (Spring 2001): 20-24.

"Common Ground Between the Philosophies of Christianity and Libertarianism", *Markets and Morality*, Fall 2002: 439-457.

“Economic and Political Markets: Merits, Limitations, and the Role of Biblical Morality”, *Journal of Interdisciplinary Studies*, Vol XVI, #1/2, 2004: p. 173-184.

“An Examination of Selected Economic Development Outcomes from Consolidation” (with Dagney Faulk), *State and Local Government Review*, Vol. 41, #3, 2009: p. 193-200.

“Envisioning a Market System for Health Care: Public policy reforms and private sector practices”, *Cato Journal*, Vol. 31, #1, Winter 2011: 27-58.

Edited volumes:

Winter/Spring 2008 issue of *Indiana Policy Review* on property taxes—including authorship of short articles as prologue (p. 2) and epilogue (p. 39-40)

Books and Book Chapters in Edited Volumes:

Poor Policy: How Government Harms the Poor, Westview Press (1996).

"U.S. Welfare Policy: Past, Present and Future," in *The American Welfare System: Origins, Structures and Effects*, ed. Howard Gensler, Praeger (1996): 237-272.

"The Impact of Congressional Tenure Restrictions on Spending," (with W. Robert Reed) in *Term Limits: Public Choice Perspectives*, ed. Bernard Grofman, Kluwer-Nijhoff (1996): 101-116.

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Books and Book Chapters in Edited Volumes (cont'd):

"An Analysis of the Impact of Congressional Term Limits on Turnover and Party Balance," (with W. Robert Reed) in *Term Limits: Public Choice Perspectives*, ed. Bernard Grofman, Kluwer-Nijhoff (1996): 129-144.

"The Ethics of Tax Evasion Within Biblical Christianity", in *The Ethics of Tax Evasion*, ed. Robert McGee, Dumont Institute of Public Policy Research (1998): 144-157.

Turn Neither to the Right nor to the Left: A Thinking Christian's Guide to Politics and Public Policy, Alertness Books (2003).

Presentations and Conference Participation related to Teaching

"Public Choice Economics: Understanding the Intersection between Economic and Political Markets"; for 'Congress in the Classroom 2002' – a conference for high school and university teachers, at Bradley University (August 1, 2002)

"Two Ways to Improve Student Success and Interest in Principles of Economics: Implementing Pre-requisites and Changing Curriculum"; University of Kentucky Economics Teaching Workshop (March 2, 2002)

"The Socratic Method: To Do It or Not to Do It– That Is the Question"

- FACET Day program in two break-out sections (August 17, 2004)

- IUS ILTE Workshop (February 16, 2001)

- University of Kentucky Economics Teaching Workshop (April 21, 2001)

"Making Your Econ Courses P.C.: Bringing Public Choice Economics into Principles Courses"

- University of Kentucky Economics Teaching Workshop (April 12, 1997)

- U of L Economics Department Seminar (October 31, 1997)

- Ball State University Economics Department Seminar (November 18, 1998)

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Presentations and Conference Participation related to Teaching (cont'd):

Presentation on Public Choice economics to 150 students at Ball State University (November 18, 1998)

"Simkins lecturer" at Longwood College (November 1997; Farmville, VA),

including six classroom lectures (in Ethics, Social Work, and Economics) and one public lecture to 150 people

Honors/Awards:

TKC Adjunct Faculty of the Year (2005-06)

Appointed to FACET (2003)—IU's Faculty Colloquium on Excellence in Teaching

Metroversity Outstanding Faculty for Adults Award (2001)

Teaching Excellence Recognition Award (TERA), \$1,000 (1998, 1999)

Lilly Introductory Course Revision Grants: \$2,000 (1998), \$3,000 (2002)

Teaching/Learning Partners Grant, \$200 with \$280 stipend (1998)

Outstanding IUS School of Business Research Award (1994, 1997, 2000)

IUS Distinguished Research Award for Junior Faculty (1996)

Appointed to IU-system Graduate Faculty (Full: 2000; Associate: 1996)

Outstanding IUS School of Business Service Award (1999)

Outstanding Graduate Student Award (1991)

Outstanding Graduate Student Teaching Award (1990, 1991)

Courses Taught: Principles of Macroeconomics, Principles of Microeconomics, Intermediate Microeconomic Theory, Labor Economics, Poverty and Public Policy, Readings in Public Finance, Econometrics, Managerial Economics (MBA)

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Key Service Opportunities On-Campus:

Coordinator of Economics and Statistics; member of Dean's Executive Committee, 1996-present. Coordinator of Finance as well since 2003.

Committee Chairs: Non-credit Courses, Research & Grants, Arts & Sciences, School Review Committee, three Campus Review Committees (2004-5, 2007-8, 2009-10), numerous search and screen committees.

Faculty Senate Executive Committee, 1998-1999, 2003-2005.

Consultant and Ex officio member, Student Recruitment and Retention Committee (repeatedly prepared rigorous statistical analyses of the determinants of success for entering cohorts of students, leading to criteria for tiered admissions and moving IUS from an open-admissions to a liberal-admissions university).

Led changes in the Principles of Economics sequence— adding pre-requisites (based on statistical analysis), changing the curriculum from E107/108 (Macro/Micro) to E100/200 two-semester Principles sequence (both with Macro/Micro), and changing the curriculum from E100 to E101 (for non-majors) and E150 (for majors).

References:

Dr. Ruth Garvey-Nix
Vicen-Chancellor for Student Affairs
Indiana University Southeast
New Albany, IN 47150

Dr. Paul Coomes
Professor of Economics
University of Louisville
Louisville, KY 40292

Dr. Jay White
Dean, School of Business
Indiana University Southeast
New Albany, IN 47150

Jon Bingham
MBA Director
Indiana University Southeast
New Albany, IN 47150

Resume

Rudy W. Rice
Board Member - Chair
203 Colonial Club Drive
New Albany, IN 47150
(502) 345 – 6093

Education: Masters +30 Masters of Arts in American History 1972
 Ball State University
 +30 Indiana University 1974-78
 Bachelor of Science – Education 1969
 Indiana University

Work:	1972 – present	New Albany – Floyd County Consolidated School Corp.
	1972 – 1981	Teacher at Hazelwood Junior High, Floyd Central Junior/Senior High, Highland Hills Middle School (Social Studies)
	1973 – 2011	Adult Education Instructor
	2006 – 2010	School Suspension Liaison
	1974 – Present	Home Bound Teacher
	1969 – 1972	New Castle Community Schools Teacher Economics & Government

REBECCA A. KISCHNICK

School Leader

SUMMARY OF QUALIFICATIONS

- **Management and leadership** skills: able to motivate people to do their best, able to employ a sense of teamwork to achieve goals and objectives, able to ensure that everyone has an important part in the success of the school program.
- **Organization and communication:** able to prioritize and meet deadlines, able to communicate well both orally and in written form, able to deal with all kinds of people and problems.
- **Experience:** served as a principal for ten years – the school had over 500 students, served as a training specialist helping others to improve curriculum and develop themselves as professionals, knowledgeable about current practices in education, able to implement best practice in the classroom and school, teaching experience in private and public schools.
- **Business** aspect of the school operation: able to direct administrative paperwork and school budget., familiar with the technology that it takes to operate a school.

EDUCATION

Indiana Wesleyan
Thirty Plus Hours, 1995

Indiana University Southeast
Certification in Elementary Administration, 1991 - 1995

Oakland University Rochester, Michigan
Masters Degree in Early Childhood Education, 1984

Concordia College River Forest, Illinois
Bachelors Degree in Elementary Education, Concordia University, 1977

PROFESSIONAL EXPERIENCE

2010-2012 Parkwood Elementary School Clarksville, IN Teacher

2000-2010 Wilson Elementary School Jeffersonville, IN Principal

1999-2000 Pleasant Ridge Elementary Charlestown, IN Teacher

1999 (Spring Semester) Parkwood Elementary School Clarksville, IN
Administrative Intern

1994-1999 Pleasant Ridge Elementary Charlestown, IN Teacher

1993 Epiphany Lutheran Church New Salisbury, IN
Directing the implementation of a new child care program

1990 – 1993 Community Coordinated Child Care Louisville, KY
Training Specialist

1989 – 1990 Concordia Theological Seminary Fort Wayne, IN
Chapel & Faculty Secretary (Husband attending seminary full time.)

1986 – 1989 Trinity Lutheran School Darmstadt, IN Teacher

1980 – 1986 St. Paul Lutheran School Royal Oak, MI Teacher

PROFESSIONAL PRESENTATIONS

Presented for Kentucky Association For the Education of Young Children

Presented for Indiana Lutheran Principal's Conference

Presented for National Association For The Education of Young
Children Conference

Presented for Michigan Association For The Education of Young
Children

AWARDS RECEIVED

Preschool Teacher of The Year – Vanderburgh County, Evansville, Indiana
1986

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development

Indiana Association for School Principals

REFERENCES

Ann Schnepf Director of Special Populations Greater Clark Schools

Karen Spencer Director of Assessment Greater Clark Schools

Janice Korfhage Parkwood Elementary School Clarksville, IN

Conflicts of Interest

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

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

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

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

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

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

Ethics

The York Academy of Discovery Board serves the community as a non-profit organization and as such operates in a role that calls for a high degree of community trust. Because the Board's activities are subject to public scrutiny, conscientious efforts must be continually taken to maintain the confidence of the community, and to avoid circumstances which might lead to a harmful conflict of interest and lessened credibility in pursuing the mission of the York Academy.

Therefore, it is the policy of the Board that York academy Directors and key employees, should not, on behalf of, engage in any business or professional activity with persons or organizations outside the organization where that activity; might result in personal benefit and thereby result in a conflict of interest. Directors should not accept gifts, monies, entertainment of significant value, or other gratuities from persons outside the Board, or otherwise deal preferentially with suppliers and others where personal gain accrues to the Director.

Directors and officers of York Academy shall exercise their best judgment and shall refrain from being influenced by personal considerations of any kind in the performance of the duties. Directors and officers shall avoid employment, investments and personal interests, which may work to the disadvantage of York Academy.

This policy is not intended to prohibit Directors or key employees from furnishing services, merchandise, equipment or supplies to the York Academy pursuant to arm's-length arrangements or contracts for fair and reasonable consideration. However, all such contracts, arrangements or transactions, and the terms thereof, must be fully disclosed to the Board of Directors and shall at all times be available for examination.

Overview of School Curriculum & Common Core Standards

York Academy of Discovery will use the Common Core Standards as a base for learning and unit development. Below you will find the curriculum overview. *In Science & Social Studies, the Common Core Standards were not available on the DOE website. This table contains the science & social studies standards that are current for the state of Indiana. When the Common Core Standards become available, York Academy will use those standards.

<p>Reading Kindergarten & First Grades</p>	<p>Foundational Skills: Print Concepts, Phonological Awareness, Phonics & Word Recognition, Fluency</p> <p>Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Reading Second Grade</p>	<p>Foundational Skills: Phonics & Word Recognition, Fluency</p> <p>Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Reading Third thru Fifth Grades</p>	<p>Foundational Skills: Phonics & Word Recognition, Fluency</p> <p>Literature Skills: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Informational Text: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Writing Kindergarten thru Second Grades</p>	<p>Text Types & Purposes, Production & Distribution of Writing, Research to Build & Present Knowledge</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Writing Third thru Fifth Grades</p>	<p>Text Types & Purposes, Production & Distribution of Writing, Research to Build & Present Knowledge, & Range of Writing</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Speaking & Listening Kindergarten through Fifth</p>	<p>Comprehension & Collaboration, Presentation of Knowledge & Ideas</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>

Grades	
Language Kindergarten & First Grades	<p>Conventions of Standard English, Vocabulary Acquisition & Use</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
Language Second thru Fifth Grades	<p>Conventions of Standard English, Vocabulary Acquisition & Use, Knowledge of Language</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
Math Kindergarten	<p>Counting & Cardinality: Know number names and the count sequence, Count to tell the number of objects, Compare numbers</p> <p>Operations & Algebraic Systems: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</p> <p>Numbers & Operations in Base Ten: Work with numbers 11 – 19 to gain foundations for place value</p> <p>Measurement & Data: Describe and compare measureable attributes, Classify objects & count the number of objects in categories</p> <p>Geometry: Identify & Describe shapes, Analyze, compare, create, and compose shapes</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
Math First Grade	<p>Operations & Algebraic Thinking: Represent & solve problems involving addition & subtraction, Understand & apply properties of operations and the relationship between addition & subtraction, add and subtract within 20, work with addition & subtraction equations</p> <p>Number & Operations in Base Ten: Extend the counting sequence, Understand place value, Use place value understanding & properties of operations to add & subtract</p> <p>Measurement & Data: Measure lengths indirectly & by iterating length units, tell & write time, Represent & interpret data</p> <p>Geometry: Reason with shapes & their attributes</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
Math Second Grade	<p>Operations & Algebraic Thinking: Represent & solve problems involving addition & subtraction, Add & subtract within 20, Work with equal groups of objects to gain foundations for multiplication</p> <p>Numbers & Operations in Base Ten: Understand place value, Use place value understanding & properties of operations to add & subtract</p> <p>Measurement & Data: Measure & estimate lengths in standard units, Relate addition & subtraction to length, Work with time & money, Represent & interpret data</p> <p>Geometry: Reason with shapes & their attributes</p>
Math	Operations & Algebraic Thinking: Represent & solve problems involving

<p>Third Grade</p>	<p>multiplication & division, Understand properties of multiplication & the relationship between multiplication & division, multiply & divide within 100, solve problems involving the 4 operations, and identify & explain patterns in arithmetic</p> <p>Numbers & Operations in Base Ten: Use place value understanding & properties of operations to perform multi-digit arithmetic</p> <p>Numbers & Operations – Fractions: Develop understanding of fractions as numbers</p> <p>Measurement & Data: Solve problems involving measurement & estimation of intervals of time, liquid, volumes, and masses of objects, Represent & interpret data, geometric measurement; understand concepts of area and relate area to multiplication & to addition, Geometric measurement : recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</p> <p>Geometry: Reason with shapes and their attributes</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Math Fourth Grade</p>	<p>Operations & Algebraic Thinking: Use the 4 operations with whole numbers to solve problems, Gain familiarity with factors and multiples, Generate & analyze patterns</p> <p>Numbers & Operations in Base Ten: Generalize place value, understanding for multi-digit whole numbers, use place value understanding & properties of operations to perform multi-digit arithmetic</p> <p>Numbers & Operations – Fractions: Extend understanding of fraction equivalence & ordering, Build fractions from unit fractions by applying & extending previous understandings of operations on whole numbers, Understanding decimal notation for fractions & compare decimal fractions</p> <p>Measurement & Data: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, Represent & interpret data, Geometric measurement: understand concepts of angles and measure angles.</p> <p>Geometry: Draw & identify lines & angles & classify shapes by properties of their lines and angles.</p> <p>Will use Common Core Standards& Anchor Standards from the DOE.</p>
<p>Math Fifth Grade</p>	<p>Operations & Algebraic Thinking: Write & interpret numerical expressions, analyze patterns & relationships,</p> <p>Number & Operations in Base Ten: Understand the place value system, Perform operations with multi-digit whole numbers & with decimals to hundreds</p> <p>Numbers & Operations – Fractions: Use equivalent fractions as a strategy to add & subtract fractions, apply & extend previous understandings of multiplication & division to multiply & divide fractions</p> <p>Measurement & Data: Convert like measurement units within a given measurement system, Represent & interpret data, Geometric measurement: Understand concepts volume and relate volume to multiplication & addition</p>

	Geometry: Graph points on the coordinate plane to solve real world and mathematical problems, Classify 2 dimensional figures into categories based on their properties
Science Kindergarten	Physical Science – physical properties of objects Earth Science - patterns, night & day, seasons Life Science – compare & contrast living organisms
Science First Grade	Physical Science – Describing objects Earth Science – Soil components & properties Life Science – Living things & their relationships in the their environment Science, Engineering & Technology: Natural & Man made materials & their uses
Science Second Grade	Physical Science – Observe motion of object & change when for is applied Earth Science – Observe, measure, and record weather patterns, the position of the sun & moon, shape of the moon Life Science – Life cycles Science, Engineering & Technology – technology & human needs
Science Third Grade	Physical Scienc – Sound, vibrations, & light Earth Science – Rocks & minerals Life Science – Plant growth & development Science, Engineering & Technology - Real world problems & solutions
Science Fourth Grade	Physical Science – heat, electricity, energy, electric circuits Earth Science – Land changes over time, natural resources, protection & harming of the environment Life Science – Structures of organisms Science, Engineering, & Technology – Design a moving system & measure its motion
Science Fifth Grade	Physical Science – Weight, volume, & measurement of various objects, mass Earth Science – patterns in the sun-moon-earth system Life Science – Ecosystems Science, Engineering & Technology – Design a prototype that replaces a function of a human body part
Social Studies Kindergarten	History – Past & present, sense of time Civics & Government – citizens, symbols of the nation, rules Geography – maps & globes, geographics of school, neighborhood, & community Economics – jobs & economic needs
Social Studies First Grade	History – Continuity & change Civics & Government – Meaning of government, why rules & laws are needed, rights & responsibilities, functions of government, roles of citizens Geography – Relationship of the sun to daily weather Economics –Goods & services, Producers & consumers
Social Studies Second Grade	History – Events of past & present, influence of events – past & present Civics & Government – why communities have laws & government, individual actions – rights & responsibilities Geography – Locate community, state, & nation on maps & globes, identify geographic characteristics of community Economics – resources, business, industry, jobs, goods & services
Social Studies Third Grade	History – Significant people, events, & developments in community & region, compare communities in other times & places, information about the past Civics & Government – Citizens of the state & nation, functions & services of local government, local – state – national government, democratic principles & practices Geography – grid systems to locate places on maps & globes, Earth/sun relationship,

	<p>cultural characteristics of community</p> <p>Economics – trade, economic change, cost & benefits in decision making</p>
<p>Social Studies Fourth Grade</p>	<p>History – Historical periods, places, people, events, & movements that led to the development of Indiana</p> <p>Civics & Government – Indiana’s form of government, branches of Indiana’s government, civic & political issues, charts & graphs</p> <p>Geography – Earth/sun relationship in Indiana, Earth’s physical systems, Cultural characteristics of Indiana, identify regions of Indiana, adapting environments</p> <p>Economics – compare characteristics of Indiana’s changing economy in the past & present</p>
<p>Social Studies Fifth Grade</p>	<p>History – Historical movements that influenced the development of the United States up to 1800, American Revolution, founding of the US</p> <p>Civics & Government – Identify main components & characteristics of US government, Key ideas in government from the colonial and founding periods that continue to shape civic & political life</p> <p>Geography – Use global grid system, identify regions, describe physical & cultural characteristics, local states, capitals, & major physical features of the US</p> <p>Economics – market relationships, goods & services, earning a living in different historical periods in the US</p>

Exit Standards for Fifth Grade Students

- Students will show mastery of Common Core Standards through ISTEP results and/or Acuity results and/or Master Checklists.
- Students will demonstrate academic skills and talent through quarterly showcases.
- Students will demonstrate proficiency in writing with a writing portfolio that includes the following pieces: persuasive, narrative, descriptive, expository, response to literature, and a research report. These will be assessed with the state writing rubric. Each piece must obtain at least a 4/3.
- Students attending York Academy for 5 consecutive years will be conversational in a foreign language based on an end-of-year interview in that language.
- Students will read 90 words per minute with 95% accuracy using a grade level passage. Students will answer questions about the passage with 95% accuracy.
- Students will complete a science project implementing all the steps of the scientific inquiry process.
- Students will successfully participate in Socratic Seminars based on Seminar Rubric Self-Assessment.
- Students will complete a social or cultural compare/contrast activity.
- Students will use technology to make a presentation.
- Students will present a portfolio of their best works in each subject area including talent.
- Students will demonstrate citizenship and caring for the community through a service project. A report will be designed by the student.
- Students will demonstrate knowledge of math facts – addition, subtraction, multiplication, and division with 95% accuracy.
- Students will solve a real world problem using mathematics.
- Students will select at least 10 books from the 5th grade reading list (The Great Books) and will create a project for each one such as a painting that depicts the book, a power point, a summary, book cover, poster, movie script...

Assessment Schedule

ISTEP+ 3-5

Assessment	Assessment Window Begins	Assessment Window Ends
Applied Skills	March 2014	March 2014
Multiple Choice	April 2014	May 2014

IRead

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple Choice	March 2014	March 2014

IMAST

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple Choice	April 2014	May 2014

LAS Links

Assessment	Assessment Window Begins	Assessment Window Ends
Annual Administration	January 2014	February 2014

SRI (Scholastic Reading Counts)

Assessment	BOY		MOY		EOY	
	Begin	End	Begin	End	Begin	End
SRI Lexile	August	September	January	January	May	May

Acuity

Fall Assessment	Mid-term Assessment	End of Year Assessment
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Writing

Assessment	BOY		MOY		EOY	
	Administer	Analyze	Administer	Analyze	Administer	Analyze
Benchmark	September	September	January	January	April	April

Showcases & Portfolios

Evaluations	First 9 weeks	Second 9 weeks	Third 9 weeks	Fourth 9 weeks	Overall growth determined - May
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August

Mon	Tue	Wed	Th	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
¹⁹ teacher	²⁰ teacher	²¹ teacher	²² student	23
26	27	28	29	30

September

Mon	Tue	Wed	Th	Fri
² Labor Day	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October

Mon	Tue	Wed	Th	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	²⁴ end 1st Q	²⁵ showcase
28	29	30	31	

45

November

Mon	Tue	Wed	Th	Fri
				1
4	5	6	7	8
11	12	13	14	15
¹⁸ no school	¹⁹ no school	²⁰ no school	²¹ no school	²² no school
25	26	27	28	29

December

Mon	Tue	Wed	Th	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
²³ winter break	²⁴ winter break	²⁵ winter break	²⁶ winter break	²⁷ winter break
³⁰ winter break	31			

January

Mon	Tue	Wed	Th	Fri
		¹ winter break	² winter break	³ winter break
6	7	8	9	10
13	14	15	¹⁶ end 2 Q	¹⁷ showcase
²⁰ MLK Day snow make up	21	22	23	24
27	28	29	30	31

45

February

Mon	Tue	Wed	Th	Fri
3	4	5	6	7
10	11	12	13	14
¹⁷ Presidents' Day smu	18	19	20	21
24	25	26	27	28

45

March

Mon	Tue	Wed	Th	Fri
3	4	5	6	7
10	11	12	13	14
¹⁷ spring break	¹⁸ spring break	¹⁹ spring break	²⁰ spring break	²¹ spring break
²⁴ end Q	25	26	27	28
31				

April

Mon	Tue	Wed	Th	Fri
	1	2	3	4 showcase
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May

Mon	Tue	Wed	Th	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
²⁶ Memorial Day	27	28	29	³⁰ showcase

June

Mon	Tue	Wed	Th	Fri
² 5th gr graduation	³ last student Day	4	⁵ last teacher Day	6
9	10	11	12	13

Attachment 8 – Calendar and Daily Schedule

Table 8

Number of school days	180
Length of school year	August – June
Length of instructional day	475 minutes per day (7 hours 55 minutes)
Minutes for core academic subjects	300 minutes (5 hours)
Uninterrupted time for academic instruction	260 minutes (4 hours 20 minutes)
Extended learning time provisions	105 minutes (1 hour 45 minutes)

*See Weekly Instructional Application Schedule below

*See Yearly Calendar Below

Weekly Instructional Application Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:20 Homework Help	8:00-8:20 Homework Help	8:00-8:20 Homework Help	8:00-8:20 Homework Help	8:00 - 8:20 Homework Help
8:20 - 8:30 Community Meeting	8:20 - 8:30 Community Meeting	8:20 - 8:30 Community Meeting	8:20 - 8:30 Community Meeting	8:20 - 8:30 Community Meeting
8:30 - 11:50 Reading/Writing/ Social Studies	8:30 - 11:50 Reading/Writing/ Social Studies	8:30 - 11:50 Reading/Writing/ Social Studies	8:30 - 11:50 Reading/Writing/ Social Studies	8:30 - 11:50 Reading/Writing/ Social Studies
11:50 - 12:10 Lunch Character Development	11:50 - 12:10 Lunch Manners	11:50 - 12:10 Lunch Public Eating	11:50 - 12:10 Lunch Foreign Cultures	11:50 - 12:10 Lunch Building Relationships

12:10 - 12:30 Break Time/Recess	12:10 - 12:30 Break Time /Recess	12:10 - 12:30 Break Time/Recess	12:10 - 12:30 Break Time/Recess	12:10 - 12:30 Break Time/Recess
12:30 - 2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science	12:30-2:15 Math/Science
2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings	2:15 - 2:30 Closing Meetings
2:35-4:10 <i>Foreign Language</i> <i>Movement</i> <i>Arts</i>	2:35-4:10 Foreign Language Movement Arts	2:35-4:10 Foreign Language Movement Arts	2:35-4:10 Foreign Language Movement Arts	2:35 - 4:10 Foreign Language Movement Arts
4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal	4:10 - 4:15 Dismissal

*Students will be with certified teachers for 6 hours.

*Students will be with "specialists" for 1 and $\frac{1}{2}$ hours.

*Some certified teachers will be assigned supervision of "specialists" during the 1 and $\frac{1}{2}$ hours.

*Teachers not involved in supervision will be in Professional Development/Curriculum Development/Student Development each day from 2:35 until 3:20.

*Teachers not in supervision will have planning time and collaboration from 3:20 until 4:10.

*Teachers will help with dismissal at 4:10.

*Assistants will be staggered with some working from 8:00 - 3:00 and others working from 9:15 - 4:15.

*Specialists are people that have experience in the areas of dance, fitness, foreign language, drawing, painting, etc.

*Most teachers will arrive at 8:30 and work until 4:30. Some teachers will arrive at 8:00 and work until 4:00.

*Instructional time each day for core subjects, not including recess and lunch and gym class, will be 5 hours.

*Each class will have a 20 minute gym period, daily, during the scheduled academic time before specials to ensure a healthy lifestyle. Students will also have a movement class during the specialist time to ensure that students receive a well-rounded physical education experience.

*Students will also have one and $\frac{1}{2}$ hours with specialists under the supervision of certified teachers for arts, movement, and foreign language.

York Academy of Discovery will have flexible schedules rather than rigid set schedules. An example is provided below:

8:00	Students begin arriving at school Homework help given, help with projects, questions answered
8:20	Daily community meeting with the Director/Principal
8:30	Reading/Writing/Social Studies Didactic Instruction, Coaching, Seminars
11:50	Lunch
12:10	Break Time (recess, physical activity...)
12:30	Math/Science Didactic Instruction, Coaching, Seminars
2:15	Closing Meetings & Pack up
2:30	Foreign Language, Movement, Arts...
4:15	School Dismissal Begins

This schedule represents an extended learning day. It is longer than all the area schools so that we may meet the state requirements for instruction and also provide an excellent arts and sports piece to develop well rounded individuals.

*See Calendar on next page.

STUDENT ENROLLMENT

Recruitment and Enrollment Procedures

York Academy of Discovery is open to all students living in Indiana. York Academy will admit students without regard to race, gender, religion, national origin, ancestry, or color. Recruitment will include some of the following: York Academy website (www.yorkdiscovery.org), advertised parent meetings, visits to neighborhoods, newspaper ads, visits to community agencies such as the Hispanic Connection, bulk mailing...

Open enrollment will begin on January 2, 2013. Enrollment applications will be processed through the mail, through e-mail, and/or in person. Enrollment will last one month, ending approximately on Feb. 2, 2013. Students will be sorted according to grade levels to determine if we have enough students for two classes per grade level. At that point a decision will be made to readjust classes and proposed staffing if numbers are lopsided to a particular grade level. If classes are close to full in all grade levels, we will proceed as initially planned. Applications received after Feb. 2, 2013 will be enrolled if spaces are available. We realize that during our first few years we may have to extend the enrollment date.

If enrolled students exceed the capacity of any grade level and readjustments cannot be made, a random lottery will be held for each grade level that is over in numbers. If a lottery takes place, students will be added to a waiting list after the lottery process. The waiting list with assigned numbers will be published on the York Academy website.

The Lottery Process

*Registered students prior to Feb. 2, 2013, will be assigned numbers to be randomly chosen in a lottery if required. The lottery will be advertised in local newspapers and media for a three week period.

*As required, York Academy of Discovery will notify in writing and by e-mail the Office of Charter Schools ten days prior to the lottery.

*The lottery will be conducted on Feb. 25, 2012, if necessary, at York Academy of Discovery or another designated location.

*An outside un-biased third party will be found to conduct the lottery. This third party will audit the procedures and will verify in writing the authenticity of the procedures. This person will be selected by the Board.

*The lottery is a public meeting and anyone may attend.

*The lottery will include separate drawings for each grade level that is oversubscribed.

*If a student is registered prior to Feb. 2nd and is randomly chosen in the lottery and also has a sibling in the same grade and/or in another grade that was also registered prior to Feb. 2nd, that sibling will be given preference if spaces are available and will be excluded from the lottery.

*The lottery drawing will rotate in selecting applicants for grade levels. Names will be drawn from the oldest to youngest classrooms, where applicable.

*Students that are not selected will be placed on the waiting list in order by grade and date. The waiting list by student number will be publicly displayed on the Academy's website.

Legal guardians of students who are granted admission will be notified either by mail, e-mail, or by phone. Students who are currently enrolled in York Academy do not need to reapply. However, a letter will be sent annually to legal guardians of all students enrolled in York Academy. The letter will confirm that enrolled students will be returning the next school year. Parents will be expected to respond to this letter within a predetermined amount of time. Students whose legal guardians do not respond shall not be automatically re-enrolled and will be expected to repeat the admissions process.

There are no desegregation orders in effect in this Southern Indiana area. If there were, York Academy of Discovery would follow all desegregation orders.

Any student who withdraws from York Academy for any reason may not return as a student without re-application and participation in the admissions process.

Any applications received after the announced application period will be handled in the following manner:

*Applications for undersubscribed grades – Any applicant who is properly eligible for a grade with student openings will be accepted into that grade. Proper eligibility includes providing documentation of successful completion of the previous grade in a public, private, or home school setting; and legal residency in the State of Indiana at the time of beginning classes.

*Applications for fully or over-subscribed grades: All applications will be held, with the record of the date received, and will be used to fill vacancies.

Requirements for enrollment:

Proof of residency for the State of Indiana

Birth Certificate

Immunization Record

Kindergartners need to be five years old by August 1

Students transferring from an out-of-state or private kindergarten program who do not meet Indiana age-eligibility requirements will be accepted into kindergarten. However, if it can be documented that the student was enrolled in out-of-state or private kindergarten for a short time in order to circumvent Indiana age-eligibility, transfer may be denied.

SCHOOL CLIMATE AND STUDENT DISCIPLINE

Establishing and Maintaining a Positive School Climate

York Academy of Discovery believes that developing a relationship based school and program will be the major ingredient in establishing and maintaining a positive school climate. York Academy believes in positive behavior supports that will help students to grow socially and emotionally. Teamwork and support of one another will be emphasized with students and staff. It is our goal to maintain a rigorous academic focus provided by a caring and compassionate staff. It will be important to identify and develop the talents of people involved in the school: the board, the staff, the parents, and the students. It is our desire to develop supportive parents and also to help parents become lifelong learners. We will develop children who dream big and work hard. York Academy also believes in the essential elements of culture as stated by the National Paideia Center:

*The school is dedicated to the lifelong learning of all children and all adults.

*Since the goal of schooling is to foster lifelong learning in all involved, the school is full of adults and children who view themselves as constantly growing and learning, whose self-assessment is both demanding and fluid.

School Wide Discipline Plan

One major rule will be employed in the school: "Respect people and property including oneself." This rule covers almost any infraction. Any rules that are broken will be referred back to this rule and discussed with students on how to make corrections. The rule will be stated every day in morning community meeting with the Director/Principal.

Other school wide strategies will include:

*Give Me 5 (two eyes watching, two ears listening, and one mouth closed)

*SLANT (sit up, lean forward, ask questions, nod your head, and talk to your teacher)

*Hallway behavior (straight line, lips closed, hands and feet to yourself)

*Restroom behavior (emphasis on the school rule – Respect people and property including oneself)

*Teaching & application of character traits -some Socratic Seminars will be based on character trait discussion and why those specific traits would be important to society

School Wide Discipline Plan will include:

*Fair, consistent, agreed upon rules that are developed based on the school rule – discussion will occur about the word fair: What does fair mean, life is not fair – what does that mean, fair does not mean that everyone is treated the same...

*All classroom discipline plans and rules will stem from the school rule and will be turned into the principal the first week of school

*Emphasis and reinforcement of desired and appropriate behavior

Classroom Discipline Plan – Consequences for inappropriate behavior

1. Warning
2. Student conference with goal setting
3. Thinking time in the classroom or another classroom and/or classroom community service
4. Parent contact
5. Character Development during the afternoon sessions beginning at 3:00
6. Teacher/student/parent conference arranged
7. Time out in the office for thinking and cool down
8. Office referral – discussion with the Director/Principal with goal setting and/or school community service

Character Development

- *The goal will be to find the cause of the behavior in order to set up interventions & reinforcements.
- *Discussions will be held with students experiencing difficulties regarding their behavior and needs
- *Staff will determine if there is a need for social skills training, character trait development, anger management, etc. If students have had continual problems with behavior, they will take part in character growth at 3:00 during specials. This is where social skills training, character trait development, and anger management will occur. This will be a problem solving area.
- *Consequences will be given, keeping in mind that there is a difference between punishment and disciplining with dignity. Classroom and school community service will be emphasized in order to remind students that their behavior affects the school and classroom community.
- *The counselor will also work with staff and students experiencing difficulties. The goal is to provide most of this service in the classroom so students learn to work with others cooperatively.

Homework & Unfinished Work Room

- *There will be homework help provided each morning from 8:00 until 8:20.
- *If a student is still having difficulty completing homework and work in class, they will complete work in the homework room at 3:00 instead of specials. Once their work is complete they will be allowed to attend specials. The expectation for work is to produce high quality products – if students are consistently producing low quality work, they will also attend the homework room. The goal is to have students work hard and to provide their best. The homework room will help students achieve this goal. The homework room will be viewed as a way to help students grow and learn.

Thinking Time/Time-outs

- *Sometimes the teacher and/or the student simply need a time away period without formal discipline procedures. Time-outs/ thinking time will be limited to 10 minutes unless the child is clearly not ready to re-enter the classroom routine. If after 10 minutes the child has not gained control, discussion will occur with the Director/Principal.
- *Teachers will also be assigned a partner for time-out that may be used to assist with time away.
- *Developing relationships with students is the key to good discipline. Developing a relationship with parents will also help teacher and parents support one another.
- *Consequences should “fit the crime”. Discipline is the opportunity to help children learn social skills and appropriate ways of handling behavior. We are always teaching even in discipline situations.

Office Referrals

When writing up a student, A Referral/Discipline Form must be completed and sent with the student to the office. Teachers will fill out the REASON for the referral section as well as the basic informational items. It is important to state the facts clearly and concisely. The Director/Principal may ask teachers for further details and/or clarification. Once a referral has been made, the teacher has turned over authority to the Director/Principal. Whenever and wherever possible the teacher should maintain their “authority”.

Monthly Character Traits

Below is a list of the character traits that will be a focus for each month. These will be included in seminar sessions. Student of the month will be determined based on the character trait for that particular month. These traits will be modeled, taught, and practiced to ensure student application. Moreover, these traits will be reinforced in the Character Room.

August	Self-Control	January	Cooperation
September	Friendliness	February	Good Manners
October	Responsibility	March	Self-Discipline
November	Respect	April	Citizenship
December	Honesty	May	Kindness

Staff will be trained in all discipline policies of the school. Culture and discipline policies will be a part of teacher collaborations.

Parents will receive discipline policies of the school upon enrollment. Students and parents will also sign a form discussing discipline policies. This will be due the first week of school or within one week of enrollment.

“Let us dedicate ourselves to what the Greeks wrote so many years ago;
to tame the savageness of man
and to make gentle the life of this world.”
Robert Kennedy

YORK ACADEMY OF DISCOVERY IS A BULLY FREE ZONE

Bullying and harassment will not be tolerated and will result in all or some of the following actions:

- *Student apology to the victim/victims
- *Parent contact
- *Student will complete a research paper on bullying and its impact on others
- *Student will suggest and demonstrate 5 “act of kindness” for the victim and others
- *Goal setting with the student to prevent further incidents
- *Character development and social skills in the afternoon during specials for a specified period of time
- *Student will receive services from our school counselor

YORK ACADEMY OF DISCOVERY PROVIDES AN ENVIRONMENT FREE OF SEXUAL HARRASMENT

Any incidents of sexual harassment should be reported to the principal/director. Complaint procedures are in place.

Consequences for inappropriate behavior:

- *Warning
- *Student conference with goal setting
- *Thinking time in the classroom or another classroom
- *Natural consequences
- *Classroom/School community service
- *Parent Contact
- *Character development during the after special sessions
- *Teacher/student/parent conference arranged
- *Time out in the office for thinking and cool down
- *Office referral

The last resort for discipline includes in-school suspension, out of school suspensions, and expulsion.

Actions that require discipline:

Alcohol/drugs, Assault and/or battery (verbal or written), Bomb threats, Bullying, Computer misuse
Defacing or damaging school property, Defiance or gross insubordination, Discrimination
against/threatening school personnel or other students, Disrespect to school personnel, Disruptive behavior,
Distribution of literature promoting illegal or disruptive behavior, Fighting, Weapons possession,
Fireworks possession, Gang Activity, Profanity – possession of lewd material, Racial/Anti-Semitic
behavior, Sexual Harassment, Sexual/Lewd Behaviors, Tobacco products, Truancy, Vandalism...

IC 20 – 33 – 8 – 16 Possession of firearms, deadly weapons, or destructive devices – will follow law
IC 20 – 33 – 8 – 13.5 Discipline rules prohibiting bullying required – will follow law



**HISPANIC MINISTRY
OF THE NEW ALBANY DEANERY**

720 East Elm St.

New Albany, Indiana 47150

Phone (812) 944-0527 fax (812) 944-9557

May 10, 2011

To Whom This May Concern:

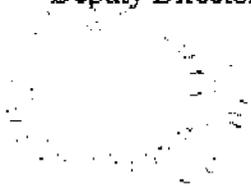
We are happy to support the efforts of the group that Mrs. Becky Kischnick is leading in order that the YORK ACADEMY OF DISCOVERY is chosen as a charter school. The Hispanic Community in Floyd and Clark counties are vastly under served and we are very familiar with the struggles that the community has with education. The large number of Hispanic drop outs is largely due to the inability of the public system to satisfy their needs as the state requires. After reviewing the mission, the vision and the goals of the York Academy of Discovery and familiar with Mrs. Kischnick's leadership we are excited about the opportunities that this educational alternative can have for our community.

We are assured that the York Academy of Discovery will provide the Hispanic students with the tools that they will need in order to pursue their dreams and their vision of their future. The capacity for enhancing our society with future scientists, engineers, mathematicians and whatever our society needs excites us. Children who emigrate from other countries need to hope to reach their dreams and the spirit to work hard and reach their goals. We strongly feel that the York Academy of Discovery has the philosophy and the commitment to enable our community students to do so.

We wish the York Academy of Discovery and Mrs. Kischnick and her team the best in their endeavors and will be ready to work with them to fulfill our community's educational aspirations.

Sincerely,

Lillian G. Rose
Deputy Director



RE: York Academy of Discovery

March 15, 2012

To Whom it May Concern,

Recently, we hosted a meeting at our Boys and Girls facility in Jeffersonville with organizers from the York Academy of Discovery.

Our discussions revolved around the development of an on-going, collaborative effort to provide assistance to York Academy students.

We are delighted to report that the Boys and Girls Club welcomes all children to participate in the after school and summer programs offered and would welcome York Academy students.

Sincerely,

Jennifer Helgeson
President & CEO

NATIONAL PAIDEIA CENTER
140 Friday Center Drive
Chapel Hill, NC 27517
919/962-3134

7 January 2011

Charter School Selection Committee

To Whom It May Concern:

I write in enthusiastic support of the York Academy of Discovery's application for Charter School status and funding. I have been in touch with Becky Kischnick and her team since before they actually began drafting the proposal and have been deeply impressed by their dedication to this project. They truly are devoted to providing a rigorous academic education for all students, regardless of perceived ability. Although you will not be able to tell this from the application itself, they have persevered over a long period of time despite any number of setbacks.

Evidence of their determination in their journey last year to visit the Sylvan Park Paideia School in Nashville, Tennessee, a trip they undertook on their own, with little or no encouragement from the school system. They visited Sylvan Park in order to be sure that the Paideia Program on the ground in a real-world school setting was what they hoped it would be based on the original writings of Mortimer Adler and the more recent work from us at the Center. What they saw convinced them that not only was the program a practical fit in an urban setting, it was also the key to providing the best education for those students they were interested in serving.

Over the past decade, we at the National Paideia Center have worked with any number of groups involved in drafting charter proposals and have provided long-term professional development and technical support to a number of successful schools. One outstanding example is the Pueblo School for the Arts and Sciences in Pueblo, Colorado, a k-8 charter school serving a diverse population. We have been involved with the PSAS community now for almost 20 years, and that partnership has remained rich and vibrant as the school has continued to grow and prosper.

We believe in the stated mission of the York Academy of Discovery, and we believe that it resonates in all the right ways with the Paideia Program. We pledge our support to the project if funded and hope for a successful outcome to the application process. If I can answer any further questions about the Paideia Program and its role at the York Academy, please do not hesitate to contact me personally.

Sincerely,

Terry Roberts, Ph.D.
Director



Karen J. Ellis

212 Ealy St., New Albany, IN 47150-4816

Ball State University
2000 W. University Av.
Muncie, IN 47306

January 12, 2011

To Whom It May Concern:

A few months ago, I along with my girlfriend, Dr. Jo Russell, met with Ms. Rebecca Kischnick. Ms. Kischnick told us her idea and plans about the charter school she would like to open in our community. I was very impressed with what I heard. I hate to admit, I wasn't sure what exactly a charter school was. Being an African American, I realize the difficulty our black young men and women are at a disadvantage in the public schools when it comes to learning and being taught. I feel that this would be an excellent opportunity not only for my grandsons but for any student striving to advance in an otherwise unlevel educational system.

I have known Ms. Kischnick for almost ten years as principal at an elementary school and have found her to be a patient and understanding administrator. Ms. Kischnick is a person of high moral character who has never stopped putting the student first.

My prayer is that Ms. Kischnick is awarded any and all grants needed so she can open the academy. I have promised her my total support. It would be exciting to have a charter school in our community to serve families and help the student excel.

Sincerely,

Karen J. Ellis

TRI-COUNTY HEALTH COALITION OF SOUTHERN INDIANA INC.

1222 STATE STREET

NEW ALBANY, INDIANA 47150

812.944.7265

3.22.2012

Indiana Charter Board

Clarksville, Indiana 47130

We will be forming a partnership with York Academy . We believe in their mission and vision. We also want to support families in need. We would be willing to support York Academy by providing health information, clothing, food, minor financial support and other services to students and families.

Tri – County Health Coalition of Southern Indiana Alliance looks forward to working with York Academy. We also believe this will be a powerful partnership that will help meet the needs of our families and children of this community.

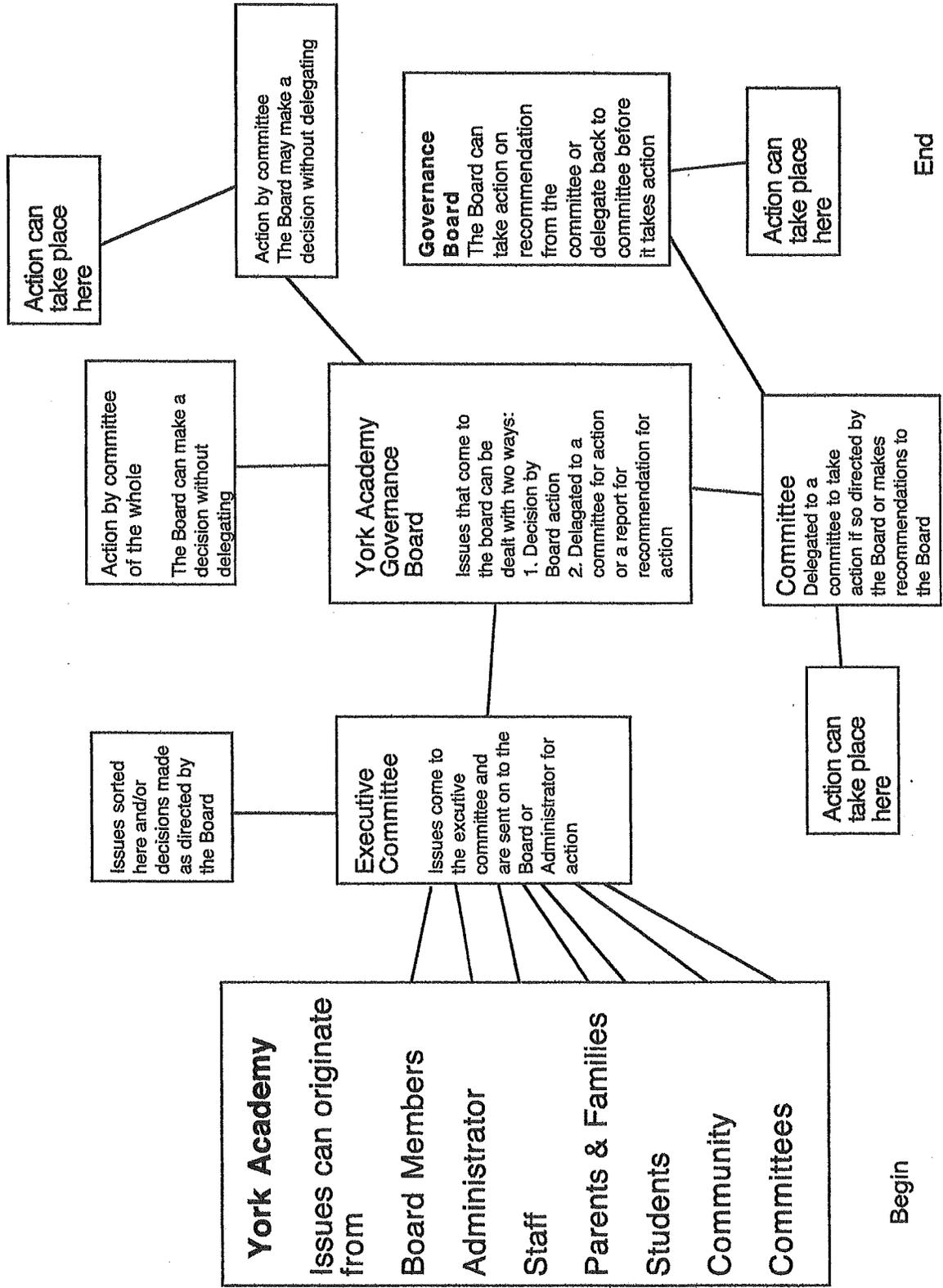
The Coalition Executive Board believes that the charter school system have the potential to facilitate education reforms and to develop new and creative teaching methods that can be replicated in traditional public schools for the benefit of all children. We feel the reason for opening a charter school in a gentrified neighborhood is to bring more middle – class and upper – middle class families into the publicly funded charter system.

Please feel free to call our office at any time.

Jesse Floyd President of the Board

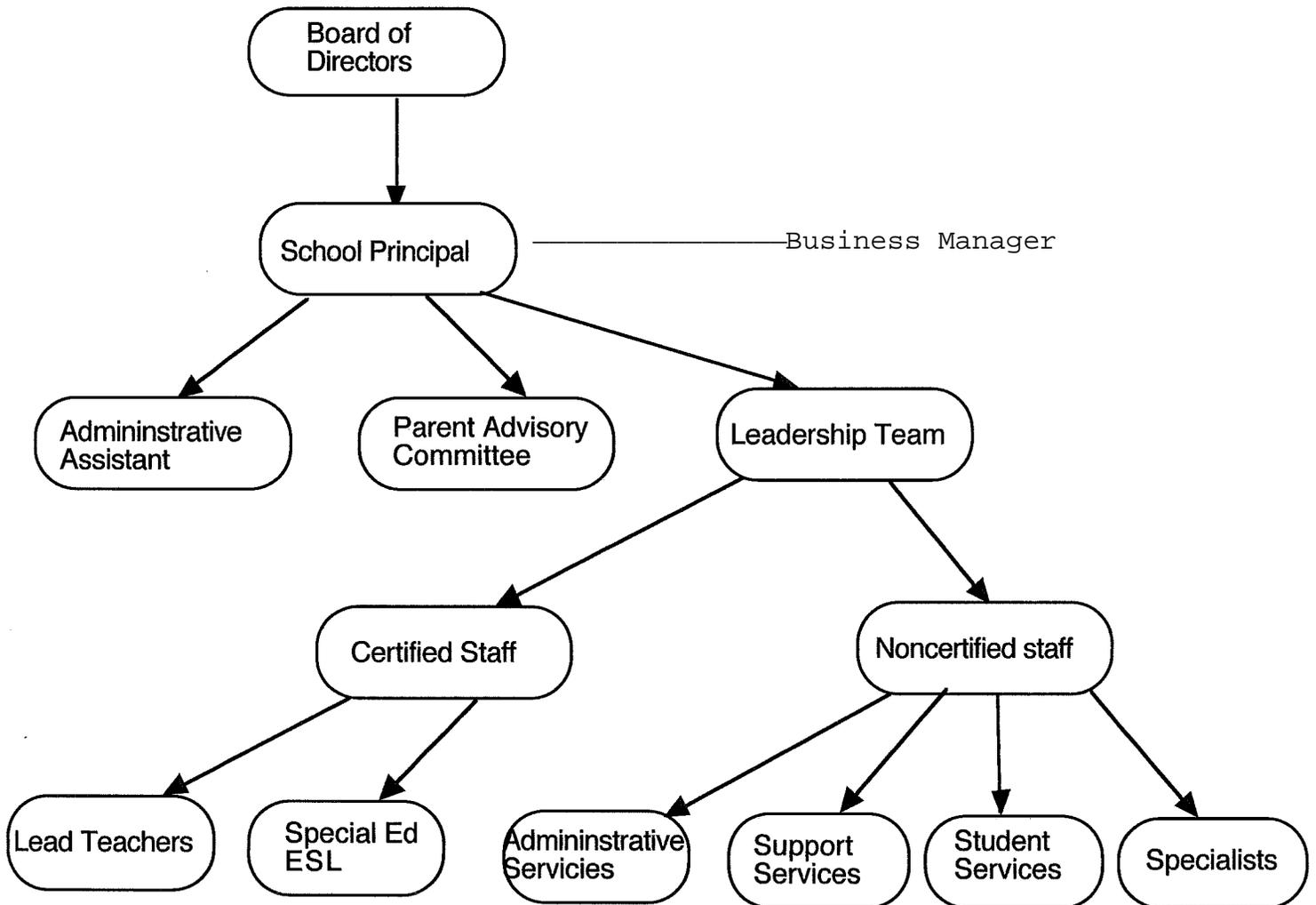
Tri – County Health Coalition of Southern Indiana Inc.

Flow of Information 20b



York Academy Organizational Chart

19a



Expected Charter School Staffing Needs -- Year 5

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

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

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	65,000	65,000
Business Manager	1	35,000	35,000
Administrative Assistant	1	25,000	25,000
Clerk	1	18,000	18,000
Custodian/Maintenance	1	35,000	35,000
Custodian	2	25,000	50,000
Teacher (K-5)	12	33,000	396,000
Special Education Teacher	2	33,000	66,000
Phys. Ed Teacher / Sports Coordinator	1	33,660	33,660
Speech Teacher	1	33,000	33,000
ESL/ Foreign Language Teacher	1	33,000	33,000
IT / IT Teacher	1	50,000	50,000
Class Assistants	9	15,000	135,000
Substitute Teacher	1	15,000	15,000
Counselor / Health	1	25,000	25,000
Media Clerk / Arts Coordinator	1	18,000	18,000
Extended Learning Personnel	12	3,600	43,200
Coaches	6	1,000	6,000
TOTAL	55.0		1,081,860

Start-up

June of 2012

Fundraising begins	Board & Director
Secure Building Site	Board & Director
Building Inspection	Board & Director
Apply for start-up grants	Board & Director
Apply for other grants	Board & Director
Secure Other Board Members	Board & Director
Board Meetings Begin	Board & Director
Policies & Procedures begin	Board & Director
Check into Paideia Training	Director
Set up bank financing...	Board & Director

July of 2012

Begin Curriculum Development	Director
Hire Business Manager	Director
Acquire Payroll Service	Board & Director
Employee Handbook	Director
Student Handbook	Director
Benefits Selection	Board & Director
Acquire if zoning if necessary	Board & Director
Obtain Partnerships	Board & Director
Review IDEA, NCLB, and ADA	Board & Director
Contact the fire department	Director
Establish After-care...	Director
Begin Renovation plans	Director & Board
Begin PR	Director & Board

August of 2012

Website developed fully	Director
Begin Advertisements	Business Manager
Educate Board Members	Board & Director
Renovations Begin	Board & Director
Firm up Transportation	Board & Business Manager
Check with Health Department & Food Service	Board & Business Manager
Mass Mailings	Business Manager
Assessment Pieces in Place	Director

September of 2012

Visit other schools	Board & Director
Finalize Calendar	Director & Business Manager
Develop Extra Curricular Plan	Director
Instructional Supplies determined	Director
Check into State Board of Accounts Training	Business Manager

October of 2012

Recruit Volunteers	Board & Director
Daily Schedule finalized	Director
Plan Year Long PD	Director
Finalize Testing Plan	Director
Begin Student Recruitment	Director & Business Manager
Begin Parent Meetings	Board, Director, & Business Manager

November of 2012

Crisis – Safety Plan Developed	Director & Business Manager
Staff Evaluations Established	Director & Business Manager
Refine Auditing Procedures	Business Manager
Refine Technology Plan	Director & Business Manager
Parent Meetings	Director & Business Manager
Marketing Plan	Director & Business Manager

December of 2012

Refine Special education plan	Director
Distribute Enrollment Forms	Business Manager
Parent Meetings	Director & Business Manager

January of 2013

Student Enrollment Begins – 2 nd	Director & Business Manager
Contract & install Internet capabilities	Business Manager, Board
Parent Meetings	Director & Business Manager
Create Maintenance Plan	Director & Business Manager
Assess & Modify board policies	Board
Adopt Board Policies	Board
Complete Transportation Plan	Business Manager

February of 2013

Student Enrollment Ends – 2 nd	Director & Business Manager
Lottery preparations if necessary	Director & Business Manager
Lottery if necessary	Director & Business Manager
Order Hardware & Software & Licensing	Business Manager

March of 2013

Begin Recruiting Staff	Director & Business Manager
Begin Ordering Supplies	Director & Business Manager
Finalize School Policies	Board

April of 2013

Hire Staff	Team
------------	------

May of 2013

Complete Hiring Staff	Team
Complete Criminal History/	

Background Checks

Business Manager

June of 2013

Collect detailed student info
For planning

Director & Business Manager

July of 2013

Hold Open House
Finalize student enrollment &
Submit to DOE

Board, Director, & Business Manager

Business Manager

August of 2013

Train Staff
Staff reports to work – 19t
First Student Day – 22
Open House/Orientation – 13th
First Aid Training – 19
Create employee badges
Create Visitor badges
School Inventory
Community & Family Newsletter
Home visits begin
Establish Leadership Team

Director

Director & Business Manager

All Staff

All Staff

All Staff

Business Manager

Business Manager

Business Manager

Director

Staff

Staff

Sept. of 2013

Establish Parent Advisory Council

Staff

Ongoing through all months:

Building – acquire, inspect, plan, renovate, check, clean, inspect...

Policies

Supplies

Fundraising

Advertising & Marketing



NEWS RELEASE

A.M. BEST COMPANY, INC., OLDWICK, NJ • A.M. BEST EUROPE – RATING SERVICES LIMITED, LONDON
A.M. BEST EUROPE – INFORMATION SERVICES LIMITED, LONDON • A.M. BEST ASIA-PACIFIC, LTD., HONG KONG

FOR IMMEDIATE RELEASE

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A.M. Best Upgrades Ratings of Philadelphia Insurance Companies and Its Members

OLDWICK, N.J., September 19, 2011—A.M. Best Co. has upgraded the financial strength rating (FSR) to A++ (Superior) from A+ (Superior) and the issuer credit ratings (ICR) to “aa+” from “aa” of **Philadelphia Insurance Companies** (Philadelphia) (Bala Cynwyd, PA) and its members. The outlook for these ratings has been revised to stable from positive.

Concurrently, A.M. Best has affirmed the FSR of A- (Excellent) and ICR of “a-” of **Liberty American Insurance Group** (Liberty American) (Pinellas Park, FL) and its members. The outlook for these ratings is stable.

All companies are subsidiaries of **Tokio Marine & Nichido Fire Insurance Co., Ltd.**, a subsidiary of **Tokio Marine Holdings, Inc.** (Tokio Marine) (both of Tokyo, Japan). (See below for a detailed listing of the companies and ratings.)

The rating actions on Philadelphia reflect its continuing generation of superior operating results, maintenance of its strong capitalization and excellent market presence as a writer of specialty commercial business. The ratings also acknowledge the group’s excellent operating cash flow, solid liquidity measures and well-developed enterprise risk management (ERM) platform.

The ratings of Philadelphia also are partially enhanced by Tokio Marine and Philadelphia’s strategic importance to Tokio Marine’s global expansion in the United States. Additionally, the multi-layered, highly

—MORE—



NEWS RELEASE

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integrated ERM system greatly enhances the information gathering and review processes of the group, which in turn helps inform and drive the ultimate decision-making processes throughout the organization. This disciplined approach and commitment to delivering innovative products and high service levels to niche insurance markets should continue to benefit Philadelphia in the future.

The rating affirmations of Liberty American recognize its modest underwriting leverage and adequate liquidity, which more than supports the current run off of the group’s personal lines business and the pass-through business written on behalf of the National Flood Insurance Program, a program that is being transferred to **Philadelphia Indemnity Insurance Company**, Philadelphia’s lead operating company.

The FSR has been upgraded to A++ (Superior) from A+ (Superior) and the ICR to “aa+” from “aa” for **Philadelphia Insurance Companies** and its following members:

- **Philadelphia Indemnity Insurance Company**
- **Philadelphia Insurance Company**

The FSR of A- (Excellent) and ICR of “a-” have been affirmed for **Liberty American Insurance Group** and its following members:

- **Liberty American Insurance Company**
- **Liberty American Select Insurance Company**

The principal methodology used in determining these ratings is [Best’s Credit Rating Methodology -- Global Life and Non-Life Insurance Edition](#), which provides a comprehensive explanation of A.M. Best’s rating process and highlights the different rating criteria employed. Additional key criteria utilized include: “Risk Management and the Rating Process for Insurance Companies”; “Understanding BCAR for Property/Casualty Insurers”; “Rating Members of Insurance Groups”; “Catastrophe Risk Management Incorporated Within the Rating Analysis”; and “Natural Catastrophe Stress Test Methodology.” Methodologies can be found at www.ambest.com/ratings/methodology.

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NEWS RELEASE

A.M. BEST COMPANY, INC., OLDWICK, NJ • A.M. BEST EUROPE – RATING SERVICES LIMITED, LONDON
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Schansberg, D. Eric

From: Pam Bennett <pam@bennettins.com>
Sent: Tuesday, March 27, 2012 8:24 AM
To: Schansberg, D. Eric
Subject: RE: York Academy of Discovery

This is good news and will drive the cost of the coverage down with the information provided. Keep me posted on any developments and we can get more accurate quotes as you find a location.

Thank You,

Pam

From: Schansberg, D. Eric [mailto:dschansb@ius.edu]
Sent: Monday, March 26, 2012 3:50 PM
To: Pam Bennett
Subject: RE: York Academy of Discovery

If it matters...

- 1.) most funds come from the State, since this is a public school
- 2.) ten years as a principal at other public schools
- 3.) downtown Jeff is the most dangerous option on the table right now

From: Pam Bennett [pam@bennettins.com]
Sent: Monday, March 26, 2012 2:46 PM
To: Schansberg, D. Eric
Subject: York Academy of Discovery

Eric;
The underwriter from one of my carriers has gotten back to me. They have given me an indication of annual premium between \$7,000 and \$10,000 annually. All this is dependent on the location-building and contents values to be added into the policy.

Other variables that the underwriter is going to look at to determine eligibility of writing the coverage are:

- 1)Funding Source
- 2) Principal and Administrator's Experience with school management
- 3) The location of the school. Carrier needs to confirm it is in a low crime rate area (I am sure all will be fine there).

Let me know if you have further details or information in which to provide you a more accurate quotation.

Thank You,

Pamela Bennett Martin
Bennett & Bennett Ins. Inc.
351 E. Chestnut St. 3837 Charlestown Rd.
Corydon, IN 47112 New Albany, IN 47150
812-738-2233 812-948-2233

Schansberg, D. Eric

From: Pam Bennett <pam@bennettins.com>
Sent: Friday, March 23, 2012 3:20 PM
To: Schansberg, D. Eric
Subject: RE: thanks!

yes, any address will be fine. Just need to show something. Thanks, Pam

From: Schansberg, D. Eric [mailto:dschansb@ius.edu]
Sent: Friday, March 23, 2012 3:31 PM
To: Pam Bennett
Subject: RE: thanks!

York Academy of Discovery
We don't have a building yet. Do you want to use someone's home address?

From: Pam Bennett [pam@bennettins.com]
Sent: Friday, March 23, 2012 3:01 PM
To: Schansberg, D. Eric
Subject: RE: thanks!

Eric;
Do you have a name for the school and an address? The underwriter needs something for identification on their system.
Thank You,

Pamela Bennett Martin
Bennett & Bennett Ins. Inc.
351 E. Chestnut St. 3837 Charlestown Rd.
Corydon, IN 47112 New Albany, IN 47150
812-738-2233 812-948-2233

From: Schansberg, D. Eric [mailto:dschansb@ius.edu]
Sent: Friday, March 23, 2012 12:18 PM
To: Pam Bennett
Cc: bkischnick@att.net
Subject: RE: thanks!

Becky, can you send by-laws to Pam? (She's out-of-town, but hopefully checking email regularly.)

Pam, we won't have the budget complete until we have the insurance numbers (haha!)-- and updating the budget spreadsheet is one of the things I need to do, but that's a bit of a project and won't be done for a few days. Are there particular budget numbers I could send as an approximation?

thanks, eric

From: Pam Bennett [pam@bennettins.com]
Sent: Friday, March 23, 2012 11:31 AM
To: Schansberg, D. Eric
Subject: RE: thanks!

Eric;
Thank you.
Yes, Budget and By-Laws would be great. You can fax to 812-941-5004 or e-mail to me. Whichever is easiest for you.
Thank You,

Pamela Bennett Martin
Bennett & Bennett Ins. Inc.
351 E. Chestnut St. 3837 Charlestown Rd.
Corydon, IN 47112 New Albany, IN 47150
812-738-2233 812-948-2233

From: Schansberg, D. Eric [mailto:dschansb@ius.edu]
Sent: Friday, March 23, 2012 11:46 AM
To: Pam Bennett
Subject: RE: thanks!

- 1.) 13.5 teachers @ \$447K
5 admin @ \$158K
2 custodian/maintenance @ \$60K
- 2.) 180 students; 13.5 instructors
- 3.) 5 board members (do you want me to send you what we have on budget [in process, including this estimate] and by-laws?)
- 4.) no cars; might do school buses, but not sure

From: Pam Bennett [pam@bennettins.com]
Sent: Thursday, March 22, 2012 1:17 PM
To: Schansberg, D. Eric
Subject: RE: thanks!

Eric;
I need the following information to quote:
1) Workers Compensation-Federal ID number, # of employees who are teacher, administrators, & maintenance, Annual Payroll for each of these groups.
2) General Liability-Number of Students, Number of instructors
3) Directors and Officers-Number of Board Members, Bi-laws, and Financial Statement
4) Auto-Need description of all autos- make, year and vin numbers.
Once I have this information I can move forward with obtaining quote for you.

Much Thanks,
Pamela Bennett Martin
Bennett & Bennett Ins. Inc.
351 E. Chestnut St. 3837 Charlestown Rd.
Corydon, IN 47112 New Albany, IN 47150
812-738-2233 812-948-2233

From: Schansberg, D. Eric [mailto:dschansb@ius.edu]
Sent: Wednesday, March 21, 2012 11:22 AM
To: 'Pam@bennettIns.com'
Subject: thanks!

Here's what we need from p. 22 of <http://www.doe.in.gov/sites/default/files/icsb/icsb-applicationnew-operatorsfinalspring2012.pdf>.

What's the timeframe to get an estimate?
Thanks in advance...eric

6. Insurance Coverage. Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as **Attachment 16**, an estimate from an insurance agent/broker for the insurance coverage detailed below. The insurer must be rated A-VII or better by A.M. BEST or a comparable rating service. The Indiana Charter School Board requires the following minimum insurance coverage per school:

- **Workers' Compensation Liability:** Workers' compensation benefits for all employees as required by law.
- **Commercial General Liability:** Limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate, combined single limit for bodily injury, personal injury and property damage liability coverage shall include the following: all premises and operations, products/completed operations (for a minimum of two (2) years following completion), independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover corporal punishment liability, sexual abuse/molestation liability (including Innocent Party Defense coverage), and medical payments of \$15,000. The Indiana Charter School Board and the Indiana Department of Education must each be named as an additional insured on a primary, non-contributory basis for any liability arising directly or indirectly from school operations/services.
- **Directors' and Officers' Liability and Legal/Professional Liability:** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions in regards to the conduct of their duties related to operation and management of the school with limits of not less than \$2,000,000 per claim. Coverage must include Employment Practices Liability and Sexual Harassment.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with school operations/services, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$2,000,000 to provide additional limits for underlying general and automobile liability coverages.
- **Property Insurance:** Property insurance for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses.
- **Student Accident Coverage,** including coverage for athletic participation, must be carried in a manner that provides primary coverage for students who do not have health insurance, and excess coverage for students who do have health insurance.
- **Fidelity Bond:** Fidelity bond coverage or equivalent Employee Dishonesty liability insurance in the amount of at least \$200,000 with a responsible surety company with respect to all of the school's employees as may be necessary to protect against losses including, without

School Name: _____

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2013-2014	50	50	50	25	25	25					
Year 2: 2014-2015	50	50	50	50	25	25					
Year 3: 2015-2016	50	50	50	50	50	25					
Year 4: 2016-2017	50	50	50	50	50	50					
Year 5: 2017-2018	50	50	50	50	50	50					

Planned Number of Classes											
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10
Year 1: 2013-2014	2	2	2	1	1	1					
Year 2: 2014-2015	2	2	2	2	1	1					
Year 3: 2015-2016	2	2	2	2	2	1					
Year 4: 2016-2017	2	2	2	2	2	2					
Year 5: 2017-2018	2	2	2	2	2	2					

11	12	TOTAL	% ELL	% SPED	% FRL
		225	3%	17%	50%
		250	3%	17%	50%
		275	3%	17%	50%
		300	3%	17%	50%
		300	3%	17%	50%

11	12	TOTAL
		9
		10
		11
		12
		12

INDIANA CHARTER SCHOOL BOARD

|General Instructions for New School Applicants

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

School Name: _____		
	Year 0	Year 1
REVENUE		
State Revenue		
Basic Grant		\$ 507,500
Common School Loan		\$ 507,500
Charter School Start-Up Grant		\$ 337,995
State Matching Funds for School Lunch Program		
Professional Development		\$ -
Remediation Program		\$ -
Full-Day Kindergarten		\$ -
Gifted and Talented Program		\$ -
Textbook Reimbursement		\$ -
Summer School		\$ -
Other State Revenue (please describe)		\$ 300,000
Other State Revenue (please describe)		\$ 25,000
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	\$ -
Facilities Assistance Program Grant		\$ -
Title I		\$ -
Title II		\$ -
Federal Lunch Program		\$ -
Federal Breakfast Reimbursement		\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -
Other Revenues		
Committed Philanthropic Donations	\$ -	\$ -
Before and After Care Fees		\$ -
Interest Income		\$ -
Other (please describe)	\$ 250,000	\$ 6,563
Other (please describe)	\$ 25,000	\$ 8,750
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Revenue	\$ 275,000	\$ 1,693,308
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 106,194	\$ 955,253
Substitutes		\$ -
Professional Development	\$ -	\$ -
Bonuses		\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Personnel Expenses	\$ 106,194	\$ 955,253
Instructional Supplies and Resources		
Textbooks	\$ -	\$ 78,750
Library, periodicals, etc	\$ 25,000	\$ 500
Technology	\$ -	\$ -
Assessment materials	\$ -	\$ 8,000

Computers	\$ -	\$ -
Software	\$ -	#REF!
Other classroom supplies	\$ -	\$ 40,000
Field trips, other unclassified items	\$ -	\$ -
Co-curricular & Athletics	\$ -	\$ -
Other (please describe)	\$ 100,000	\$ 10,000
Other (please describe)	\$ -	\$ 200,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Instructional Supplies and Resources	\$ 125,000	\$ 342,250
Support Supplies and Resources		
Administrative Computers	\$ -	\$ 15,000
Administrative Software	\$ -	#REF!
Administration Dues, fees, misc expenses	\$ -	\$ 1,000
Office supplies	\$ 2,200	\$ 5,000
Other (please describe)	\$ -	#REF!
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Support Supplies and Resources	\$ 2,200	\$ 16,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	\$ -
Charter Board Supplies & Equipment	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ 100
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Board Expenses	\$ -	\$ 100
Professional Purchased or Contracted Services		
Legal Services	\$ -	\$ 12,000
Audit Services	\$ -	\$ 10,000
Payroll Services	\$ -	\$ 18,000
Accounting Services	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ 4,400	\$ 8,000
Consultants	\$ -	\$ 2,000
Internet Services	\$ -	#REF!
Telephone/Telecommunication Services	\$ -	#REF!
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 8,000
Travel	\$ -	\$ -
Postage	\$ -	\$ 1,500
Special Education Services	\$ -	\$ -
Student Information Services	\$ -	\$ -
Food service	\$ -	\$ -
Transportation	\$ -	\$ -
Other (please describe)	\$ 11,000	\$ 5,000
Other (please describe)	\$ -	\$ -

Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 15,400	\$ 70,500
Facilities		
Rent, mortgage, or other facility cost	\$ -	\$ 1
Furniture	\$ -	\$ 2,500
Gas/electric	\$ -	\$ 21,000
Water/Sewer	\$ -	\$ 1,500
Grounds Keeping	\$ -	\$ 1,000
Maintenance Services	\$ -	\$ 10,000
Custodial	\$ -	\$ 5,000
Waste disposal	\$ -	\$ 2,000
Other (please describe)	\$ -	\$ 3,000
Other (please describe)	\$ -	\$ 3,000
Other (please describe)	\$ -	\$ 1,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Facilities	\$ -	\$ 44,001
Other		
Contingency	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 10,150
CMO/EMO Fee	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Other	\$ -	\$ 10,150
Total Expenditures	\$ 248,794	\$ 1,438,254
Carryover/Deficit	\$ 26,206	\$ 255,054
Cumulative Carryover/(Deficit)	\$ 26,206	\$ 281,260

\$ -	\$ -	\$ -	\$ -
\$ 15,000	\$ 10,000	\$ 10,000	\$ 10,000
\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 85,300	\$ 82,100	\$ 84,350	\$ 74,900
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 100	\$ 100	\$ 100	\$ 100
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 100	\$ 100	\$ 100	\$ 100
\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
\$ -	\$ -	\$ -	\$ -
\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
\$ -	\$ -	\$ -	\$ -
\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000
\$ -	\$ -	\$ -	\$ -

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 70,500	\$ 67,500	\$ 67,500	\$ 67,500
\$ 1	\$ 1	\$ 1	\$ 1
\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000
\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 44,001	\$ 44,001	\$ 44,001	\$ 44,001
\$ -	\$ -	\$ -	\$ -
\$ 23,200	\$ 26,100	\$ 29,000	\$ 29,000
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 23,200	\$ 26,100	\$ 29,000	\$ 29,000
\$ 1,268,614	\$ 1,408,504	\$ 1,494,286	\$ 1,484,836
\$ 236,886	\$ (53,816)	\$ 7,589	\$ 17,039
\$ 518,147	\$ 464,330	\$ 471,920	\$ 488,959

	Jun-12	Jul-12	Aug-12	Sep-12
REVENUE				
Federal Revenue				
Public Charter School Program (PCSP) Grant (competitive)	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-
Other Revenues				
Committed Philanthropic Donations	-	-	-	-
State Grant	-	-	125,000.00	-
State Grant	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Revenue	-	-	125,000.00	-
EXPENDITURES				
Personnel Expenses				
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")			9,654.00	9,654.00
Professional Development	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Personnel Expenses	-	-	9,654.00	9,654.00
Instructional Supplies and Resources				
Textbooks	-	-	-	-
Library, periodicals, etc	-	-	-	-
Technology	-	-	-	-
Assessment materials	-	-	-	-
Computers	-	-	-	-
Software	-	-	-	-
Other classroom supplies	-	-	-	-
Field trips, other unclassified items	-	-	-	-
Co-curricular & Athletics	-	-	-	-
Instructional Furniture and Equipment	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-
Support Supplies and Resources				
Administrative Computers	-	-	-	-
Administrative Software	-	-	-	-
Administration Dues, fees, misc expenses	-	-	-	-
Office supplies	-	-	200.00	200.00
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Support Supplies and Resources	-	-	200.00	200.00
Board Expenses				

	Jun-12	Jul-12	Aug-12	Sep-12
Charter Board Services, including Board Training, retreats	-	-	-	-
Charter Board Supplies & Equipment	-	-	-	-
Charter Board Dues, fees, etc	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Board Expenses	-	-	-	-
Professional Purchased or Contracted Services				
Legal Services	-	-	-	-
Audit Services	-	-	-	-
Payroll Services	-	-	-	-
Accounting Services	-	-	-	-
Printing/Newsletter/Annual Report Services	-	-	400.00	400.00
Consultants	-	-	-	-
Internet Services	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-
Travel	-	-	-	-
Postage	-	-	-	-
Special Education Services	-	-	-	-
Student Information Services	-	-	-	-
Food service	-	-	-	-
Transportation	-	-	-	-
Advertising	-	-	1,000.00	1,000.00
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Professional Purchased or Contracted Services	-	-	1,400.00	1,400.00
Facilities				
Rent, mortgage, or other facility cost	-	-	-	-
Furniture	-	-	-	-
Gas/electric	-	-	-	-
Water/ Sewer	-	-	-	-
Grounds Keeping	-	-	-	-
Maintenance Services	-	-	-	-
Custodial	-	-	-	-
Waste disposal	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Facilities	-	-	-	-
Other				
Contingency	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-
CMO/EMO Fee	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Other (please describe)	-	-	-	-
Total Other	-	-	-	-

	Jun-12	Jul-12	Aug-12	Sep-12
Total Expenditures	\$ -	\$ -	\$ 11,254	\$ 11,254
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ 113,746	\$ (11,254)
CASH FLOW ADJUSTMENTS				
OPERATING ACTIVITIES				
Example - Add Back Depreciation	-	-	-	-
Other	-	-	-	-

ool Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening

Oct-12	Nov-12	Dec-12	TOTAL 2012	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	125,000.00	
-	-	25,000.00	25,000.00	
-	-	-	-	
-	-	-	-	
-	-	25,000.00	150,000.00	
9,654.00	9,654.00	9,654.00	48,270.00	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
9,654.00	9,654.00	9,654.00	48,270.00	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
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-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
200.00	200.00	200.00	1,000.00	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
200.00	200.00	200.00	1,000.00	

Oct-12	Nov-12	Dec-12	TOTAL 2012	
\$ 11,254	\$ 11,254	\$ 11,254	\$ 56,270	
\$ (11,254)	\$ (11,254)	\$ 13,746	\$ 93,730	
-	-	-		
-	-	-		

Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	TOTAL 2013
\$ 11,254	\$ 11,254	\$ 11,254	\$ 11,254	\$ 73,754	\$ 73,754	\$ 192,524
\$ (11,254)	\$ (11,254)	\$ (11,254)	\$ (11,254)	\$ 51,246	\$ (73,754)	\$ (67,524)
-	-	-	-	-	-	-
-	-	-	-	-	-	-

eriod

† rows as needed.

† is included below

Benefits and Payroll Taxes	TOTAL Salary and Benefits
9,444	69,027
5,085	37,169

14,529	106,196

Expected New School Annual Operating Budget -- YEAR 1

REVENUE	Amount
State Revenue	
Basic Grant	\$ 507,500
Common School Loan	\$ 507,500
Charter School Start-Up Grant	\$ 337,995
State Matching Funds for School Lunch Program	
Professional Development	
Remediation Program	
Full-Day Kindergarten	
Gifted and Talented Program	
Textbook Reimbursement	
Summer School	
Other State Revenue (please describe)	\$ 300,000
Other State Revenue (please describe)	\$ 25,000
Federal Revenue	
Public Charter School Program (PCSP) Grant	
Charter School Facilities Assistance Program Grant	
Title I	
Title II	
Federal Lunch Program	
Federal Breakfast Reimbursement	
Other Revenue Federal sources (please describe)	
Other Revenue Federal sources (please describe)	
Other Revenue Federal sources (please describe)	
Other Revenues	
Committed Philanthropic Donations	
Before and After Care Fees	
Interest Income	
Book Rental	\$ 6,563
Fundraisers	\$ 8,750
Other (please describe)	
Other (please describe)	
Total Revenue	\$ 1,693,308
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	955,253
Substitutes	\$ -
Professional Development	
Bonuses	\$ -
Other (please describe)	
Total Personnel Expenses	\$ 955,253
Instructional Supplies and Resources	
Textbooks	\$ 78,750
Library, periodicals, etc	\$ 500
Technology	
Assessment materials	\$ 8,000
Computers	
Software	\$ 15,000
Other classroom supplies	\$ 40,000
Field trips, other unclassified items	
Co-curricular & Athletics	
Instructional Furniture and Equipment	\$ 200,000

Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Instructional Supplies and Resources	\$ 342,250
Support Supplies and Resources	
Administrative Computers	
Administrative Software	
Administration Dues, fees, misc expenses	\$ 1,000
Office supplies	\$ 5,000
Equipment Rental and Lease	\$ 10,000
Other (please describe)	
Total Support Supplies and Resources	\$ 16,000
Board Expenses	
Charter Board Services, including Board Training, retreats	\$ -
Charter Board Supplies & Equipment	\$ -
Charter Board Dues, fees, etc	\$ 100
Other (please describe)	
Total Board Expenses	\$ 100
Professional Purchased or Contracted Services	
Legal Services	\$ 12,000
Audit Services	\$ 10,000
Payroll Services	\$ 18,000
Accounting Services	
Printing/Newsletter/Annual Report Services	\$ 8,000
Consultants	\$ 2,000
Internet Services	\$ 3,000
Telephone/Telecommunication Services	\$ 3,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 8,000
Travel	\$ -
Postage	\$ 1,500
Special Education Services	
Student Information Services	
Food service	
Transportation	
Advertising	\$ 5,000
Other (please describe)	
Total Professional Purchased or Contracted Services	\$ 70,500
Facilities	
Rent, mortgage, or other facility cost	\$ 1
Furniture	\$ 2,500
Gas/electric	\$ 21,000
Water/ Sewer	\$ 1,500
Grounds Keeping	\$ 1,000
Maintenance Services	\$ 10,000
Custodial	\$ 5,000

Waste disposal	\$	2,000
Miscellaneous	\$	1,000
Other (please describe)		
Total Facilities	\$	44,001
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	10,150
CMO/EMO Fee		
Other (please describe)		
Total Other	\$	10,150
Total Expenditures	\$	1,438,254
Carryover/Deficit	\$	255,054

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 1

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

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

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	65,000	65,000
Business Manager	1	35,000	35,000
Administrative Assistant	0	25,000	-
Clerk	0	18,000	-
Custodian/Maintenance	1	35,000	35,000
Custodian	1	25,000	25,000
			-
Teacher (K-5)	9	33,000	297,000
Special Education Teacher	1	33,000	33,000
Phys. Ed Teacher / Sports Coordinator	1	33,660	33,660
Speech Teacher	0.5	33,000	16,500
ESL/ Foreign Language Teacher	1	33,000	33,000
IT / IT Teacher	1	50,000	50,000
Class Assistants	7	15,000	105,000
Substitute Teacher	1	15,000	15,000
Counselor / Health	1	25,000	25,000
Media Clerk / Arts Coordinator	1	18,000	18,000
Extended Learning Personnel	9	3,600	32,400
Coaches	6	1,000	6,000
			-
TOTAL	42.5		824,560

0.1585

† rows as needed.

† is included below

Benefits and Payroll Taxes	TOTAL Salary and Benefits
10,303	75,303
5,548	40,548
-	-
-	-
5,548	40,548
3,963	28,963
-	-
47,075	344,075
5,231	38,231
5,335	38,995
2,615	19,115
5,231	38,231
7,925	57,925
-	-
16,643	121,643
2,378	17,378
3,963	28,963
2,853	20,853
5,135	37,535
951	6,951
-	-
130,693	955,253

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

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,160,000	\$5,800 per student * 200 students
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)	\$ 300,000	
Other State Revenue (please describe)	\$ 25,000	
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 3,000	
Book Rental	\$ 7,500	
Fundraisers	\$ 10,000	
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,505,500	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,029,513	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,029,513	
Instructional Supplies and Resources		
Textbooks	\$ 24,300	\$450 * (25 new students + 1/6 replacement)
Library, periodicals, etc	\$ 500	
Technology		
Assessment materials	\$ 8,000	
Computers		
Software	\$ 15,000	
Other classroom supplies	\$ 30,000	
Field trips, other unclassified items		
Co-curricular & Athletics		
Instructional Furniture and Equipment	\$ 7,500	computer software/hardware and furniture
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	85,300
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	5,000
Equipment Rental and Lease	\$	10,000
Other (please describe)		
Total Support Supplies and Resources	\$	16,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	100
Other (please describe)		
Total Board Expenses	\$	100
Professional Purchased or Contracted Services		
Legal Services	\$	12,000
Audit Services	\$	10,000
Payroll Services	\$	18,000
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	8,000
Consultants	\$	2,000
Internet Services	\$	3,000
Telephone/Telecommunication Services	\$	3,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	8,000
Travel	\$	-
Postage	\$	1,500
Special Education Services		
Student Information Services		
Food service		
Transportation		
Advertising	\$	5,000
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	70,500
Facilities		
Rent, mortgage, or other facility cost	\$	1
Furniture	\$	2,500
Gas/electric	\$	21,000
Water/ Sewer	\$	1,500
Grounds Keeping	\$	1,000
Maintenance Services	\$	10,000
Custodial	\$	5,000

Waste disposal	\$	2,000	
Other (please describe)	\$	1,000	
Other (please describe)			
Total Facilities	\$	44,001	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	23,200	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			
Other (please describe)			
Total Other	\$	23,200	
Total Expenditures	\$	1,268,614	
Carryover/Deficit	\$	236,886	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 2

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

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

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	65,000	65,000
Business Manager	1	35,000	35,000
Administrative Assistant	0	25,000	-
Clerk	0	18,000	-
Custodian/Maintenance	1	35,000	35,000
Custodian	1.5	25,000	37,500
			-
Teacher (K-5)	10	33,000	330,000
Special Education Teacher	1	33,000	33,000
Phys. Ed Teacher / Sports Coordinator	1	33,660	33,660
Speech Teacher	0.5	33,000	16,500
ESL/ Foreign Language Teacher	1	33,000	33,000
IT / IT Teacher	1	50,000	50,000
Class Assistants	8	15,000	120,000
Substitute Teacher	1	15,000	15,000
Counselor / Health	1	25,000	25,000
Media Clerk / Arts Coordinator	1	18,000	18,000
Extended Learning Personnel	10	3,600	36,000
Coaches	6	1,000	6,000
			-
TOTAL	46.0		888,660

rows as needed.

t is included below	
Benefits and Payroll Taxes	TOTAL Salary and Benefits
10,303	75,303
5,548	40,548
-	-
-	-
5,548	40,548
5,944	43,444
-	-
52,305	382,305
5,231	38,231
5,335	38,995
2,615	19,115
5,231	38,231
7,925	57,925
-	-
19,020	139,020
2,378	17,378
3,963	28,963
2,853	20,853
5,706	41,706
951	6,951
	-
140,853	1,029,513

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

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,305,000	\$5,800 per student * 225 students
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)	\$ 25,000	
Other State Revenue (please describe)		
Federal Revenue		
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 5,000	
Book Rental	\$ 8,438	
Fundraising	\$ 11,250	
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,354,688	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,172,703	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,172,703	
Instructional Supplies and Resources		
Textbooks	\$ 26,100	\$450 * (25 new students + 1/6 replacement)
Library, periodicals, etc	\$ 500	
Technology		
Assessment materials	\$ 8,000	
Computers		
Software	\$ 10,000	
Other classroom supplies	\$ 30,000	
Field trips, other unclassified items		
Co-curricular & Athletics		
Instructional Furniture and Equipment	\$ 7,500	computer software/hardware and furniture
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Total Instructional Supplies and Resources	\$	82,100
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	5,000
Equipment Rental and Lease	\$	10,000
Other (please describe)		
Total Support Supplies and Resources	\$	16,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	100
Other (please describe)		
Total Board Expenses	\$	100
Professional Purchased or Contracted Services		
Legal Services	\$	12,000
Audit Services	\$	10,000
Payroll Services	\$	18,000
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	8,000
Consultants	\$	2,000
Internet Services	\$	3,000
Telephone/Telecommunication Services	\$	3,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	8,000
Travel	\$	-
Postage	\$	1,500
Special Education Services		
Student Information Services		
Food service		
Transportation		
Advertising	\$	2,000
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	67,500
Facilities		
Rent, mortgage, or other facility cost	\$	1
Furniture	\$	2,500
Gas/electric	\$	21,000
Water/ Sewer	\$	1,500
Grounds Keeping	\$	1,000
Maintenance Services	\$	10,000
Custodial	\$	5,000
Waste disposal	\$	2,000
Other (please describe)	\$	1,000

Other (please describe)		
Total Facilities	\$	44,001
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	26,100
CMO/EMO Fee		
Other (please describe)		
Total Other	\$	26,100
Total Expenditures	\$	1,408,504
Carryover/Deficit	\$	(53,816)

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 3

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

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

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	65,000	65,000
Business Manager	1	35,000	35,000
Administrative Assistant	1	25,000	25,000
Clerk	0	18,000	-
Custodian/Maintenance	1	35,000	35,000
Custodian	2	25,000	50,000
			-
Teacher (K-5)	11	33,000	363,000
Special Education Teacher	2	33,000	66,000
Phys. Ed Teacher / Sports Coordinator	1	33,660	33,660
Speech Teacher	1	33,000	33,000
ESL/ Foreign Language Teacher	1	33,000	33,000
IT / IT Teacher	1	50,000	50,000
Class Assistants	8	15,000	120,000
Substitute Teacher	1	15,000	15,000
Counselor / Health	1	25,000	25,000
Media Clerk / Arts Coordinator	1	18,000	18,000
Extended Learning Personnel	11	3,600	39,600
Coaches	6	1,000	6,000
			-
TOTAL	51.0		1,012,260

rows as needed.

is included below

Benefits and Payroll Taxes	TOTAL Salary and Benefits
10,303	75,303
5,548	40,548
3,963	28,963
-	-
5,548	40,548
7,925	57,925
-	-
57,536	420,536
10,461	76,461
5,335	38,995
5,231	38,231
5,231	38,231
7,925	57,925
-	-
19,020	139,020
2,378	17,378
3,963	28,963
2,853	20,853
6,277	45,877
951	6,951
	-
160,443	1,172,703

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

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,450,000	\$5,800 per student * 250 students
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)	\$ 25,000	
Other State Revenue (please describe)		
Federal Revenue		
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 5,000	
Book Rental	\$ 9,375	
Fundraisers	\$ 12,500	
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,501,875	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,253,335	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,253,335	
Instructional Supplies and Resources		
Textbooks	\$ 28,350	\$450 * (25 new students + 1/6 replacement)
Library, periodicals, etc	\$ 500	
Technology		
Assessment materials	\$ 8,000	
Computers		
Software	\$ 10,000	
Other classroom supplies	\$ 30,000	
Field trips, other unclassified items		
Co-curricular & Athletics		
Instructional Furniture and Equipment	\$ 7,500	computer software/hardware and furniture
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Total Instructional Supplies and Resources	\$	84,350
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	5,000
Equipment Rental and Lease	\$	10,000
Other (please describe)		
Total Support Supplies and Resources	\$	16,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	100
Other (please describe)		
Total Board Expenses	\$	100
Professional Purchased or Contracted Services		
Legal Services	\$	12,000
Audit Services	\$	10,000
Payroll Services	\$	18,000
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	8,000
Consultants	\$	2,000
Internet Services	\$	3,000
Telephone/Telecommunication Services	\$	3,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	8,000
Travel	\$	-
Postage	\$	1,500
Special Education Services		
Student Information Services		
Food service		
Transportation		
Advertising	\$	2,000
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	67,500
Facilities		
Rent, mortgage, or other facility cost	\$	1
Furniture	\$	2,500
Gas/electric	\$	21,000
Water/ Sewer	\$	1,500
Grounds Keeping	\$	1,000
Maintenance Services	\$	10,000
Custodial	\$	5,000
Waste disposal	\$	2,000
Other (please describe)	\$	1,000

Other (please describe)		
Total Facilities	\$ 44,001	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 29,000	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee		
Other (please describe)		
Total Other	\$ 29,000	
Total Expenditures	\$ 1,494,286	
Carryover/Deficit	\$ 7,589	

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 4

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

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

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	65,000	65,000
Business Manager	1	35,000	35,000
Administrative Assistant	1	25,000	25,000
Clerk	1	18,000	18,000
Custodian/Maintenance	1	35,000	35,000
Custodian	2	25,000	50,000
			-
Teacher (K-5)	12	33,000	396,000
Special Education Teacher	2	33,000	66,000
Phys. Ed Teacher / Sports Coordinator	1	33,660	33,660
Speech Teacher	1	33,000	33,000
ESL/ Foreign Language Teacher	1	33,000	33,000
IT / IT Teacher	1	50,000	50,000
Class Assistants	9	15,000	135,000
Substitute Teacher	1	15,000	15,000
Counselor / Health	1	25,000	25,000
Media Clerk / Arts Coordinator	1	18,000	18,000
Extended Learning Personnel	12	3,600	43,200
Coaches	6	1,000	6,000
			-
TOTAL	55.0		1,081,860

† rows as needed.

† is included below

Benefits and Payroll Taxes	TOTAL Salary and Benefits
10,303	75,303
5,548	40,548
3,963	28,963
2,853	20,853
5,548	40,548
7,925	57,925
-	-
62,766	458,766
10,461	76,461
5,335	38,995
5,231	38,231
5,231	38,231
7,925	57,925
-	-
21,398	156,398
2,378	17,378
3,963	28,963
2,853	20,853
6,847	50,047
951	6,951
-	-
171,475	1,253,335

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

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,450,000	\$5,800 per student * 250 students
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)	\$ 25,000	
Other State Revenue (please describe)		
Federal Revenue		
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 5,000	
Book Rental	\$ 9,375	
Fundraising	\$ 12,500	
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,501,875	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,253,335	Use staffing workbook
Substitutes		
Professional Development		
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,253,335	
Instructional Supplies and Resources		
Textbooks	\$ 18,900	\$450 * 1/6 replacement
Library, periodicals, etc	\$ 500	
Technology		
Assessment materials	\$ 8,000	
Computers		
Software	\$ 10,000	
Other classroom supplies	\$ 30,000	
Field trips, other unclassified items		
Co-curricular & Athletics		
Instructional Furniture and Equipment	\$ 7,500	computer software/hardware and furniture
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Total Instructional Supplies and Resources	\$	74,900
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	5,000
Equipment Rental and Lease	\$	10,000
Other (please describe)		
Total Support Supplies and Resources	\$	16,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	-
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	100
Other (please describe)		
Total Board Expenses	\$	100
Professional Purchased or Contracted Services		
Legal Services	\$	12,000
Audit Services	\$	10,000
Payroll Services	\$	18,000
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	8,000
Consultants	\$	2,000
Internet Services	\$	3,000
Telephone/Telecommunication Services	\$	3,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	8,000
Travel	\$	-
Postage	\$	1,500
Special Education Services		
Student Information Services		
Food service		
Transportation		
Advertising	\$	2,000
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	67,500
Facilities		
Rent, mortgage, or other facility cost	\$	1
Furniture	\$	2,500
Gas/electric	\$	21,000
Water/ Sewer	\$	1,500
Grounds Keeping	\$	1,000
Maintenance Services	\$	10,000
Custodial	\$	5,000
Waste disposal	\$	2,000
Other (please describe)	\$	1,000

Other (please describe)		
Total Facilities	\$	44,001
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	29,000
CMO/EMO Fee		
Other (please describe)		
Total Other	\$	29,000
Total Expenditures	\$	1,484,836
Carryover/Deficit	\$	17,039

Cumulative Carryover/(Deficit)

Expected Charter School Staffing Needs -- Year 5

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

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

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Director	1	65,000	65,000
Business Manager	1	35,000	35,000
Administrative Assistant	1	25,000	25,000
Clerk	1	18,000	18,000
Custodian/Maintenance	1	35,000	35,000
Custodian	2	25,000	50,000
Teacher (K-5)	12	33,000	396,000
Special Education Teacher	2	33,000	66,000
Phys. Ed Teacher / Sports Coordinator	1	33,660	33,660
Speech Teacher	1	33,000	33,000
ESL/ Foreign Language Teacher	1	33,000	33,000
IT / IT Teacher	1	50,000	50,000
Class Assistants	9	15,000	135,000
Substitute Teacher	1	15,000	15,000
Counselor / Health	1	25,000	25,000
Media Clerk / Arts Coordinator	1	18,000	18,000
Extended Learning Personnel	12	3,600	43,200
Coaches	6	1,000	6,000
TOTAL	55.0		1,081,860

† rows as needed.

† is included below	
Benefits and Payroll Taxes	TOTAL Salary and Benefits
10,303	75,303
5,548	40,548
3,963	28,963
2,853	20,853
5,548	40,548
7,925	57,925
62,766	458,766
10,461	76,461
5,335	38,995
5,231	38,231
5,231	38,231
7,925	57,925
21,398	156,398
2,378	17,378
3,963	28,963
2,853	20,853
6,847	50,047
951	6,951
171,475	1,253,335

Per student revenues (\$5,800 per student): We used a rounded-off average of per-student revenues in our service area (Greater Clark, Floyd, Clarksville).

Composition of students by ELL, SpEd, FRL: We used an average of each category in our service area (Greater Clark, Floyd, Clarksville).

Students/classrooms/staffing: In Year One, we assumed two classes of grades K-2 and one class of grades 3-5—with the more numerous K-2 students becoming more numerous 3-5 students in subsequent years. Staffing of aides and most teachers follows naturally from those assumptions. The growth of specialized teachers (e.g., speech) and administrative staffing is staggered appropriately as the enterprise grows.

Coursebook expense and rentals: We assumed \$450 per student in book costs (average book cost of \$90 * five courses). We assumed that all books would be replaced regularly/evenly over a six-year period. We assumed typical book rental fees from non-FRL students.

Inflation of costs and revenue over the six years of the budget: We assumed away yearly inflation of both expenses and revenues, since those should largely balance each other out—and would complicate the budget calculations quite a bit, without shedding much more light on the efficacy of our efforts.

Building/Mortgage and Transportation (Costs): Appropriate building expenses have been budgeted, but we have not budgeted anything for a mortgage on a building. We have a healthy surplus in our budget—and should be able to finance the purchase and renovation of a modest building, if we cannot obtain one for a nominal charge.

Transportation: We have not budgeted anything for transportation at this point and will explore this option when we have a building in hand. If we use transportation, we will finance this from the current surplus in the budget.

Food Services Contract: We have not budgeted anything for food services. If we offer food services, revenues and expenses should mostly balance out.

Fund-raising and grants: At this point, we're assuming the bare minimum on grants and only light revenues from fund-raising. Beyond that, we're confident that we will obtain on-going grants, especially for our arts programs. And we are confident that we will be able to fund-raise at a significantly higher level (than budgeted) once we have our charter and once we begin to operate.

Adjustment to unanticipated contingencies: In the face of unanticipated outcomes (particularly those with an adverse impact on the budget), the Board will work with the Director / Leader to adjust staffing and expenses as necessary and appropriate.

Non Profit financials – Does not apply.