

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Legal name of group applying for charter(s):	Indiana Schools Foundation, Inc.
Names, roles, and current employment for all persons on applicant team:	Ryan Groves, board member, attorney with Welch and Company Law Firm of Muncie, Indiana
	Jeannine Stassen, board member, former teacher, sales director.
	German Cruz, board member, former architecture professor at Ball State University
	Doug Jacobs, board member and chair, IASP District 6 2010-11 Principal of the Year and 32 years in education
	Michael Stafford, board member, insurance executive at Star Financial Bank, former owner, Stafford Insurance.
	David Sprowl, board member, non-profit executive
Designated applicant representative:	Doug Jacobs, Board Chairman
Address:	3764 S. 450 East
	Anderson, Indiana 46017
Office and cell phone numbers:	765-810-5520
Email address:	dougjacobs22@gmail.com

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

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

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Delaware Academy	2014	College Prep	Delaware County	Muncie/Del Com	K-12
Kosciusko Academy	2015	College Prep	Kosciusko County	Warsaw	K-12

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

Proposed Grade Levels and Student Enrollment

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

Proposed School Name:	Delaware Academy (one campus starting in 2014; second campus starting in 2015)	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (2014)	K-12	130/200
Year 2	K-12	260/300
Year 3	K-12	260/400
Year 4	K-12	260/500
Year 5	K-12	260/600
At Capacity	K-12	260/700

Proposed School Name:	Kosciusko Academy (one campus starting in 2015)	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (2015)	K-12	130/200
Year 2	K-12	130/200
Year 3	K-12	130/250
Year 4	K-12	130/250
Year 5	K-12	130/300
At Capacity	K-12	130/300

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

If yes, identify the ESP or other partner organization: Paideuo Academies, Inc. (a new ESP)

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

Yes No

If yes, identify the authorizer(s): Perhaps one or two private universities in Indiana

Planned submission date(s): Spring, 2014

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

Authorizer(s): ICSB

Submission date(s): Spring, 2012; withdrew application in Spring, 2013

Application Narrative

Please respond to the following questions, limiting your narrative response to all proposal sections to 55 pages total, excluding attachments. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the targeted community(ies) and your community engagement to date; the school design being proposed for replication; the replication or network growth plan; and the applicant's performance record and organizational capacity to execute the plan successfully. In **five (5) pages or less**, provide an Executive Summary that includes the following elements:

Mission and Vision for Growth in Indiana. State the mission and vision of the proposed schools and network as a whole. Provide an overview of the organization's strategic vision and five-year growth plan for developing schools in Indiana, including: years of opening; number and types of schools (grade levels); and projected number of students. Identify and briefly describe the targeted community(ies).

Answer: The mission of the Delaware and Kosciusko Academies is to provide students of the Delaware and Kosciusko County areas, and the near-by surrounding geographic area, with an outstanding public school of choice. It is our purpose to serve all socio-economic elements of the community as well as to serve all student abilities. Although school design elements come from various sources, the school model is a K12 classical charter school devoted to traditional learning and developing personal character. We wish to open one small campus (in Muncie) in the fall of 2014 (if possible), and two more small campuses in the fall of 2015. Opening one campus in the fall of 2014 would allow us to ramp up our operational capacity at a manageable pace. If it is not acceptable to open in the fall of 2014, our second choice would be a fall 2015 launch for all three small campuses.

The school is a hybrid of several school types. First, we have been inspired by the Tinley Accelerated schools in Indianapolis. In particular, we like: 1) the rigor/accelerated academic pace; 2) the extra long day for students that have fallen behind; 3) Early College partnership with Anderson University; 4) discipline and strict structure for students. Second, we have been inspired by the operational methods of many small private (typically religious) schools. In particular, we like: 1) blended online instruction for all students, but especially for the older students; and 2) multi-age classrooms. Third, we like the Hillsdale College's emphasis on classical or traditional curriculum topics. For our own innovations, we believe in the economic and academic viability of 1) small schools and 2) financial/employment contracting innovations that allow teachers more responsibility and authority over their classrooms.

The organization's strategic vision is to build innovative schools with the best new and established vendors willing to practice in Indiana. The Indiana Schools Foundation believes that a different – more entrepreneurial -- organizational structure than the current district public school employment contracts will provide the needed freedom for many current principals and school administrators to create exceptional schools.

The first vendor that the foundation would like to hire is Paideuo Academies, Inc., which is a newly formed education service provider (ESP) under the leadership of Dr. Doug Ballinger and Dr. Michael N. Baur. Paideuo was created to empower Dr. Ballinger to create exceptional schools. Dr. Ballinger is a high-performing school administrator with over 24 years of district, homeschool, and private school service. Dr. Baur will assist Dr. Ballinger with business, strategic and organizational issues. Dr. Baur, who has a PhD in finance, has a long history with charter schools, business, and academic affairs. Paideuo currently operates the Delaware Christian Academy, which is a small first-year private school in DeSoto, Indiana.

Paideuo Academies plans to partner with other service providers as well. Initial discussions have been with Dina Stephens of Tindley Accelerated Schools (Tindley Collegiate Academy, Tindley Renaissance Academy, Tindley Preparatory Academy, Arlington Community High School) about partnerships between the two organizations. Indeed, this proposed charter school attempts to replicate many of the accelerated academic innovations pioneered and perfected in the Tindley schools. Initial discussions have also been with Mr. Bob Guillaume of Lyceum Academies and the Anderson Preparatory Academy about possible partnerships as well.

With Paideuo Academies, we are initially proposing to open small schools. Multi-age classes will be used to teach the students. Depending on demand, and in some environments, these schools may grow larger than expected even in the first year. However, we believe that growth will take time as the schools become established and trusted by the local communities.

In today's environment, these small schools are extremely innovative. However, small multi-age schools have a long history in Indiana and across the Midwest and beyond. It is an economic model that has a proven track record. Indiana was once dotted with hundreds of one-room schoolhouses in the nineteenth and early twentieth centuries. The Amish in northern Indiana continue to successfully use neighborhood, one-room schoolhouses for their elementary schools. Many small faith-based schools operate successfully with multi-age classrooms and small enrollments. For example, the Heartland Christian School in New Castle serves a K-12 population with only a couple classrooms and 35 people in the entire school. Homeschool families also use multi-age classrooms. Several Indiana charters currently use multi-age classrooms as well. The real world is a multi-age experience. In fact, our traditional schools are one of the few places where people are separated into strict age-specific groups.

In any case, we wish to test an innovative design where a school that is capable of operating financially in low revenue and low enrollment environments. If this can be achieved, charter schools can operate in rural areas, and as smaller urban schools. In recent years, we have not seen many charter schools in rural areas. We believe that the benefits of economies of scale are exaggerated (e.g., Dollar General's success versus Walmart), especially with the use and benefits of multi-grade classrooms where students learn at their own pace. We plan to design and operate schools that can be economically – and academically – viable at historically low enrollment breakeven levels.

Low breakeven enrollment levels also reduce the financial risks of getting a school started in the initial years of operation. If the only enrollment that a school needs in its first year is 50 students to breakeven financially, there is little chance of the school closing for financial reasons in its first year. The first year is critical in the financial life of a school. Like most businesses and living organisms, if the school can survive the first year, the chances of long-term survival are greatly improved as it develops its reputation and matures.

Over the longer term (or sooner, depending on demand), the schools will gradually become small K12 schools. This too is an historic, economically, and academically viable model. If you are a school in a small rural area or a specialized school in an urban area, it is much easier to find 25 children for one classroom per grade in a ten-mile radius of the school than it is to find three classrooms per grade (75 kids) in a ten-mile radius of the school.

Academically, K12 schools create the finest high school graduates in Indiana. If one looks at a list of the highest ranked schools in Indiana, it is remarkable how many of them are K12 schools that first enrolled the kids in kindergarten and kept them through their senior year of high school. Long-time charter school expert Michelle Thompson of Indianapolis says this is one of the biggest factors in creating an exceptional school.

The school needs to develop a learning culture in the elementary grades that can be built upon in the later grades. If you get the kids for high school only, it is too late.

The five-year growth plan for the Indiana Schools Foundation is to grow as fast as demand dictates and exceptional vendor capacity can be identified. We believe there is significant unmet demand for high-quality educational options in many cities and rural areas in Indiana. If this unmet demand exists throughout Indiana, the lacking component to meeting our children's needs is vendors or educational service providers who can produce exceptional schools. We plan to address this lacking component standing in the way of better schools for our kids.

The Delaware and Kosciusko Academy could potentially serve grades K-12. Although all grades would use an online content/curriculum supplemented with in-class instruction, the higher grades would rely more heavily on online content supplemented by tutors and early college courses taught by college faculty. We are currently making contact with area colleges (e.g., Ivy Tech, Ball State, Anderson University, Taylor University, Indiana Wesleyan University, Huntington College) about being the provider of early college courses. The expectation is that many students will be able to enter college with some academic standing or as an academic sophomore.

We are proposing two small campuses in Muncie. At this time, several locations are possible. We may try to acquire use of an abandoned school building in Muncie, and/or use one of two buildings that are currently available to us. Since some of the Delaware Academy buildings are available immediately, we are prepared to open in the fall of 2014. The Kosciusko Academy would be located in Silver Lake, IN, in the former Silver Lake elementary school building. This school would be structured similar to the two campuses of the Delaware Academy. One campus in the Muncie area would be the first campus to open, if allowable, in the fall of 2014.

The educational purpose of Delaware Academy is to provide students with a demanding liberal arts and science curriculum within an educational environment that is safe, structured, and disciplined. It is our purpose that every student accomplishes core courses mastery, and every student maximizes his or her ability and potential.

Financially, with contractual flexibility from our vendors, we feel we can open with as few as 50 students at each campus. A more likely enrollment scenario would entail up to six classes at each campus (130 students at each campus). The educational model we are following calls for multi-grade classrooms regardless of enrollment levels. The 2011-2012 Tuition support per ADM is: \$6301 (Muncie community schools), \$5257 (Delaware community schools), and \$5480 (Warsaw community schools).

Educational Need. Describe the educational needs and challenges of each community targeted and your rationale for choosing the community.

Target Population. Explain how the decision to serve the targeted population, including the grade levels you have chosen, would meet community needs.

Answer: An additional mission of the schools is to help close the achievement gap of local schools to statewide, national and international standards, and to help close the achievement gap of minority students to other students. 2012 data from the Indiana Department of Education website raises serious concerns about the academic achievement of the Muncie community school system:

- Overall, for 2012, the Muncie Community School system received a "D" on its corporate report card. The corporation reported no student growth in mathematics, and in English/Language Arts it received a "penalty" for showing low growth in its student performance.

- Items **below** the state average:
 - 1) Graduation rate
 - 2) College Career Readiness (CCR)
 - 3) K-8 Mathematics performance level
 - 4) K-8 Mathematics growth rate
 - 5) K-8 English/Language Arts performance level
 - 6) K-8 English/Language Arts growth
 - 7) 9-12 grade Algebra end of course assessment
 - 8) 9-12 grade English end of course assessment

These low performance measures are not new. The Muncie Community Schools ranked in the bottom *three* percent statewide in the percent of students passing (49%) both the English and math portion of the ISTEP exam in 2006-2007. In that year, of the 295 school districts in Indiana, the Muncie Community Schools ranked 288th. We propose a school where there are clear consequences for behaviors, both positive and negative. Delaware Academy's education environment allows students to experience the rewards of learning.

With the 2013 data showing Muncie to be a 75% free and reduced lunch population, Delaware Academy has been intentionally designed to meet the needs of students within our community. We expect that many or most of these students will be economically disadvantaged, and therefore fit the federal government's definition of students in "at-risk" situations, including those demonstrating low achievement, behavioral issues, high absenteeism, drug abuse and dependency, and serious emotional issues. The Delaware Academy case conference committee will determine the level of support needed by each special needs student.

Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed schools. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

Answer: Currently, we have no formal relationships with any partners. However, we wish to partner with as many community groups as possible.

Is there a demand in Delaware County for a bricks-and-mortar charter school? First, there is currently only one bricks-and-mortar charter school in Delaware County. This school – Inspire Academy – is in its first year of operation, and appears to have had a successful start. Muncie is one of the largest cities remaining in the state without several bricks-and-mortar charter schools. The Muncie area needs more diversity in educational offerings to students and parents. All students do not learn alike. A bricks-and-mortar charter school coupled with high academic standards would be a welcome addition to Muncie-area students.

If one were to pick a test market to gauge demand in Muncie for a charter school, the best test market is Anderson, which is similar to Muncie in many ways. Anderson has a charter school that has been one of the fastest growing charter schools in the state. Within three years of opening, the charter school has grown to almost 900 students with more on the waiting list. This marketing research would indicate that the demand in Muncie is great for a bricks-and-mortar charter school.

Education Plan/School Design. Provide an overview of the education program proposed for replication, including key innovations and non-negotiable elements of the school model. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Answer: As mentioned above, the education plan proposed for replication includes parts from various

sources, including Tindley Accelerated Charter schools in Indianapolis (extended school day, accelerated programs, rigor, pre-college courses taught by college faculty, college focus), Anderson Preparatory Academy (discipline, multi-age classrooms), small (faith-based) schools (low breakeven operation methods, low enrollment and low revenue markets, multi-age classrooms, blended online content delivery), and the Hillsdale classical charter school initiative.

Research for many of these innovations can be found at: www.acceleratedschools.net/research.htm
Accelerated schools draw on a philosophy, research, and processes. Implementation is based on what we know that works:

- Smaller schools support higher levels of engagement, achievement, and graduation rates.
- Each school should have no more than 400 students.
- Learning based on research and student inquiry.
- Multi-disciplinary curricula.
- Functional accountability through multiple forms of assessments.
- Autonomy over scheduling, budget, staffing, and time.
- Support for teaching through continuous professional development.
- Direct parents and community engagement.
- Partnerships with local colleges, universities, and corporations.

An accelerated school is:

- A community of students, teachers, and parents
- Making plans and decision together
- Sharing responsibility for accomplishing the plans.
- Sharing a dream and common goals
- Giving power to everyone and sharing the responsibility
- Building on strengths
- Sharing the best parts of education with all students, Not just the smartest.
- An orderly approach to look at a school
- To think about the kind of school everyone wants
- By setting goals for change.

Network Governance and Leadership. Provide an overview of the proposed network governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school replication plan over the long term.

Answer: The network governance begins with the Board of the Indiana Schools Foundation, Inc. This board includes a range of professional talents: an IASP District 6 2010-11 Principal of the Year and 32-year education veteran, former college architecture professor, a lawyer, insurance entrepreneur, former teacher, and not-for-profit executive. The board is currently led by Doug Jacobs. Board resumes are included in Appendix 6.

The second legs of network governance are the educational service providers (ESP) the Board proposes to hire to manage its schools. In exchange for day-to-day operational control of the school, ESP will be held accountable for the academic and operational success of the school. If the ESP proves, on a series of metrics, to create poor results, the ESP will be replaced with another management firm. The Board aspires to hire the best new and existing ESP currently operating in Indiana. We believe we have identified a new ESP in Paideuo Academies, which is a vehicle for Dr. Doug Ballinger and Dr. Michael Baur (see their resumes and references) to create a great school.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school(s). Identify *only* individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for any school or for the network as a whole. These may include network leadership, proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school or network development or operations.

Explain the Founding Group's collective qualifications for establishing high-quality schools in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- School leadership, administration and governance
- Curriculum, instruction and assessment
- Financial, business and school operations management
- Performance management
- Parent and community engagement
- Facilities management

Answer: The following is a list of the founding group members that will assume roles in: school leadership/administration/governance, curriculum/instruction/assessment, financial/business/operations management, performance management, parent/community engagement, and facilities management.

Dr. Doug Ballinger: Dr. Ballinger is an exceptional school operator, which the Indiana Schools Foundation wishes to hire to create an exceptional school. Dr. Ballinger has 24 years of educational experience including elementary, middle, and high school. He has 14 years of experience as a principal, 4 years experience as an assistant principal and athletic director, 9 years experience as curriculum director, and 6 years experience as a teacher. In 2011, he was hired by Lakeview Christian School to lead the only school in Grant County that serves children from six weeks old to 12th grade. He grew the pre-school 500% in his first year, and grew the K-12 program 245%.

Among Dr. Ballinger's many innovations are: 1) his implementation of online education options for grades 6-12 with dual credits to many colleges; 2) partnerships with more than 30 area businesses and schools; 3) alignment of curriculum process and training for Common Core Curriculum; 4) first administrator to tap into Title I funds for private schools; 5) first administrator to tap into private school funding for students with an Individual Education Plan (IEP); and 6) maintaining accreditation with Association of Christian Schools International (ACSI). He also was the first administrator in the history of the school to get the school significantly in the black financially. See his resume for further accomplishments and references. He is a graduate of Ball State University (B.S. in Math Education), and has his Masters in Educational Administration and Principal Certification from Ball State University, and has his PhD in Educational Administration from Indiana State University.

Dr. Michael N. Baur: Dr. Baur is a partner with Dr. Ballinger in his newly-formed education management company, Paideuo Academies, LLC. Dr. Baur has a long history with charter schools, having served on the Ball State Charter School review committee for many years after its inception in 2002. He left the review committee four or five years ago to become a vendor, assisting groups writing charter applications, finding buildings, and finding exceptional operators for proposed charter schools. Dr. Baur is a graduate of Yale University (economics), The College of William and Mary (MBA), and the University of Texas at Austin (PhD. in finance) and is an emeritus finance faculty member at Ball State University.

Douglas W. Jacobs: Board chairman Douglas Jacobs has 32 years of educational experience including elementary, middle, and high school. He has 10 years of experience as a principal, 8 years experience as an assistant principal, and 13 years experience as a teacher. In June of 2011, he was hired by a charter school -- the Anderson Preparatory Academy -- to open its two new elementary school campuses. Within two months (from June 14 to August 10), he had hired all the staff, recruited all the students and had the 350-student school up and running by August. Additionally, within its first year of operations, the school had over 300 students on its waiting list. For the 2010-2011 school year, Mr. Jacobs was named the Indiana Association of School Principals (IASP) District 6 Elementary Principal of the Year. See his resume for further accomplishments and references. He is a graduate of Anderson University, and has his Masters of Education and Administrative Certification from Ball State University.

Current and Past Board Members: Other important contributors are board members Doug Jacobs (Chair), Ryan Groves, David Sprowl, German Cruz, Michael Stafford, and Jeannine Stassen.

Provide, as **Attachment 1**, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the first school proposed in this application. **NOTE: There is no page limit for this attachment.**

Answer: See Attachment 1 (founding group resumes)

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

Answer: Paideuo Academies Inc. are partners in planning and establishing the school. They have helped write the charter application as well as many other duties. In addition, Dr. Doug Ballinger and Dr. Michael N. Baur intend to help in the preparation, planning, and operation of the schools. Other than their time and minor expenses, they have not contributed any resources.

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

Answer: Dr. Ballinger and Dr. Baur know each other after discussions about a possible expansion of Lakeview Christian School. As their resumes indicate, all have long histories with education management and school innovation in Indiana. For his principal of the year award and for other reasons, Mr. Jacobs is well known in local education circles. Needless to say, all are not satisfied with the quality of schools in Indiana, and the implications of non-performing schools to unprepared children and the future of Indiana.

School Leader and Leadership Team

1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as **Attachment 2**, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader. **NOTE: There is no page limit for this attachment.**

Answer: Principal/Head of School candidate: Dr. Doug Ballinger. Currently, Dr. Ballinger is the preferred candidate to become the Delaware Academy's school's leader. Dr. Ballinger has extensive school

leadership experience, including most-recently turning around the Lakeview Christian School in Marion, IN, where he is the school's superintendent/leader. As a manager, Dr. Ballinger is quite capable of either opening a school or as a turnaround specialist. He is also acquainted with many active or retired principals around the state that may work under his supervision, after the school becomes mature. See Dr. Ballinger's resume and references for further information. As mentioned above and further elaborated in his resume, Dr. Ballinger has a unique set of experiences – both in district schools and a private school – to create an exceptional school. Over time, and as the school matures, Dr. Ballinger's responsibilities may switch from being the principal to the role of supervising a principal. From the start, he will also be supervising the Kosciusko Academy's leader.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Answer: Dr. Michael Baur and/or Dr. Doug Ballinger will be the first part-time employees of the Delaware Academy and Kosciusko Academy. Like all employees of the school, these individuals will work for Paideuo Academies, LLC and be compensated by Paideuo, which hopes to have a contract to operate the school for the Indiana Schools Foundation. Other individuals – such as teachers -- may become employees as well, as finances and conditions permit.

3. Describe the responsibilities and qualifications of the first proposed school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. **NOTE: There is no page limit for this attachment.**

Answer: Dr. Michael Baur will be initially responsible for the proposed school's administrative duties. His qualifications are listed in his attached resume. As enrollments in the schools grow, administrative/management team members will be added. In addition, the school leaders will have some administrative duties.

Although several candidates are under consideration, these positions have not yet been filled. The timeline for hiring these individuals will depend on: 1) workflow need; 2) school financial restraints; and 3) availability of the candidate. As soon as the charter is approved, postings for positions will be made. Interviews will begin as resumes are received. Our target for hiring of administrative and teaching staff will be within a month after charter approval. Staff will reflect qualifications required by the State of Indiana.

Governance

Legal Status and Governing Documents

For the entity proposing to hold the charter(s), provide the following governance documents as **Attachment 4**:

- 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
- Copy of the Articles of Incorporation;
- Copy of Board Bylaws.

Answer: The Indiana Schools Foundation has been granted 501c3 status. This IRS approval letter is included in Attachment 4 along with a copy of the foundation's Articles of Incorporation and Bylaws.

As **Attachment 5**, provide one (1) complete and signed Statement of Assurances form. **NOTE: Please use the provided form included in this RFP.**

Answer: See Attachment 5 (Statement of Assurances).

Governing Board

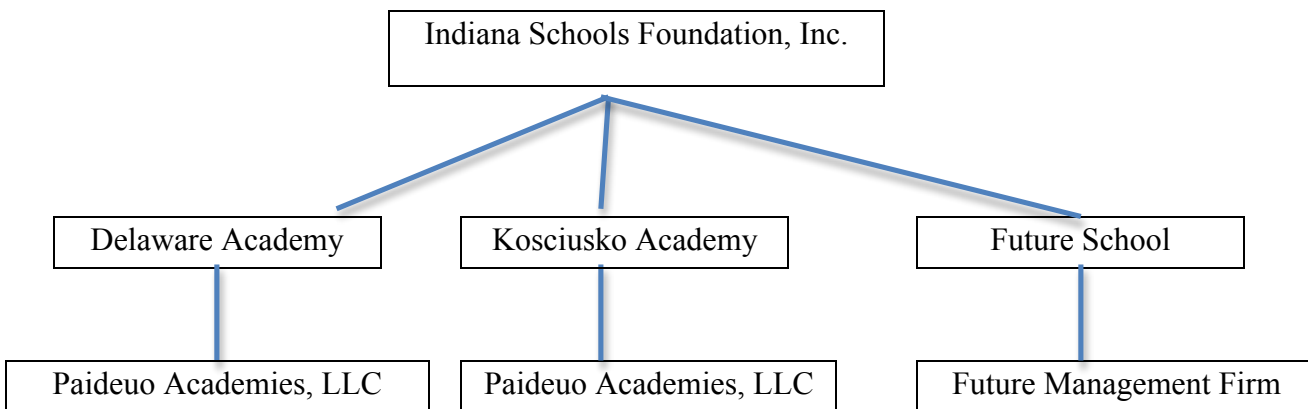
1. **Governance Structure and Composition.** Describe the governance structure. Will the new school(s) have an independent governing board, or will there be a single network-level board governing multiple schools? Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In **Attachment 6**, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. **NOTE: Please use the provided form included in this RFP. If a Board member's resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.**

IMPORTANT NOTES:

- The ICSB awards charters only to nonprofit corporations that either have received, or have applied for, federal tax-exempt status from the IRS. **A proposal will be considered incomplete if the applicant does not meet these criteria.**
- Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: "The organizer's constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution."

Answer: The Indiana Schools Foundation board is currently asking for one charter that will have several campuses: Delaware Academy (with two campuses) and Kosciusko Academy (with one campus), both managed by Paideuo Academies, LLC. In the future, the Indiana Schools Foundation may contract with additional management firms to manage other charter schools (if this transpires, it would be a single network-level board governing multiple schools). See the organizational chart below.

Indiana Schools Foundation, Inc. Organizational Chart:



The governing board, the Indiana Schools Foundation, Inc., currently has six individuals. These individuals are Douglas Jacobs (Chair), David Sprowl, Ryan Groves, Jeannine Stassen, German Cruz, and Michael Stafford. These individuals include a range of professional qualifications (see resumes), including an IASP District 6 2010-11 Principal of the Year and 32-year education veteran, former college architecture professor, a lawyer, insurance entrepreneur, former teacher, and not-for-profit executive. The Foundation's bylaws allow for as few as five to as many as nine members. More members will be added as suitable candidates are identified. The composition of the Board will be dictated by: 1) belief in a common mission to create high performing schools by identifying and hiring education management organizations to run the schools; 2) a professional skill set needed by the Board; and 3) availability of the board candidate.

The governance structure of the school will be a traditional charter school model: non-profit board will hire an education management organization to operate the school. School employees will work for the management organization. The Board will perform an oversight role to guarantee that the school becomes a high-performing school. As such, the Board will focus on performance metrics and let operations and process to the management organization. If the management company is not able to deliver a high-performance school, the management firm may be replaced with a new management company.

As schools or campuses are added to the network of schools, there will be a single network-level board governing multiple schools. However, at certain locations, the Board may create advisory boards to assist the network-level board with decision-making.

2. Pre-Existing Nonprofit Organization. If this application is being submitted by an existing nonprofit organization or institution *other than* a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school expansion/replication, and to comply with Indiana's Public Access Laws, including the Open Door Law.

Answer: Not applicable, since this is not a pre-existing nonprofit organization.

3. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of all Indiana charter schools in the network's portfolio.

Answer: By avoiding micromanagement and limiting "process" decisions, the Board will be able to focus completely and singularly on "results": the academic performance, financial and managerial oversight of the schools. With proper composition of individual board members, the Board will have the intellectual and professional firepower to effectively evaluate organizational structures, financial issues, academic performance metrics, and business contracts.

Also, by working with vendors, the Board will have more freedom to make big changes in the school in the event that performance is not meeting expectations. For example, if the Board was operationally involved with most decisions within the school, and all the school employees were Board employees, it would be much harder to make significant changes in the school's direction. That is, the Board will likely have much more control over a vendor that it would over its own employees.

4. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14 and as further explained on the ICBS website under Application Resources. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

Answer: The success and effectiveness of the Board is critically dependent on the quality, institutional memory, and duration of board leadership and its members. We should be protective of a board member's time and not have an excessive number of or lengthy meetings for fear that no one of sufficient quality will want to serve in a board leadership position or on the board at all. Therefore, Board meetings should be of sufficient frequency to provide effective oversight, but not too frequent that quality people will leave the board because of the onerous time commitment. The current plan is to have bimonthly meetings (6 per year) with the board option to have additional meetings up to a total of 10 per year.

We are recruiting high quality individuals because we are attempting to limit an excessive time commitment. We also plan on electronic communications where appropriate in place of board meetings. Also, the focus of the board meetings will be limited to evaluation of results and oversight, not day-to-day operation of the schools. It has not yet been decided what standing committees will be formed. All the board members – but especially the board chair – will be responsible that the governing board will comply with Indiana's Public Access Laws.

5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 7**, the board's Code of Ethics and Conflict of Interest policy. **NOTE: There is no page limit for this attachment.**

Answer: The board's ethical standards and procedures for identifying and addressing conflicts of interest are detailed in the Foundation's Bylaws. We have replicated these in Attachment 7.

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

Answer: We plan on having a parent/community advisory body for each school. Each school-level body is advisory only and may recommend actions to the network-level governing board (i.e., the Indiana Schools Foundation Board). The composition of the school-level advisory boards will be parents and community members, and they will report to the school's principal and the network-level board.

7. Grievance Process. Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

Answer: Typically, a parent would go to teacher first. If the parent is not satisfied, the parent/student would go to principal who would hear the complaint and review the complaint for several days. The principal would try to get back to parent within a week. If parent not happy, would go to superintendent or supervisor of the principal. Parents get a student-parent handbook, which is distributed at beginning of the year.

School Management Contracts

If the applicant does not intend to contract with an Education Service Provider (ESP), mark "Not Applicable" and skip to next section. If any proposed school intends to contract with an Education Service Provider (ESP) for school management, provide the following information (and provide the requested documentation as **Attachment 8**):

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

Answer: The education service provider (ESP), Paideuo Academies, Inc., is a relatively new management

company formed around the experienced and exceptional educator Doug Ballinger, who has 24 years of teaching and administrative experience and Dr. Michael N. Baur, who has extensive administrative, academic and business experience. Dr. Ballinger, Dr. Baur, and Paideuo will be held strictly accountable for the school's operational and academic performance results.

Paideuo currently operates a small private school (Delaware Christian Academy) in DeSoto, Indiana, which is just outside of the Muncie city limits. In its first year, the school has only seven students. On a part-time basis, Dr. Baur oversees the school's one teacher and teaching assistant. All but one of the students qualifies for free or reduced lunches.

Assisting Dr. Ballinger at Paideuo is Dr. Michael Baur, who is a partner with Dr. Ballinger in Paideuo Academies. Dr. Baur will take care of strategic, organizational, and business affairs. By taking non-mission critical task items off Dr. Ballinger's plate, Dr. Baur hopes to let Dr. Ballinger concentrate exclusively on the organizational and academic task items that are critical to a school's success. Paideuo has the long-range intention of attracting additional experienced and exceptional educators for this and future charter schools, and wants to put together the most administrator-friendly and teacher-friendly work environment possible in order to attract these high-performing individuals. Thus, the mission of Paideuo is to recruit the finest school leaders and teachers in Indiana, and then hold them accountable.

Although an adequate support structure and the freedom to practice one's craft without excessive interference is paramount, it is also important that school administrator (and teacher) financial incentives should be aligned with academic and operational performance. Exceptional administrators and exceptional teachers should be financially rewarded – and incentivized -- to create an exceptional school. Paideuo believes that human capital is the critical input – not buildings or anything else -- in an exceptional school. The school that has the best organizational structure and the best employment contracts with its staff will be the best school in the long run. That is, the best employment contracts -- and working conditions -- will attract the best staff, and the best staff will create the best school.

b. A summary explanation of how and why the ESP was selected, and the due diligence conducted (including a list of other ESPs assessed during the due diligence process, if any);

Answer: Dr. Baur initially contacted Dr. Ballinger and some Indiana Schools Foundation board members about some ideas of how to organize and create charter schools in Indiana. The board members, Dr. Baur and Dr. Ballinger then organized their thoughts about the structure of a new charter school, and the creation of an education service provider to service the new charter school.

c. A term sheet setting forth a proposed duration of the contract that aligns with the ICSB 5-Year charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

Answer: ESP Management Contract Term Sheet

Duration:

- 5 years

- Early Termination: The Board has the authority to switch management companies or operate the School themselves without a management services company. The Board shall exercise good faith in considering the recommendations of the management firm on issues including, but not limited to, policies, rules,

regulations, procedures, curriculum and budgets subject to the constraints of law and the requirements of the Contract. The Board's failure to adopt the management firm's reasonable recommendations with respect to policies, rules and regulations to enable the management firm to implement the School design as set forth in the Contract may, at the management firm's option, be deemed a material event which shall entitle the management firm, at its option, to unilaterally terminate this Agreement. Similarly, if the Board cannot agree with the management firm on educational or fiscal policies, the Board may terminate this Agreement as well.

Fees:

- 9% of total revenue
- Additional 3.5% bonus fee if management meet specific board-determined goals.

Contractor status:

- Independent contractor

Employee status:

- School employees are employees or sub-contractors of the management firm.

Finances:

- Revenues immediately deposited into management firm deposit account, which is used to pay all school expenses.

Selection of School Leader:

- Management firm is responsible for all staffing decisions.

Budget:

- Management firm is responsible to create this document.

School Policies and Procedures:

- Foundation hires management firm to make these decisions.

Curriculum and school activities:

- Foundation hires management firm to make these decisions.

Specific Functions:

- Strategic Planning. The management firm shall work with School leadership, design strategic plans for continuing educational and financial benefit of the School.
- Public Relations. The management firm shall work with the Board design a public relations strategy for the development of beneficial and harmonious relationships with the community and other organizations.
- Other Functions. At the wishes of the Board, the services the management firm will provide the School include, but are not limited to the following.

-- Financial

- Record keeping
- Develop compensation plans
- Select benefit packages
- Provide payroll services
- Provide budgets: operational (annual with updates as needed); cash flow; financial statements
- Pay invoices
- Risk management

- Other aspects of the business administration of the School
 - All functions typically associated with the operations of a school that are typically performed by the school district
- Education Planning
 - Curriculum improvement services
 - Student assessment
 - Develop school improvement plan
 - Technology planning
 - Staff Development
 - Professional development
 - Selection, employment and supervision of all teachers and staff
 - Compliance Issues/Reports
 - Development of policies and protocols to guide daily operations
 - Help with filing reports to ICSB, local, state of Indiana, federal government
 - Preparation of charter applications
 - Preparation of regulations governing operations of the School
 - Cooperation with and facilitation of the services performed by the Board's legal counsel and independent auditor
 - Development of human resource policies, protocols and forms
 - Implementation and enforcement of policies
 - Implementation of policies and procedures for the health, safety and welfare of students and other persons at the School
 - Preparation of services on behalf of the Board, such as the preparation of agendas, minutes, and the assembly of documents and information required by members of the board.
 - Educational Services
 - Implementation and administration of educational program
 - Oversee the day-to-day operation of the School
 - Hire staff
 - Curriculums for each grade level
 - Discipline policies
 - Student records
 - Schedules for students/staff
 - Attendance records
 - Assist with development of school forms
 - Student environment management
 - Advertising and recruitment of students
 - All functions associated with enrollment management
 - School Equipment
 - Assist with furniture needs
 - Assist with technology purchases
 - Information systems development and management
 - Facilities Planning
 - Facilities Upkeep
 - Assist with facilities decisions, oversight of vendors and maintenance, utilities

- Preparation of grants and special programs
 - Securing funding sources for special programs and facility improvements
 - Assisting with completing of grant proposals and applications
- Administration of extra-curricular and co-curricular activities and programs

Board Responsibilities:

-- Accounting Services. The Board is responsible for selecting the independent auditor to perform the financial audits in accordance with the charter Contract with ICSB and applicable state law.

-- Evaluation. The Board will evaluate the performance each year to provide an understanding of the Board's view of its performance under this Agreement. A preliminary evaluation will normally occur in December of each year followed by a year-end evaluation in June. The Board will determine the format to conduct this evaluation. Special evaluations may occur at any time.

-- Educational Consultants. The Board may retain educational consultants to review the operations of the School and the performance under this Agreement. The management firm shall cooperate with the educational consultants and provide these individuals with prompt access to records, facilities and information as if such requests came from the board.

d. A draft of the proposed management contract detailing all of the above terms;

Answer: For more terms, see the sample management services agreement (for Acme Academies, LLC) which includes many more sample conditions and responsibilities in Attachment 8 (ESP information).

e. Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;

Answer: See answer above and also the draft of a proposed management contract with Paideuo Academies, LLC in Attachment 8 (ESP information: Acme Academies LLC sample management service agreement).

f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and

Answer: In smaller (or larger) towns it is common that the board members may have an acquaintance with some partners or staff of the service provider. There are no known current financial or business relations between any board member and an individual associated with the service provider.

In the Foundation's Bylaws, there is an extensive discussion about the procedures to follow if a conflict of interest arises. We intend to be vigilant and transparent with any conflict of interest issues. Because public funds are involved with charter schools, it is important to address these issues even if there is only an appearance of a conflict of interest.

g. Evidence that the service provider is authorized to do business in Indiana.

Answer: Paideuo Academies, LLC, is authorized to do business in Indiana. See Attachment 8 (ESP Documentation) for a copy of their Articles of Incorporation from the Indiana Secretary of State.

h. Assurance that the organizer will be structurally independent of the ESP and shall set and approve school policies. Per Indiana statute, the assurance must also provide that the terms of the service contract must be

reached by the organizer and the ESP through arms-length negotiations in which the organizer must be represented by legal counsel. The legal counsel may not also represent the ESP.

Answer: Organizationally, the organizer (Indiana Schools Foundation, Inc.) is independent of the Education Service Provider (Paideuo Academies, LLC), which is one of many vendors the foundation contracts with to provide services to the proposed school. The management contract between the organizer and the ESP detail how school policies are determined, and how the organizer has final say on all policies. The management contract also details how the organizer should be represented by independent legal counsel as it negotiates an arms-length management contract with the ESP.

Provide the following information about the organization's growth plan and capacity to carry out that plan with quality and integrity.

Network Vision, Growth Plan and Capacity

Provide, as **Attachment 9**, the organization's 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable). NOTE: Experienced school networks (both CMOs and ESPs) are required to submit a business plan containing all components of a traditional business plan. There is no page limit for this attachment. At a minimum, the business plan should address the following questions:

Answer: Although no extensive business plan for the next five years has yet been developed, either by the Indiana Schools Foundation or Paideuo Academies, we have created a business plan that answers the following questions 1-4 in Attachment 9.

1. Describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools; planned opening years; all currently targeted geographies and criteria for selecting them; projected numbers of students; and measurable impact on student achievement.
2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana.
3. Provide evidence of organizational capacity (human capital, financial, information systems, etc.) to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets.
4. Describe the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks?

Network Management

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services? *(In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)*

Answer: In the future, the management firm may manage additional schools. If this happens, shared or centralized services will have to be allocated across several schools. The currently proposed management contract (see attached draft management contract for further details) provides for this potential event. The contract calls for service costs to be allocated according to student populations of various schools.

Because this has yet to transpire, the structure, cost, and services to be provided have yet to be determined. One of the Foundation’s oversight functions is to determine if the management firm is meeting its service goals and successfully delivering these services.

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Management Organization Decision-Making (i.e., Paideuo Academies)	Network/ School Decision-Making (i.e., Indiana Schools Foundation)
Performance Goals	Suggestions only by management firm	Foundation leads
Curriculum	Management firm leads	Strategic help only from Foundation
Professional Development	Management firm leads	Minor role for Foundation
Data Management and Interim Student Assessments	Management firm collects and organizes data	Directs what data to collect and analyzes results
Grade Level Promotion Criteria	Suggest and carry out school policies	Strategic help from Foundation
Culture	Suggest and carry out school policies	Strategic help from Foundation
Budgeting, Finance, and Accounting	Collects, organizes and analyzes data	Oversight and analysis of data by Foundation
Student Recruitment	Duty of management firm	Oversight by Foundation
School Staff Recruitment and Hiring	Duty of management firm	Oversight by Foundation
HR Services (payroll, benefits, etc.)	Duty of management firm	Oversight by Foundation
Development	Management firm assists	Strategic help from Foundation
Community Relations	Management firm leads	Assisted by Foundation
Information Technology	Duty of management firm	Oversight by Foundation
Facilities Management	Management firm leads	Assisted by Foundation
Vendor Management / Procurement	Management firm leads	Assisted by Foundation
Other operational functions, if any		

3. Provide, as **Attachment 10**, the following organizational charts: a. Network as a whole, aligned with the 5-Year Business Plan b. School-level organizational chart for School 1 in Year 1, and also at Full Capacity **NOTE: Limit attachment to five (5) pages.** The network and school-level organizational charts should clearly delineate the roles and responsibilities of the governing board, staff, and any Education Service Providers that will manage the school(s).

Answer: See Attachment 10 for organizational charts. As detailed in the management services contract in the Appendix, there are clearly defined roles for the ESP and the board (the staff are part of the ESP). The

ESP is responsible for operational decisions, and the Board is strictly an oversight board with few operational responsibilities.

SECTION II: SCHOOL DESIGN

Education Plan

For this section, describe the design and plan for each school for which you are applying. If you are applying for multiple schools designed around the same model, simply state so.

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20- 31-3. Please also describe how the proposed instructional design will align with or exceed the Common Core Standards. More information about Indiana's adoption of the Common Core Standards and the implementation timeline can be found at <http://www.doe.in.gov/achievement/curriculum/resources-implementing-indianas-common-core-standards>.

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual)
- class size and structure
- an overview of the curriculum,
- the use of technology in delivering instruction (if applicable)
- plans for ensuring the school is staffed with highly effective teachers, and
- evidence-based support.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

3. Identify any key educational features that would *differ* from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

Answer: The school design follows that of the classical/traditional education model. All campuses will follow the same design model. Hillsdale College's Charter School Initiative for a classical education has heavily influenced us. Although we are not currently part of their formal program, we are in discussions with officials at Hillsdale to possibly become a partner in the future. Although financial and logistical impediments may prohibit us from fully implementing all aspects of the Hillsdale classical education program – especially for our campuses that only have a limited number of students and staff -- we aspire to do as much as we can.

Like Hillsdale, we believe this model is well suited for a wide range of students. As discussed in the Executive Summary, this classical design model has been used successfully with a wide range of students – from at risk students to the gifted and talented. For hundreds (or thousands) of years of history, as well as recently, there is more empirical evidence of the success of this type of educational design than any other. Many of the most learned men and woman in academic and civil affairs in the past – and today – received variations of this classical educational design model.

The instructional design includes traditional classrooms led by an instructor – and assistants -- with roughly 22 students each. Appropriately certified teachers will be selected carefully to assure content or knowledge-

based proficiency as opposed to progressive pedagogical techniques. In addition, we plan to supplement the traditional classroom with online content and lessons. These online exercises can be done at school, at home, or both. This online content will probably be used more extensively in the higher grades and for more specific and specialized content areas. Also, as the school grows into a more classrooms, the need for online content delivery may diminish as specialized teaching staff are hired.

As will be further discussed below, the Core Knowledge curriculum is already aligned with Indiana standards and benchmarks. The alignment was completed by the Core Knowledge Foundation. For the other portions of the curriculum, upon approval of the charter application, the school will begin to review the Scope and Sequences of the Singapore Math Program and Riggs and align them to Indiana Standards and Benchmarks. If gaps exist here or elsewhere, supplemental curriculum will be developed to complete the alignment. Similar measures will be used to ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20- 31-3.

This philosophy of education subscribes to the tried and true form of education underlying Western Civilization: all students — regardless of socio-economic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and challenged by high expectations and meritorious standards. We also agree with Aristotle that one becomes virtuous only by practicing the virtues. We further trust that young people will recognize and emulate virtuous behavior when introduced to the timeless heroes and heroines of literature and history. Our philosophy of education aligns with that of America's Founders in that the object of education is "to instruct... our citizens in... their rights, interests and duties, as men and citizens" (Jefferson, August 1818).

With these convictions, we will provide students a rigorous classical, liberal arts education that includes a strong emphasis on civics to equip students to understand and uphold America's founding principles. Unique to our approach is the combining of the classical, liberal arts tradition with cutting-edge, researched-based programs, each of which involves an organized and sequential continuum of learning.

Children learn by building on what they already know. Thus it is important for them to begin building foundations of knowledge in the early grades. By specifying the knowledge that all children should share, one can achieve equal access to that knowledge. Thus all students, including those considered at-risk, are exposed to a coherent core of challenging, interesting, interwoven knowledge when taught a content-based curriculum such as the Core Knowledge Sequence for Kindergarten through 8th grade. This foundation of knowledge is then enhanced through a challenging, content-rich curriculum in the high school. This emphasis on the acquisition of knowledge not only provides a foundation for learning, but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society, starting at the school itself.

The curriculum for Kindergarten through 8th grade will be the Core Knowledge Sequence published by the Core Knowledge Foundation. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music. The Core Knowledge Sequence will be supplemented with the Riggs Institute method — The Writing & Spelling Road to Reading & Thinking — Singapore Math and The Full Option Science System (FOSS).

Riggs is a multi-sensory, brain-based approach to teaching "explicit" phonics, reading, language arts, and composition. "Explicit" phonics is the direct teaching of a set of letter-sound relationships in a clearly defined sequence, including the major sound/spelling relationships of consonants and vowels, that scientific research proves is foundational for literacy - the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy

involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. (Source: *Put Reading First: The Research Building Blocks for Teaching Children to Read*; National Institute for Literacy; Third Edition).

Singapore Math is a conceptual approach that focuses on the student's complete understanding of essential math skills. A daily math block will be scheduled for the purpose of ability-grouping students in 1st through 8th grades.

The Full Option Science System (FOSS), which employs Delta modules — available from Sandia National Laboratories — will be used as a supplement to provide a rigorous, hands-on approach to scientific inquiry. Science will be taught with an emphasis on scientific facts and the inquiry-based method and will include the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing and comparing predictions to observations. See Appendix 11 for more details on Core Knowledge, Riggs, and Singapore Math.

The skills of learning, namely reading, writing, speaking, listening, calculating, problem solving, and exercising critical judgment, are best taught through the content of an organized body of knowledge. The development of literacy will be one of the primary aims and focuses of effort. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. In the early grades, students will receive explicit, systematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, direct instruction in letter-sound correspondences. Students will be taught to write and speak through example and sensible practice. Grammar, logic, and real spelling learned from classical literature will be part of these skills.

There is substantial support for the idea that the earliest elementary school experiences are fundamental to the ultimate success of students in high school. Improving graduation rates, reducing dropout rates and increasing the rate at which graduates choose to enroll in higher education all rest on the foundation of effective schooling long before those children walk through the doors of the high school program. The opportunity to be challenged, supported and systematically guided toward graduation is part of the unique mission of this school and the key rationale for proposing an integrated K-12 solution. The school's primary goal at the elementary and middle school level is to produce high school-ready students with solid literary and mathematical skills and true self-esteem based on mastery of subject content.

In the high school, students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with but exceeding the state and district model content standards, for all subject areas. The curriculum will be developed so that the content and skills to be taught in each course is clearly articulated; goals and priorities are delineated. Grades will be tied to precise benchmarks and tell exactly what students know and can do. The benchmarks will thus drive the assessments. Classroom activities will further learning of the specific content or skills articulated for that course. Students will know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics.

The objective of the high school curriculum will be to explore issues and texts intensively and in depth. The focus for teaching literature will be the great books and the classics using the Socratic method. History will be taught mainly through the use of primary source documents—artifacts, documents, recordings or other sources of information created at the time under study. In the high school, for example, teachers of American History will introduce students to historical works that contributed to the formation of American society and culture such as George Washington's *Farewell Address* and Martin Luther King, Jr.'s *Letter from Birmingham Jail*. Such primary sources will bring history to life and equip students with essential insight, and research and analytical skills. Students will learn a true account of the times through the eyes and words of

those who experienced such events and helped shape history.

High school mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. High school students will take three years of science, beginning with the fundamentals of biology that will require Algebra as a prerequisite. Chemistry in the sophomore year will require a minimum of Algebra II; physics will be taken in the junior year. If a student requires an additional year to acquire the requisite mathematical skills, the sequence can be delayed by a year. Elective courses in mathematics and the sciences will be added in subsequent years as the school grows and as we better understand the needs of the student body. Textbooks will be used as a resource, not as the basis of the curriculum. Teaching in the Sciences will likely include student exposure to reports of original research, observations or ideas such as Galileo's *The Starry Messenger*, Sir Isaac Newton's *Principia* or Euclid's *Geometry*.

Students in the high school will be given some flexibility in the sequence of their courses within each subject. If a student should show an ability to take courses sooner than outlined for a particular grade, the student must get approval from the teacher of the requested class. Detailed course offerings and curriculum will be evaluated and refined in an on-going effort to offer a curriculum that most effectively promotes student achievement.

Foreign languages will be an important part of the curriculum. Depending on the circumstances, both Latin and modern languages may be taught. Learning Latin affords students a critical knowledge of English grammar and a basis for studying other foreign languages. Since over half of English words derive from Latin, students will considerably improve their English vocabulary and "word sense." Words used in everyday English have long histories. Knowing those histories, which may involve multiple languages, equips students with a greater command over those words. Intensive study of the grammar of our languages will instruct students in how to order those words into clear sentences and basic units of thought, and move into more complex sentences expressing more complex thoughts. Further, the frequent occurrences of Latin in the English language (*per diem*, *quid pro quo*, *ante bellum*, e.g., i.e., *status quo*, *et cetera*) will be clearly understood by graduates of our program. Finally, students in the high school will be able to read ancient works written in Latin that are the foundation of our literary, historical, and political tradition.

Modern languages will be taught as electives in the high school. Studying modern languages will solidify students' knowledge of their own language, enable them to gain insight into different cultures, afford the opportunity of reading the rich literature of other nations, and prepare young people to communicate in a complex world and participate in the global economy. The language requirements will meet or exceed Indiana state standards and be in line with college expectations.

Students will also receive instruction in the fine arts. Studying music and the visual arts will inculcate love of the beautiful and equip students with important core knowledge about their culture. In keeping with classical education, the school will teach music and art largely through an intensive study of technique and through the works of the masters – Bach, Mozart, Beethoven, Raphael, Michelangelo, and Monet.

In Visual Arts, students will learn about the elements of art, sculpture, portraits, still life, landscapes, photography, architecture, expression and abstraction, works of art from long ago, the Renaissance, Impressionism, Post impressionism, and 20th century sculpture. They will be exposed to Islamic art and architecture, African art, Chinese Art, Japanese Art, and American artwork.

In music, students will be exposed to a wide array of music from jazz to orchestral music as well as vocal music that includes songs from the Baroque, Classical, and Romantic periods. They will learn about composers and their music, the elements of music, and vocal ranges.

In addition to placing an emphasis on rigorous mental training, the curriculum and school environment will be designed to promote and build strength of character in students. The teaching of the classical virtues will be interwoven with the Socratic method throughout the curriculum and at every grade level. Students will be exposed to great stories of self-command and self-sacrifice found in literature and history and engage in polite classroom discussion about the moral virtues of the various heroes and heroines. For example, as children and youth read or listen from the classics, they will be trained to ask themselves challenging questions about the themes and characters — *Would I do that? Why did that happen? What would I do if...?*

Furthermore, such virtuous standards as represented in the Eight Pillars of Character — *citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility* — will be displayed on the walls of the school's entryway and classrooms as the model of behavior and four classical virtues — *temperance, fortitude, justice, and prudence*— will be emphasized in the high school. The faculty will model and expect virtuous behavior, and students will be given opportunities to practice and develop these traits. Students will be expected to be attentive and polite, and to treat each other respectfully.

To be “classical” means to uphold a standard of excellence. The school will provide an environment that fosters academic and character excellence through the establishment of a unified team approach of its faculty and volunteers. We will intentionally integrate three separate schools elementary, middle, and high — into a unified school on one campus. A “family” atmosphere of respect and cooperation will be promoted, and every individual will be recognized as a stakeholder.

We believe that through this defined Core Knowledge, classical, liberal arts curriculum, and a well-regulated campus, students will receive a rigorous and complete education that will challenge them to excel both in learning and in character. Students will graduate highly literate and excellent individuals, ready to become active and responsible members of their community.

4. As **Attachment 11**, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana's Academic Standards and the Common Core. The scope and sequence should clearly reflect how the school's curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. **NOTE: Limit attachment to thirty (30) pages.**

Answer: see Attachment 11.

5. *For Blended Learning Operators only:* As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school “means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction.” Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana's funding formula for virtual charter schools (i.e., 87.5% ADM funding, no access to start-up grant).

Answer: Although we plan on using computer-based content, our bricks and mortar education model does not approach the 50% level for virtual distance learning, online technologies, or computer-based instruction.

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core. In particular:

1. Provide, in **Attachment 12**, the school's exit standards for graduating students *for each division of the school* as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. **NOTE: Limit attachment to fifteen (15) pages.**

Answer: See Attachment 12: Exit and Promotion Standards

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

Answer: See Attachment 12: Exit and Promotion Standards

High School Graduation Requirements (*High Schools Only*)

High schools approved by the Indiana Charter School Board will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements>.

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade- point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.

Answer: Requiring students to follow the Core 40 standards will provide students with the credits needed for graduation and an Indiana State Diploma. All coursework and attendance will be included on transcripts. At this point we will not require more credits for graduation than the State requirements.

Grade point averages and calculations:

Numerical conversion system:

A+	4.33 (assuming weighted grades, otherwise there will be no A+)
A	4
A-	3.67
B+	3.33
B	3
B-	2.67
C+	2.33
C	2
C-	1.67
D+	1.33
D	1
D-	.67
F	0
W	Withdrawn
WP	Withdrawn, Passing
WF	Withdrawn, Failing
I	Incomplete - Work must be completed within two weeks after end of grading period.
XF	Failure due to attendance violation

A student's grade point average is determined by dividing the total number of points earned by the number of credits attempted in solid subjects. A student's place in the "Class Standing" is determined by ranking the grade point averages of all students in the class.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Answer: They cannot graduate unless they have credit in all their required and elective courses. Also, by requiring students to achieve the Core 40 Diploma, this will ensure that students are prepared for college as planned by the State of Indiana and Indiana colleges.

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

Answer: Our education model of curriculum and instruction helps to create opportunities for students who may be struggling with their academics. Differentiated instruction and personal attention will help at risk students to focus on the academics and help them move toward graduation. Student services programs will be available to counsel struggling students and help identify needs of at risk students so outside and/or personal issues do not deter from their education.

School Calendar and Schedule

1. Provide, in **Attachment 13**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. **NOTE: Limit attachment to ten (10) pages.**

Answer: See Attachment 13 (School Calendar and Schedule).

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

Answer: Overall, the school's culture will be built on a foundation of high expectations, discipline, structure, accountability and respect. The schools will hold its students to higher expectations and academic standards than their peers at district schools. Parents, staff, school leaders and students will all have standards and expectations for which they will be held accountable. Respect will be incorporated into student curriculum, but will be modeled by staff and school leaders who will receive training on how to build a respectful and welcoming place of learning.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

Answer: A positive and academic environment that reinforces student intellectual and social development is paramount to student success. The schools will incorporate a character education program that focuses on academic rigor and good citizenship. A goal of the character education program is to instill strong character and citizenship within each student.

If large enough, the Muncie area school, Delaware Academy, expects to support student achievement through the inclusion of student services personnel. Administrators and teachers promote initiatives for the purpose of fostering positive behavior.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

Answer:

- Parent drops student off at the front entrance.
- Specified greeters located at the main entrance greet the student with a positive welcoming attitude.
- Student enters the gym for “walk about” until school starts or reports to assigned tutoring until school starts.
- Assembly in the gym before school starts with special recognition, character education message and challenge for the day.
- Student reports to class where he/she is greeted in a positive manner by their teacher.
- Student proceeds through the classroom schedule transitioning from subject to subject.
- Within each subject time, the student rotates through small group instruction consisting of hands on, computer (digital curriculum), and guided instruction by the teacher.
- Lunch and recess are social opportunities with an emphasis on personal responsibility.
- Students feel appreciated and are comfortable asking for help.
- Student transitions to the specials class (related arts) of the day.
- Traveling through the halls are organized and respect is expected. Teachers lead and teach by example.
- Teachers end the day in a positive manner and prepare students for dismissal and any responsibilities they need to tend to.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Answer:

- Teacher arrives at school and is greeted in a positive welcoming manner from administration and colleagues.
- Teacher reports to their room and prepares to receive students for assigned tutoring, meet with colleagues for collaboration, or uses the time as a preparation for the day.
- Teacher receives students for the beginning of school.
- Teacher implements differentiated instruction through digital computer curriculum, and small group instruction.
- Teacher leads and teaches by example.
- Teacher organization and class management skills reduce disruptions and discipline issues.
- Teachers maintain constructive conversations with colleagues instead of discouragement and complaining.
- Teachers finish the day tired but hopeful for the future of their students knowing they have made an important investment in the children’s lives.

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

Answer: If funding can be found, summer school may be offered to third grade students who have not mastered reading at the third grade level by the end of their third grade year. Specialized reading instruction will be offered three days a week, 90 minutes per day, for four weeks. It will be funded through grants and other sources.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Answer: Since we will begin as an elementary program, no athletics will be offered for the first two years. Some clubs and intramurals will be offered based on approved adult sponsorship and student interest. All activities, at this time, will be non-paid (voluntary) leadership positions. Some sports and/or clubs may become paid leadership positions in year two or three. They will be funded through our general fund.

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

Answer: Providing enrollments allow, we plan on having a counselor to work directly with students who are experiencing mental, emotional and/or social issues. The counselor will be charged with coordinating programs that will target students in need of assistance in these areas. Classroom teachers understand that they are called on occasionally to act as counselors within the classroom. Health issues will also be addressed in the classroom through the standards covered in the curriculum.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Answer: There are plans to implement a summer field study component in the middle school and high school in future years. Also, outside organizations such as the Boy Scouts/Girl Scouts and such will be encouraged to organize students for their activities.

Special Populations and At-Risk Students

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. **[NOTE: Questions 2-5 in this section request more detail about how the school will serve each of these student categories. Your response to Question 1 should be a brief summary only.]**

Answer: The school case conference committee will determine the level of support needed by each special needs student. Support may include but is not limited to:

- Special Education Administrator (licensed and experienced special education teacher); contracted services; using available consultation with licensed Indiana Director of Special Education
- Speech Language Pathologist; contracted services
- School Psychologist; contracted services
- Part--time or full--time personnel serving the needs of special needs students, including:
 - In year one, full time Teacher(s) of Record: Licensed to teach (Mild Disabilities) and other exceptionalities through contracted services as needed) and will develop individual IEP for each classified student. They will work with the case conference committee (511 IAC Article 7), communicate information with general faculty, and supervise needed support and perform any other task assigned by the Special Education Administrator.
 - As needed based on case load: Special Education Instructional Assistant: Will provide assistance to students in a small one--on--one environment, will assist in monitoring IEP compliance, and will perform tasks assigned by the Special Education Teacher.

- Indiana Department of Education guidelines will be used for the model program as well as applicable federal requirements.
- The school seeks to achieve a demanding traditional education, which stresses high academic achievement in a structured and disciplined atmosphere. This opportunity provides a fresh, very focused and intense alternative for students. All students will be held to the same standards at the school. Appropriate strategies and assistance will be provided where needed on a case-by-case basis according to each individual IEP. A licensed special education specialist will be responsible for ensuring compliance with state and federal special education regulations, policies, and reporting.
- Students will be monitored by the special education staff on a daily basis through use of an On Line Progress Report System that will list daily assignments, grades, and progress towards goals. Parents will have the same access through the use of the system.
- To ensure that Article 7 compliance occurs, staff experienced with and responsible for CODA reporting to the Indiana Department of Education will be part of the team. To work with students that have need for support that are not identified formally as special education, we will follow the RTI (Response to Intervention) as required by Article 7. Such students will be immediately identified through daily review of the On Line Progress System with school--wide monitoring by the Special Education Administrator. This approach utilizes collaborative or consultative problem--solving mechanisms to design and implement effective interventions within general education for students who are experiencing difficulties. RTI utilizes the systematic approach of 1) identifying and analyzing the problem, including collection of baseline data; 2) generating possible strategies for interventions; 3) implementing an intervention plan; 4) monitoring student progress to determine success; and 5) reviewing and revision plans as needed.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

a. How the school will identify students with special education needs.

Answer: Through classroom observation and student performance, teachers will implement Rtl (response to Intervention) within the classroom to address individual student needs. If strategies are not successful, teachers will make a referral to special education for possible testing. Identification would then be decided in a case conference after testing has been done.

b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

Answer: Using our special education model in our regular curriculum, students will be targeted through differentiated instruction by the teacher.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

Answer: Student progress will be regularly evaluated through assessments, regular curriculum work, and

digital curriculum progress. Evaluation will also take place through observation and discussion in case conferences.

d. If applicable, the school's plan for promoting graduation for students with special education needs.

Answer: Students with special needs will be promoted in the same manner as regular students. Note: all students at the schools follow a curriculum that is based on a special education model. Exceptions will be made through case conference decisions.

e. How the school will provide qualified staffing for students with special education needs.

Answer: By recruiting and hiring certified special education staff or contracting for these services.

f. Provide examples from your existing network of schools of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools.

Answer: The course scope and sequence, daily schedule, and staffing plans are already adjusted automatically through our learning system. Students requiring more attention will be periodically pulled for added assistance.

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

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

a. How the school will identify ELL students.

Answer: Through classroom observation and student performance, teachers will implement RtI (response to Intervention) within the classroom to address individual student language needs. If strategies are not successful, teachers will make a referral to special education/504 for language testing.

b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

Answer: Our curriculum model (in which all students participate) has the flexibility to address ELL needs. Additional assistance will be made available if needed (i.e., teacher assistance).

English Language Learners: The school will work to meet the needs of ELL students assisting them to maintain academic progress while they are learning English. It is recognized that each student must become English proficient to be successful ultimately. Spanish instruction beginning with an emphasis on speaking is integral to our educational program. Children with ESL needs will have a plan developed based on research through resources with the Indiana Department of Education if necessary. Training will be provided for all personnel in the provision of an environment that is welcoming and productive. If needed, attempts will be made to hire bilingual staff. ESL software will be acquired after research and testing that it is the highest quality and will provide in all academics, an individualized approach to English acquisition. Ellis Second Language software has proven successful and is an example of the software that can be used to assist ELL students to learn English.

c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

Answer: Assessments and classroom performance will be used to determine the progress of ELL students. Once students have mastered the English language where it no longer impedes their progress through the curriculum, they will be exited from ELL program.

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

d. How the school will provide qualified staffing for ELL students.

Answer: Training will be provided for staff with ELL students in their class. In addition, added assistance (e.g., teacher assistant) will be provided if necessary. The schools will seek to hire teachers with an ELL certification when possible.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

Answer: Our curriculum model allows teachers to target instruction for each individual student at their performance levels in each subject. Teachers daily plans include individualized instruction for each student in their classroom. Through classroom observation and student performance, teachers will implement RtI (response to Intervention) within the classroom to address individual student needs.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:
a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Answer: Our curriculum model allows teachers to target instruction for each individual student at their performance levels in each subject. Teachers' daily plans include individualized instruction for each student in their classroom. School-wide assessments will also be used to identify high-performing students.

b. How the school will provide qualified staffing for intellectually gifted students.

Answer: Teachers will be provided with professional development emphasizing the needs of high performing students.

c. How the school will assess and monitor the progress and success of intellectually gifted students.

Answer: High ability students' progress and success will be monitored and assessed through our model. Their progress will also be tracked through regular classroom assessments as well as school-wide assessments.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family

interested in the new school.

Answer: See Attachment 14 (Student Recruitment and Enrollment), which answers questions 1 and 2 “a” through “d”.

2. Provide, as **Attachment 14**, the school’s Enrollment Policy, which should include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
 - b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
 - c. Tentative lottery dates and procedures.
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers. **NOTE: Limit attachment to ten (10) pages.**

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

Answer: See Attachment 15 (Student Discipline), which answers questions 1 and 2 “a” through “e.”

2. Provide as **Attachment 15** the school’s discipline policy, which should include a summary of the following:
 - a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
 - b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
 - d. A description of the appeal process that the school will employ for students facing expulsion.
 - e. How parents will be informed of the school’s discipline policy.

NOTE: Limit attachment to ten (10) pages.

Parents & Community

1. What other school options exist in the targeted location for your proposed school(s)? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration. In the list or table, please include the following information for each school: the most recent enrollment figures by grade level, and the school’s 2011-2012 A-F Model (Public Law 221) letter grade as reported by the Indiana Department of Education (“IDOE”). Letter grades can be found on the IDOE website: <http://www.doe.in.gov/improvement/accountability/f-accountability>.

Enrollment by Grade

Muncie Schools	2012-13	2011-12													
	A-F	A-F	K	1	2	3	4	5	6	7	8	9	10	11	12
Longfellow Elementary	C	C	58	66	62	50	32	43							
Grissom Elementary	C	D	91	91	85	82	66	76							
Muncie Central	A	B										260	214	209	226
Muncie Southside	B	B										239	226	242	217
Mitchell Elementary	C	D	53	48	41	49	36	37							
North View Elementary	B	C	55	63	60	53	55	50							
Northside Middle School	F	D							276	232	244				

Wilson Middle School	F	F							246	278	263				
South View Elementary	C	D	107	113	97	86	71	86							
Storer Elementary	A	A	46	52	52	44	36	45							
Sutton Elementary	D	F	80	59	57	63	44	63							
E.Washington Elementary	A	A	56	70	72	81	70	44							
West View Elementary	A	B	57	50	55	51	50	45							

2. What will be unique or compelling about the proposed school(s)? How have you determined that the proposed school(s) will have sufficient demand from student and families to meet enrollment projections?

Answer: As discussed previously, except for a new first year school, bricks-and-mortar charter schools currently do not exist in our areas of interest. In similar cities, the demand for these charter schools has been strong to overwhelming.

With waiting lists at many charter schools, we are confident that a *quality* school in Muncie will generate a similar demand. The critical word in the previous sentence is the word quality. If the school offers a quality educational product, parents will overwhelmingly demand the school. On the other hand, if the school delivers a sub-par product, parents will avoid the school.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Answer: Parents and community members will be approached to perform volunteer services at the school and in the classrooms. An advisor group will be formed consisting of parents and community members to communicate suggestions and concerns to the school administration. A parent-teacher organization (PTO) will be organized to assist the school with activities, volunteer work, and finances.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

Answer: In Muncie and Warsaw, youth organizations will be contacted to offer after-school activities. Ball State University will have the opportunity to send college students to Delaware Academy for a variety of experiences. Colleges in the Warsaw area will be encouraged to partner with the Kosciusko Academy.

5. Provide, as **Attachment 16**, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. **NOTE: Limit attachment to 25 pages.**

Answer: See Attachment 16. At present, we do not have any committed promises of community partners. In the future, we plan on approaching and engaging many community partners in the school. However, past efforts to bring a charter school to Muncie have generated many letters of support. These can be provided upon request.

Performance Management

To assist the ICSB in its evaluation of the education plan described in this application, please address the following questions.

1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators and measures, what other goals will students at the school be expected to achieve? **NOTE:** Goals must be specific and measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.

Answer: In addition to ICSB accountability measures, the schools will develop metrics for internal evaluation and accountability purposes. Although all these metrics have yet to be developed, they will heavily influenced by “market-based” and “results”-oriented metrics, and less influenced by “process” metrics. Also, the schools will be evaluated by standard testing and other indicators prescribed to all public schools in Indiana (ISTEP, etc.).

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

Answer: The schools will use DIBELS and Acuity for periodic assessment of student needs and progress.

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Answer: The schools will collect data from multiple sources including our classroom data, DIBELS (and/or NWEA), Acuity, ISTEP and benchmark tests. During collaboration time teachers will analyze data for areas of need by groups of students and for individual students. Teachers will use prescribed strategies and teacher designed strategies to target these needs in the classroom with groups and individual students. The school’s director will be responsible for the collection of data and assisting with analysis of the data.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

Answer: The schools plan to use software for its information system. The school’s director will be responsible for contracting all technology hardware and some software. He/she will maintain the storage of data and assist with professional development.

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

Answer: Teachers will be given training before school begins in the fall and periodically, as needed, throughout the school year. Training will consist of using the assessment tools and software, analyzing the results, and implementing strategies to assist student needs. Teachers will be surveyed to target these needs for professional development.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Answer: The school director will organize a systematic evaluation of the instructional processes to confirm all staff are implementing the Academy's philosophies, strategies, and procedures. Since the educational model has been proven in other settings and the research is strong in support of the model, we would assume a break down in the fidelity of the implementation of the model. If a break down is confirmed, measures will be taken to correct the error. This may include re-training and or change of staff.

SECTION III: IMPLEMENTATION PLAN

Human Capital

Network-wide Staffing

Complete the following table indicating your projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serves the network 50% or more. Please adjust school types, and staff functions and titles as needed to reflect your network's organizational plans.

NOTE: If the requested information is already included in the business plan (Attachment 9 of the proposal), you do not need to complete this table.

Note: this table is for the two small elementary schools (Delaware Academy) in the Muncie area and one small elementary school in Kosciusko County. There is great uncertainty about the student enrollment estimates. The numbers could be much smaller or larger. Notice our staffing innovation: more student-facing staff (one teaching assistant for every teacher). Each teaching assistant will have their own unique skill (art, music, pe, secretary, nurse, speech, administration, etc.) set that can be used for the school's benefit.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools/campuses	1	3	3	3	3
Number of middle schools					
Number of high schools					
Total schools	1	3	3	3	3
Student enrollment	130	390	390	390	390
Management Organization Positions					
Note: All school employees will be management organization employees					
[Specify all positions]					
Total back-office FTEs Elementary School Staff					
Principals	1	3	3	3	3
Assistant Principals					
Add'l School Leadership Position 1 [Superintendent]					
Add'l School Leadership Position 2 [Treasurer]					
Add'l School Leadership Position 3 [Curriculum Director]					
Classroom Teachers (Core Subjects/SPED)	6	18	18	18	18
Classroom Teachers (Special Education)					
Classroom Teachers (Specials)					

Student Support Position 1 [counselor]					
Student Support Position 2 [Secretary]					
Specialized School Staff 1 [Nurse]					
Specialized School Staff 2 [Speech Pathologist]					
Teacher Aides and Assistants	6	18	18	18	18
School Operations Support Staff(Technology Staff)					
School Operations Support Staff(Custodial/maintenance Staff)					
Total FTEs at elementary schools	13	39	39	39	39
High School Staff					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Special Education)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [Secretary]					
Specialized School Staff 1 [Nurse]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total Network FTEs	13	39	39	39	39

School Leadership & Staff Hiring, Management and Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-Year Growth projections described in the business plan? Who will lead this process? How much will it cost?

Answer: If enrollment or the number of campuses should increase, Dr. Ballinger and Dr. Baur will be responsible for hiring additional school leaders. With advertising and Dr. Ballinger’s contacts throughout Indiana, we are confident that he can identify additional school leaders currently practicing their craft well. Then, they plan on approaching these talented individuals with an employment package of working conditions that they cannot match anywhere in Indiana. In order to attract the highest quality school leaders, and make them financially and academically responsible for results, it is necessary to tie compensation to a separate sets of work products and results.

2. Describe your strategy and timeline for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

Answer: All employees – and vendors -- must be committed to the high academic standards of the schools. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student. All teachers must possess a passion for diligently working to mitigate and eliminate the achievement gap. Teachers must have a mindset that all students can learn and whose mission as educators matches that of the schools.

If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. The schools are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the school and to students is critical and that high performing educators are the school's most important assets. The purpose of the employment procedures and policies is to recruit employees who contribute to the school in a way that aligns with the organization's mission, and behave in a way that is consistent with the organization's values.

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. The school will provide procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The schools are an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources.

The educational service provider (ESP) will manage job advertising, conduct applicant screening, and refer qualified applicants ensure the school's staffing needs are met.

A consistent process of screening, interviewing and selecting employees is essential to the school's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The schools will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills and experiences in an initial screening interview. As the applicant pool is narrowed, successful applicants advance toward a more in depth building-level interview with the interview team.

3. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your network will use to ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

Answer: School administrators will be held accountable for the academic and operational performance of the school. Also, school administrators will be given as much flexibility as possible about staffing and compensation decisions. The school administrators are responsible for the quality of the teaching staff. If the school produces bad results, the school administrators will be removed. Thus, the school administrators have a great incentive to keep excellent teachers, and remove poor quality teachers.

Although the following are tentative thoughts, and initially we plan on teacher-school employment contracts that reflect current business practices, we believe there should be innovation in the employment relationship

between teachers and a school. For example, in historical times (e.g., in medieval universities and The College of William and Mary in Colonial America), the fundamental contractual relationship was between the student/parent and the instructor, not between the student/parent and the school. A “university” or “school” was just a physical neighborhood in which many instructors practiced their craft by taking on individual students for instruction. At William and Mary, for instance, students did not get a diploma from any central “school” administration, but instead “graduated” when they individually felt that they had taken enough classes from enough different instructors to learn their subject matter.

How could these “old” innovations be applied to ensure that every student receives excellent teaching? Fundamental in these old methods of teacher-student contracting is the idea that the student/parent have a choice in who is the teacher for their child. Also, fundamental in student teacher contracting mechanisms is the idea that the teacher has some say about what students they choose and choose not to teach. We believe that parents are quite capable of determining the quality of individual teachers. If we can design innovative employment contracting mechanisms that strengthen the ability of parents to reward good teachers -- and vice versa for poor teachers – the quality of teachers will improve automatically as good teachers choose to remain in the teaching profession and poorer quality teachers are forced move into different careers.

4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

Answer: All staff will be evaluated at least one time per academic year. Evaluations will be done by the supervisor of each staff member. Teachers and non-teaching staff will be evaluated by administration. The leadership of the education management firm will evaluate administrators. Evaluations will include student performance, classroom management, teaching methodology, professionalism, subject knowledge, collegiality, student and parent input.

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

Answer: Staff who are performing at substandard levels will be addressed by their supervisor to communicate and document the need for improvement and create an improvement plan, if necessary. These meetings will happen at any time during the school year or at the formal evaluation time. If improvement is not satisfactory, after a reasonable amount of time, the staff member will be terminated or non-renewed. All employees are “at will” employees. Retention of quality teachers is a priority. Efforts will be made to retain our quality teachers and maintain stability in the school and classroom. In the event that a teacher does leave, every effort will be made to recruit quality replacements. Staff will be surveyed annually to help develop strategies for professional development and school improvement.

6. Provide an overview of the organization's compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

Answer: Teachers may be contracted on an individual basis, and salaries are determined according to experience and demand for the position. Alternatively, teachers may be hired as independent sub-contractors. If W2 employees, teachers will be offered a health plan with a portion paid by their employer. A profit-sharing/bonus fund may be maintained each year that will be used to reward teachers for exceptional performance and/or student/school performance.

Professional Development

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

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

Answer: Within or without Hillsdale College's Classical Education Initiative, school leaders will receive training about teaching in a classical education environment. Annual teacher surveys will help in planning periodic professional development based on need prioritized by our staff. Faculty meetings will feature the sharing of "best practices" by fellow staff and occasional guests.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Answer: All new teachers will be required to attend a 7-10 day summer training before the school begins. Returning teachers are welcome to attend these sessions and in some cases may be required or encouraged to attend. This summer's training will emphasize philosophies, culture, policies, procedures, and instruction on curriculum and student management software. Teachers will have planning periods as well as some time before or after school for collaboration.

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

Answer: There is a total of 6-10 hours over the course of the school year that will be devoted to professional development. Professional development will not take away from the regular school day. These sessions will be held in meetings after school and on non-school days where only teachers are present.

4. Explain how the professional development program will be evaluated – at both the school and network levels – to assess its effectiveness and success.

Answer: Annual teacher surveys include assessment of professional development. Teachers will report the value of the content and presentation of professional development activities. Administrative and staff observance of school culture and educational environment will also be considered when evaluating professional development. Assessment results also play a role in the evaluation of professional development.

Start-Up Plan

Provide, as **Attachment 17**, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). **NOTE: Limit attachment to ten (10) pages.**

a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance. b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

Answer: See Attachment 17 (Start-Up Plan)

· **Start-Up Staffing and Costs.** Complete the Start-Up (Year 0) Budget and Staffing worksheets in the

Budget and Staffing Workbook (**be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 19**).

Answer: See Attachment 19 (Year 0 Start-Up Budgeting and Staffing Workbook)

· **Transportation.** If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if applicable.

Answer: The schools will not provide transportation to and from school. Parents will be responsible for all transportation associated with the regular school day. Transportation for extra-curricular activities will be contracted with a bus service or through neighboring school systems. Homeless transportation will be handled through a contracted driver and a mini bus as needed. IDEA situations will be handled on a case-by-case basis through the case conference committee.

· **Safety and Security.** Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Answer: All legal requirements will be met for safety purposes with fire and smoke alarms, fire, tornado/disaster drill procedures, and building safety codes. During school hours, all doors will be locked. Visitors may contact the office via an intercom system with camera. Visitors must identify themselves and their purpose before entering the building. Visitors are not permitted to venture past the front office without office permission. Teachers are contacted when a visitor is being escorted to their room for legitimate reasons. Strict dismissal procedures will be followed to protect the safety of students since we do not have buses and a large number of vehicles will be present at those times. Students are not permitted to leave the school with anyone except those designated on the Student Information System. Exceptions are only made when there is contact by signed note or phone call by the parents.

· **Technology Specifications and Requirements** (for Blended Learning and Virtual Operators only).

a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.

b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

c. Describe the charter school's data retention, security, and confidentiality procedures.

d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).

e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

· **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 18**, an estimate from an insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements. A copy of these requirements is posted on the ICSB website under For Schools: <http://www.in.gov/icsb/2441.htm>.

NOTE: There is no page limit for this attachment.

Answer: See Attachment 18 (email from First Merchants Insurance agent John Parker with insurance estimate for the following coverages.)

Facility Plan

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.

Answer: We have identified the facilities that we can use in the fall of 2014 (or the fall of 2015). However, a new opportunity has presented itself with the consolidation of the local district school system. This consolidation has opened up a building in the local district that we may apply to use as a charter school. We are unsure how long the process might take to make this building available to us. However, the local school district does not intend on using the building during the 2014-2015 school year and beyond.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

Answer: For the Delaware Academy, the two campuses are at 1901 N. Walnut St, Muncie, IN 47303 (Muncie campus) and 8400 East County Road 400 North, Muncie, IN 47303 (DeSoto campus). The Muncie campus is in the Muncie Community School District, and the DeSoto campus is in the Delaware Community School Corporation. The two campuses are about ten minutes apart from each other. The DeSoto campus is in the rural northeastern Muncie suburbs.

Because the buildings for the Delaware Academy (in Muncie and DeSoto) are currently ready for students in the fall of 2014, we suspect that the Delaware Academy will get off to a faster start than efforts in Kosciusko county. We are planning only a small enrollment in a former school building in Silver Lake, Indiana. Much depends on the ability to ready the Silver Lake building for students. If the Silver Lake building can be

properly prepared, we may be able to get a faster start than we suspect. This is feasible because of the small enrollment in the Kosciusko County school which dictates that we need to prepare only a couple classrooms in the Silver Lake building, which is logistically much easier than preparing a larger space.

In the Muncie area, the Riley and DeSoto campuses are ready now except for some cosmetic painting and decorating. Both these buildings have previously been public elementary schools. Currently, the Delaware Christian Academy (enrollment: seven students) uses one classroom in the DeSoto building, and has passed all health and sanitation inspections for that school. No major construction is needed to ready the buildings for operation as a school. In March of 2012, Mr. Dennis Ehlers of the Indiana Department of Health visited the Muncie and DeSoto campuses and said the two buildings could be made ready for a charter school with only minor adjustments.

The Riley Campus: With 30,300 square feet, the building has been used as an elementary, alternative school and daycare center since its construction in 1955. As with most schools, the building has classrooms, gym, kitchen, and office spaces. The six-acre site is fenced and includes a baseball field, recreational field, and lots of parking.

Cost is only one part of facility analysis. The other parts are the quality and location of the building. The Riley Campus is centrally located in a quiet neighborhood next to the Minnetristria Cultural Center just north of downtown Muncie and accessible to students from throughout the Muncie area. It is about one mile from the BSU Campus. We believe the building and site will compete well with all but the top charter school facilities in the state.

The DeSoto Campus: With 33,784 square feet, the Desoto building has also been used as an elementary school as recently as two years ago. The DeSoto building was completely remodeled in 1997 with a multi-million dollar renovation. It is in first-rate condition with all modern mechanical systems and appearance. Just prior to its closing two years ago, the DeSoto elementary school was Delaware County's only four-star elementary school.

As with the Riley campus, the DeSoto building has classrooms, gym, kitchen, and office spaces. The fifteen-acre site includes a baseball fields, recreational fields, and lots of parking. We suspect there are few – if any – charter school facilities in Indiana better than the DeSoto building and grounds.

The quality of charter school buildings nationwide varies greatly. We believe these two sites have the potential to be one of the premier charter school campuses in Indiana. More information -- such as diagrams of the facilities identifying classrooms, restrooms, offices, etc. -- is available upon request.

The rental rate is \$8.50 per square foot, which is at the lower end of local rental rates. According to a recent Lunsford Muncie Commercial Real Estate survey, the average triple-net/no utilities retail/office lease rates in Muncie area are in the \$8-\$14 per square foot price range. According to Central Michigan University data, the average charter school rental rate in Michigan is about \$10 per square foot. In Indiana, according to Beth Reynolds of Bookkeeping Plus, which serves the majority of charter schools in the state, the average Indiana rental rate is also close to the \$10 per square foot rate. The buildings are owned by Normal City Realty, LLC.

If requested, we can provide a floor plan of the Muncie, DeSoto, and Silver Lake buildings.

3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization's 5-Year Business Plan.

Answer: The Indiana Schools Foundation will continue to identify opportunities to expand Indiana charter school capacity to satisfy demand for quality public school options for parents and students. For example,

the foundation may take advantage of the state plan that allows charter schools to lease former district school buildings for \$1 per year. In addition, the foundation may lease additional buildings as well.

Budget & Finance

Important note: *Schools chartered by the ICSB are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts: <http://www.in.gov/sboa/> For multi-site operators or networks, the ICSB requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level.*

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school. What financial controls will be in place at the network and school levels to ensure long-term financial viability?

Answer: We will follow standard accounting practices (e.g. GAAP, public charter school finance accounting), including additional best audit practices designed for charter schools. We will also rely on Beth Reynolds at Bookkeeping Plus, ICSB, Indiana Department of Education, and other advisors for advice.

Initially, the school -- which will manage accounting, purchasing, payroll and assist with audits -- will contract with Beth Reynolds at Bookkeeping Plus to assist in managing this aspect of the schools. Currently managing a large number of Indiana charters, Ms. Reynolds and Bookkeeping Plus is the expert on these matters.

Long-term financial viability is a function of quality budgeting and financial/strategic management. This is an important duty of the management firms, Paideuo Academies, with oversight by the Indiana Schools Foundation. If the management firms are not able to manage the schools within long-term sustainable budgets, they should be replaced with another management firm.

2. Provide, as **Attachment 19**, a detailed 5-Year Pro-Forma Budget for the organization at the network level AND for each school described in the application. **Applicants proposing to operate a network of schools must provide a network-level budget (no template is provided)**. Applicants must also complete the Budget and Staffing Workbook Template (all worksheets) for each proposed school. If the school-level budget will be approximately the same for each school described in the application, state so clearly and submit a completed Budget and Staffing Workbook for one school only. **NOTE: There is no page limit for this attachment.**

Answer: See Attachment 19 for a 5-year pro-forma school-level budget for Delaware and Kosciusko Academies. Since all are similar, we have provided a budget for only one of the campuses. The others should look similar. We have also provided a network-level budget for Indiana Schools Foundation, Inc.

3. Provide, as **Attachment 20**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. **NOTE: Limit attachment to five (5) pages.** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address the degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the pro-forma budget and the budget narrative:

a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

IMPORTANT NOTE: You may refer to the Per-Pupil Revenue chart posted on the ICSB website that lists the actual 2011-2012 Per-Pupil amounts for existing Indiana charter and district schools to help in your planning purposes. Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.

Answer: See Attachment 20 for the budget narrative.

SECTION IV: INNOVATION (IF APPLICABLE)

As reflected in its strategic plan, the ICSB is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Foundations of Innovation

Summarize the innovation(s) embodied in the proposed school design and/or implementation plan. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different from typical school models,
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,
- An explanation of how the model will still permit the ICSB to hold the operator to the same high accountability standards to which it holds all authorized schools.

Description of Innovation(s)

Describe proposed innovation(s) in **one or more of the following categories**. For each applicable category, explain how the proposed school design and/or implementation plan will address the key elements listed below. For additional resources and examples of innovative school models that incorporate these elements, see the "Application Resources" page at the ICSB website: <http://www.in.gov/icsb/2419.htm> (under "Start a School").

Teaching

Innovative school models can increase access to excellent teaching and rigorous and challenging academic programs for all students, including those in rural areas.

Key elements include:

- Use of staff roles, technology, compensation structures, and/or other aspects of school design and/or implementation to enable the school to reach more students with excellent teaching;
- Identification of the adult(s) accountable for each student's outcomes, and clarity on adult roles and duties;

- Financial sustainability over the long-term within budgets available from per-pupil funding

The key elements above would not be met, for example, through class-size reductions alone or by simply shifting student time from teachers to technology. One example of school models that can be used to meet these key elements can be seen at opportunityculture.org/reach/ .

Technology

In addition to its uses to increase access to excellent teaching (above), technology can be used to personalize learning through digital content and the strong collection and application of student data.

Key elements include:

- Enabling students to use technology as a learning tool for a significant portion of the school day;
- Use of technology and computer-adaptive learning systems to personalize and differentiate instruction;
- Financial sustainability over the long-term within budgets available from per-pupil funding

Examples of innovative uses of technology include using cutting-edge software to tailor instruction and using real-time data to inform instructional needs. This category of innovation does not include hardware purchases alone (e.g., one-to-one laptop programs; interactive whiteboards); it requires thoughtful integration of hardware and software into the school design and implementation plan.

Time

Some innovative models can fundamentally alter school schedules and calendars to dedicate more time to high-value academic work.

Key elements include:

- Changing schedules to give students more quality academic time; and
- Financial sustainability over the long term within budgets available from per-pupil funding

Examples include highly structured extended school days and school years that maximize use of students' academic time, and models that enable students to control a significant portion of their own learning time (often in conjunction with technological innovations). Innovation in this area must include more than simply adding time to the day or days to the school year; it requires thoughtful use of that time to improve student outcomes.

Other Innovations

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas. All applicants should look to the examples given and the additional resources provided on the "Application Resources" page at the ICSB website: <http://www.in.gov/icsb/2419.htm> (under "Start a School").

Answer: Although we unabashedly plan to use many innovative ideas from elsewhere, we are indeed interested in creating a school (or schools) that push the envelope on a wide variety of innovation topics that are not found elsewhere. The schools that we are proposing with Paideuo Academies push the innovation levels on several fronts, including:

- Small Schools that succeed academically and financially: No one -- to our knowledge -- is attempting to challenge the prevailing status quo that a school campus needs to be of a certain size to be academically and financially viable. We challenge this conventional wisdom. We believe that the benefits of economies of scale are over estimated. Empirically, we observe that some of the most highly educated individuals among us today and throughout history have been educated in small school settings.

If we are correct in our thoughts, small schools could revolutionize the school business model similar to how the “Dollar” stores and “Mini-Marts” are proving to be powerful competitors to the “Big Box” retail giants. Many other examples exist of smaller volume niche firms competing well against large volume firms that rely on the benefits of economies of scale. This small school model is a revolutionary idea in the charter school world.

- Classical education design: The Hillsdale College-inspired classical education is not being done (to our knowledge) in any charter – or district -- school in Indiana, and only a few nationwide. This design reaches back into history to find what has been empirically successful in the past to produce the highest quality educated individuals. This traditional curriculum is only radical in the sense that it has been widely abandoned in the last century – and now almost extinct – in the United States.

We describe elsewhere in this application what the classical education design is, and thus different from other design models. We also describe the historic empirical evidence to the efficacy of this model. Like other schools, a school with a classical education design can be held accountable with many of the same metrics of other schools.

- Longer school day: One of the innovations of the Tinley Charter Schools in Indianapolis that we aspire to emulate is the longer school day for students that are not performing well. We believe this is valuable on several fronts: 1) most importantly, it serves to get the weaker students up to speed with the stronger students; 2) it incentivizes all students to perform well and give their best efforts; 3) it sends a message to teachers, parents and students alike that the school is a serious academic enterprise where effort and high expectations are required.
- Innovative sub-contracting: Many of our sub-contracting ideas have been borrowed from other charter school organizations and the business world. Although not-for-profit organizations have a central place in the charter world, economic history points to the innovative role of private organizations and individuals in economic growth and the spread of innovation throughout any particular industrial sector. Historically, not-for-profit enterprises have not been the innovation engines that transform an industrial sector. For example, we do not observe empirically very many – if any – not-for-profit enterprises in the Fortune 500 list of largest business organizations.
- Innovative employment contracting: We propose some of the most innovative employment/vendor contracts in the education sector. In order to create a great charter school, several contractual relationships must be done well. First, the board/ESP contractual relationship must be well designed. Second, the ESP/school leader contractual relationship must be done well. Third, the school leader/teacher contractual relationship is important. The most important of all is the contractual relationship between the teacher and the student/parent. We believe the school that gets these contractual relationships correct will be the school that produces the finest graduates.
- Innovative staffing: Unlike other more traditional school staffing models, we intend to use lots of teaching assistants to supplement the expertise of our certified teachers. This is a staffing model that is borrowed from hospitals and other service oriented industries. The certified teacher will be responsible for management of his or her teaching assistants. Depending on their qualifications and interests, these assistants may have a wide range of responsibilities that may include supplemental teaching, tutoring, janitorial cleaning, food preparation, technology expertise, secretarial, counselor duties, special education assistance, music/art/PE assistance, nurse assistance, data collection, and many other duties that are needed around the school.

- Innovative re-direction of the central contractual relation: Although all these contractual relationships are important, the fundamental educational relationship is between the teacher and the student/parent. All the other “logistical” contractual relationships support this critical relationship. We want to innovate on several of these contractual fronts, but we want to put the most emphasis on how the parent contracts with a teacher to educate their children.

With the lion’s share of its resources going to teacher salaries, a school that gets the teacher employment contract correct will likely be the best school. If a school has the best teacher employment contract, they should be able to attract the best teachers for any given set of financial resources. If within a given set of resources, one school can attract the best teachers, the game is close to being over – you will have the best school. Much research has suggested that the school with the best teachers will produce the best students.

This re-direction of the central contractual relation may be a radical idea today, but historically it was the way schools operated for centuries. As mentioned before in the case of the College of William and Mary in the 18th century, students contracted with various instructors independently to provide them education services. The students did not pick a “school” to attend; they just picked a series of teachers. A “university” was just a location or neighborhood in town where all the teachers practiced their craft.

The challenge of a “school” today is to provide the most efficient infrastructure – either an organized marketplace or central bureaucracy – for a teacher or principal to practice their profession. Said differently, is it best if a teacher is a subcontractor or a traditional W2 employee? Until recently, there has been scant innovation in educational contracting.

With guaranteed enrollment levels, district schools have had little incentive to change. Many charter schools are protected from competition from new competitors who cannot get a license from an authorizer to open another charter school next door. For any entrepreneurial teacher or principal who wants to start a new school, there remain significant barriers to entry. If one looks at the submitted applications at Indiana authorizers, few come from teachers or principals. The majority of applications come from big organizations or foundations, which have the time and expertise in writing polished applications. If Indiana can develop a pathway and breaks down the bureaucratic barriers for small resource-constrained individuals to open new schools, school innovation will flourish in Indiana.

Even today we are a long way from knowing empirically which organizational form or set of contracts will survive in a competitive marketplace. We want to be part of that innovation process.

SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

The ICSB will base qualification decisions, in substantial part, on the organization’s past performance. Provide the following information about all schools operated by the organization, including any ESP partner. The ICSB may request additional information from applicants at any time during the review process.

1. As **Attachment 21**, provide a summary of **every school** in the organization's portfolio (**including every charter school managed by the proposed ESP partner, if applicable**) in an Excel workbook. Please include the following information for every school:

- Year opened;
- City/location and school contact information;
- Contact information for the authorizer;

- Number of students and grade levels served;
- The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and English Language Learner;
- The year in which the contract with the ESP commenced and/or ended (if applicable);
- State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and
- Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.
- *For High Schools Only:*
 - 4-year graduation rates;
 - College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and
 - The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.

NOTE: There is no page limit for this attachment. If an operator or ESP manages multiple schools, please include one introductory worksheet in the Excel workbook summarizing state assessment results, growth and/or value-added data, and (if applicable) high school graduation rates and college and career readiness indicators, by school for the past five years.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application. Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute and comparative academic results, as available. Discuss the primary causes to which you attribute the school's distinctive performance. Discuss any notable challenges that the school has overcome in achieving its results. Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice, structure or strategy was identified and how it was implemented elsewhere in the network.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.

- Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute and comparative academic results, as available.
- Describe the primary causes to which you attribute the school's problems.
- Explain the specific strategies that you are employing to improve performance.
- How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

4. For all schools operating in the State of Indiana, provide the following as **Attachment 22**: (a) the last three years of audited financial statements for the school; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011) for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented. ***NOTE: There is no page limit for this attachment.***

5. For the organization as a whole and any related business entities, provide the following as **Attachment 23**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011). Be sure that the ESP/CMO level and the overall operations are distinctly represented. ***NOTE: There is no page limit for this attachment.***

6. List any contracts with charter schools that have been terminated by either the organization or the school,

- including the reason(s) for such termination and whether the termination was for “material breach.”
7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.
 8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.
 9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 24**: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. **NOTE: Limit attachment to ten (10) pages.**

Answer for questions 1-9: Although not applicable for a new ESP, like Paideuo Academies, which has (except for the seven students at Delaware Christian Academy) yet to operate a school of any size, Dr. Ballinger has run several schools in the past, in particular Lakeview Christian School in Marion, Indiana. See Attachment #21 for information about Lakeview Christian School in Marion, IN.

Dr. Ballinger is a partner in Paideuo Academies, LLC, which is the ESP that will run the schools. He is also the candidate to become the principal of the school.

Douglas E. Ballinger, Ph.D.

4175 West 505 North
Marion, IN 46952
(765)-384-4754

“The future of our children is in our hands, and our future is in the hands of our children.” ~ Author Unknown

CAREER OBJECTIVE

To serve students, teachers, parents, community members, and administrative team members with visionary leadership as an administrator.

SKILLS SUMMARY

Effective leadership and supervision of students, staff, and teachers. Strong interpersonal skills. Efficiently plan, manage, and organize activities. Trained staff in management, discipline, instruction, assessment, and technology. Successfully directed, instructed, and motivated staff. Solid experience building strong teams through recruitment and professional development. Created effective and efficient means of communication. Conservative, responsible, and accountable with finances. Diplomatic and able to prevent and resolve conflicts. Commitment to quality work and professionalism. Creative problem-solver. Consensus-builder. Kind, caring, and compassionate team-player.

MISSION

I value spirituality, husbandry, fatherhood, self-improvement, wellness, professionalism, and recreation. I believe that these areas are interrelated and demand appropriate attention in the “First Things First” prioritized order. My mission is to balance each of these “spinning plates” simultaneously. When this is sustained, synergism will allow each area to flow and grow more effectively and productively. The result is optimal relationships with my God, wife, children, family, staff, friends, assistants, students, and parents.

PROFESSIONAL EXPERIENCES

PK-12 Administrator Lakeview Christian School (6/1/2011-Present)

- 245% Growth in 1st year @LCS
- 457% Growth in 1st year @LPC
- Our Growth has commanded the attention of Indiana’s State Superintendent Dr. Tony Bennett. On Dec. 6 he will visit our campus and give a devotional in our chapel.
- Implemented the first online education options in grades 6-12 with over 60 Dual Credits.
- First administrator in the history of the school to get the school significantly in the black financially.
- First administrator to tap into Title I funds available to private schools.
- Soon to be the first administrator to tap into the funding available to private schools for students with an IEP.
- Partnered with over 30 area businesses and schools including IWU, Taylor, Ivy Tech, Kings Academy, St. Paul’s Catholic School, Mississinewa, Oak Hill, Marion Community, Eastbrook, MSDWC, Norwell, Madison Grant, YMCA, Boys & Girls Club, Grant County Homeschool Network
- Lead every student in the school to participate in Operation Christmas Child Ministry!
- Lead in developing the only school in Grant County that services students 6 weeks old through 12th grad.
- We offer more than 2X’s the Dual Credits to apply to Colleges/Universities than any school in the county or in surrounding counties.
- Recommendation of the hiring of staff for LCS and LPC
- Development and implementation of some curriculum

- Alignment of curriculum process and training of Common Core Curriculum
- Training of staff on Dr. Wong's "The Effective Teacher"
- Staff Development in Fred Jones "Tools for Teaching" Positive Classroom Instruction/Discipline
- Implementing – The Cultivate Project – Life on Life mentoring with adults to students.

Curriculum Director (1997-2006)

MSD of Wabash County

Wabash, Indiana

- Curriculum Writing and Textbook Adoption for all subjects K-12
- Region 8 Curriculum Council and Reading Recovery Council Member
- Curriculum Development Council Chairperson & Member
- Professional Development Council Co-Chairperson & Member
- Assessment Council Member
- Technology Council Member
- Elementary Council Member
- Secondary Council Member
- Full Administrative Cabinet Member
- Legislative Council Member
- Instructional Triangle Member
- Superintendent's Advisory Committee Member
- Athletic Council Member
- IHETS Distance Education Coordinator for MSDWC w/ Ball State University
- Facility and Maintenance Council Representative
- Legal Advisement Council Representative
- School Safety Council Representative
- School-Community Relations Council Representative
- Legal Advisement Council Representative
- Facility and Maintenance Council Representative
- Guidance Council Representative
- Finance Council Representative

Principal (1997-2011)

LaFontaine Elementary School

MSD of Wabash County

LaFontaine, Indiana

- Instructional Leader
- Evaluator of Certified and Non-Certified Staff
- Student and Staff Discipline K-6
- Implemented Induction Program
- Interview and recommendation for hire for staff @ LES, SES, MNE, SCE, SHS, NHS
- P.L. 221 Chairperson
- Administered Special Education Conferences
- Coached Girls Volleyball, Girls Basketball, and Boys Basketball
- Director of the SES and LES Boys Basketball Feeder Program for SHS
- Organizational Leadership:
 - Perception and Demographic Team
 - Students with Needs Team
 - Student Learning Team
 - School Process Team

Assistant Principal & Athletic Director (1994-1997)

Manchester Community Schools
Manchester Elementary School
North Manchester, Indiana

- *Instructional Leader
- *Evaluation of certified and non-certified staff members
- *Student Discipline K-6 (Enrollment 630)
- *Implemented School-wide training for recess and lunchroom supervision
- *Member of MES Staffing Committee
- *Member of grade level chair meetings
- *Hiring of employees
- *Organization and Leadership of Curriculum Committees
- *Modification and Evaluation of Curricular Activities
- *Athletic Director 5-6 (Soccer, Volleyball, Boys/Girls Basketball, Boys/Girls Track)
- *Computer training for teachers
- *PBA Correlate Chairperson
- *Member of Wabash County Child Protection Team

Math Teacher (1991-1994)

Oak Hill United School Corporation
Oak Hill Junior and Senior High School
Converse, Indiana

- *Implemented, influenced and maintained computer use with junior high students.
- *Voted Chairperson of a Performance Based Accreditation Committee.
- *Assumed leadership on the junior high Discipline Committee.
- *Member of Alternative Education Committee.
- *Participated in curriculum development and the textbook adoption process.
- *Acquired and utilized calculators for the Junior and Senior High School.
- *Used manipulatives and problem solving techniques to apply math skills to real life.
- *Used Discipline with Dignity and Assertive Discipline.
- *Member of the Advisor/Advisee Committee.
- *Participant in Climate Audit (Interviewer & Interviewee).
- *Presenter of Math Software to the School Board.

Math, English, Physical Education, and Computer Teacher (1988-1991)

Mississinewa Community Schools
R.J. Baskett Middle School
Gas City, Indiana

- *Taught 7th and 8th grade math, 7th grade English and 8th grade physical education
- *Utilized Assertive Discipline and positive reinforcements for classroom management.
- *Instructed 7th and 8th grade Chapter 1 students.
- *Attended meetings of the school's Communication Council.
- *Conducted meetings for the 7th grade Interdisciplinary Team Teaching Model.
- *Participated in the Math Disciplinary Team.
- *Yearbook Advisor – (Mississinewa 1988-1990)

EDUCATION

Indiana State University (2005 – 2007) <i>Terre Haute, IN</i> <i>Doctor of Philosophy in Educational Administration</i>	Ball State University (1989-1991) <i>Muncie, IN</i> <i>Master of Arts in Educational Administration</i>
Ball State University (1991-1993) <i>Muncie, IN</i> <i>Principal Certification for Educational Administration</i>	Ball State University (1983–1987) <i>Muncie, IN</i> <i>Bachelor of Science in Math Education</i>

COMPUTER EXPERIENCE

- * Trained on SDS
- *Trained on NWEA MAP
- * Trained on Real Data Systems
- *Trained on Kauffman Software
- * Trained on Accelerated Math, Accelerated Reading, Star Math, Star Reading, and Star Early Literacy
- *IBM Advanced Computer Workshop-Oak Hill United School Corp. (8/93)
- *IBM Computer Workshop- Mr. John Emkes and Mr. Dan Brauchler (6/92)
- *IBM Math Practice Software and Microsoft Works used for class projects.
- *Compared capabilities of IBM, Macintosh and Apple Iie with students.
- *Utilized IBM software for amortization schedules & Business/Math related topics
- *Instructed students to apply Basic Programming and MECC Software
- *Successfully taught computer classes with the Apple Iie and Macintosh.
- *Utilized Apple Iie's, Macintosh and MECC software for individualized learning.

SOFTWARE

IBM – Microsoft Works, Microsoft Office, Word Perfect, Express Publisher, Linkway, SDS, File Maker Pro
 Macintosh – MacWrite II, Microsoft Works/Word, Superpaint, Hypercard, SCL Marks Gradebook, ClarisWorks...
 Have knowledge of database, spreadsheet, and Basic Programming.

PUBLICATIONS

- * Co-Author of The Golden Section in the text Historical Modules for Mathematics Classroom.
- * Dissertation – A Study of Elementary Principals Knowledge and Implementation of the Five Balanced Leadership Framework Responsibilities and their Impact on Student Academic Achievement.

COACHING EXPERIENCE

Huntington Eagles Basketball Coach 12U, 14U, JV, & Varsity (2009- Present)
 Upward Soccer
 Girls Softball
 Amateur Athletic Union Basketball Coach (AAU) – 2007-2009
 Upward Basketball Coach (2006-2008)
 All Star Coaches Pitch Baseball Coach (2005-2007)
 Oak Hill Coaches Pitch Baseball (2005-2009)
 Supervisor of 3rd-6th Grade B-ball Feeder Program for SHS (MSDWC 1997-Present)
 Head Coach of 5th and 6th Grade Girls B-Ball (LaFontiane 2000-Present)
 Head Coach of 5th and 6th Grade Girls Volleyball (LaFontaine 2000-Present)
 Assistant Coach – 7th grade football (Mississinewa 1988)
 Assistant Coach – 8th grade basketball (Mississinewa (volunteer) 1988)
 Head Coach - 7th grade basketball (basketball (Mississinewa 1989-1990)
 Head Coach - 6th and 7th grade girls track (Mississinewa 1989-1990)
 Head Coach - 7th grade basketball (Oak Hill 1991-present)
 Assistant Coach – 8th grade football (Oak Hill 1991-1992)

OTHER WORK EXPERIENCE

Student Staff (1985-1987) Ball State University
 Custodian (Summers of 1985-1987) Mississinewa Community Schools
 Water Safety Instructor (Summers of 1981-1985) Gas City Pool
 Self-Employed Painter (1986-present)

ACTIVITIES

Student Voluntary Services (Tutor-Ball State University)
College Intramural Basketball, Volleyball, Softball, and Football
Campus Crusade for Christ
Lakeview Wesleyan Church Softball and Basketball Leagues

PERSONAL DATA

Small group leader for Lakeview Wesleyan Church
Lakeview Wesleyan Church Member
Lakeview Wesleyan Church Board Member
Adult Sunday-School Teacher
Bible School Recreation Manager

Counselor and Guide for Wheels West Bike Ministry

Wife: Brenda **Children:** Abby, Chandler, Spencer, Tanner **Pets:** Mya (Dog), Chloe (Cat)

Family plays an important role in my life.

Enjoy playing and watching basketball, football, baseball, softball, skiing, tennis, and biking.

QUOTES to Apply to LIFE!

“The future of our children is in our hands, and our future is in the hands of our children.” ~ Author Unknown

“You don’t win on emotion. You win on execution.” ~ Tony Dungy

“Obstacles are those things you see when you take your eyes off the goal.” ~ Hannah More

“Success is the ability to go from one failure to another with no loss of enthusiasm.” ~ Sir Winston Churchill

“We make a living by what we get, but we make a life by what we give.” ~ Sir Winston Churchill

“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.” ~

“...life is 10% what happens to me and 90% how I react to it. We are in charge of our attitudes.” ~ Chuck Swindoll

“Being powerful is like being a lady. If you have to tell people you are, you aren’t.” ~ Margaret Thatcher

“Don’t let what you can not do interfere with what you can do.” ~ John Wooden

“Failure is not fatal, but failure to change might be.” ~ John Wooden

“My best friend is the one who brings out the best in me.” ~ Henry Ford

“Try not to become a man of success, but rather try to become a man of value.” ~ Albert Einstein

“There is nothing as inherently unequal as the equal treatment of unequals.” - Thomas Jefferson

“Opportunity is missed by most people because it is dressed in overalls and looks like work.” ~ Thomas Edison

“I have never let my schooling interfere with my education.” ~ Mark Twain

“College isn’t the place to go for ideas.” ~ Helen Keller

“A leader is a person you will follow to a place that you wouldn’t go by yourself.” ~ Joel Baker

“Earn all you can, save all you can, give all you can.” ~ John Wesley

“Greater love hath no man than this that a man lay down his life for his friends.” Bible, John 15:13



Workshops, Conferences, In-service-Trainings, and Academies, attended by

Douglas E. Ballinger

ACSI, Avon IN (10/2011)
Indiana Non-Public Educational Association (INPEA) Conference (9/2011)
Association of Christian Schools International (ACSI), Avon IN (8/2011)
All Write Consortium Summer Institute (6/10)
From Districts To Buildings To Classrooms: Maximizing the Power of Differentiation for High Ability Learners (5/10)
2010 Schools Exceeding Expectations Conference – Dr. Willard Daggett (4/10)
Crisis Prevention Institute/Intervention (CPI) – Annette Dubois – (5/09)
Curriculum Mapping Inservice – Susan K. Udelhofen - (4/09)
All Write Summer Institute – (6/08)
Smekens Writing Workshop – (6/08)
National Association of Elementary School Principals National Conference – (4/08)
Indiana Special Education Administrator’s Services (ISEAS) – RTI – (3/08)
Indiana Association of School Principals Annual Conference – (11/07)
Midwest Suburban Superintendents Summer Symposium Next Generation of Executive Educators – (7/07)
Teacher Evaluation- Professional Growth Plan – (10/07)
Curriculum Mapping – Leslie Nunan (10/07)
Curriculum Mapper – (3/07)
Educator’s Conference – (3/07)
Dr. Marcia Gentry – Cluster Grouping & Differentiation (1/07)
Dr. Rita Brodnax – K-12 Differentiated Instruction & Brain Compatible Learning (11/06)
NCISSC – Superintendent Study Council – Kokomo (10/06)
ISTEP + Pretest Workshop – (9/06)
IAPSS – On Common Ground & RESULTS – Mike Schmoker (4/06)
Curriculum Conference – Indianapolis Convention Center – (3/06 & 3/07)
Wabash County Spelling Bee Coordinator - (1996, 1998, 2000, 2002, 2004, 2005)
Integrating Technology Across Your Curriculum - Staff Development Resources - (11/97)
ASCD Curriculum Handbook Academy - IASCD - (11/97)
Positive Classroom Discipline - Fred Jones - Certified Trainer – University of San Diego (6/97)
Positive Classroom Instruction - Fred Jones -Certified Trainer - University of San Diego (6/97)
Supervising Internship for Principal w/ ISU - Dr. Charles Clark (8/97-5/98)
Alternative Scheduling - Dr. Lynn Canady - University of Virginia - (3/98)
Grading Practices Which Increase the Odds for Student Success - Dr. Canady (3/98)
National Association of Elementary School Principals - (10/98)
Indiana Association of School Principals - (9/98)
CPR, Emergency and First Aid Instruction, and Universal Precautions - (11/98 & Annually)
4-Block Literacy Model Workshop - Dr. Pat Cunningham (11/98)
Region 8 ESC Reading Recovery Consortium & Curriculum Council Rep - Dr. Peigh (9/98)
ISTEP + and Beyond: Strategies for Improving Test Scores - Roger Farr (2/99)
Motivator, Media, Business Person, Author, Playwright, Educator - Dr. John Powers (11/99)
The Effective Teacher - Harry K. Wong (1999)
NWEA Training - (11/99)
The Basics of Reading Renaissance (i.e. Accelerated Reader) - (2000)
Indiana Principal Leadership Academy - IDOE - (8/00 - 4/01)
IndianaNEXT - Technology Training for Principals (6/01)
Model Schools Conference - Dr. Willard Daggett (6/01)
The Basics of Math Renaissance (i.e. Accelerated Math) - (2001)

Molder of Dreams - Guy Rice Doud (Teacher of the Year) – (2002)
 The 21 Laws of Leadership -Dr. John Maxwell –Indiana Wesleyan University–EDU 549 (02-03)
 Curriculum Alignment - Kathy Burlinger Gustoff (01 & 02) 5 Days
 School Improvement Team Chairperson (P.L. 221) – Doug Ballinger (2002-03)
 Maximum Impact – Direction in Leadership: Mentor - Dr. John Maxwell (2003-04)
 A Framework for Understanding and Working with Students/Adults from Poverty - Ruby Payne
 National Staff Development Council Member - (10/03)
 4-Block Coaches Academy- Certified 4-Block Coach - SIEC - Claudia Wheatley (8/03) 4 Days
 National Training Seminar - Induction, Mentoring, Staff Development - Susie Heintz (3/03)
 Failing Forward – Dr. John Maxwell (4/2003)
 NWEA – Climbing the Data Ladder – (5/2003)
 School Improvement Team Chairperson – Doug Ballinger (2003-04)
 IPLA Winter Conference – IDOE – (1/04)
 How To Improve Student Achievement - Harry K. Wong (2004)
 Curriculum Mapping -Region 8 ESC - John Bennett (1/04) 3 Days
 Leave No Child Behind: 50 Ways To Close the Achievement Gap - Carolyn J. Downey, Larry E. Frase, William K. Poston, Betty E. Steffy, Fenwick English, R. Gerald Melton (3/04)
 School Improvement Team Chairperson (P.L. 221) – Doug Ballinger (2004-05)
 NAESP 2005 – 84th Annual Conference – (April 15-19, 2005)
 Section 504/ADA Compliance for Public Schools Seminar – Dr. Michael Livovich, Jr. (12/8/04)
Worldwide Lessons in Leadership Series:
 “How to Make Your Team Unstoppable” – Stephen Covey, Tom Peters and Peter Senge (9/12/96)
 “Personal Effectiveness” – Stephen Covey (10/1/96)
 “Group Effectiveness” – Stephen Covey (10/23/96)
 “Fortune 500 Forum” and “Organizational Effectiveness” – Stephen Covey (11/15/96)
 Leadership Development – Wal-Mart – Lilly Grant (6/96)
 Executive Renewal – Ivan Fitzwater – Leadership, Delegation, Time Management, Decisions (6/96)
 ADHD Workshop – Keith E. Bauer, Ph.D. (4/96)
 Building Bridges in Our Schools: Conflict Resolution, Peer Mediation & Celebrating Diversity (4/96)
 Education That Works – The Governor’s Conference on Education and the Economy – (4/96)
 Managing Resistance – The Institute for Adolescents w/Behavioral Disorders – Dr. Maag (11/95)
 How to Evaluate the New Language Arts Instructional Material – Connie Muther (10/95)
 Cooperative Discipline – Society for Developmental Education – Yvette Zgonac (5/95)
 The Institute for Adolescents w/Behavioral Disorders “De-mystifying ADHD” – Dr. Reid & Dr. Maag (2/95)
 First Things First – Life Leadership Through Effective Time Management – Covey Leadership (12/94)
 Regional Workshops on School Safety Programs – Indiana Department of Education (11/94)
 Conflict Resolution Inservices – Angie Briner (10/94)
 Alternative Assessment in Math & Science – Grant County Math Science Consortium (12/93)
 Middle Level Consortium for Excellence – Region 8 – Dr. Jim Ellsberry (9/93)
 Discipline with Dignity Inservice – Oak Hill United School Corp – Richard L. Curwin (9/93)

Workshops, Conferences, In-service-Trainings, and Academies, attended by

Douglas E. Ballinger

Previewing The Principalship – IASP (4/93)
 Staff Development “Developing Capable People” Project Leadership - Dr. Carol Myers (3/93)
 Improving Student Achievement and Responsibility Through Building Self-Esteem – C. LaMeres (11/92)
 I’ve got a New Mathitude – Grant County Inservice Conference (5/92)
 Discipline with Dignity – Indiana Department of Education – Dr. Allen Mendler (1/92)
 Strengthening Student Achievement and Motivation – Institute for Educational Development (1/91)
 Let’s Make Math Sense – Indiana Department of Education (11/90)
 Indiana Middle School Conference (1/89)
 Eisenhower Math and Science Inservice (7/89)
 Increasing Student Math Achievement – Dr. Lola May (5/88)

Dr. Baur is a partner in Paideuo Academies, LLC, which is the ESP that will run the Delaware Academy and Kosciusko Academy, respectively.

VITA
Dr. MICHAEL N. BAUR

Finance Professor, Emeritus
Ball State University
Email: mikebaur20@gmail.com

1509 N. Kimberly Lane
Muncie, IN 47304
765-760-3002 cell

Education

CTP (Certified Treasury Professional)		Association of Financial Professionals, 2003
CCM (Certified Cash Manager)		Association of Financial Professionals, 1999
Ph.D.	Finance	University of Texas at Austin, 1991
M.B.A.	Finance	College of William and Mary, 1984
B.A.	Economics	Yale University, 1979

Honors

Guss Wortham scholarship	University of Texas at Austin
Texas Mortgage Bankers scholarship	University of Texas at Austin
Cadwaller Mortgage Bankers scholarship	University of Texas at Austin
Graduated second in class	College of William and Mary
Elected to <i>W&M Business Review</i>	College of William and Mary
Beta Gamma Sigma honor society	College of William and Mary
DeHaan Merit Scholarship	College of William and Mary
35 percent of Yale grades were A's	Yale University

Dissertation

Topic: Interactions of Asset Characteristics and Financial Contracts (Completed: June, 1991).
Committee members: Ramesh Rao (chairman), John Martin, Steve Magee, Laura Starks, Charles Holt

Ph.D. Curriculum

Major field: Corporate Finance.
Minor fields: Economics.

Experience

Webster Foundation/Camp Webster
2008 -- present
Full-time camp administration

Director/Administrator

Ball State University
August, 1998 -- 2008

Assistant Professor

Full-time teaching and research position; currently teaching introductory finance and short-term financial management to undergraduates and advanced corporate finance to graduate students in the MBA program.

Chapman University
August, 1997 - July, 1998

Visiting Professor of Finance

Full-time teaching and research position

Ball State University
1991- June, 1997

Assistant Professor

Full-time teaching and research position; currently teaching several sections of introductory and intermediate corporate finance.

University of Texas at Austin
1986 - 1991

Teaching/Research Assistant

Served as SAS statistical assistant for Professor George Gau; served as teaching assistant for MBA courses in Managerial Economics and Real Estate.

College of William and Mary
1985

Assistant Professor

Chosen for full-time position after graduation; taught Managerial Economics and Quantitative Methods to two classes of undergraduates.

The Muncie Star newspaper
1981-1983

Business Journalist

Wrote more than 200 newspaper articles over the course of two years; covered mostly business and economics topics, but also politics, government, travel and education.

Indiana Lieutenant Governor
1980

Administrative Assistant

Served as aide and sole traveling staff member for the Lieutenant Governor; performed speech writing, scheduling, research and other duties at the request of the Lieutenant Governor.

Refereed Articles (lead author in ten of the sixteen publications)

2011

Quintero, Socorro, James Ma, Ronnie Shaw, and Michael N. Baur, "Measuring Agency Cost Premium In Funds Management"

a. forthcoming in *International Journal of Behavioural Accounting and Finance*.

2005

Avila, Steve.M., Bratton, John C., & Baur, Michael N., "Developing an Advisory Board to Enhance Collegiate Finance Programs"

a. final acceptance in 2004 with publication in 2005 in *Advances in Financial Education*.

2003

Baur, Michael N., Omar Benkato, and Socorro M. Quintero, "The Influence of Illiquid Assets on Prices,"

a. published in *New York Economic Review* (Vol.34: Fall, 2003) pp. 51-62.

2002

Benkato, Omar M., Mahmoud M. Haddad, Nabeel Al-Loughani and Michael N. Baur, "Coping with the Risk of Interest Rate Fluctuations: The Case of Kuwait Banks,"

a. published in *Journal of Business and Economics Research* (January, 2003) pp. 117-123.

1998

Bowers, Barbara, Steven M. Avila, Michael N. Baur, and John Bratton, "A Matter of Degree,"

a. published as the cover article in *Best's Review, Property/Casualty Edition*, (November, 1998) pp. 24-31.

Avila, Ramon A., Raghu Tadepalli, Michael N. Baur, and Joseph D. Chapman, "Selling Productivity and Relationships."

a. published in *Journal of Business and Society*, Vol. 11, No. 1 and 2 (Double Issue) 1998.

1996

Baur, Michael N., Terry Zivney, and Grant Wells, "The Academic Community's Revealed Preferences among Insurance Periodicals."

a. published in *Journal of Risk and Insurance* Vol. 63, No. 3, (September, 1996) pp. 485-500.

Baur, Michael N., Philip R.P. Coelho and Gary J. Santoni, "Management Fees, and the Closed-End Fund Puzzle."

a. published in *Journal of Economics*, Vol. 12, No. 1, 1996.

Baur, Michael N., and Ramon Avila, "The Credit Manager as a Relationship Manager."

a. published in *Credit and Financial Management Review* Vol. 2, No. 1 (First Quarter, 1996) pp. 3-7.

b. This is the lead article of the journal.

Quintero, Socorro M., Leslie Young and Michael N. Baur, "Executive Stock Options: Risks and Incentives."

a. published in *Journal of Financial and Strategic Decision Making*, Vol. 10, No. 2 (Summer, 1997) pp. 59-74.

Benkato, Omar M., Raafat R. Roubi and Michael N. Baur, "Off-Balance Sheet Financing and its Effects on Accounting and Capital Ratios."

a. published in *Journal of Business and Society* Vol. 9, No. 1-2 (1996) pp. 90-97.

Benkato, Omar M., M. M. Haddad, Michael N. Baur and H. Banerjee Rau, "The General Annuity Case of Time Value of Money: A Pedagogical Approach."

a. published in *Global Business & Finance Review* Vol. 1, No. 2 (Fall, 1996) pp. 83-88.

1995

Baur, Michael N., Socorro M. Quintero and Eric Stevens, "The Crash of 1987 and Beyond: Investor Sentiment or Fundamentals?"

a. published in *Managerial and Decision Economics* Vol. 17, No. 3 (May-June, 1996) pp. 319-329.

Baur, Michael N., Julie Wang and John Fitzgerald, "Insurance Rationing Versus Public Political Rationing: The Case of The Oregon Health Plan."

a. published in *Public Budgeting & Finance* in Volume 16, Number 1 (Spring, 1996) pp. 60-74.

Baur, Michael N., Karen A. Smith and Omar M. Benkato, "Financial Slack: A Strategic Control Decision."

a. published in *Journal of Business Strategies* in Volume 12, No. 2 (Fall, 1995) pp. 69-80.

Baur, Michael N., Ramon Avila and Srinivasan Sundaram, "How Financial Planners Can Improve their Selling Productivity."

a. published in *Personal Financial Planning* Volume 8, Number 3 (March/April, 1996) pp. 27-34.

1994

Baur, Michael N., Srinivasan Sundaram and Karen A. Smith, "Mutual Funds: The U.S. Experience."

a. published in *Finance India*, Volume 9, Number 4 (December, 1995) pp. 945-957.

Baur, Michael N., Srinivasan Sundaram and Omar M. Benkato, "Mis-measurement of Net Asset Value in Closed and Open-end Funds."

a. published in *Revue Tunisienne d'Economie et de Gestion*, Vol. 9, No. 12 (June, 1994) pp. 67-88.

D. Refereed Proceedings

Benkato, Omar M., Mahmoud M. Haddad, Nabeel Al-Loughani and Michael N. Baur, "Coping with the Risk of Interest Rate Fluctuations: The Case of Kuwait Banks."

a. Published in the *International Business & Economic Research Conference Proceedings*, 2002, Las Vegas, Nevada.

b. Won "Best Paper Award" at the conference.

Broughton, John B., and Michael N. Baur, 1998, "Intra-day and Day-of-the-Week Patterns in Relative Put and Call Prices and Bid-Ask Spreads," *Western Decision Sciences Institute Proceedings*, 1998, pp. 191-198.

a. We presented this paper in April of 1998 at the Western Decision Sciences Institute conference in Reno and it was subsequently published in the proceedings issue.

b. Awarded "Best Paper" in finance area track in June, 1998.

Benkato, Omar, and Raafat R. Roubi and Michael N. Baur, 1995, "Off-Balance Sheet Financing and its Effects on Accounting and Capital Ratios," *Midwest Review of Finance and Insurance*, 1995, Vol. 9, No. 1, pp. 126-133.

a. I presented this paper in March of 1995 at the Midwest Academy of Finance and Insurance (MAFI) in Chicago and it was subsequently published in the proceedings volume of the *Midwest Review of Finance and Insurance*.

G. Other

Grant recipient from Lilly Foundation: mentor in Business Fellows program. To help Cardinal Health Systems (Ball Hospital) improve its finance processes and operations. (2005)

Book review of *Health Insurance in Practice* by William A. Glaser for *Journal of Risk and Insurance* (with John Fitzgerald), Vol. 60, No. 2 (1993) pp. 327-329.

Presentation of our paper, "Insurance and Actuarial Science Programs in the United States," at Western Risk and Insurance Association annual conference in Monterey, CA., in January, 1996.

Presentation of our paper, "Optimal Risk Sharing Under Uncertainty in the Life Insurance Industry," at Southern Risk and Insurance Association annual meeting in Charleston, South Carolina in November, 1995.

Presentation of our paper, "Cash Runs, Guarantee Funds, and Liquidity: Diamond and Dybvig's Theoretical Model Applied to Life Insurance Industry," at Western Risk and Insurance Association annual conference in Las Vegas, NV., in January, 1995.

Presentation of "Did Excessive Investor Optimism Precipitate the 1929 Stock Market Crash? Do Closed-end Mutual Funds Provide Evidence?" to Ball State finance department faculty. (Spring, 1993)

Presentation of our paper, "Investor Sentiment and the Crash of 1987," to Ball State finance department faculty. (Fall, 1993)

Presentation of our paper, "Contracts, Control and Nonredeployable Assets" at the 1990 Southern Finance Association meetings in Savannah, Georgia in November, 1990.

Teaching

Director, Corporate Treasury Management (CTM) Program at Ball State. Ball State is one of 24 schools nationwide currently approved by the Association for Financial Professionals (AFP) to offer business students the opportunity to graduate with a CTP Associate certification if certain tests and academic skills are mastered.

Author of slideshow presentations for each of the sixteen chapters of *the Essentials of Cash Management*, Sixth Edition, edited by Peter S. Adam and William A. Harrison (1999).

Selected by former students to be listed in *Who's Who among America's Teachers 1998*. Students on the *National Dean's List* are asked to name faculty members who "contributed significantly to their success and growth" while they were a student. The top five percent of students nationwide are on the *National Dean's List*.

Voted the Ball State "Professor of the Month" for October (1994) by the Ball State Interfraternity Council, which is the governing body of fraternities at Ball State.

Nominated by Ball State students for a University Teaching Professorship Award for the 1994-95 academic year. Twelve to fourteen faculty members university-wide are nominated by students, who are asked when registering for classes to nominate a faculty member who has most influenced their careers at Ball State.

Authorship of two readings packets for my introductory Finance 350 class that includes typed lectures, overheads, and readings. (available upon request.)

Academic year 1995-96 overall evaluations highest since arriving at Ball State. Fifty-six percent of students rated my classes either "above average" or "excellent."

Cases written: Beacon Hill Apartments of Muncie Indiana; and Hoosier Investments Inc.

Service/Professional Advancement

Service to Ball State:

Member, review committee to screen and monitor schools chartered by Ball State (for Indiana's new charter school law) (2002).

College of Business Recruiter for Ball State Football team

Member of Departmental Promotion and Tenure committee for 2001-2002 and 2002-2003

Program Director, Ball State Corporate Treasury Management (CTM) program (2002)
Faculty advisor, Alpha Phi Omega student professional organization (2002)
Author of finance 350 assessment report (1998)
Officer (Secretary) of Ball State Sailing Club (a student-run organization)
Academic advisor to finance majors (about 10 students annually)
Wellness Ambassador, Ball State Institute of Wellness (1995-96)
College of Business Curriculum Committee (1991-1993)
College of Business Commencement staff (1994)
Ball State Academic Policies Committee, substitute representative (1995)
Panelist, Ball State Health Futures Conference (1995)
Participant, Ball State MBA Course Assessment Review (1995)
Participant, NCAA Review of Ball State Athletic Program (1994-5)
Department of Finance Curriculum Review (1995-6)
Department of Finance Course Assessment Review (1995-6)
Ball State CPR representative (1996)
Member, Consumer Education Council
Speech to BSU Health Science Department on the economics of the health care industry (1994)
Member, Ball State Chapter of Beta Gamma Sigma (1991-1996)
Member, Ball State Graduate Faculty (since March, 1996)
Campus Update article on health care reform (1995)
Honors Thesis Advisor for Kerrie Mattson (1995-6)
Honors Thesis Advisor for Brian Houdeshell (1995)

Service to Muncie and Indiana:

Board Member, Humanizing Technologies Inc. (software firm)
Task Force on the future of Epworth Forest Conference in North Webster, IN (asked to serve by the trustees of the Methodist Church of Northern Indiana) (2000)
Muncie Star-Press article on changes in health care industry (1995)
Board Member of the historic 1836 Mt. Zion Church and Cemetery in Delaware Co., Indiana.
Former board member of the East Central Boy Scouts of America Council
Former board member of High Street United Methodist Church advisory board
Former member of College of William and Mary Quarter Century Fund
Member of Yale Club of Indiana

Professional Advancement:

Successful renewal in 2002 of Certified Cash Manager (CCM) designation (For renewal, candidates must accumulate 36 renewal credits during each three-year cycle.)
Board member, Certified Cash Management Academic Committee of the Treasury Management Association (1999)
Recipient of College of Business Summer Research Grant (1992)
Advising to Richmond (IN) controller Shelley Miller on electronic cash management (1996).
Reviewer of municipal bond offering for "Main Street Project" in Richmond, Indiana (1996).
Member, Who's Who in Finance and Industry

Professional Memberships:

Financial Management Association
Eastern Finance Association
Midwestern Finance Association

Academic Reviewer:

Journal of Insurance Regulation

Business Journal
Journal of Applied Business Research
Mid-American Journal of Business

Mr. Jacobs is the chairman of Indiana Schools Foundation, Inc. An exceptional school operator himself, Mr. Jacobs brings 32-years of education experience to the board.

DOUGLAS W. JACOBS

3764 S. 450 E. Anderson, IN 46017
Ph: (765) 810-5520 email: dougjacob22@gmail.com

K-5 Principal, Anderson Preparatory Academy

EDUCATION:

- 1993 - 1994 Administrative Certification
Ball State University, Muncie, Indiana
- 1982 - 1986 Master of Arts: Education
Ball State University, Muncie, Indiana
- 1975 - 1980 Bachelor of Arts: Physical Education, Health and Business Education
Anderson University, Anderson, Indiana
- 1971 - 1975 Wes-Del Jr. Sr. High School, Gaston, Indiana

HIGHLIGHTS OF QUALIFICATIONS AND EXPERIENCES:

- IASP District 6 Elementary Principal of the Year 2010-2011
- Thirty two years of educational experience combined from all levels including elementary, middle, and high school. Ten years experience as Principal; administered all facets of the educational process associated with a public school.
- Eight years experience as Assistant Principal; administered the discipline program for a seven through twelve and a nine through twelve building, managed the school calendar, scheduled field trips and facilities usage, coordinated all emergency drills and reports, evaluated faculty and staff, supervised the advisor/advisee program, worked with the G/T program, assisted with Tech Prep, served as curriculum coordinator in the developmental year of the position, chaired the PBA/NCA self study, chaired the Technology Plan Grant Committee(1996-97), served on various other committees, and wrote or assisted in writing several grants.
- Thirteen years teaching experience; assisted in curriculum development and served on committees to develop programs.
- Served on North Central Association Accreditation evaluation teams.
- Served on the IASP Competitions Advisory Board from 2000 to present.
- Eighteen years coaching experience; coordinated and managed the entire program as high school head football coach and delegated and supervised responsibilities.
- One year experience as athletic director; supervised and managed overall athletic program, assisted in hiring athletic staff, evaluated athletic staff, coordinated and implemented fundraisers, purchased equipment, and contracted reconditioning of equipment.
- Managed satellite locations for North Central Industries, Muncie, Indiana (summer employment); set up, designed, and stocked store, managed inventory and ordering, trouble shot and made decisions, hired and trained personnel.
- Developed and maintained excellent relationships with students, co-workers, administration, and the public. Successful and dependable team player representing corporations with pride, professionalism and confidence.

Thirty two years as an education professional committed
to serving our communities and our youth.

EMPLOYMENT HISTORY

Douglas W. Jacobs

2011-Present Elementary Principal (K-5)
Anderson Preparatory Academy, Anderson, Indiana
CEO: Robert Guillaume

2008-2011 Principal
Monroe Central Elementary School, Parker City, Indiana
Superintendent: Shane Robbins

2004-2008 Assistant Principal
Monroe Central Jr/Sr High School, Parker City, Indiana
Superintendent: Zach Rozelle Principal: Adrian Moulton

2000-2004 Principal
Yorktown Middle School, Yorktown, Indiana
Superintendent: Larry John

1998-2000 Principal
Tippecanoe Valley Middle School, Akron, Indiana
Superintendent: Dr. Karen Boling

1996-1998 Assistant Principal/Curriculum Director
Shenandoah High School, Middletown, Indiana
Principal: Todd Kadolph Superintendent: Alan Miller

1994-1996 Assistant Principal
Knightstown Jr. Sr. High School, Knightstown, Indiana
Principal: Michael Brown Superintendent: Hal Jester

1988-1993 Teacher/Coach
Physical Education and Health/Head Football
Southern Wells Jr. Sr. High School, Poneto, Indiana
Principal: James Schwarzkopf Superintendent: Mike Bushong

1980-1988 Teacher/Coach/Athletic Director
Physical Education and Health
Delta Middle School, Muncie, Indiana
Principal: Tom Gourley Superintendent: Tom Fihe

BREAKDOWN OF COACHING RESPONSIBILITIES:

1988-1993 Head Coach, Varsity Football
Assistant Coach, Varsity Baseball (1989)
Southern Wells Jr. Sr. High School, Poneto, Indiana

1980-1988 Assistant Coach, Varsity Football (1984-1988)
Offensive Coordinator (1987-1988)
Head Coach, Freshmen Basketball (1982-1985)
Head Coach, Eighth Grade Football (1980-1984)
Head Coach, Sixth Grade Basketball (1980-1982)
Head Coach, Middle School Track (1983-1988)
Delta High School and Delta Middle School, Muncie, Indiana

REFERENCES

Please accept this list of references and feel free to contact them or any of my former supervisors. I believe they will confirm my work ethic and skills.

Larry John, Superintendent - Retired
Cowan School Corporation
Ph. (765) 289-7129
Yorktown Schools (worked with him from 2000-2003)

Zach Rozelle, Superintendent
Union County School Corporation
Ph. (765) 458-7471 email: zrozelle@uc.k12.in.us
Monroe Central School Corporation (worked with him from 2004-2008)

Tom Gourley, Assistant Superintendent - Retired
Delaware Community School Corporation (Delta)
Ph. (765) 289-1727

Adrian Moulton, Principal
Monroe Central Jr/Sr High School
Ph. (765) 468-7545 email: adrianm@monroecentral.org

Dr. Philip Rogers, Pastor
Middletown Church of the Nazarene
Ph. (765) 354-2327 email: pcr52@sbcglobal.net

Attachment 2: Head of School Principal Candidate

- Dr. Doug Ballinger is the candidate for the school's leader/principal. See his resume in the "founding resumes". Also, see below some letters of reference for Dr. Ballinger.
- Also below is a list of qualifications for a school leader/principal.

INDIANA
WESLEYAN
UNIVERSITY

Forrest Michael (Mike) Bonner
Vice President for Adult and Graduate Studies (Retired)
Indiana Wesleyan University
PO Box 358, 203 Scott Drive
Sweetser, Indiana 46987

RE: Dr. Douglas E. Ballinger

October 23, 2010

To Whom It May Concern:

I am writing this personal recommendation on behalf of Dr. Douglas E. Ballinger. Having served with Dr. Ballinger as a board member at Lakeview Wesleyan Church for six years, I have witnessed many situations in which Dr. Ballinger has demonstrated honesty, integrity, and intelligence in often difficult circumstances. Moreover, Dr. Ballinger's human relations skills enable him to interact productively with those with whom he works. He possesses the knowledge, skills, and dispositions that enable him to excel in leadership.

Dr. Ballinger is currently Chair of the School Committee for Lakeview Christian School. In this capacity, he has led the administration and the staff through some difficult times to a place where the school is experiencing renewal. His knowledge and expertise as an educational leader, his calm confidence in times of trial, and his selfless perspective on solving problems have contributed to the success of this transition period at Lakeview Christian School.

Additionally, Dr. Ballinger has volunteered to assist the church Business Manager in assessing, evaluating, and revising internal accounting and management procedures that will result in improved financial information for making decisions and more effective use of paid and volunteer workers. His service in this area is resulting in continued improvement in organizational practices.

I am pleased to provide an unqualified recommendation for Dr. Ballinger for any leadership position he seeks. His leadership skills will generalize to any organization. He is and will be an asset to any organization with which he is associated. If further information is needed, I am eager to provide it.

Sincerely yours,



Forrest Michael (Mike) Bonner

CHARACTER • SCHOLARSHIP • LEADERSHIP

4201 South Washington Street • Marion, Indiana 46953-4974
www.indwes.edu • 765-674-6901

Administrative Offices
<http://tsc.k12.in.us>



Phone
(765) 474-2481
Fax
(765) 474-0533

Tippecanoe School Corporation
21 Elston Road
Lafayette, Indiana 47909-2899

November 2, 2010

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for Doug Ballinger. I've known Doug since January 2005 when I served as superintendent of schools in the school district where he served as an elementary principal. I no longer serve in that school district but I do stay in contact with him and support his efforts to further his career in education. Doug was a valued and trusted member of the administrative team and being a new superintendent at the time I relied heavily on Doug's experience and knowledge base.

Doug is a dedicated and loyal employee who works hard and ultimately does what is best for kids. He has a strong curriculum background and has served as curriculum director for a prior school district. His sincerity, leadership ability, and attention to detail are only a few characteristics that describe Dr. Ballinger. Doug successfully completed his doctorate degree while maintaining a healthy balance between his family, being an elementary school principal, and life in general. Doug uses a strong moral and ethical compass to guide his decision making and thought process.

Doug Ballinger has my support for his future endeavors in education. I believe he has the organizational skills, knowledge, and perseverance to successfully work with students in education at all levels including the leadership qualities necessary for effective school level or central office leadership. Thank you for your consideration of Dr. Doug Ballinger.

Sincerely,

Scott D. Hanback, Ph.D.
Superintendent

Wabash City Schools

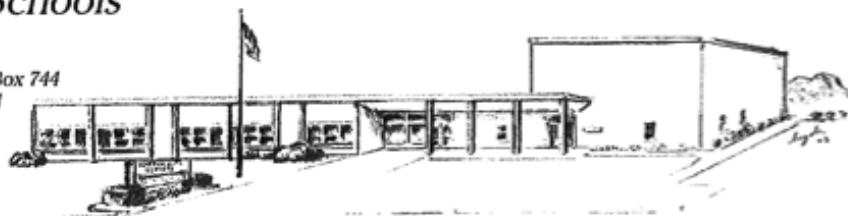
Administration Office

1101 Colerain Street • P.O. Box 744

Wabash, Indiana 46992-0744

Phone: 260/563-2151

Fax: 260/563-2066



November 4, 2010

To Whom It May Concern:

This letter serves as my reference for Doug Ballinger. I have known Mr. Ballinger for the last 16 years while he served as principal of Lafontaine Elementary and Curriculum Director. In my role as curriculum director for Wabash City Schools, we often collaborated and served our districts in a cooperative effort. Being innovative and creative, knowledgeable about curriculum, and a leader among his staff and peers, Doug managed to bring his district and Lafontaine Elementary along in continuous improvement.

Most recently, Doug and I pursued our doctorates at Indiana State University. While making the year-long commitment to coursework at ISU every Wednesday, I got to know Doug while traveling with him to class and working on our cohort projects. Our class consisted of 18 professionals who were highly regarded in their fields. Doug was honored at the end of class as the one person in the class whose knowledge and guidance were most sought. Our professors regarded Doug as a tremendous professional who would someday make the superintendency a reality in his career and be an asset to any school district.

In that time, and time since, I have known Doug Ballinger to be a person of integrity and one who puts others first. He worked solely on the notion that he was to use his talents to help others. There were many times I relied on his competence, knowledge and guidance in my eight years as superintendent and my previous 8 years as assistant superintendent and curriculum director.

In short, Doug Ballinger would be an asset to any school corporation. I would not hesitate to hire him in any capacity. If there are further questions or concerns, I may be contacted at any time.

A handwritten signature in cursive script that reads "Celia Herrell-Shand".

Celia Herrell – Shand Ph.D.

Phone:

Office - 260-563 2151

Cell - 260-571-6797

LAKEVIEW WESLEYAN CHURCH

LAKEVIEW CHRISTIAN SCHOOL AND LIFE CENTER COUNSELING

10-21-10

To Whom It May Concern,

This correspondence is a reference for Dr. Douglas Ballinger. I have been acquainted with Dr. Ballinger for approximately two years. During that period of time I have had the opportunity to get to know him from multiple perspectives.

Serving as a member of the church board at Lakeview Wesleyan Church Dr. Ballinger has proven faithful to his assignments, has offered helpful and insightful perspectives, has maintained a disciplined spiritual life before the congregation, and has conducted himself in a professional manner at all times.

Dr. Ballinger and his wife are active in the spiritual, academic, emotional, and recreational lives of their children. Anyone who knows this family well understands their commitment to excellence and willingness to sacrifice for their children. They have been actively engaged in loving and mentoring other children as well through their involvement in various educational and sports affiliations.

Currently Dr. Ballinger serves as the chairman of the Lakeview Christian School Committee which directs the affairs of the school. Working closely with budgets, marketing the school to the community, developing programs that encourage involvement from Parent Teacher organizations to strategies for advancing the cause have all been a part of his expertise and investment.

In his spare time he has volunteered untold hours to the school and the church in an effort to promote success at every level.

Dr. Ballinger has a kind demeanor and is thoughtful in his affect. His ability to organize and administrate is considered strong. He works well with others and is a strong team player.

I heartily recommend him for your consideration. If I can be of any further assistance in the days ahead, please do not hesitate to call.

Warmly,



Tim McClellan
Senior Pastor

Lakeview Wesleyan Church and Lakeview Ministries

5316 S. Western Avenue ~ Marion, IN ~ 46953

765-674-7715 ~ www.lakeviewwesleyan.org



METROPOLITAN SCHOOL DISTRICT

OF WABASH COUNTY

Dr. Scott D. Hanback, Superintendent

Dr. Brian K. Dawson, Assistant Superintendent

February 4, 2005

To Whom It May Concern:

Re: Doug Ballinger

Through our association as administrators in the Metropolitan School District of Wabash County, Mr. Ballinger and I have been acquainted professionally for approximately eight years. He is a resourceful and dynamic person. He is a true and proven leader.

For 8 years, Mr. Ballinger served in a demanding district as the principal of LaFontaine Elementary School while also serving as the curriculum director for the entire school corporation. He has experienced many successes. In both daily routine and in special creative projects, I have observed his leadership skills, his sense of humor, and his tactful administrative style.

Mr. Ballinger is a highly supportive administrator. While working with him, I have been continually impressed with his driving commitment to excellence. He is uncompromising in his quest for quality educational opportunities for all young people. He never loses sight of students and their needs.

Mr. Ballinger has been able to assess long-term benefits and chart directions for comprehensive educational programs. Through his insights and efforts the students of the Metropolitan School District of Wabash County have benefited greatly.

Mr. Ballinger communicates clearly and effectively. He is articulate, tactful, and impressive. He is at ease when speaking with faculty groups, students, and parents. He is informative and keeps parents, faculty members, administrators and board members aware of items of concern. In my judgment, Mr. Ballinger is a model professional administrator capable of communicating with all groups and making sound educational decisions.

There are many proficient and dedicated leaders in education. There are also leaders who, because of their commitment to education and students, must be considered outstanding. Mr. Ballinger is outstanding.

Mr. Ballinger has proven his skill and ability as an experienced principal. He has the will and talent to perform at an exceptionally high level. I do not think you would be remiss in accepting Mr. Ballinger into the doctoral program at Indiana State University.

If I can be of further assistance, please contact me at your convenience.

Sincerely,



Dr. Brian K. Dawson
Assistant Superintendent

204 N 300 W

Wabash, IN 46992

OFFICE: (260) 563-8050 FAX: (260) 569-6836

www.msdlwc.k12.in.us



LAKEVIEW
CHRISTIAN SCHOOL

October 22, 2010

Re: Personal Reference for Dr. Doug Ballinger

I have known Doug Ballinger as a personal acquaintance for over 20 years. We attend the same church and have played on the church basketball teams together. Currently he serves as the Chairman of the Lakeview Christian School Committee.

Doug is strong, quiet, and very self-disciplined man. He has very high integrity, and high expectations for himself. I have never seen him display anger or use profanity, and he treats people kindly. He is gentle and caring when it comes to handling difficult situations.

His analytical skills are superb as he can figure out problems quickly and begin seeking solutions right away. He maintains calm when under fire or criticism, and is not one who seeks to retaliate when wronged.

Doug is a Christian man as evidenced by his personal testimony and his loyalty to his family and church. He is an excellent role model for adults and children, and I would be thrilled to have him lead my children and grandchildren.

His academic credentials evidence his intellectual abilities as well as his work ethic. I admire his long term commitment to education and to the teachers and students that he serves.

I would highly recommend Doug as an individual in whom anyone could put their trust for either personal or work responsibilities. I would be glad to answer questions or to talk in person to recommend Doug.

Sincerely, 

Mike Roorbach, Administrator
Lakeview Christian School
5318 South Western Avenue
Marion, Indiana 46953
Phone 765-677-4266
Email: mroorbach@lakeviewchristian.net

Metropolitan School District of Wabash County

204 N 300 W • Wabash, IN 46992
PH: (260) 565-8050 • FAX: (260) 569-6836
www.msdc.k12.in.us

Dr. Damon B. Peigh
Superintendent

Dr. Brian K. Dawson
Assistant Superintendent

December 23, 2004

Letter of Recommendation for Doug Ballinger

To Whom it May Concern:

It is my pleasure to recommend and give my full support to the candidacy of Doug Ballinger. Mr. Ballinger has served MSD of Wabash County schools as the principal of LaFontaine Elementary School and as the District Curriculum Director. His leadership has been exemplary with teachers, students and school administrators. As Indiana adjusted to the requirements of the federal NCLB Act and the state Public Law 221 legislation, Mr. Ballinger met the job responsibilities with commitment and integrity. He has united his efforts in the joint collaboration with the Student Assessment/Title I Coordinator and the Professional Development/Gifted and Talented Coordinator to effectively facilitate the instructional efforts of the school district with the instructional triangle in mind.

I recommend, without reservation, the instructional skills of a truly professional educator. Mr. Ballinger possesses solid leadership skills in instruction that are fully recognized by the members of the Administrative Cabinet for the development of achieving students.

Sincerely,



Dr. Damon B. Peigh
Superintendent

DBP/glm

METROPOLITAN SCHOOL DISTRICT

OF WABASH COUNTY

Dr. Scott D. Hanback, Superintendent

Dr. Brian K. Dawson, Assistant Superintendent

January 20, 2005

To Whom It May Concern:

This letter serves as recommendation supporting Doug Ballinger's admission to participate in the Wednesday Residency Doctoral Degree Cohort Program at Indiana State University. Mr. Ballinger is currently serving his eighth year with the Metropolitan School District of Wabash County all as principal of LaFontaine Elementary School. Mr. Ballinger also serves as the corporation's curriculum director with duties including writing curriculum and textbook adoption to name only a few.

Though I have known Mr. Ballinger for a short time I can already tell he is a dedicated, loyal employee who works hard and ultimately does what is best for kids. His sincerity, leadership ability, and attention to detail are only a few characteristics that describe Mr. Ballinger.

~~Mr. Ballinger has my support as well as the support of the Board of Education to be out~~
of his building to attend classes on Wednesdays. I believe Mr. Ballinger has the organization, knowledge, and perseverance to complete the Wednesday Residency Doctoral Program at Indiana State University. You will be pleased with qualities he will bring to the group.

Sincerely,



Scott D. Hanback, Ph.D.
Superintendent

204 N 300 W

Wabash, IN 46992

OFFICE: (260) 563-8050 FAX: (260) 569-6836

www.msdcw.k12.in.us

Qualifications for a principal candidate:

Principal

THE PRINCIPAL AS INSTRUCTIONAL LEADER WILL:

- Set standards for student achievement;
- Provide leadership, direction and support to the implementation of the school's instructional and program;
- Provide instructional leadership in advancing proven teaching and learning practices;
- Provide leadership in the formulation and annual adjustment of the school's instructional program;
- Observe – and ensure that teachers observe – instruction regularly;
- Monitor – and ensure that teachers monitor – student growth and achievement;
- Support the development of a network of student support systems;
- Supervise and evaluate staff to ensure quality instruction and student achievement;
- Support and monitor the professional development plans of lead teachers, house teams, and curriculum coordinators to continuously improve instruction; and
- Ensure that continuous improvement is guided by student academic standards, school performance standards and concrete data from state and local assessments.

THE PRINCIPAL AS SITE-BASED MANAGER WILL:

- Develop and manage the school budget;
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories and office operations;
- Maintain complete and accurate records of the entire school program;
- Manage student recruitment and enrollment process;
- Recruit, select and hire school staff, including teachers and school-based support staff;
- Continually monitor progress on all measures of school and staff performance;
- Work with lead teachers and professional development specialists to address team needs;
- Ensure a safe and orderly environment;
- Ensure compliance with federal, state and local regulations and policies (unless otherwise waived);
- Establish and maintain close working relationship with the local board of education/trustees; and
- Complete and publicly present the annual partnership school progress report to the school community.

THE PRINCIPAL AS BUILDER OF SCHOOL CULTURE WILL:

- Communicate the vision that supports the partnership school's goals and articulate the school's values and model those values;
- Develop a plan for achieving the school's vision; achieve a common understanding with the community;
- Seek feedback on the progress of the school;
- Serve as a spokesperson for the partnership school in the community and elsewhere;
- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence;
- Engage parents and community in planning and implementing programs, including community use of the school site;
- Manage and facilitate group planning and program-solving sessions;
- Build on the strengths of staff; recognize improvement;
- Support and monitor the development of all staff and implementation of program improvements; and
- Provide leadership to the board of friends and the school leadership team

General principal qualifications include:

- Master's Degree
- Education Administrative Certification
- Three to five years' experience in instructional leadership
- Three to five years' teaching experience

Specific qualifications of the school leader are to excel in the qualifications listed above.

For selection, the principal must have as many of the following characteristics as possible:

A principal is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the charter school. He or she organizes, administers, supervises and evaluates all aspects of the school design within the charter school and the greater school community. The principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The principal is responsible for planning improvements that directly address Five Points of Accountability: Student Achievement, the School Design, the school's Financial Management, Customer Satisfaction (of teachers, students, and parents), and Operational Excellence (factors like student attendance and teacher turnover that directly affect a school's ability to produce results).

Achievement outcomes in the five points of accountability require strong leadership. We view leadership in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture.

Attachment 3: (Additional) School Administrator Resumes

- Dr. Doug Ballinger is our candidate for School Administrator. His resume is included in Attachment 1 (Founding Group Resumes).
- We have several candidates under consideration for additional school positions. However, we will not offer them positions until the charter is approved. (Several are currently employed and do not wish to be publicly identified.)
- Listed below is one potential candidate: Mark Coppler for the Kosciusko Academy:

Mark E. Coppler
440 S. Chippewa
Roann, Indiana 46974
(765) 833-6224

CAREER

OBJECTIVE:

- to exercise leadership in education
- to be challenged with the responsibility of administering a quality educational facility and program
- to encourage education through public speaking and public relations

EDUCATION:

Ball State University: Muncie, Indiana
Elementary Administration and Supervision Degree, 1988
Master of Arts in Education Administration, 1976
Post graduate work: Indiana University & San Diego State U.

Huntington College: Huntington, Indiana
Bachelor of Science Degree, 1971

Carey High School: Carey, Ohio 1964

**PROFESSIONAL
EXPERIENCE:**

1971-Present

Metropolitan School District of Wabash County

Northfield High School

- Physical Education Teacher
grades 7-12, 1971-1983
- Freshmen Head Football Coach, 1971- 1981
- Driver=s Education, 1971-1981 1997-2008
- Varsity Track Coach, 1971-1979
- Intramural Director
- Senior Class Sponsor
- Honor Society Sponsor
- Varsity Club Advisor

Metro North Elementary School

- Physical Education Teacher
grades K-6, 1983-1990
- North Central Accreditation Visitation Team
- TPE Pilot Program
- Teacher-Mentor Committee
- Kindergarten Physical Education Curriculum Book

- *Ind. Prof. Standards Bd. Mentor for New Admisistrators*
- *MSD Board's Collective Bargaining Team*
- *NCA Steering Committee Co-chairperson*
- *Principal 1990-2011*
- *Ind. Dept. of Ed. School Improvement Team Member*
- *MSD of Wabash County Summer School Director 1991-Present*
- *IPLA - Indiana Principal=s Leadership Academy*
- *Curriculum Council Member*
- *Professional Development Council*
- *MSD Sick Leave Bank Council*
- *Athletic Council Member*
- *Instructional Triangle Member*
- *Technology Council*
- *School Safety Member*
- *Assessment Council*
- *PL 221 Chairperson*
- *Taught Physical Education also @ Southwood & LaFontaine El. Shared teacher 1985-90*
- *White's Institute - Summer P.E. teacher 1975-76*

CIVIC

INVOLVEMENT:

- *Alleluia Day Care-President*
- *Wabash Community Service Foundation Board*
- *Community Service Soccer Coach*
- *Wabash Community Service Board*
- *MSD of Wabash County United Fund Director*
- *Elder Trinity Lutheran Church*
- *Kiwanis Member*
- *YMCA Fund Raiser Team Member*
- *Helping Hands Server*
- *Huntington University Leadership Attendee*
- *Public Speaker – Hillsdale College, Huntington University-
Manchester
College-Ball State University*
- *Elected into the Carey High School Hall of Fame*

INTEREST:

Reading and writing, collecting books and DVD's, hunting, scouting football games, caring for 60 orchard trees and family activities

PERSONAL:

*Marital Status: Married with three children
Birth Date: May 9, 1946*

REFERENCES:

Included with this resume

Attachment 4: Articles of Incorporation, Approval letter for 501(c)(3) IRS status, Indiana Schools Foundation Bylaws.

- See below for: Articles of Incorporation, Approval letter for 501(c)(3) IRS status, Indiana Schools Foundation Bylaws

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

CERTIFICATE OF INCORPORATION

of

INDIANA SCHOOLS FOUNDATION, INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, March 02, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 02, 2012

A handwritten signature in black ink, appearing to read "J. A. Bonnet".

JEROLD A. BONNET,
SECRETARY OF STATE

APPROVED AND FILED
JEROLD A. BONNET
INDIANA SECRETARY OF STATE
3/2/2012 1:47 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

INDIANA SCHOOLS FOUNDATION, INC.

2313 W SACRAMENTO DRIVE, MUNCIE, IN 47303

ARTICLE II - REGISTERED OFFICE AND AGENT

ROB ROBBINS
2313 W SACRAMENTO DRIVE, MUNCIE, IN 47303

ARTICLE III - INCORPORATORS

ROB ROBBINS
2313 W SACRAMENTO DRIVE, MUNCIE, IN 47303
Signature: ROB ROBBINS

ROB ROBBINS
2313 W SACRAMENTO DRIVE, MUNCIE, IN 47303
Signature: ROB ROBBINS

ARTICLE IV - GENERAL INFORMATION

Effective Date: 3/2/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

The purposes/nature of business

THE PURPOSE FOR WHICH THE INDIANA SCHOOLS FOUNDATION INC. IS ORGANIZED ARE EXCLUSIVELY, CHARITABLE, SCIENTIFIC, LITERARY AND EDUCATIONAL WITHIN THE MEANING OF SECTION 501 (C)(3) OF THE INTERNAL REVENUE CODE OF 1986 OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATE INTERNAL REVENUE LAW.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE FOUNDATION ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, OR THE CORRESPONDING PROVISION OF ANY FUTURE UNITED STATE INTERNAL REVENUE LAW, AND SHALL BE DISTRIBUTED TO THE COMMUNITY FOUNDATION

OF DELAWARE COUNTY, MUNCIE, IN 47305 FOR A NONPROFIT PURPOSES, EXCEPT:

A. 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 TO THE CHARTER SCHOOL SHALL APPLY.

B. IF THE ORGANIZER IS DISSOLVED, THEN CONSISTENT WITH INDIANA CODE 20-24-3-3, ALL REMAINING FUNDS AND ASSETS SHALL BE DISTRIBUTED AS FOLLOWS:

1. 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
2. ALL OTHER REMAINING ASSETS OF THE ORGANIZER AND THE CHARTER SCHOOL SHALL BE USED FOR NON-PROFIT EDUCATIONAL PURPOSES.

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

DEPARTMENT OF THE TREASURY

Date: JUL 17 2013

INDIANA SCHOOLS FOUNDATION INC
C/O DOUG JACOBS
3764 SOUTH 450 EAST
ANDERSON, IN 46017

Employer Identification Number:
45-4974899
DLN:
17053103355012
Contact Person:
ANDREA SPECK ID# 95044
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
March 2, 2012
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.

Sincerely,



Kenneth Corbin
Acting Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

BYLAWS
OF
Indiana Schools Foundation, Inc.

Adopted April 3, 2012

ARTICLE I

General

Section 1. Name. The name of the corporation is Indiana Schools Foundation, Inc. (the “Corporation”).

Section 2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is 2313 W Sacramento Drive, Muncie, IN 47303. The initial registered agent in charge of the initial registered office is Rob Robbins.

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

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than five, 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 one year, 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 zero years 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.

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

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

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

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

Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective. 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. 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. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article -II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

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

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or 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 IV¹ Committees

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

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

ARTICLE V

Conflicts of Interest (Also see attached Appendix A: Conflicts of Interest Policy)

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.

¹ ***This article may be necessary or requested by OCS if Charter School has a Board of Advisors which functions as a body separate from governing board and to which governing board wishes to delegate certain functions or responsibilities. This proposed provision would give the Advisory Board cognizable legal status under Indiana's corporate statutes regarding committee participation in corporate governance.***

(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 VI² 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

² **The presence of this article is to help recruit board members.**

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.

Appendix A: Conflict of Interest Policy

Article I: Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II: Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III: Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall affirm such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in injurement, impermissible private benefit or in an excess benefit transaction.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

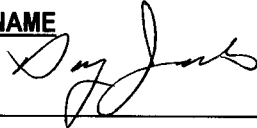
PRINT NAME & TITLE

Doug Jacobs / Board Chairman

DATE

2-19-14

SIGN NAME



Mr. Jacobs is the chairman of Indiana Schools Foundation, Inc. An exceptional school operator himself, Mr. Jacobs brings 32-years of education experience to the board.

DOUGLAS W. JACOBS

3764 S. 450 E. Anderson, IN 46017
Ph: (765) 810-5520 email: dougjacob22@gmail.com

K-5 Principal, Anderson Preparatory Academy

EDUCATION:

- 1993 - 1994 Administrative Certification
Ball State University, Muncie, Indiana
- 1982 - 1986 Master of Arts: Education
Ball State University, Muncie, Indiana
- 1975 - 1980 Bachelor of Arts: Physical Education, Health and Business Education
Anderson University, Anderson, Indiana
- 1971 - 1975 Wes-Del Jr. Sr. High School, Gaston, Indiana

HIGHLIGHTS OF QUALIFICATIONS AND EXPERIENCES:

IASP District 6 Elementary Principal of the Year 2010-2011

Thirty two years of educational experience combined from all levels including elementary, middle, and high school. Ten years experience as Principal; administered all facets of the educational process associated with a public school.

Eight years experience as Assistant Principal; administered the discipline program for a seven through twelve and a nine through twelve building, managed the school calendar, scheduled field trips and facilities usage, coordinated all emergency drills and reports, evaluated faculty and staff, supervised the advisor/advisee program, worked with the G/T program, assisted with Tech Prep, served as curriculum coordinator in the developmental year of the position, chaired the PBA/NCA self study, chaired the Technology Plan Grant Committee(1996-97), served on various other committees, and wrote or assisted in writing several grants.

Thirteen years teaching experience; assisted in curriculum development and served on committees to develop programs.

Served on North Central Association Accreditation evaluation teams.

Served on the IASP Competitions Advisory Board from 2000 to present.

Eighteen years coaching experience; coordinated and managed the entire program as high school head football coach and delegated and supervised responsibilities.

One year experience as athletic director; supervised and managed overall athletic program, assisted in hiring athletic staff, evaluated athletic staff, coordinated and implemented fundraisers, purchased equipment, and contracted reconditioning of equipment.

Managed satellite locations for North Central Industries, Muncie, Indiana (summer employment); set up, designed, and stocked store, managed inventory and ordering, trouble shot and made decisions, hired and trained personnel.

Developed and maintained excellent relationships with students, co-workers, administration, and the public.

Successful and dependable team player representing corporations with pride, professionalism and confidence.

Thirty two years as an education professional committed to serving our communities and our youth.

EMPLOYMENT HISTORY

Douglas W. Jacobs

- 2011-Present Elementary Principal (K-5)
Anderson Preparatory Academy, Anderson, Indiana
CEO: Robert Guillaume
- 2008-2011 Principal
Monroe Central Elementry School, Parker City, Indiana
Superintendent: Shane Robbins
- 2004-2008 Assistant Principal
Monroe Central Jr/Sr High School, Parker City, Indiana
Superintendent: Zach Rozelle Principal: Adrian Moulton
- 2000-2004 Principal
Yorktown Middle School, Yorktown, Indiana
Superintendent: Larry John
- 1998-2000 Principal
Tippecanoe Valley Middle School, Akron, Indiana
Superintendent: Dr. Karen Boling
- 1996-1998 Assistant Principal/Curriculum Director
Shenandoah High School, Middletown, Indiana
Principal: Todd Kadolph Superintendent: Alan Miller
- 1994-1996 Assistant Principal
Knightstown Jr. Sr. High School, Knightstown, Indiana
Principal: Michael Brown Superintendent: Hal Jester
- 1988-1993 Teacher/Coach
Physical Education and Health/Head Football
Southern Wells Jr. Sr. High School, Poneto, Indiana
Principal: James Schwarzkopf Superintendent: Mike Bushong
- 1980-1988 Teacher/Coach/Athletic Director
Physical Education and Health
Delta Middle School, Muncie, Indiana
Principal: Tom Gourley Superintendent: Tom Fihe

BREAKDOWN OF COACHING RESPONSIBILITIES:

- 1988-1993 Head Coach, Varsity Football
Assistant Coach, Varsity Baseball (1989)
Southern Wells Jr. Sr. High School, Poneto, Indiana
- 1980-1988 Assistant Coach, Varsity Football (1984-1988)
 Offensive Coordinator (1987-1988)
Head Coach, Freshmen Basketball (1982-1985)
Head Coach, Eighth Grade Football (1980-1984)
Head Coach, Sixth Grade Basketball (1980-1982)
Head Coach, Middle School Track (1983-1988)
Delta High School and Delta Middle School, Muncie, Indiana

REFERENCES

Please accept this list of references and feel free to contact them or any of my former supervisors. I believe they will confirm my work ethic and skills.

Larry John, Superintendent - Retired
Cowan School Corporation
Ph. (765) 289-7129
Yorktown Schools (worked with him from 2000-2003)

Zach Rozelle, Superintendent
Union County School Corporation
Ph. (765) 458-7471 email: zrozelle@uc.k12.in.us
Monroe Central School Corporation (worked with him from 2004-2008)

Tom Gourley, Assistant Superintendent - Retired
Delaware Community School Corporation (Delta)
Ph. (765) 289-1727

Adrian Moulton, Principal
Monroe Central Jr/Sr High School
Ph. (765) 468-7545 email: adrianm@monroecentral.org

Dr. Philip Rogers, Pastor
Middletown Church of the Nazarene
Ph. (765) 354-2327 email: pcr52@sbcglobal.net

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Indiana Schools Foundation (Delaware Academy + Kosciusko Academy)

2. Your full name: Douglas W. Jacobs

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.

1 yr. Principal of a Charter School, coordinated the first year startup.

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 have met some of them but do not have a relationship with them.

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

I/we do not know any such persons. Yes I have met a couple of potential vendors through professional contacts. No sustained relationships.

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

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

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

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

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

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

Certification

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

Douglas W. Jacobs
 Signature

3-14-13
 Date

BAR ADMISSIONS

Indiana Supreme Court, May 2011
Attorney No. 29668-18
United States Patent and Trademark Office, July 2011
Registration No. 68,499

EDUCATION

Southern Methodist University Dedman School of Law, Dallas, TX
Juris Doctor, August 2010
Attended law school while working full-time as a law clerk and paralegal
Jackson-Walker Moot Court Competition
Independent research paper: *European Personal Data Privacy Laws and the Global Ramifications on Internet Search and Content Providers*

Indiana University, Bloomington, IN
Bachelor of Science in Microbiology, May 2003
IU Cycling Club
Delta Tau Delta, Treasurer

PROFESSIONAL EXPERIENCE

Feiwell & Hannoy, PC, Indianapolis, IN
Associate Attorney, September 2011 – Present
Represent clients in creditor's rights.
Attend court mediations and Judgment Hearings.
Draft legal memoranda.

Barrett, Daffin, Frappier, Turner & Engel, LLP, Addison, TX
Law Clerk, General Counsel, December 2007 – May 2010
Paralegal, May 2006 – November 2007
Represented clients in most aspects of creditor's rights.
Negotiated resolutions of real property title disputes, tax suits, and mortgage defaults.
Drafted and filed legal pleadings and claim letters.
Drafted legal memoranda based on statute and case law research.

Innocence Project of Texas, Dallas, TX
Pro Bono service, 2010
Researched statutes and case law of various jurisdictions regarding eyewitness identification procedures.
Assisted in drafting proposed legislation considered by the Texas Legislature.

Feiwell & Hannoy, PC, Indianapolis, IN
Manager, Records Management Department, February 2004 – May 2006
Paralegal, Foreclosure, Sale, and Eviction Departments, December 2003 – January 2004

MEMBERSHIPS AND PERSONAL INTERESTS

American Bar Association
Intellectual Property Section
Indiana Bar Association
Bankruptcy & Creditors' Rights Section; Young Lawyers Section; Wellness Committee
Indianapolis Bar Association
Indianapolis Zoo
Ultra Marathoner and Ironman Triathlete

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:
Delaware Academy, and Madison/Kosciusko Academy

2. Your full name: *Ryan L. Grimes*

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.
Board Member + Secretary, SoCo 170A, a 213 unit apartment home building.

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
Rob Robbins - acquaintance, personal

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

I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

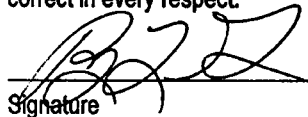
N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes
6. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

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



 Signature

4.5.2012

 Date

Germán T. Cruz

Curriculum Vitae

July 2013

EDUCATION

MLA	Ball State University, 1999
MDiv	New Orleans Baptist Theological Seminary, 1997
BLA	University of Illinois, 1970
Additional Coursework	Graphic Design: School of the Art Institute, Chicago, 1972
	French: Alliance Française, Cali, Colombia, 1961-1964
	Painting/Drawing: Escuela de Bellas Artes, Cali, Colombia, 1960-1965
Continuing Education	Workshops and Professional Development Seminars on Community Design, Human Relations, Design Office Management, Organization Development, Real Estate Finance Analysis, Community Development, Housing, Urban Design and Environmental Impact Analysis, Computer Technology Applications, Graphic Representation of Data.

PROFESSIONAL AND ACADEMIC EXPERIENCE

2013	July	Associate Professor Emeritus	Department of Landscape Architecture College of Architecture and Planning Ball State University Muncie, Indiana
2008	- 2013	Associate Professor	Department of Landscape Architecture College of Architecture and Planning Ball State University Muncie, Indiana
1997	- 2008	Assistant Professor	Department of Landscape Architecture College of Architecture and Planning Ball State University Muncie, Indiana
1997	- Present	Principal	Cruz Design Studio Muncie, Indiana
1989	- 1997	President and CEO	Altamira Design and Common Sense, Inc. Atlanta, Georgia
1987	- 1989	Vice-President	HOH Associates, Inc. Atlanta, Georgia
1981	- 1987	Sr Landscape Architect	Post, Buckley, Schuh & Jernigan, Inc. (PBS&J) Tampa, Florida
1979	- 1981	Assistant Professor	Department of Architecture Department of Landscape Architecture College of Architecture and Planning Ball State University Muncie, Indiana

1979	- 1981	Associate	Rundell Associates Muncie, Indiana
1977	- 1979	Principal	Landplus West, Inc. Yorktown, Indiana
1971	- 1977	Landscape Architect	Chicago Park District Chicago, Illinois
1969	- 1971	Instructor	Department of Landscape Architecture College of Fine and Applied Arts University of Illinois Urbana, Illinois

LANGUAGE PROFICIENCIES

Advanced competency:	Spanish, English, French
Intermediate competency:	Italian, Portuguese, Biblical Greek, Latin
Beginner competency:	Biblical Hebrew

PROFESSIONAL REGISTRATION

Landscape Architect Kentucky (#363, September 1982), Florida (#893, November 1982)

SCHOLARLY AND RESEARCH ACTIVITIES (Past 10 years)

Conferences, Lectures, Participations

Lecturer	Visiting Chinese Students from Harbin University Ball State University, 2012 1.- <i>21st Century Landscape Architecture : Review and Commentary</i> 2.- <i>Pathways for Future Practice</i>
Lecturer	Urban Design Module in Master of Landscape Architecture Program. Universidad Pontificia Bolivariana, Medellin, Colombia. 2010 (4 lectures and 1 workshop) 1.- Landscape Identity : Green Infrastructure 2.- Landscape Perception : To Look and To See 3.- Landscape Perception : To See and To Know 4.- Landscape Perception : To See and To Live
Lecturer	<i>Green Infrastructure Horizons for Landscape Architecture in the 21st Century</i> . Universidad de Sucre, Sincelejo, Colombia. 2010
Lecturer	<i>"Landscape and Identity"</i> . 11 th ENEFA. Universidad Catolica Nordestana. San Francisco de Macoris, Dominican Republic. 2008
Lecturer	<i>"Green Architecture"</i> . 9 th Bienal de Arquitectura de Santo Domingo. 2008
Lecturer	<i>"New Morphologies for Old Cities : The Case for Eco-Urbanism in Cali, Colombia"</i> . ISUF Conference (International Seminar on Urban Form). Ouro Preto, Minas Gerais, Brazil. 2007
Participant	EMSU (Environmental Management and Sustainable Universities), University of Wisconsin at Stevens Point. 2006
Lecturer	ENEPEA (National Encounter of Schools and Faculties of Landscape Architecture). University of Sao Paulo, Brazil. 2006
Lecturer	9 th ENEFA (National Encounter of Schools of Architecture), Universidad Central del Este, San

Pedro de Macoris, Dominican Republic. 2005

Panelist *"Exploring the Novice-Expert Relationship in Core Curriculum and Early Major Courses"* 2nd Annual Conference of the International Society for the Scholarship of Teaching and Learning. Vancouver. 2005

Lecturer *Paisagismo : Técnica e Prática*. IFLA and FUPAM/University of Sao Paulo capacity building workshop for Brazilian teachers of landscape architecture. Sao Paulo, Brazil. 2004

Lecturer *Memory of a Birthplace: Aspects of a Childhood in Colombia*. Tea Time Lecture. First Christian Church, Jeffersonville, Indiana. 2004

Panelist *"Teaching in the Freshman and First Professional Courses"* 24th Lilly Conference on College Teaching. Miami University. 2004.

Panelist *"Getting There : Part Two / From Feudalism to Futility to Fragmentation to Wholeness/ Conceptual Solutions for the Mending of the Muncie Urban Fabric"*. Small Cities Conference, Ball State University. 2001

Editorial, Writing, and Publishing

Editor/Sponsor *The New Middletown : A Plan for Muncie*. December 2012 (Fall Semester in Urban Design, LA 403 Studio)

Author *Poemas Veniales/Venial Poems*, 2012. Collection of poems in English and Spanish

Author *Thinking of Design: Reflections Upon a Great Wave Ride*, 2012.

Author *Walking to Know : A Meditation on Place: Considering the Design legacy of the Camino de Santiago*. 2012

Author and *The French Mind on the Landscape: A Selection of Relevant Articles Translated from Selected French Texts*.

Translator 2012



CRUZ DESIGN STUDIO
4613 NORTH GISHLER DRIVE
MUNCIE, INDIANA 47304

765.288.6570
germancruz@mac.com

C R E D E N T I A L S

aka Curriculum Vitae Breviformis

Germán T. Cruz received a BLA from the University of Illinois (1970) and an MLA from Ball State University (1999) which have been supplemented with a Master of Divinity (1997) and certificates in Free Hand Drawing (1962), French Language and Civilization (1962), Graphic Design (1972), and Continental Cuisine (1976). Mr. Cruz is conversant in several languages (English / Spanish / Portuguese / French / Italian), reads Classic Latin, Biblical Greek, and Biblical Hebrew and functions with great comfort in multi-cultural environments.

For 30 years Mr. Cruz advanced his professional practice in large multi-disciplinary design firms where he led planning and design teams in the conceptualization and development of several large urban and neo-urban residential and recreation communities in Florida, Georgia, New Jersey, Alabama, and South Carolina. In 1988, Mr. Cruz established his own firm in Atlanta (**Altamira: Design and Common Sense**) which served as a vehicle for comprehensive design efforts in urban environments along with pro-bono action for revitalization of blighted neighborhoods (**Summerhill / East Lake Meadows / Techwood**). Product of these efforts were master plans for several large urban park networks (**Freedom Park** in Atlanta, Georgia in collaboration with EDAA) and revitalization plans for several inner city communities in Atlanta (Summerhill, Techwood Homes, East Lake Meadows) that served to transform blighted public housing complexes and neighborhoods into viable mixed resident communities. The work on **East Lake Meadows** was recognized by the Georgia Chapter of the ASLA in 1998 with the **President's Award of Excellence**.

Between 1990 and 1996, Mr. Cruz played a significant role in the preparation, planning and design of athletic and residential venues for the **1996 Olympic Games**. When his wife (Karen) assumed responsibility for the care of elderly family members in 1997, Mr. Cruz moved to Muncie, Indiana where he joined the faculty of the **College of Architecture and Planning at Ball State University** and founded the **Cruz Design Studio** as a tool for intervention in selected projects and interests. In the academic venue, Mr. Cruz has distilled his **42 years of practical professional experience** into a focused consideration of issues of connectivity, civility, conservation, and urbanity in cities as well as upon fundamental skill acquisition and development in young designers. Success in the academic setting has been rewarded with several recognitions like the **2001-2002 Faculty Award** from the Student Chapter of the ASLA for "Outstanding Student Relations, Personal Achievement, and Stewardship of the Land" and a nomination (2006) for university wide honors in creativity. Most recently, Mr. Cruz has been active in knowledge transfer efforts in Brazil, Dominican Republic, and Colombia as visiting lecturer on teaching methodology and curriculum enrichment as well as sustainable planning strategies for excessively urbanized areas.

In 2010, Mr. Cruz accompanied by his wife made the 3,000 km walk from Le Puy en Velay (SE France) to Santiago (NW Spain) on the Camino de Santiago (St James Way) as a vehicle to engage land and culture. Product of this 66 day venture was the book "**Walking to Know**" published in 2012 along with volumes on poetry (**Poemas Veniales**), design reflections (**Thinking of Design**) and translations from the French (**The French View on the Landscape**) that have appeared in Spring and Fall 2012 during a sabbatical parenthesis. Another book of poems (**Pre-Posthumous Voices**) and a set of design reflections (**The Blind Mirror**) are being prepared for publication in 2014 along with a collection of meditations (**Cruz Currents**)

Mr. Cruz has been a **contributing editor** of Landscape Architecture Magazine and **book review editor** of Open House International as well as **guest commentator** of the Muncie Star Press, the local newspaper. Following the example of notable practitioners as well as the needs and realities of professional practice, Mr. Cruz has refused to specialize in a narrow section of the discipline choosing instead to engage problems systematically as a wide design challenge to be solved through informed and disciplined design action guided by agility in inquiry. This comprehensive design view is enhanced by extensive writing in various forms and painting with watercolors and color pencils. While far from an oenophile, Mr. Cruz delights in aged Portuguese port and explorations of international cuisine.

PROFILE (In the manner of a Curriculum Vitae)



Germán T. Cruz

Landscape Architect
Watercolorist / Poet
Associate Professor
BLA Illinois
MLA Ball State
Miscellaneous Certificates

Books published

Walking to Know (2012)
Poemas Veniales (201)
Thinking of Design (2012)
The French View on the Landscape (2012)
Books in progress (Projects With No Publication Deadline)
Reflections and Inquietudes : Life / Work / Barriers / Channels
Lives in Design : Interviews and Concepts
Theology of Place : The Practice of Vocation
Prairie Cathedrals (Silos and Granaries in East Central Indiana)
Pre-Posthumous Voices (Last Poems)
The Blind Mirror (Last Rites for Academia)
Cruz Currents (Theological Mussions)
Rigor Mortis (a novel)

Big Recent Events

Walk to Santiago (1500 KM) Summer 2010
Birth of Simon, first grandson (October 2010)
Plastic Work in Progress (Painting / Sketching)
Land / Place / People : Via Podensis : Summer/Fall 2012
Flowers and Fields : Studio Watercolors : Fall 2012
Things/Stuff Between Here and the Horizon
From There to Nowhere : Fixing Muncie NW Sector
Muncie Boulevard Initiative : McGalliard Corridor
Muncie Boulevard Initiative : Wheeling Corridor
Muncie Appearance Initiative
Retirement : July 2013

Languages

Different levels of language proficiency
English / Spanish / French / Portuguese
Latin / Biblical Greek / Biblical Hebrew

Preferences

Big Band / Tango / World Music / Classical
Good coffee / Good bread / Pao de Queixo
All fruits / Chicken Marengo / Eggplant
Boeuf Bourguignon / Key Lime Pie / Chili
Smart Cats / Big Dogs / Roosters / Clown Fish
Happy people / Intelligent people / Winners
No whinning / No excuses / No backstabbing
Travel / Reading / Thinking / Dreaming

Family

Daughter : Azu : PhD Continental Philosophy
Son : Robert : Pianist/Organist
Wife : Karen : Magnificent / Lovely / Kind

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:

DELAWARE # KOSCIUSKO ACADEMIES

2. Your full name:

GERMAN T. CRUZ

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.

10 YEARS OF HIGHER ED. EXPERIENCE

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

Certification

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

Bernard T. Croz
 Signature

04/19/14
 Date

Jeannine A. Stassen
writejs4mk@yahoo.com

Permanent Address:
1217 W. University Ave.
Muncie, IN 47303
765-289-2630

Education

Ball State University, Muncie, IN Graduation: 1971
Bachelor of Science in Family and Consumer Science

Purdue University, West Lafayette, IN 1972-1975, Masters Work

Work Experience

Purdue Cooperative Extension Service 1971-1976
Extension Agent

- Adult education in 10 counties
- Mentored 40 adult education clubs

Heritage Hall Christian School 1976-1976

- Junior High School teacher

Fourth Baptist Christian Day School 1976-1979

- High School teacher

Mary Kay Cosmetics 1988-present

- Independent Senior Sales Director
- Mentor 150+ women in sales and leadership

Community Involvement

United Way of Decatur County 1973-1976

- Board member and co-chairman of annual fund drive

Muncie Symphony League 1980-1990

- Board member serving as vice president and president
- Fund raising for the Muncie Symphony Orchestra

Alpha Chi Omega Sorority 2010-present

- President of alumnae chapter

References

Independent National Senior Sales Director Sue Kirkpatrick
500 W. Main Street, Plainfield, IN 46148
317.839.7194

Dr. George Branam
1138 W. Warwick Road, Muncie, IN 47304
7656.288.3168

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

Disclosures

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

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 ① we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 ① we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. ① we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. ① we or my family do not anticipate conducting any such business. Yes

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

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

Certification

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

Jeannine Stassen
 Signature

2/19/14
 Date

Michael E. Stafford, Jr

2714 W Burgewood Dr
Muncie, IN 47304
765.749.5087

Qualifications

Licensed Property & Casualty, Life, Accident & Health Producer for the State of Indiana
CIC designation 98

Professional Experience

2012 to Present, Star Financial Bank / Star Insurance Agency
(sold Stafford Insurance Group, Inc To Star Financial Bank 2012)

- Account Executive

2001 to 2012, Owner & President - The Stafford Insurance Group, Inc

- Owner & President

1998 to 2001, Thompson Insurance Group, Inc

- Employee Benefits Manager
- Producer

1994 to 1998 Producer - Selby-Martin Insurance Group, Inc

- Producer

Academic Preparation

Ball State University – Bachelor of Science Insurance & Finance

References:

Thomas Welch, President – Grange Insurance Company
671 S High St
Columbus, OH 43206
800.422.0550

Mark McKinney, Attorney – McKinney & Malapit Law
114 E Washington St
Muncie, IN 47305
765.639.7502

Additional references available upon request.

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:
The Delaware and Kosciusko Academy
2. Your full name: Michael Stafford Jr
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached. Bachelor of Science (finance) Ball State University
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
Started Stafford Insurance Group, Inc. from scratch, built it for 15 years and then sold it to my current employer STAR Financial Bank
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

Due to the nature of my business, I do have some professional acquaintances with some of the vendors.

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

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

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

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

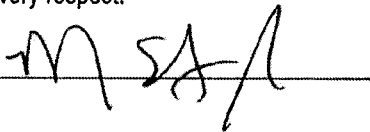
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you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

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

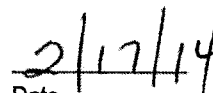
Certification

I, Michael Stafford Jr, 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 Delaware Academy Charter School is true and correct in every respect.

Signature



Date



DAVID G. SPROWL

906 West 10th Street, Marion, IN 46953
765.669-1974
Sprowl.David@gmail.com

SUMMARY I am currently in a satisfying career but looking to expand my responsibilities in public service or other venues.

EDUCATION *Ball State University*
1996-2002
Bachelor of Science, Pre-Law Designation
(Double Major: Political Science & History)
Graduate Magna Cum Laude

WORK EXPERIENCE

- **Carey Services** 1988 thru Present
Positions Held:
Direct Care Professional 1988-1993
Case Management, SILP Program 1993-2002
QMRP 2002-2003
Wabash County Residential Manager 2002-2003
Supported Living Coordinator 2003-2010
Intake & Outreach Coordinator 2010-Present

SKILLS & ABILITIES

- Program Management
- Supervised 10 Managers, and over 110 Direct Care employees
- Marketing
- Social Media Management
- Excellent Interpersonal Skills
- Communication Skills
- Responsible for Press & Media Releases
- Constant Interaction with Public, Families, Government Agencies, and other Stakeholders
- Impeccable Character & Integrity

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:
Muncie Charter School
2. Your full name: David G. Sprowl
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.
Although I do not have direct board experience, I have over 25 years of service with a community-based, not-for-profit that has provided numerous opportunities with various private & public sector leaders & organizational members, and I believe that my leadership skills and experience would be beneficial.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

Certification

I, David G. Sprowl, 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 Muncie Charter School is true and correct in every respect.



Signature

February 19th, 2014

Date

Attachment 7: Ethics and Conflict of Interest Policy

ARTICLE V (of Indiana Schools Foundation, Inc. Bylaws)

Conflicts of Interest (Also see attached Appendix A: Conflicts of Interest Policy)

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.

Appendix A (of Indiana Schools Foundation Bylaws): Conflict of Interest Policy

Article I: Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II: Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III: Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall affirm such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in injurement, impermissible private benefit or in an excess benefit transaction.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 8: Education Service Provider (ESP) Information

- Paideuo Academies LLC is registered with the Indiana Secretary of State to do business in Indiana. See attached copy of Articles of Incorporation.
- Below is 1) a term sheet outlining key features of the ESP contract; and 2) a sample ESP contract (Acme Academies) that Paideuo are proposing for a management contract.

ESP Management Contract Term Sheet

Duration:

- 5 years
- Early Termination: The Board has the authority to switch management companies or operate the School themselves without a management services company. The Board shall exercise good faith in considering the recommendations of Acme on issues including, but not limited to, policies, rules, regulations, procedures, curriculum and budgets subject to the constraints of law and the requirements of the Contract. The Board's failure to adopt Acme's reasonable recommendations with respect to policies, rules and regulations to enable Acme to implement the School design as set forth in the Contract may, at Acme's option, be deemed a material event which shall entitle Acme, at its option, to unilaterally terminate this Agreement. Similarly, if the Board cannot agree with Acme on educational or fiscal policies, the Board may terminate this Agreement as well.

Fees:

- 9% of total revenue
- Additional 3.5% bonus fee if management meet specific board-determined goals.

Contractor status:

- Independent contractor

Employee status:

- School employees are employees of the management firm.

Finances:

- Revenues immediately deposited into management firm deposit account, which is used to pay all school expenses.

Selection of School Leader:

- Management firm is responsible for all staffing decisions.

Budget:

- Management firm is responsible to create this document.

School Policies and Procedures:

- Foundation hires management firm to make these decisions.

Curriculum and school activities:

- Foundation hires management firm to make these decisions.

Specific Functions:

- Strategic Planning. The management firm shall work with School leadership, design strategic plans for continuing educational and financial benefit of the School.
- Public Relations. The management firm shall work with the Board design a public relations strategy for the development of beneficial and harmonious relationships with the community and other organizations.
- Other Functions. At the wishes of the Board, the services the management firm will provide the School include, but are not limited to the following.
 - Financial
 - Record keeping
 - Develop compensation plans
 - Select benefit packages
 - Provide payroll services
 - Provide budgets: operational (annual with updates as needed); cash flow; financial statements
 - Pay invoices
 - Risk management
 - Other aspects of the business administration of the School
 - All functions typically associated with the operations of a school that are typically performed by the school district
 - Education Planning
 - Curriculum improvement services
 - Student assessment
 - Develop school improvement plan
 - Technology planning
 - Staff Development
 - Professional development
 - Selection, employment and supervision of all teachers and staff
 - Compliance Issues/Reports
 - Development of policies and protocols to guide daily operations
 - Help with filing reports to ICSB, local, state of Indiana, federal government
 - Preparation of charter applications
 - Preparation of regulations governing operations of the School
 - Cooperation with and facilitation of the services performed by the Board's legal counsel and independent auditor
 - Development of human resource policies, protocols and forms
 - Implementation and enforcement of policies
 - Implementation of policies and procedures for the health, safety and welfare of students and other persons at the School
 - Preparation of services on behalf of the Board, such as the preparation of agendas, minutes, and the assembly of documents and information required by members of the board.
 - Educational Services
 - Implementation and administration of educational program
 - Oversee the day-to-day operation of the School
 - Hire staff
 - Curriculums for each grade level
 - Discipline policies
 - Student records

- Schedules for students/staff
 - Attendance records
 - Assist with development of school forms
 - Student environment management
 - Advertising and recruitment of students
 - All functions associated with enrollment management
- School Equipment
- Assist with furniture needs
 - Assist with technology purchases
 - Information systems development and management
- Facilities Planning
- Facilities Upkeep
- Assist with facilities decisions, oversight of vendors and maintenance, utilities
- Preparation of grants and special programs
- Securing funding sources for special programs and facility improvements
 - Assisting with completing of grant proposals and applications
- Administration of extra-curricular and co-curricular activities and programs

Board Responsibilities:

-- Accounting Services. The Board is responsible for selecting the independent auditor to perform the financial audits in accordance with the charter Contract with ICSB and applicable state law.

-- Evaluation. The Board will evaluate the performance each year to provide an understanding of the Board's view of its performance under this Agreement. A preliminary evaluation will normally occur in December of each year followed by a year-end evaluation in June. The Board will determine the format to conduct this evaluation. Special evaluations may occur at any time.

-- Educational Consultants. The Board may retain educational consultants to review the operations of the School and the performance under this Agreement. The management firm shall cooperate with the educational consultants and provide these individuals with prompt access to records, facilities and information as if such requests came from the board.

For more terms, see the sample management services agreement (for Acme Academies, LLC) which includes many more sample conditions and responsibilities.

Management Services Agreement

This management Services agreement (“Agreement”) is made and entered into as of the _____ day of _____, 2014, by and between Acme Academies LLC, an Indiana limited liability company (“Acme”) and the Indiana Schools Foundation, Inc. (“Foundation”), an Indiana not-for-profit corporation exempt from tax under I.R.C 501(c) (3).

Whereas, the Foundation is attempting to operate a charter school (“School”) pursuant to a contract (“Contract”) issued by the Indiana Charter School Board (“ICSB”); and

Whereas, the Foundation is attempting to operate a charter school under the direction of the foundation board (“Board”); and

Whereas, Acme is a limited liability corporation providing educational and managerial services to charter schools; and

Whereas, the Foundation desires to create an enduring educational relationship with Acme.

Whereas, the Foundation desires to engage Acme to perform certain educational and managerial services related to the charter school.

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

Article 1

Contractual Relationship

1. Authority. The Foundation represents that it is authorized by law to contract with a private entity to provide educational management services. The Foundation anticipates being granted a charter by the Indiana Charter School Board (ICSB) to begin operations with the Fall, 2012 school year. The ICSB charter Contract is a term that shall include the Contract and all Schedules thereto. The School will operate under the Indiana Charter Schools Law, IC 20-1.5 (“Charter Schools Law”). The Board hereby agrees to consult with Acme. Before it agrees to any Contract amendment, which materially affects Acme. The Foundation is governed by a Board of Directors (“Board”), which is responsible for overseeing the operations of the foundation, the School and Acme. Acme will provide services detailed in this Agreement to the Foundation subject to the Board’s direction, oversight, policies, requirements of the Contract, and Charter Schools Law. Nothing in this Agreement shall be construed to interfere with the Foundation’s duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of the School. The Foundation is deemed to retain the right to exercise its judgment in accepting or rejecting Acme’s recommendations for policy, strategic planning, budgeting, and the educational program.

1.1 The foundation board hereby (i) appoints Acme for the purpose of providing its managerial, administrative and educational program to the charter School more specifically described herein and (ii) grants Acme the right, power and authority to the extent permitted by law to carry out the duties and obligations provided by this Agreement upon the terms and conditions set forth herein.

1.2 Acme hereby accepts such appointment for the term set forth herein as manager with the full general authority subject to the terms and conditions of this agreement, the charter Contract, and all applicable law, to act on behalf of the charter School for purposes of managing and administering the charter School.

2. Cooperation between Acme and the Foundation

2.1 The Board and Acme will carry out their duties under this Agreement in such a manner as to minimize the disruption to the orderly functioning and administration of the charter School.

2.2 The relationship between the Foundation and Acme is based solely on the terms of this agreement and the terms of any other agreements between Acme and the foundation. No agreement between the parties is enforceable unless it is in writing signed by the parties.

2.3 The Foundation designates Acme and employees and sub-contractors of Acme as agents of the Foundation having a legitimate educational interest solely for the purpose of entitling such persons access to education records under 20 U.S.C. §1232g the Family Educational Rights and Privacy Act (“FERPA”).

2.4 Independent Contractor Status. The parties of this agreement intend that the relationship between them created by this agreement is that of independent contractor and not employer-employee. With the exception of the limited purpose identified in 2.3 above, no agent or employee of Acme shall be deemed the agent or employee of the foundation except as expressly acknowledged in writing by the Board. Except as otherwise stated in this agreement, Acme will be solely responsible for its acts and for acts of its agents, employees and sub-contractors and is not authorized to act on behalf of the Foundation.

Article II

Term

1. Term. This Agreement shall become effective on June ?, 2012 and shall end on June 30, 2017, unless terminated earlier in accordance with the terms and conditions set forth herein. The term shall include five (5) school years. Each academic year will commence on July 1 and end on June 30. However, notwithstanding the foregoing, in no event shall the term extend beyond the term of the charter Contract granted to the Foundation by its

authorizer, ICSB. Currently, the ICSB Contract is for five years. Services of Acme will expire unless this Agreement is renewed by mutual agreement of the parties.

Article III

Acme Responsibilities

1. Functions of Acme

1.1 Acme shall provide the School with its complete educational program based on school management principles previously presented in writing to the Board and included in the charter Contract (“Educational Program”), subject to the overall policy setting, strategic planning, budgeting, supervision, monitoring, and oversight of the Board. This complete educational program shall meet all requirements of the charter schools law. Acme will provide the management and administrative services necessary to implement and operate its educational program as described in the charter Contract.

1.2 Acme hereby expressly acknowledges that this Agreement is subject to the terms of the Contract with its authorizer and the Charter Schools Law. The Contract is hereby incorporated by reference and Acme agrees to comply with its terms and with all federal and state laws applicable to charter schools. Notwithstanding anything to the contrary contained herein, to the extent any provision of this Agreement is in conflict with the Contract, or with applicable law, the Contract, or applicable law shall supersede this Agreement, as the case may be.

2. Education program

2.1 Acme’s educational program has been reviewed and approved by the Board and adopted for use at the charter School. The School seeks to create a high quality academic option within the public schools. The School aspires to have a college preparatory program which combines academic achievement with leadership skills and opportunities. Acme agrees to operate the School consistent with the purpose and goals set forth in this section and the Mission and Educational Goals set forth in the Contract.

2.2 Acme’s educational program will continue to be adapted and modified by Acme in the future, in collaboration with the Board and School leadership, and as needed to maintain the highest quality educational program. In the event Acme determines that it is necessary to modify the Education Program, Acme shall inform the Board of the proposed changes and obtain Board approval, and if required under the Contract, approval of the authorizer. It is understood by the Board that an essential principle of the educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Acme and the Board are interested in results and not inflexible prescriptions. Any substantial modification of the educational program shall be subject to prior approval of the Board and, if required under the Contract or Code, by ICSB.

3. Specific Functions

3.1 Strategic Planning. Acme shall work with School leadership, design strategic plans for continuing educational and financial benefit of the School.

3.2 Public Relations. Acme shall work with the Board design a public relations strategy for the development of beneficial and harmonious relationships with the community and other organizations.

3.3 Other Functions. At the wishes of the Board, the services Acme will provide the School include, but are not limited to the following.

3.31 Financial

- Record keeping
- Develop compensation plans
- Select benefit packages
- Provide payroll services
- Provide budgets: operational (annual with updates as needed); cash flow; financial statements
- Pay invoices
- Risk management
- Other aspects of the business administration of the School
- All functions typically associated with the operations of a school that are typically performed by the school district

3.32 Education Planning

- Curriculum improvement services
- Student assessment
- Develop school improvement plan
- Technology planning

3.33 Staff Development

- Professional development
- Selection, employment and supervision of all teachers and staff

3.34 Compliance Issues/Reports

- Development of policies and protocols to guide daily operations
- Help with filing reports to ICSB, local, state of Indiana, federal government
- Preparation of charter applications
- Preparation of regulations governing operations of the School
- Cooperation with and facilitation of the services performed by the Board's legal counsel and independent auditor
- Development of human resource policies, protocols and forms
- Implementation and enforcement of policies established by the board
- Implementation of policies and procedures for the health, safety and welfare of students and other persons at the School

- Preparation of services on behalf of the Board, such as the preparation of agendas, minutes, and the assembly of documents and information required by members of the board.

3.35 Educational Services

- Implementation and administration of educational program
- Oversee the day-to-day operation of the School
- Hire staff
- Curriculums for each grade level
- Discipline policies
- Student records
- Schedules for students/staff
- Attendance records
- Assist with development of school forms
- Student environment management
- Advertising and recruitment of students
- All functions associated with enrollment management

3.36 School Equipment

- Assist with furniture needs
- Assist with technology purchases
- Information systems development and management

3.37 Facilities Planning

3.37b Facilities Upkeep

- Assist with facilities decisions, oversight of vendors and maintenance, utilities

3.38 Preparation of grants and special programs

- Securing funding sources for special programs and facility improvements
- Assisting with completing of grant proposals and applications

3.39 Administration of extra-curricular and co-curricular activities and programs

4. Subcontracting. Unless prohibited by ICSB or other regulations, sub-contractors may be found for some or many of the services listed above. Because subcontracting of services is a time-tested and widely-practiced business management tool for the efficient provision of many services, Acme may delegate the performance of but not the responsibility for any duties and obligations of Acme hereunder to any independent contractor, expert, or professional advisor. Board approval will be necessary for any sub-contract that exceeds \$40,000 over the course of a year.

5. School records. The financial, educational and student records pertaining to the School are School property, and such records are subject to applicable law (such as the Freedom of Information Act). Except as prohibited under the Contract or applicable law, the organizer, the authorizer and the public shall have access to the School's records, which shall be physically or electronically available at the School.

6. Acquisitions. All acquisitions made by Acme for the School with School funds including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned by and remain the property of the School. Acme shall not add any fees or charges to the cost of materials, equipment or supplies purchased by Acme on behalf of the School.

6.1 In the event that Acme makes purchases on behalf of the School, Acme shall comply with applicable laws and conduct the purchases as if the School were making such purchases directly from the third party. Fiduciary discretion will be followed in conjunction with all bids, proposals and contract agreements regarding all purchases.

6.2 Acme may, at its discretion, finance purchases pursuant to an equipment lease and allow the School to use such equipment. Equipment lease expenses, including without limitation applicable interest charges, shall be an operating expense of the School to be paid in accordance with the terms of this Agreement. As appropriate, the title to the equipment would be held by the applicable lessor, and if subject to an option to purchase, ultimately would be held by the optioning party and/or the School, as the case may be. Acme's provision of equipment pursuant to this Agreement shall be subject to, and the School agrees to abide by, the terms and conditions of any applicable equipment lease between Acme and any third party lessor. At the end of the term of any such equipment lease, such equipment shall be returned to Acme or any third party lessor, as appropriate under the leasing arrangement. For any property so leased that is subject to an option to purchase, Acme shall assist the School in its decision to purchase such property and shall act on its behalf in meeting all notice requirements of the lessee therein in its exercise of the option to purchase. Acme from the Revenues as hereinafter defined, shall make payment on behalf of the School to the lessor as necessary to complete the transfer of title to the School. Notwithstanding anything to the contrary herein, to the extent that there are not sufficient Revenues for such payment, Acme shall not be required to make such payment.

6.3 Acme makes no expressed or implied warranties as to any matter whatsoever with regard to any equipment, materials or supplies purchased on behalf of or for use at the School, including without limitation the condition of any such item, its merchantability or fitness for any particular purpose. No defect or unfitness of any equipment, materials or supplies shall relieve the School of its obligations to pay for use of the item or of any other obligation under this agreement. Notwithstanding the foregoing, Acme will enforce any existing manufacturer warranties on all equipment, materials or supplies purchased on behalf of or for use at the School.

6.4 All property which has been purchased by Acme with its own funds will remain the property of Acme.

7. School Name. Acme shall use the School name selected by the Board.

8. School Year and School Day. The school year and school day shall be as provided in the Contract and resolutions by the Board.

9. Authority. Acme shall have the authority and power necessary to undertake its responsibilities described in this Agreement except in the cases wherein such power may not be delegated by law.

10. Services to Disabled Students and Special Education. Acme shall provide special education services to students who attend the School in conformity with the requirements of state and federal law. Acme may subcontract all or any portion of such services.

11. Rules and Procedures. Acme shall recommend reasonable rules, regulations and procedures applicable to the School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Board.

12. Due Process Hearings. Acme shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the School's own policies. The Board shall retain the right to provide due process as required by law.

13. Legal Requirements. Acme shall provide educational programs that meet federal, state and local requirements, and the requirements under the Contract, unless such requirements have been waived. The Board shall interpret regulations liberally to give Acme flexibility and freedom to implement its educational and management programs.

14. Pupil Performance Standards and Evaluation. Acme shall implement pupil performance evaluations that permit evaluation of the education progress of each student. Acme shall be responsible and accountable to the Board for the performance of students who attend the School. Acme will utilize assessment strategies required by the terms of the Contract. The Board and Acme will cooperate in good faith to identify measures of and goals for school students and school performance, including but not limited to reasonable parent satisfaction.

15. Contract with ICSB. The Acme will not act in a manner that will cause the School to be in breach of its Contract with ICSB. Acme will cooperate and participate in any corrective action plan approved by the University to remedy any breach of the charter Contract involving any services provided by Acme.

16. Unusual Events. Acme agrees to timely notify the Board and/or School administrator of any anticipated or known: (i) material health or safety issues; (ii) labor, employee or funding problems; or (iii) problems of any other type that could adversely affect the School in complying with its responsibilities hereunder.

17. Acme Office. Acme shall maintain administrative offices in the charter school facility or within the limited radius of the charter school facility required by the charter Contract.

Article IV

Board Responsibilities

1. Good Faith Obligation. The Board is responsible for determining fiscal and academic policies that govern the operation of the School, and -- if it chooses -- picking a management company, like Acme, that has an educational program that is consistent with its fiscal and academic policies. The Board has the authority to switch management companies or operate the School themselves without a management services company. In setting fiscal and academic policies, the Board shall exercise good faith in considering the recommendations of Acme on issues including, but not limited to, policies, rules, regulations, procedures, curriculum and budgets subject to the constraints of law and the requirements of the Contract. The Board's failure to adopt Acme's reasonable recommendations with respect to policies, rules and regulations to enable Acme to implement the School design as set forth in the Contract may, at Acme's option, be deemed a material event which shall entitle Acme, at its option, to unilaterally terminate this Agreement. Similarly, if the Board cannot agree with Acme on educational or fiscal policies, the Board may terminate this Agreement as well.

2. Facility. The Board is responsible for the acquisition by either lease or purchase of a building facility that complies with all of the requirements of the charter Contract.

3. Assistance to Acme. The Board shall cooperate with Acme in furnishing all information and submitting all forms and reports required for Acme to properly perform its responsibilities under this Agreement. This includes timely notice of all board meetings. The board will provide Acme not less than ten (10) business days prior written notices of all meetings of its board (including, without limitation, telephonic and similar meetings). Acme representatives shall be entitled to participate in all discussions, but shall not have any voting rights.

4. Legal Counsel. The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the charter Contract with ICSB, this Agreement and applicable law.

5. Accounting Services. The Board is responsible for selecting the independent auditor to perform the financial audits in accordance with the charter Contract with ICSB and applicable state law.

6. Contract with ICSB. The Board will not act in a manner that will cause the School to be in breach of its Contract with ICSB.

7. Evaluation of Acme. The Board will evaluate the performance of Acme each year to provide Acme with an understanding of the Board's view of its performance under this Agreement. A preliminary evaluation will normally occur in December of each year followed by a year-end evaluation in June. The Board will determine the format to conduct this evaluation. Special evaluations may occur at any time.

8. Place of Performance. The Board shall provide Acme and its subcontractors with necessary office space at the School to perform all services described in this Agreement. Unless prohibited by regulations outside this Agreement, Acme reserves the right to perform some of these functions (such as administrative functions) off-site at other locations.

9. Educational Consultants. The Board may retain educational consultants to review the operations of the School and the performance of Acme under this Agreement. Acme shall cooperate with the educational consultants and provide these individuals with prompt access to records, facilities and information as if such requests came from the board.

10. Retained Authority. The Board shall retain the authority to make reasonable regulations, after prior good faith consultation with Acme, relative to anything necessary for the proper establishment, maintenance, management and administration of the School as required by the applicable charter school law.

11. Budget. The Board is responsible for adopting a budget that has adequate resources to fulfill its obligations under the Contract including, but not limited to, its oversight of Acme, organization of the School, payment of employee costs, equipment, insurance, annual financial audit, and the Board's legal counsel. In addition, the Board is responsible for determining the budget reserve amount in the budget and approving necessary amendments to the budget to reflect necessary deviations from the adopted budget.

12. Unusual Events. The Board agrees to timely notify Acme of any anticipated or known: (i) material health or safety issues; (ii) labor, employee or funding problems; or (iii) problems of any other type that could adversely affect Acme in complying with its responsibilities hereunder.

Article V

Financial Arrangement

1.1 Acme shall have no direct responsibility for the expenses of operating the School. The Foundation agrees that it shall be responsible for all such expenses. However, as agreed herein, Acme shall pay School expenses on behalf of the Board out of operating funds.

1. Academy Funds. The Board shall determine the depository of all funds received by the School. All funds received by the School shall be deposited in the School's depository account. All interest or investment earnings on School deposits shall accrue to the School. The Board shall provide School funding on a consistent and timely basis to Acme to fulfill its obligations under this Agreement.

2. School Depository Account. Except as agreed in this Agreement, all money received by the Board shall be immediately deposited by the Board treasurer in the depository

account of the School at a financial institution eligible for such deposits. The deposits shall be made in the name of the Board treasurer as an officer of the School. The signatories on the account shall be not more than two designated Board members or designated Board employee(s). Monies on deposit in the School depository account shall be applied and allocated within three (3) business days of receipt thereof only in the following manner and order of priority:

2.1 All Revenues, as that term is hereafter defined, shall be advanced to Acme as set forth in this Agreement. These revenues will be used to pay for the fees or expenses associated with the School's operation. Acme shall provide documentation for dispersed fees and expenses before ratification or disallowance by the Board. The Board retains the ability to disapprove expenditures not within the charter school's approved budget or otherwise approved by the Board.

2.2 Other Funds, as that term is hereafter defined, shall be retained in the depository account and expended consistent with the terms of this Agreement.

2.3 Definition of all Revenues. All of the below are hereinafter collectively referred to as the "Revenues." Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the School, including but not limited to:

2.31 Funding for public school students enrolled in the School. This includes but not limited to: All State revenues from the State of Indiana for students enrolled in the School. All local revenues from local authorities for students enrolled in the School. All federal revenues from federal authorities for students enrolled in the School.

2.32 Grants from governments (except the Planning Grant from the Federal Government) for facilities, professional development, school start up or other needs of the School.

2.33 Special education funding provided by federal and state governments to the School that is for students enrolled in the School.

2.34 At-risk funding provided by federal and state governments to the School that is for students enrolled in the School.

2.35 Limited English funding provided by federal and state governments to the School that is for students enrolled in the School.

2.36 Gifted and talented funding provided by federal and state governments to the School that is for students enrolled in the School.

2.37 Federal and state funding sources, including without limitation Title I, National School Lunch Program, Medicaid and other government funding grants or programs, which are allocable to the School.

2.38 Fees charged to students for extra services as to the extent of the law.

2.39 Any revenue, grant or donation – public or private -- where the Board and Acme both help to procure. Both the Board and Acme shall help each other solicit revenues, grants and donations. When appropriate, Acme will help prepare requests that are submitted in the School's or Board's name. The Board will give its full effort and consideration to these external funding activities.

3. Management of Revenues. Revenues shall be managed and expended by Acme consistent with the annual budget, this Agreement and the charter Contract.

4. Definition of Other Funds. Any funds obtained exclusively (Acme does not help in any way) by the Board shall be deemed Other Funds to be expended by the Board after consultation with Acme for the direct benefit of the School and consistent with the terms of this Agreement and the charter Contract. This includes, but is not limited to, donated funds, proceeds of fundraisers and grants from private sources.

5. Projected Budget. Acme shall provide the Board with a projected annual budget prior to the Board's regular meeting in April of each school year. This budget shall be provided at least 30 days prior to the date the School is required to submit the annual budget to the authorizer. Acme shall make all appropriate personnel and documentation available to the Board to facilitate the Board's review of the draft projected budget. This proposed budget shall provide a detailed schedule of anticipated revenues and expenses and shall be in a form satisfactory to the Board, applicable state laws, charter Contract, this Agreement and ICSB.

5.1 The Board will adopt its official budget to give Acme sufficient time to plan for the next school year. Such approval shall not be unreasonably withheld. If the Board fails to give its approval, the parties will attempt to agree on the budget through negotiations. In the adoption process, the Board will set: 1) a date by which the Board will notify Acme of any problems in the Budget, 2) a date by which Acme must submit a revised Budget, 3) and a date the Board must approve the final version of the Budget. The budget shall include all expenditure items identified in this Agreement, the charter Contract, applicable state laws and other expenditure items as may hereafter be recommended by Acme, and approved by the Board, which approval shall not be unreasonably withheld. The budget may be amended by the Board from time to time as deemed necessary in accordance with the budget preparation and approval procedures set forth.

5.2 The budget will contain reasonable detail as requested by the Board. The budget shall include projected expenses and costs reasonably associated with operating a school according to the Acme school design. This includes, but not limited to: the projected costs of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the facility, maintenance and repairs to the facilities and capital improvements; supplies and furnishings; all taxes; insurance premiums; utilities; professional fees; school development expenses; general and administrative costs; audit expense; reasonable expenses incurred by the Board as a result of entering

into the charter Contract and this Agreement (“Board Expenses”); oversight, legal and other overhead costs of Acme allocated on an equitable per student basis among all Acme students; and other costs related to operating a school.

5.21 Board Expenses. Reasonable board expenses incurred by the Board as a result of entering into the charter Contract and this Agreement shall be included in the budget. Board Expenses include, but are not limited to, negotiation of the EMO agreement and any amendments, oversight of the EMO, payment of staff costs, insurance required by the EMO contract or charter Contract, financial audits, legal counsel, consultants, recording secretary and any other costs necessary for the organizer’s operations.

5.3 If the current “Reserves” account is more than \$300,000, the projected budget prepared by the education provider shall be based on 96% of projected Revenues. If the Reserves account is less than \$300,000, the projected budget shall be based on 93% of projected Revenues. To handle unforeseen events, the Board shall use all reasonable efforts to keep the Reserves account sufficiently funded at \$300,000.

5.4 Significant line-item deviations from major items (those greater than 15% of Revenues) on the budget must be approved by the Board *prior to disbursement*. Acme shall provide the Board with all relevant information with respect to such deviations and the parties shall engage in good faith negotiations to resolve such extra-budgetary requests.

6. Fees. The Board shall cause all Revenues to be deposited within three (3) business days of receipt thereof into a Acme operating account established by Acme for the purpose of paying the operating expenses, including reasonable Board Expenses, of the School. Acme will pay all operating expenses, including reasonable Board Expenses, of the School consistent with the annual budget and this Agreement. Acme shall subsequently provide documentation for fees and expenses to the Board for ratification. Acme will draw its management fee when the School gets payment for State and Local funding for public school students. For each school year, Acme shall retain as its operating fee of: 1) ten percent (9%) of Revenues as defined above and a 2) incentive Bonus of three and one half percent (3.5%) of Revenues as defined above. The conditions necessary to receive the Bonus will be set by the Board, and only be paid to Acme if it satisfies the Board’s conditions.

6.1 Reasonable Compensation. The parties agree that Acme’s compensation under this Agreement is reasonable compensation for services rendered for “low revenue” rural school with lower re-imbusement rates and lower enrollments. Total compensation is a function of two numbers – fee and Revenue. Adjustments in the fee structure are necessary when Revenue is lower than normal. The Board and Acme mutually agree that Acme should have an incentive to operate the School as economically as possible, and every cost saving idea should get serious consideration from the Board and Acme. The Bonus structure may be used by the Board to incentivise Acme to keep costs low, finances healthy, academic performance high, and other Board goals.

7. Board Discretionary Account. Notwithstanding any other provision of this Agreement, there shall be set up on an annual basis in the School's budget a Board Discretionary Account of an amount not less than \$35,000, but not more than 2% of annual Revenues. These funds may be used during the year by the Board at its discretion.

8. Availability of Funds. Acme shall only be required to perform its responsibilities upon this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the budget.

9. Other Charter Schools. The Board acknowledges that Acme has entered, or will enter into management agreements with other charter schools. Acme shall either maintain separate accounts for each charter school, or allocate reimbursable expenses on a pro-rata basis based upon the number of students in each school. This may be necessary when expenses are incapable of precise allocation between various schools. Acme shall only charge the School for expenses incurred by or on behalf of the School.

10. Operating Loans. Acme will assist the Board in acquiring financing from various borrowing sources. In addition, in the event in any fiscal year the School expenses exceed School revenues, Acme may make loans to the School as may be necessary to pay operating expenses of the School. Acme loans, if any, shall be amounts and terms acceptable to Acme and the Board.

11. Independent Auditors. Acme will cooperate in the preparation of the State Board of Accounts Biannual audit and any other reviews, which shall be completed by an independent auditor selected by the Board and paid from School funds. Acme will make all of its financial and other records related to the School available to the independent auditor and the State Board of Accounts for completion of audits required by law or by the Contract. Such records must be produced in Indiana at the offices of the organizer or at the charter school facility.

12. Other financial relationships. Any lease, promissory notes or other negotiable instruments, lease-purchase or other financing agreements between the School and Acme shall be contained in a document separate from this agreement.

13. Financial Reporting. On any frequency as desired by the Board, but not less than a monthly basis, Acme shall provide the Board with a written report detailing the status of the budget to actual revenues and expenditures with an explanation of variances. This report shall explain variances from the approved budget and shall contain recommendations for necessary budget corrections. Acme shall provide special reports as necessary to keep the Board informed of changing conditions.

14. Marketing and Development Costs. Marketing and development costs paid by or charged to the charter school shall be limited to those costs specific to the charter school program, and shall not include any costs for the marketing and development of Acme or other schools operated by Acme.

Article VI

Employees

1. Employees. Except as provided for in this Agreement, the charter Contract, and all applicable laws, Acme shall have the sole authority with respect to the hiring, discharging, supervision and management of all employees affiliated with the School. All employees shall be employees of Acme. Acme shall have the responsibility and authority to recommend for Board approval staffing levels required for the operation of the School, which approval shall not be unreasonably withheld. Acme shall provide the Board, at its request, the level of compensation and fringe benefits provided to Acme employees assigned to the School.

1.1 School Director. Acme is accountable for the School's success. The accountability of Acme to the School is an essential function of this Agreement. Since the school administrator is critical to the School's success, Acme shall have the authority, consistent with state law, to select and supervise each school administrator and to hold them accountable for the success of the School. Acme shall consult with the Board with respect to hiring the school director, and shall remove the school director if the Board is reasonably dissatisfied with his or her performance. The duties of the school director, and the terms of the director's employment contract shall be determined by Acme subject to approval by the Board. Since the selection and performance of the school director is essential to the success of the School, the Board's failure to adopt/ratify Acme's recommendations with respect to the school director shall, at Acme's option, constitute a material event, which shall entitle Acme, at its option, to terminate this Agreement.

2. Teachers. Prior to each academic year, Acme shall determine the number of teachers and the applicable grade levels and subjects, required for the operation of the School pursuant to the charter Contract. Acme shall provide teachers, qualified in the grade levels and subjects required, as are required by the School. The curriculum taught by such teachers shall be consistent with the Educational Program. Each teacher shall hold a valid teaching certificate issued by the state board of education as required by applicable laws. Some teachers may, at the discretion of Acme, work on a full or part-time basis. If on a part-time basis, such teachers may also work at other schools managed by Acme.

3. Staff. Acme shall determine the number and functions of support staff required for the operation of the School as set forth in this Agreement. Acme shall provide the School with qualified staff to effectively operate the School. The staff may, at the discretion of Acme, work on a full or part-time basis. If assigned on a part-time basis, staff may work on other schools managed by Acme.

4. Training. Acme shall provide training in its methods, curriculum, educational program, and technology to all teaching personnel on a regular and continuing basis. Non-instructional personnel shall receive training as Acme determines as reasonable and necessary under the circumstances.

5. Personnel Background Checks. The director, and each teacher and other staff assigned to the School shall undergo a criminal background and records check and unprofessional conduct check, to the extent required under all applicable laws, as if such persons were employed directly by the School.

6. Leased Employees. If there are leased employees to the organizer or the charter school, the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the charter school or working on charter school operations.

Article VII

Termination, Renewal and Dispute Resolution of Agreement

1. Termination by the School. The School may terminate this Agreement with cause prior to the end of the term in the event that Acme should fail to remedy a material breach within sixty(60) days after notice from the School. Material breach may include, but is not limited to, failure to account for expenditures or to pay operating costs (provided funds are available to do so); or the failure to follow policies, procedures, rules, regulations or curriculum as adopted by the Board; or the receipt by the Board of unsatisfactory reports from ICSB or from an educational consultant retained by the Board about matters which are not adequately corrected or explained; or any other default by Acme under this Agreement.

2. Termination by Acme. Acme may terminate this Agreement with cause prior to the end of the term specified above in the event the School fails to remedy a material breach within sixty(60) days after notice from Acme. A material breach may include, but is not limited to, failure to make payments to Acme as required by this Agreement and any other default by the School or the Board under this Agreement. Acme may also terminate this Agreement if the Board makes decisions regarding the personnel, curriculum or program inconsistent with the recommendations of Acme.

3. Effective Date of Termination. In the event of this Agreement is terminated by either party prior to the end of the term specified in Article II, absent unusual and compelling circumstances, the termination will not become effective until the end of the same academic year as the notice of termination, provided that the notice is provided to the other party on or before March 31 in such academic year.

4. Transition. In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, Acme shall provide the School reasonable assistance for up to 90 days to assist in the transition to an alternative school program or another educational service provider.

5. Change in Law. If any federal, state or local law or regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this

Agreement, then either party, upon written notice, may request renegotiation of this Agreement; and if the parties are unable or unwilling to renegotiate the terms within 90 days after the notice, the party requiring the renegotiations may terminate this Agreement on 120 days' further written notice.

6. Termination of Contract by ICSB. In the event of the termination or expiration and non-renewal of the Contract, or in the event of the dissolution of the School, Acme shall assist the Board, ICSB, or both, in the preparation and implementation of a plan of distribution of assets, a plan for the retention or distribution of school books and records, and a plan for the appropriate disposition of student records.

7. Property and Equipment upon Termination or Expiration. Upon expiration of this Agreement at the completion of the Contract term and where there is no renewal, or upon termination of this Agreement for any reason, Acme shall have the right to reclaim any usable property or equipment that is owned or leased by Acme. All equipment, materials and supplies purchased by Acme on behalf of, or as agent for the Academy, with funding provided by the School, shall be and remain the property of the School.

8. Dispute Resolution. If either party at any time believes the other party has committed a material violation of the terms of the Contract, charter school laws, applicable public laws or regulations, or this Agreement, notice shall be given in writing to the other party, stating in detail the nature of such violation. Thereafter:

8.1 A meeting shall be held promptly between the parties, attended by individuals with decision-making authority regarding the dispute, to confer as to the violation and in good faith attempt to negotiate a mutually acceptable remedy.

8.2 If within thirty (30) days after the written notice, the parties are unable to agree to a mutually acceptable remedy, they agree to submit the dispute to binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association. The arbitration shall take place within 50 miles of the School and be governed by the state of Indiana. A judgment upon any award rendered may be entered in any court having jurisdiction thereof. The arbitrators' award shall be final and binding.

8.3 If the arbitrator determines that (1) one party has materially breached the Agreement and that (2) the breaching party either cannot or refuses to remedy the breach, the non-breaching party may terminate the Agreement as of the end of the current academic year and/or recover actual damages.

8.4 The cost of arbitration, including attorney's fees of the prevailing party, shall be paid by the losing party.

9. No Disparagement. In the event of termination of this Agreement, the parties agree that no party will make (or cause or encourage anyone else to make) any disparaging, untrue, or misleading written or oral statements about or relating to the other party or about or

relating to any officer, director, shareholder, agent, employee, or other person acting on such party's behalf.

10. Academy Records. Upon expiration or termination of this Agreement, all School records shall be retained and thereafter maintained by the Board. Acme may make and keep copies of the records to the extent permitted by the law.

11. Renewal. If they intend to renew this Agreement, both parties will sign a written renewal Agreement by January 1 of the final academic year.

Article VIII

Additional Programs

1. Additional Programs. The services provided by Acme to the School under this Agreement consist of the Educational Program during the school year and school day, and age and grade level, as set forth in the Contract, which may change from time to time as determined by the Board. Acme shall not be obligated to provide any other services to the School except by mutual agreement of Acme and the Board. If the Board and Acme determine that it would be useful to provide other additional services including, by way of illustration, pre-kindergarten programs, latch-key programs, food service, or transportation services, then Acme and the Board shall discuss options for the provision of such programs or services.

Article IX

Confidential Information and Proprietary Information

1. Confidential Information. Each party hereby acknowledges that by virtue of its entering into and performing under this Agreement, it will generate, be exposed to and have access to Confidential Information of the other party, as such term is defined below in section 1.1. Unless a party has obtained the express prior written consent of the other party, under no circumstances whatsoever shall a party at any time: (1) communicate to any person or entity (other than the other party) any Confidential Information; (2) permit access by any person or entity (other than the other party) to any Confidential Information; or (3) use any Confidential Information for such party's own account or for the account of any person or entity (other than the other party).

1.1 For the purposes of this Agreement, "Confidential Information" shall mean (1) any financial, business, planning, software, operations, services, potential services, products, potential products, designs, technical information and/or know-how, formulas, production, purchasing, marketing, sales, personnel, customer, broker, supplier, or information of any party; (2) any papers, data, records, processes, methods, techniques, systems, models, samples, devices, equipment, compilations, invoices, customer lists, or documents of any party; (3) any confidential information or trade secrets of any third

party provided to any party in confidence or subject to other use or disclosure restrictions or limitations; and (4) any other information, written, oral, or electronic, whether existing now or at some time in the future, whether pertaining to current or future developments, and whether previously accessed by any party or to be accessed during its future engagement with either party, which pertains to such party's affairs or interests or with whom or how such party does business. Each party acknowledges and agrees that Confidential Information does not include (1) information properly in the public domain, (2) information in either party's possession that does not pertain to the business of the School or of Acme.

1.2 The above provisions regarding Confidential Information notwithstanding, the parties agree and acknowledge that anything that the School is required to disclose under applicable laws or the Freedom of Information Act shall be excluded from the definition of Confidential Information.

2. Property Rights. The charter School owns all property rights to curriculum or educational materials that (i) are both directly developed and paid for by the charter school; or (ii) were developed by the EMO at the direction of the organizer with the charter school funds dedicated for the specific purpose of developing such curriculum or materials. Acme, however, retains proprietary rights over curriculum and educational materials previously developed or copyrighted, or curriculum or educational materials that are developed by Acme from funds from the charter school that are not otherwise dedicated for the specific purpose of developing charter school curriculum or educational materials. This Agreement permits disclosure of Acme's educational and curriculum materials and teaching techniques and other documents used by or in the charter school in accordance with applicable law, based upon the written opinion of the organizer's legal counsel.

Article X

Indemnification

1. Indemnification. To the extent permitted by law, each party to this Agreement does hereby indemnify and hold harmless the other, and authorizer, and their respective officers, employees, directors, trustees, partners, agents, representatives, subcontractors, and attorneys (collectively "Employees") from and against any and all claims, actions, damages, expenses, losses, awards, suits, or other forms of liability that may arise out of (1) the negligence of the other party, (2) any action taken or not taken by the other party, or (3) any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's Employees as defined above. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by other means as the parties may mutually agree.

2. Indemnification of ICSB by Acme. Acme will indemnify ICSB as specified in the charter Contract or ICSB policies.

Article XI

Insurance

1. Insurance Coverage. Each party shall maintain general liability insurance and umbrella insurance coverages in the amount of one million dollars (\$1,000,000) per occurrence (or such greater amount if required by the Contract or applicable law), with the other party listed as an additional insured. In addition, the School shall maintain an umbrella liability policy of two million dollars (\$2,000,000) (or such greater amount if required by the Contract or applicable law), with Acme listed as an additional insured. The building and related capital facilities remain the responsibilities of the Board and the Board shall cover its property with insurance. Acme and the School shall comply with insurer(s) to the extent practicable. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the Contract, applicable laws and this Agreement. Each party shall comply with any information or reporting requirements required by the other party's insurer to the extent reasonably practicable.

2. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law to cover their respective employees.

3. Errors and Omissions Insurance. Acme will assist the Board in its decision about the need for Errors and Omissions insurance and a possible bond for anyone directly associated with monies.

Article XII

Warranties and Representations

1. School Warranties and Representations. The School hereby represents and warrants to Acme the following:

1.1 The School and the Board represent that they have the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement.

1.2 To the extent permitted by applicable law, the Contract, and this Agreement, the School has provided and will provide Acme all authority and power necessary and proper for Acme to undertake its responsibilities, duties, and obligations provided for in this agreement.

1.3 The School is not in breach or default under any loan or financial obligation, including, but not limited to, salary obligations and related benefits, payroll taxes, and

leases for real and personal property, to the extent that any such obligation is related to the School's required performance under this Agreement.

1.4 Prior to the execution and delivery of this Agreement, the School has obtained a legal opinion from its legal counsel in the form and manner as set forth in Exhibit "A" (see insert) to this Agreement. Also, the organizer's Board shall not approve this Agreement until all Board members have been given the opportunity to review this Agreement with the organizer's legal counsel.

2. Acme Warrantees and Representations: The Acme hereby represents and warrants to the School the following:

2.1 Acme is a for-profit corporation in good standing and is authorized to conduct business in the state of Indiana.

2.2 Acme represent that they have the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement.

2.3 Acme is not in material breach or default under any loan or financial obligation, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the School's required performance under this Agreement.

2.4 The Educational Program will comply with the Contract and all applicable laws and regulations.

3. Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

Article XIII

Miscellaneous

1. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understanding between the School and Acme.

2. Force Majeure. Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of strike, flood, riot, fire, explosion, war, or act of God.

3. Notices. All notices, demands, requests and consents under this Agreement shall be in writing, and shall be delivered to each party and shall be effective when received by the parties at their respective addresses set forth below, or at such other address as may be furnished by a party to another party:

If to Acme:
Acme

With copy to:

Attention:
Mobile Phone:
Home Phone:
FAX:

If to the School:
Delaware Academy
8400 E. CR 400 North
Muncie, IN 47303
Attention: President, Board of Directors
Phone:
FAX:

With copy to:

4. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties relating to the services provided.

5. Severability. The invalidity of any of the covenants, phases or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement.

6. Successors and Assigns. This Agreement shall be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

7. School Records. Financial, educational, and other records pertaining to the charter school, whether or not generated or maintained by Acme, are charter school property, and such records are subject to inspection and copying to the same extent that records of a public school are subject to inspection and copying under the provisions of the Indiana Access to Public Records Law (IC 5-14-3). All charter school records shall be available, upon request, at the charter school's physical facilities, and, except as permitted or required under the charter Contract and applicable laws, this Agreement shall not restrict the access of the organizer or the charter school facility.

8. Non-Waiver. No failure of a party in exercising any right, power or privilege under this Agreement shall affect such right, power or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

9. Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

10. Governing Law. This Agreement shall be governed by and enforced in accordance with the laws of the state of Indiana.

11. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Acme any of the powers or authority of the Board which are not subject to delegation by the Board under Indiana law, the charter Contract, other regulations by ICSB, or interfere with the School Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the School. Furthermore, notwithstanding any contrary provision contained herein, no provision of this Agreement shall be construed to prohibit the Board from acting as an independent, self-governing public body.

12. Modification to Conform to Changed University Policies. The parties intend that this Agreement shall comply with ICSB's Education Management Organization Policies. In the event that changes in the Education Management Organization Policies are implemented after the date of execution of this Agreement that cause any portion of this Agreement to be in conflict with the revised Policies, the parties agree to amend this Agreement to eliminate the conflict, after being advised by ICSB of the changes to its Policies.

13. Survival of Termination. All representations, warranties, and indemnities made in this Agreement shall survive termination of this Agreement.

14. Amendment to Obtain Tax Exempt Financing. Should the School determine that it is in the best interest of the School to obtain financing that is tax-exempt pursuant to Federal Internal Revenue Code of 1986, as amended, then this Agreement shall be automatically amended to comply with Revenue procedure 97-13 or any successor. In particular, the term in Article II shall be amended to satisfy the IRS Code.

15. Amendment. Any modification to this Agreement must be made in writing, approved by the Board and Acme, and signed by a duly authorized officer.

16. Compliance with Law. The parties agree to comply with all applicable laws and regulations.

17. Compliance with the charter Contract. The parties agree to comply with the terms and conditions set forth in the charter Contract awarded to the School, and that any provision in this Agreement that are contrary to or conflicting with the charter Contract shall be superceded by the terms and conditions of the charter Contract. This charter Contract is hereby incorporated into this Agreement by reference.

18. No Third Party Rights. This Agreement is made for the sole benefit of the School and Acme. Except as expressly provided, nothing in this Agreement shall be deemed to create

a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

19. Open Meetings Act. Nothing in this Agreement shall allow public decisions to be made other than in compliance with the Open Meetings Act and the Indiana Open Door Law (IC 14-1.5).

20. Assignment. This Agreement shall not permit Acme to assign the Agreement in whole or in part without the prior written consent of the Board. However, before the assignment of any part of this Agreement, the Board must perform due diligence to assure that the proposed assignee has the appropriate financial resources, educational services, and managerial experience to provide the services contracted under this Agreement.

In witness whereof, the undersigned have executed this Agreement as of the date and year first written above

Acme, Inc.
an Indiana corporation

By: _____

Its: _____

Date: _____

Indiana Schools Foundation, Inc.
an Indiana not-for-profit corporation

By: _____

Its: _____

Date: _____

State of Indiana
Office of the Secretary of State
CERTIFICATE OF ORGANIZATION
of
PAIDEUO ACADEMIES, LLC

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Organization of the above Domestic Limited Liability Company (LLC) has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Business Flexibility Act.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, April 05, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, April 05, 2012

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
4/5/2012 9:56 AM

ARTICLES OF ORGANIZATION

Formed pursuant to the provisions of the Indiana Business Flexibility Act.

ARTICLE I - NAME AND PRINCIPAL OFFICE

PAIDEUO ACADEMIES, LLC

1509 N. KIMBERLY LANE, MUNCIE, IN 47304

ARTICLE II - REGISTERED OFFICE AND AGENT

MICHAEL N. BAUR

1509 N. KIMBERLY LANE, MUNCIE, IN 47304

ARTICLE III - GENERAL INFORMATION

What is the latest date upon which the entity is to Perpetual
dissolve?

Who will the entity be managed by?: Members

Effective Date: 4/5/2012

Electronic Signature: MICHAEL N. BAUR

Attachment 9: Organization's 5-year Business Plan

Although no extensive business plan for the next five years has yet been developed, either by the Indiana Schools Foundation or Paideuo Academies, we have created a business plan that answers the following questions 1-4.

1. Describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools; planned opening years; all currently targeted geographies and criteria for selecting them; projected numbers of students; and measurable impact on student achievement.

Answer: Relative to other states, Indiana has few education service providers. In order to have a robust, dynamic, and innovative charter school environment, Indiana needs to have more Indiana-based education service providers. Indiana also needs to develop a pathway for current district school administrators to become education service providers. As the quality of these new vendors improves, the quality of education will improve for Indiana's students. The Paideuo believes that a different – more entrepreneurial -- organizational structure than the current district public school employment contracts will provide the needed freedom for many current principals and school administrators to create exceptional schools.

Paideuo Academies is initially proposing to open relatively small schools. Depending on demand, these schools can then either grow or remain small. In some environments, these schools may grow larger even in the first year. However, we believe that growth will take time as the schools become established and trusted by the local communities.

These small schools have a long history in Indiana and across the Midwest and beyond. It is an economic model that has a proven track record. Indiana was once dotted with hundreds of one-room schoolhouses in the nineteenth and early twentieth centuries. Even today the Amish in northern Indiana continue to successfully use neighborhood, one-room schoolhouses for their elementary schools. Today, small faith-based schools operate successfully with multi-age classrooms and small enrollments.

In any case, we wish to design a school that is capable of operating financially in low revenue and low enrollment environments. If this can be achieved, charter schools can operate in rural areas, and as smaller urban schools. In recent years, we have not seen many charter schools in rural areas. We believe that the benefits of economies of scale are exaggerated (e.g., Dollar General's success versus Walmart), especially with the use of multi-grade classrooms where students learn at their own pace. We plan to design and operate schools that can be economically – and academically – viable at historically low enrollment breakeven levels.

Low breakeven enrollment levels also reduce the financial risks of getting a school started in the initial years of operation. If the only enrollment that a school needs in its first year is 50 students to breakeven financially, there is little chance of the school closing for financial reasons in its first year. The first year is critical in the financial life of a school. Like most businesses and living organisms, if the school can survive the first year, the chances of long-term survival are greatly improved as it develops its reputation and matures.

As demand develops, the schools may gradually become small K-12 schools. This too is a historically, economically, and academically viable model. Until recently, Indiana was full of small K-12 schools. Some of these small K-12 schools had one class per grade and some had multi-grade classes. Again, many faith-

based schools today still use this model. If you are a school in a small rural area or a specialized school in an urban area, it is much easier to find 25 children for one classroom per grade in a ten-mile radius of the school than it is to find three classrooms per grade (75 kids) in a ten mile radius of the school.

Academically, K-12 schools create the finest high school graduates in Indiana. If one looks at a list of the highest ranked schools in Indiana, it is remarkable how many of them are K-12 schools that first enrolled the kids in kindergarten and kept them through their senior year of high school. Long-time charter school expert Michelle Thompson of Indianapolis says this is one of the biggest factors in creating an exceptional school. The school needs to develop a learning culture in the elementary grades that can be built upon in the later grades. If you get the kids for high school only, it is too late.

The five-year growth plan for Paideuo is to grow as fast as demand dictates and exceptional staff capacity can be identified. We believe there is significant unmet demand for high-quality educational options in many cities and rural areas in Indiana. If this unmet demand exists throughout Indiana, the lacking component to meeting our children's needs is vendors or educational service providers who can produce exceptional schools. We plan to address this lacking component standing in the way of better schools for our kids.

2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana.

Answer: Paideuo intends to grow only so fast as capacity and demand can be developed. Dr. Ballinger is a veteran administrator who has extensive contacts with many teachers, principals and administrators in the Indiana area and is confident that they can hire quality staff to meet student demand in a timely manner.

Our growth plan includes a slow growth scenario if conditions develop due to lack of demand, staffing shortages, or for quality control reasons.

3. Provide evidence of organizational capacity (human capital, financial, information systems, etc.) to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets.

Answer: Not precisely applicable. However, Dr. Ballinger last year showed exceptional evidence of organizational capacity to quickly create an exceptional school. Dr. Ballinger took a struggling private school (Lakeview Christian School in Marion, IN) that had lost enrollment and was heavily in the red financially. In one year, Mr. Ballinger grew the school's enrollment by 245 percent and the pre-school enrollment by 457 percent. The school is now financially in the black for the first time in recent memory. The school recently learned that current students are returning at a rate higher than the school's secretary could ever remember. After taking into account students who were declined re-admission because of behavioral, academic or other reasons, the retention rate is thought to be close to 90 percent, which is higher than anyone could ever remember.

4. Describe the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks?

Answer: There are many risks and challenges; however, few are insurmountable. The risks and challenges

include: time, money, and staff. First, the timeline to get the school campuses up and running is short but Dr. Ballinger has worked under similar circumstances and was successful. Marketing the schools and educating the public about these new educational opportunities are priorities.

Money is another critical issue. We have identified a private foundation that is willing to lend the Indiana Schools Foundation startup funds as public funding sources don't materialize until a later time. Acquiring traditional charter school funding sources will also take time.

On March 16, 2012, we met with Mr. Dennis Ehlers, who enforces "Sanitary School House Rules" for the Indiana Department of Health. Mr. Ehlers is the one who signs off on whether a building meets state health standards for a public school building and can accept students. Mr. Ehlers visited the Desoto and Muncie locations (he had visited the Silver Lake building earlier). His opinion was that the Muncie and Desoto locations were ready currently, with only minor alterations.

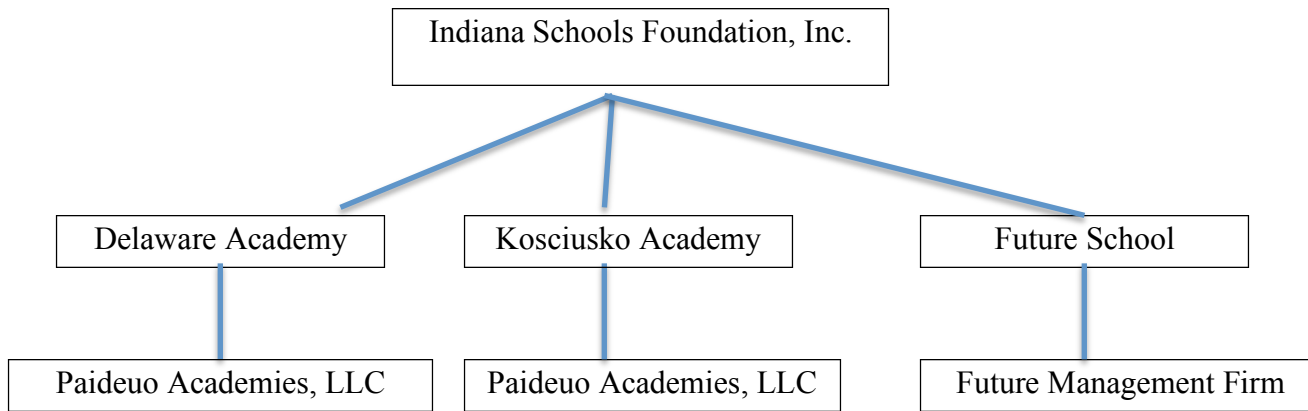
Although able to be done, the Silver Lake location needs more attention than the other two buildings before becoming school ready. The one big advantage of the Silver Lake location is the fact that we have modest enrollment expectations. For the first year, our enrollment calls for the need of only two classrooms. We are hopeful that we can ready two rooms in the Silver Lake building.

Staffing is an issue as well. Until funding develops, it is difficult for individuals to quit their current jobs to work full or part-time on the charter school. We are extremely confident that we can attract a quality workforce – both teachers and administrators. We have several administrators who are eager to work for the charter school if an opportunity – and funding -- develops.

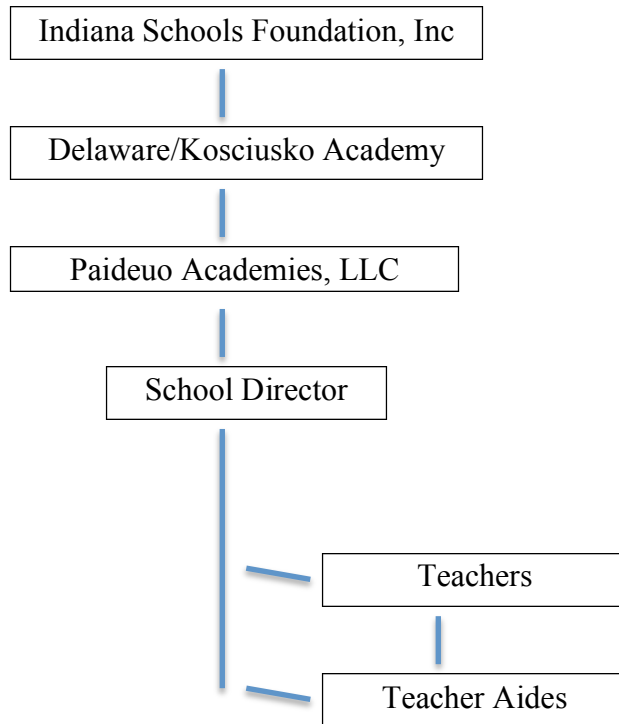
Attachment 10: Network, ESP, and School-level Organizational Charts

Network Organizational Chart

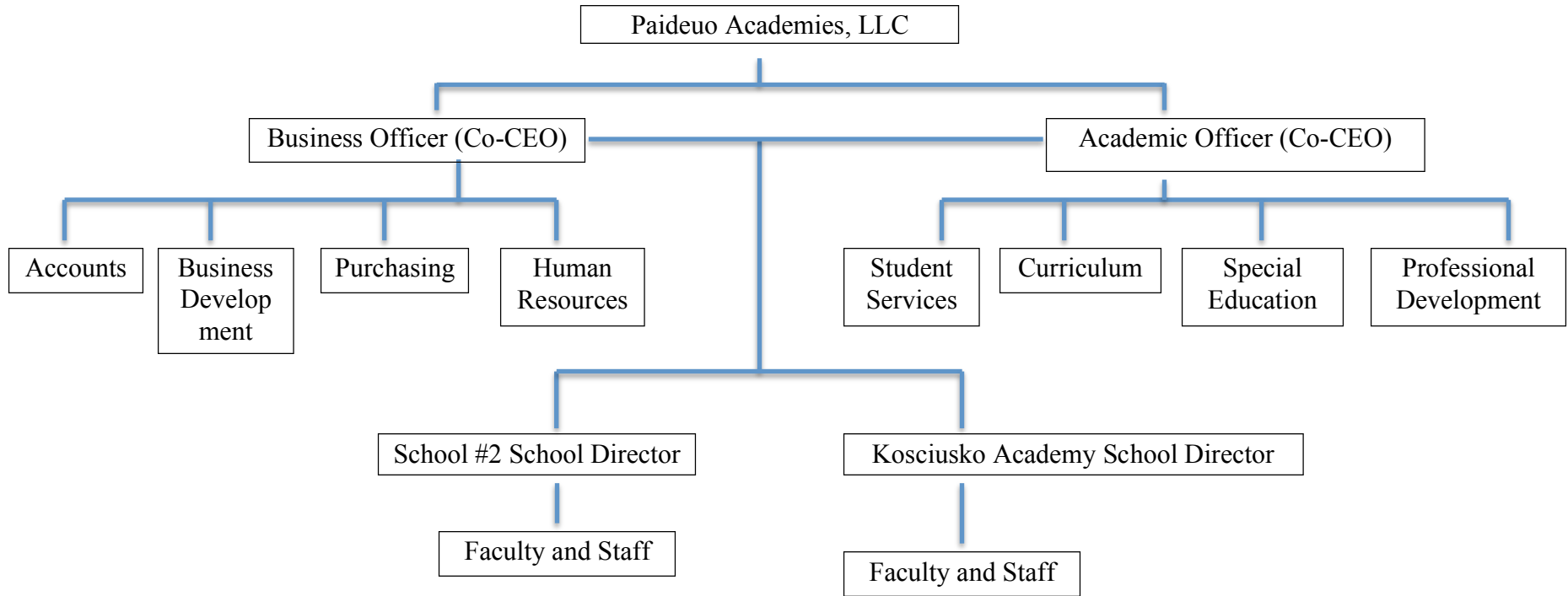
Indiana Schools Foundation, Inc. Organizational Chart:



School-level Organizational Chart (Delaware or Kosciusko Academy)



Paideuo Academies, LLC Organizational Chart



Current Paideuo Employees:
Academic Officer: Mr. Doug Ballinger
Business Officer: Dr. Michael N. Baur

APPENDIX II CURRICULUM SCOPE AND SEQUENCE – CORE KNOWLEDGE, SINGAPORE MATH AND FOSS

	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	World: I. Geography: Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico American I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization American I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography II. The Ancient Roman Civilization III. The Vikings American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	I. Elements of Art II. Sculpture III. Looking at and Talking about Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement
Science	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Movements American I. Immigration, Industrialization, and Urbanization II. Reform	I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States	I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution — Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)	I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Patterns and I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra	I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	I. Numbers and Number I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	II. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

OVERVIEW OF TOPICS - KINDERGARTEN

Language Arts

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds — All Texts
 - D. Comprehension and Discussion of Read-Alouds — Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds — Nonfiction and Informational Text
- II. Reading
 - A. Print Awareness
 - B. Phonological and Phonemic Awareness
 - C. Phonics: Decoding and Encoding
 - D. Oral Reading and Fluency
 - E. Reading Comprehension —All Texts
- III. Writing
- IV. Language Conventions
 - A. Handwriting and Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
 - A. Mother Goose and Other Traditional Poems
 - B. Other Poems, Old and New
- VI. Fiction
 - A. Stories
 - B. Aesop's Fables
 - C. American Folk Heroes and Tall Tales
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World:

- I. Geography: Spatial Sense
 - II. An Overview of the Seven Continents
- #### American:
- I. Geography
 - II. Native American Peoples, Past and Present
 - III. Early Exploration and Settlement
 - A. The Voyage of Columbus in 1492
 - B. The Pilgrims
 - C. July 4, "Independence Day"
 - IV. Presidents, Past and Present
 - V. Symbols and Figures

Visual Arts

- I. Elements of Art
 - A. Color
 - B. Line
- II. Sculpture
- III. Looking at and Talking about Works of Art

Music

- I. Elements of Music
- II. Listening and Understanding
- III. Songs

Mathematics

- I. Patterns and Classification
- II. Numbers and Number Sense
- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

Science

- I. Plants and Plant Growth
- II. Animals and Their Needs
- III. The Human Body
- IV. Introduction to Magnetism
- V. Seasons and Weather
- VI. Taking Care of the Earth
- VII. Science Biographies

OVERVIEW OF TOPICS - GRADE 1

Language Arts

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds — All Texts
 - D. Comprehension and Discussion of Read-Alouds — Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds — Nonfiction and Informational Text
- II. Reading
 - A. Print Awareness
 - B. Phonemic Awareness
 - C. Phonics: Decoding and Encoding
 - D. Oral Reading and Fluency
 - E. Reading Comprehension — All Texts
 - F. Reading Comprehension — Fiction, Drama, and Poetry
 - G. Reading Comprehension — Nonfiction and Informational Text
- III. Writing
 - A. Narrative Writing
 - B. Informative/Explanatory Writing
 - C. Persuasive Writing (Opinion)

- IV. Language Conventions
 - A. Handwriting and Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
- VI. Fiction
 - A. Stories
 - B. Aesop's Fables
 - C. Different Lands, Similar Stories
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World:

- I. Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
- II. Early World Civilizations
 - A. Mesopotamia: The "Cradle of Civilization"
 - B. Ancient Egypt
 - C. History of World Religions
- III. Modern Civilization and Culture: Mexico
 - A. Geography
 - B. Culture

American:

- I. Early People and Civilizations
 - A. The Earliest People: Hunters and Nomads
 - B. Early American Civilizations
- II. Early Exploration and Settlement
 - A. Columbus
 - B. The Conquistadors
 - C. English Settlers
- III. From Colonies to Independence: The American Revolution
- IV. Early Exploration of the American West
- V. Symbols and Figures

Visual Arts

- I. Art from Long Ago
- II. Elements of Art
 - A. Color
 - B. Line
 - C. Shape
 - D. Texture
- III. Kinds of Pictures: Portrait and Still Life

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. Musical Terms and Concepts
 - B. Music Can Tell a Story
 - C. American Musical Traditions (Jazz)
- III. Songs

Mathematics

- I. Patterns and Classification
- II. Numbers and Number Sense

- III. Money
- IV. Computation
 - A. Addition
 - B. Subtraction
 - C. Solving Problems and Equations
- V. Measurement
- VI. Geometry

Science

- I. Living Things and Their Environments
 - A. Habitats
 - B. Oceans and Undersea Life
 - C. Environmental Change and Habitat Destruction
 - D. Special Classifications of Animals
- II. The Human Body
 - A. Body Systems
 - B. Germs, Diseases, and Preventing Illness
- III. Matter
- IV. Properties of Matter: Measurement
- V. Introduction to Electricity
- VI. Astronomy
- VII. The Earth
 - A. Geographical Features of the Earth's Surface
 - B. What's Inside the Earth
- VIII. Science Biographies

OVERVIEW OF TOPICS - GRADE 2

Language Arts

- I. Listening and Speaking
 - A. Classroom Discussion
 - B. Presentation of Ideas and Information
 - C. Comprehension and Discussion of Read-Alouds — All Texts
 - D. Comprehension and Discussion of Read-Alouds — Fiction, Drama, and Poetry
 - E. Comprehension and Discussion of Read-Alouds — Nonfiction and Informational Text
- II. Reading
 - A. Phonics: Decoding and Encoding
 - B. Oral Reading and Fluency
 - C. Reading Comprehension — All Texts
 - D. Reading Comprehension — Fiction, Drama, and Poetry
 - E. Reading Comprehension — Nonfiction and Informational Text
- III. Writing
 - A. Narrative Writing
 - B. Informative/Explanatory Writing
 - C. Persuasive Writing (Opinion)
 - IV. Language Conventions
 - A. Spelling
 - B. Parts of Speech and Sentence Structure
 - C. Capitalization and Punctuation
- V. Poetry
- VI. Fiction
 - A. Stories
 - B. Mythology of Ancient Greece
 - C. American Folk Heroes and Tall Tales
 - D. Literary Terms
- VII. Sayings and Phrases

History and Geography

World:

- I. Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
 - II. Early Asian Civilizations
 - A. Geography of Asia
 - B. India
 - C. China
 - III. Modern Japanese Civilization
 - A. Geography
 - B. Culture
 - IV. The Ancient Greek Civilization
- #### American:
- I. American Government: The Constitution
 - II. The War of 1812
 - III. Westward Expansion
 - A. Pioneers Head West
 - B. Native Americans
 - IV. The Civil War
 - V. Immigration and Citizenship
 - VI. Fighting for a Cause
 - VII. Geography of the Americas
 - A. North America
 - B. South America

VIII. Symbols and Figures

Visual Arts

- I. Elements of Art
- II. Sculpture
- III. Kinds of Pictures: Landscapes
- IV. Abstract Art
- V. Architecture

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Keyboard Instruments
 - C. Composers and Their Music
- III. Songs

Mathematics

- I. Numbers and Number Sense
- II. Fractions
- III. Money
- IV. Computation
 - A. Addition
 - B. Subtraction
 - C. Introduction to Multiplication
 - D. Solving Problems and Equations
- V. Measurement
 - A. Linear Measure
 - B. Weight
 - C. Capacity (Volume)
 - D. Temperature
 - E. Time
- VI. Geometry

Science

- I. Cycles in Nature
 - A. Seasonal Cycles
 - B. Life Cycles
 - C. The Water Cycle
- II. Insects
- III. The Human Body
 - A. Cells
 - B. Digestive and Excretory Systems
 - C. Taking Care of Your Body: A Healthy Diet
- IV. Magnetism
- V. Simple Machines
- VI. Science Biographies

OVERVIEW OF TOPICS GRADE - 3

Language Arts

- I. Reading and Writing
 - A. Reading Comprehension and Response
 - B. Writing
 - C. Spelling, Grammar, and Usage
 - D. Vocabulary
- II. Poetry
- III. Fiction
 - A. Stories
 - B. Myths and Mythical Characters
 - C. Literary Terms
- IV. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Geographical Terms and Features
 - C. Canada
 - D. Important Rivers of the World
- II. The Ancient Roman Civilization
 - A. Geography of the Mediterranean Region
 - B. Background
 - C. The Empire
 - D. The “Decline and Fall” of Rome
 - E. The Eastern Roman Empire: Byzantine Civilization
- III. The Vikings

American:

- I. The Earliest Americans
 - A. Crossing from Asia to North America
 - B. Native Americans
- II. Early Exploration of North America
 - A. Early Spanish Exploration and Settlement
 - B. Exploration and Settlement of the American Southwest
 - C. The Search for the Northwest Passage
- III. The Thirteen Colonies: Life and Times Before the Revolution
 - A. Geography
 - B. Southern Colonies
 - C. New England Colonies
 - D. Middle Atlantic Colonies

Visual Arts

- I. Elements of Art
 - A. Light
 - B. Space in Artworks
 - C. Design: How the Elements of Art Work Together

- II. American Indian Art
- III. Art of Ancient Rome and Byzantine Civilization

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Composers and Their Music
 - C. Musical Connections
- III. Songs

Mathematics

- I. Numbers and Number Sense
- II. Fractions and Decimals
- III. Money
- IV. Computation
 - A. Addition
 - B. Subtraction
 - C. Multiplication
 - D. Division
 - E. Solving Problems and Equations
- V. Measurement
 - A. Linear Measure
 - B. Weight
 - C. Capacity (Volume)
 - D. Temperature
 - E. Time
- VI. Geometry

Science

- I. Introduction to Classification of Animals
- II. The Human Body
 - A. The Muscular System
 - B. The Skeletal System
 - C. The Nervous System
 - D. Vision: How the Eye Works
 - E. Hearing: How the Ear Works
- III. Light and Optics
- IV. Sound
- V. Ecology
- VI. Astronomy
- VII. Science Biographies

OVERVIEW OF TOPICS GRADE - 4

Language Arts

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Grammar and Usage
- II. Poetry
 - A. Poems
 - B. Terms
- III. Fiction
 - A. Stories
 - B. Myths and Mythical Characters
 - C. Literary Terms
- IV. Speeches
- V. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Mountains and Mountain Ranges
- II. Europe in the Middle Ages
 - A. Geography Related to the Development of Western Europe
 - B. Background
 - C. Developments in History of the Christian Church
 - D. Feudalism
 - E. The Norman Conquest
 - F. Growth of Towns
 - G. England in the Middle Ages
- III. The Spread of Islam and the “Holy Wars”
 - A. Islam
 - B. Development of Islamic Civilization
 - C. Wars Between Muslims and Christians
- IV. Early and Medieval African Kingdoms
 - A. Geography of Africa
 - B. Early African Kingdoms
 - C. Medieval Kingdoms of the Sudan
- V. China: Dynasties and Conquerors

American:

- I. The American Revolution
 - A. Background: The French and Indian War
 - B. Causes and Provocations
 - C. The Revolution
- II. Making a Constitutional Government
 - A. Main Ideas Behind the Declaration of Independence
 - B. Making a New Government: From the Declaration to the Constitution
 - C. The Constitution of the United States
 - D. Levels and Functions of Government (National, State, Local)
- III. Early Presidents and Politics
- IV. Reformers
- V. Symbols and Figures

Visual Arts

- I. Art of the Middle Ages in Europe
- II. Islamic Art and Architecture
- III. The Art of Africa
- IV. The Art of China
- V. The Art of a New Nation: The United States

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. The Orchestra
 - B. Vocal Ranges
 - C. Composers and Their Music
 - D. Musical Connections
- III. Songs

Mathematics

- I. Numbers and Number Sense
- II. Fractions and Decimals
 - A. Fractions
 - B. Decimals
- III. Money
- IV. Computation
 - A. Multiplication
 - B. Division
 - C. Solving Problems and Equations
- V. Measurement
- VI. Geometry

Science

- I. The Human Body
 - A. The Circulatory System
 - B. The Respiratory System
- II. Chemistry: Basic Terms and Concepts
 - A. Atoms
 - B. Properties of Matter
 - C. Elements
 - D. Solutions
- III. Electricity
- IV. Geology: The Earth and Its Changes
 - A. The Earth's Layers
 - B. How Mountains Are Formed
 - C. Rocks
 - D. Weathering and Erosion
- V. Meteorology
- VI. Science Biographies

OVERVIEW OF TOPICS GRADE - 5

Language Arts

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Grammar and Usage
 - C. Vocabulary
- II. Poetry
 - A. Poems
 - B. Terms
- III. Fiction and Drama
 - A. Stories
 - B. Drama
 - C. Myths and Legends
 - D. Literary Terms
- IV. Speeches
- V. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Great Lakes of the World
- II. Early American Civilizations
 - A. Geography
 - B. Maya, Aztec and Inca Civilizations
 - C. Spanish Conquerors
- III. European Exploration, Trade, and the Clash of Cultures
 - A. Background
 - B. European Exploration, Trade, and Colonization
 - C. Trade and Slavery
- IV. The Renaissance and the Reformation
 - A. The Renaissance
 - B. The Reformation
- V. England from the Golden Age to the Glorious Revolution
 - A. England in the Golden Age
 - B. From the English Revolution to the Glorious Revolution
- VI. Russia: Early Growth and Expansion
 - A. Geography
 - B. History and Culture
- VII. Feudal Japan
 - A. Geography
 - B. History and Culture

American:

- I. Westward Expansion
 - A. Westward Expansion before the Civil War
 - B. Westward Expansion after the Civil War
- II. The Civil War: Causes, Conflicts, Consequences
 - A. Toward the Civil War
 - B. The Civil War
 - C. Reconstruction
- III. Native Americans: Cultures and Conflicts
 - A. Culture and Life
 - B. American Government
 - C. Conflicts
- IV. U. S. Geography

Visual Arts

- I. Art of the Renaissance
- II. American Art: Nineteenth-Century United States
- III. Art of Japan

Music

- I. Elements of Music
- II. Listening and Understanding
 - A. Composers and Their Music
 - B. Musical Connections
- III. American Musical Traditions (Spirituals)
- IV. Songs

Mathematics

- I. Numbers and Number Sense
- II. Ratio and Percent
 - A. Ratio
 - B. Percent
- III. Fractions and Decimals
 - A. Fractions
 - B. Decimals
- IV. Computation
 - A. Addition
 - B. Multiplication
 - C. Division
 - D. Solving Problems and Equations
- V. Measurement
- VI. Geometry
- VII. Probability and Statistics
- VIII. Pre-Algebra

Science

- I. Classifying Living Things
- II. Cells: Structures and Processes
- III. Plant Structures and Processes
 - A. Structure: Non-Vascular and Vascular Plants
 - B. Photosynthesis
 - C. Reproduction
- IV. Life Cycles and Reproduction
 - A. The Life Cycle and Reproduction
 - B. Sexual Reproduction in Animals
- V. The Human Body
 - A. Changes in Human Adolescence
 - B. The Endocrine System
 - C. The Reproductive System
- VI. Chemistry: Matter and Change
 - A. Atoms, Molecules, and Compounds
 - B. Elements
 - C. Chemical and Physical Change
- VII. Science Biographies

OVERVIEW OF TOPICS GRADE - 6

English

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Speaking and Listening
 - C. Grammar and Usage
 - D. Spelling
 - E. Vocabulary
- II. Poetry
 - A. Poems
 - B. Terms
- III. Fiction and Drama
 - A. Stories
 - B. Drama
 - C. Classical Mythology
 - D. Literary Terms
- IV. Sayings and Phrases

History and Geography

World:

- I. World Geography
 - A. Spatial Sense
 - B. Great Deserts of the World
- II. Lasting Ideas from Ancient Civilizations
 - A. Judaism and Christianity
 - B. Ancient Greece
 - C. Ancient Rome
- III. The Enlightenment
- IV. The French Revolution
- V. Romanticism
- VI. Industrialism, Capitalism, and Socialism
 - A. The Industrial Revolution
 - B. Capitalism
 - C. Socialism
- VII. Latin American Independence Movements
 - A. History
 - B. Geography of Latin America

American:

- I. Immigration, Industrialization, and Urbanization
 - A. Immigration
 - B. Industrialization and Urbanization
- II. Reform

Visual Arts

- I. Art History: Periods and Schools
 - A. Classical Art: The Art of Ancient Greece and Rome
 - B. Gothic Art
 - C. The Renaissance
 - D. Baroque
 - E. Rococo
 - F. Neoclassical
 - G. Romantic
 - H. Realism

Music

- I. Elements of Music
- II. Classical Music: From Baroque to Romantic
 - A. Baroque
 - B. Classical
 - C. Romantic

Mathematics

- I. Numbers and Number Sense
- II. Ratio, Percent, and Proportion
 - A. Ratio and Proportion
 - B. Percent
- III. Computation
 - A. Addition
 - B. Multiplication
 - C. Division
 - D. Solving Problems and Equations
- IV. Measurement
- V. Geometry
- VI. Probability and Statistics
- VII. Pre-Algebra

Science

- I. Plate Tectonics
- II. Oceans
- III. Astronomy: Gravity, Stars, and Galaxies
- IV. Energy, Heat, and Energy Transfer
 - A. Energy
 - B. Heat
 - C. Physical Change: Energy Transfer
- V. The Human Body: Lymphatic and Immune Systems
- VI. Science Biographies

OVERVIEW OF TOPICS GRADE - 7

English

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Speaking and Listening
 - C. Grammar
 - D. Spelling
 - E. Vocabulary
- II. Poetry
 - A. Poems
 - B. Elements of Poetry
- III. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- IV. Foreign Phrases Commonly Used in English

History and Geography

- I. America Becomes a World Power
- II. World War I: “The Great War,” 1914–1918
 - A. History
 - B. Geography of Western and Central Europe
- III. The Russian Revolution
 - A. History
 - B. Geography
- IV. America from the Twenties to the New Deal
 - A. America in the Twenties
 - B. The Great Depression
 - C. Roosevelt and the New Deal
- V. World War II
 - A. The Rise of Totalitarianism in Europe
 - B. World War II in Europe and at Home, 1939–45
 - C. World War II in the Pacific, and the End of the War
- VI. Geography of the United States

Visual Arts

- I. Art History: Periods and Schools
 - A. Impressionism
 - B. Post-Impressionism
 - C. Expressionism and Abstraction
 - D. Modern American Painting

Music

- I. Elements of Music
- II. Classical Music: Romantics and Nationalists
 - A. Romantic Composers and Works
 - B. Music and National Identity
- III. American Musical Traditions (Blues and Jazz)

Mathematics

- I. Pre-Algebra
 - A. Properties of the Real Numbers
 - B. Linear Applications and Proportionality
 - C. Polynomial Arithmetic
 - D. Equivalent Equations and Inequalities
 - E. Integer Exponents
- II. Geometry
 - A. Three-Dimensional Objects
 - B. Angle Pairs
 - C. Triangles
 - D. Measurement
- III. Probability and Statistics

Science

- I. Atomic Structure
- II. Chemical Bonds and Reactions
- III. Cell Division and Genetics
- IV. History of the Earth and Life Forms
 - A. Paleontology
 - B. Geologic Time
- V. Evolution
 - A. Evolution
 - B. Natural Selection
 - C. Extinction and Speciation
- VI. Science Biographies

OVERVIEW OF TOPICS GRADE - 8

English

- I. Writing, Grammar, and Usage
 - A. Writing and Research
 - B. Speaking and Listening
 - C. Grammar
 - D. Spelling
 - E. Vocabulary
- II. Poetry
 - A. Poems
 - B. Elements of Poetry
- III. Fiction, Nonfiction, and Drama
 - A. Short Stories
 - B. Novels
 - C. Elements of Fiction
 - D. Essays and Speeches
 - E. Autobiography
 - F. Drama
 - G. Literary Terms
- IV. Foreign Phrases Commonly Used in English

History and Geography

- I. The Decline of European Colonialism
 - A. Breakup of the British Empire
 - B. Creation of the People's Republic of China
- II. The Cold War
 - A. Origins of the Cold War
 - B. The Korean War
 - C. America in the Cold War
- III. The Civil Rights Movement
- IV. The Vietnam War and the Rise of Social Activism
 - A. The Vietnam War
 - B. Social and Environmental Activism
- V. The Middle East and Oil Politics
 - A. History
 - B. Geography of the Middle East
- VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges
 - A. The American Policy of Detente
 - B. Breakup of the USSR
 - C. China under Communism
 - D. Contemporary Europe
 - E. The End of Apartheid in South Africa
- VII. Civics: The Constitution — Principles and Structure of American Democracy
- VIII. Geography of Canada and Mexico

Visual Arts

- I. Art History: Periods and Schools
 - A. Painting Since World War II
 - B. Photography
 - C. 20th-Century Sculpture
- II. Architecture Since the Industrial Revolution

Music

- I. Elements of Music
- II. Non-Western Music
- III. Classical Music: Nationalists and Moderns
 - A. Music and National Identity
 - B. Modern Music
- IV. Vocal Music
 - A. Opera
 - B. American Musical Theater

Mathematics

- I. Algebra
 - A. Properties of the Real Numbers
 - B. Relations, Functions, and Graphs (Two Variables)
 - C. Linear Equations and Functions (Two Variables)
 - D. Arithmetic of Rational Expression
 - E. Quadratic Equations and Functions
- II. Geometry
 - A. Analytic Geometry
 - B. Introduction to Trigonometry
 - C. Triangles and Proofs

Science

- I. Physics
 - A. Motion
 - B. Forces
 - C. Density and Buoyancy
 - D. Work
 - E. Energy
 - F. Power
- II. Electricity and Magnetism
- III. Electromagnetic Radiation and Light
- IV. Sound Waves
- V. Chemistry of Food and Respiration
- VI. Science Biographies

SINGAPORE MATH SCOPE AND SEQUENCE

About the Singapore Math Scope and Sequence:

Listed below are the mathematics topics for each grade level.

PRIMARY 1

Whole Numbers

- 1) Number and Notation and Place Values
- 2) Cardinal and Ordinal numbers
- 3) Comparing and Ordering of Numbers
- 4) Addition and subtraction of single and 2- digit numbers
- 5) Multiplication (multiplication of numbers whose product is not great than 40.
- 6) Division -- dividing numbers not greater than 20.

Money and Measures

- 1) Measurement of length and mass
- 2) Time
- 3) Money

Statistics

- 1) Picture Graphs

Geometry

- 1) Shapes
- 2) Patterns

PRIMARY 2

Whole Numbers

- 1) Number notation and place values
- 2) Addition and Subtraction of two numbers up to 3 digits
- 3) Multiplication and division within the 2,3,4,5, and 10 times table
- 4) Word Problems (solving 1 step word problems **involving** the four operations

Money and Measures

- 1) Measurement of length, mass and volume -- estimating and measuring using metric system of measures
- 2) Addition and subtraction of length, mass and volume
- 3) Time -- tell and write time from the clock
- 4) Addition and Subtraction of Money) 1-step Word Problems involving length, mass, volume and money.

Statistics

- 1) Pictures and graphs using scale representations, solve problems using information in picture graphs

PRIMARY 3

Whole Numbers

- 1) Number Notation and Place Values -- reading and writing numbers up to 10,000
- 2) Addition and Subtraction of number up to 4 digits
- 3) Multiplication tables up to 10×10
- 4) Multiplication and Division by a 1 digit number
- 5) Odd and Even numbers
- 6) Word problems using 2 steps and the four operations on whole numbers

Money and Measures

- 1) Units of Measures -- standard numbers and measuring in compound units for length, mass, time, area and volume, conversions of units
- 2) Addition and Subtraction of length, mass, volume and time.
- 3) Addition and Subtraction of money and measures in compound units using decimal notation
- 4) Word Problems using 2-steps involving money and measures
- 5) Perimeter of a Rectilinear Figure
- 6) Area and Perimeter of a Square and a Rectangle

Statistics

- 1) Bar Graphs

Fractions

- 1) Equivalent Fractions
- 2) Comparing and Ordering Fractions

Geometry

- 1) Concepts of Angles

PRIMARY 4

Whole Numbers

- 1) Number and Notation and place value up to 100,000
- 2) Approximation and estimation to nearest 10 and 100, estimations involving addition, subtraction and multiplication
- 3) Factors and multiples up to 100
- 4) Multiplication by a number up to 2 digits
- 5) Division by a 1-digit number and by 10
- 6) Word problems using 3 steps involving whole numbers

Money and Measures

- 1) Multiplication and division of length, mass, volume and time
- 2) Multiplication and division of money
- 3) Units of measure for volume
- 4) Volume of a cube/cuboid and liquid
- 5) Area and Perimeter of a square, rectangle and related figures
- 6) Word problems involving volume

Statistics

- 1) Tables
- 2) Bar Graphs
- 3) Word Problems using data from bar graphs

Fractions

- 1) Addition and Subtraction
- 2) Product of a proper fraction and a whole number
- 3) Mixed numbers and improper fractions
- 4) Word problems - 2-step word problems involving fractions

Decimals

- 1) Number notation and place value
- 2) Addition and Subtraction
- 3) Multiplication and division decimals up to 2 decimal places and 1-digit whole number
- 4) Conversion between decimals and fractions
- 5) Approximation and estimation
- 6) Word problems involving decimals

Geometry

- 1) Perpendicular and parallel lines
- 2) Angles in degrees
- 3) Symmetry
- 4) Geometric Figures -- understanding different triangles and quadrilateral figures
- 5) Properties of a square and rectangle
- 6) 2-D representation of a 3-d solid

PRIMARY 5 -EM1/2**Whole Numbers**

- 1) Number notation and place values up to 10 million
- 2) Multiplication and division up to 4 digits by a 2-digit number
- 3) Factors and multiples
- 4) Order of operations
- 5) Word problems using whole numbers

Mensuration (the act or process of measuring)

- 1) Conversion of measurements involving decimals and fractions
- 2) Volume of a cube/cuboid - finding the edge of a cube
- 3) Area of a triangle

Statistics

- 1) Line graphs

Fractions

- 1) Addition and subtraction
- 2) Product of fractions
- 3) Concept of fraction as division
- 4) Division of a proper fraction by a whole number
- 5) Word problems involving fractions

Decimals

- 1) Multiplication and division of decimals up to 3 decimal places

Geometry

- 1) Angles
- 2) 8-point compass
- 3) Properties of a parallelogram, rhombus, trapezium, and a triangle
- 4) Geometrical Constructions
- 5) Tessellations

Average, Rate and Speed

- 1) Calculating averages
- 2) Calculating rate
- 3) Word problems involving average and rate

Ratio and Proportion

- 1) Ratio recognition and interpretation, word problems using ratios

Percentages

- 1) Concept of percent - change fractions and decimals to percentages and visa versa, express a part of a whole as a percent.
- 2) Percentage of a quantity
- 3) Two step problems using percentage

PRIMARY 6 - EM1/EM2 STREAM**Mensuration** (the act or process of measuring)

- 1) Area and circumference of a circle
- 2) Area and perimeter of a figure related to square, rectangle, triangle and circle
- 3) Volume of a solid made up of cubes/cuboids and volume of liquids

Statistics

- 1) Pie charts

Geometry

- 1) Angles in geometric figures
- 2) 2-D representation of a 3-D solid, visualize a prism and pyramid from drawings
- 3) Nets, identify nets of cubes, prism, pyramid

Average, Rate and Speed

- 1) Time using the 24 hour clock
- 2) Speed, distance and time
- 3) Word problems using average, rate and speed

Ratios and Proportion

- 1) Ratio and direct proportion

Percentage

- 1) One quantity as a percentage of another

Algebra

- 1) Algebraic expression in one variable

SECONDARY ONE LEVEL O

Numbers and Algebra

- 1) Numbers and the four operations, negative numbers, rational numbers, using of greater, less than symbols
- 2) Ratio, rate and proportions
- 3) Percentage including expressing one quantity as a percentage of another, problems involving percentages
- 4) Speed, concepts of speed, average speed, conversion of units
- 5) Algebraic representation and formulae
- 6) Algebraic manipulation
- 7) Functions and graphs
- 8) Solutions of equations and inequalities

Geometry and Measurement

Angles, triangles and polygons including classifications and constructions

Statistics and Probability

Data handling

SECONDARY TWO LEVEL O

Numbers and Algebra

- 1) Ratio, rate and proportion including map scales and direct/indirect proportions
- 2) Algebraic manipulation including factorization, addition, subtraction, multiplication of fractions
- 3) Functions and graphs including quadratic functions
- 4) Solutions of equations including simultaneous linear equations
- 5) Set language and notation

Geometry and Measurement

- 1) Congruence and similarity
- 2) Pythagorean Theorem
- 3) Mensuration including volume and surface area of pyramid, cone and sphere

Statistics and Probability

- 1) Data analysis - mean, mode and median
- 2) Simple probability problems

**GRADE
LEVEL**

FOSS K-8 SCOPE AND SEQUENCE

	Life Science	Physical Science and Technology		Earth and Space Science	Alternative Modules
Grades 6 -8	Human Brain and Senses	Electronics		Planetary Science	
	Populations and Ecosystems	Chemical Interactions		Earth History	
	Diversity of Life	Force and Motion		Weather and Water	
Grades 5 -6	Life Science	Physical Science	Earth Science	Scientific Reasoning and Technology	
	Food and Nutrition	Levers and Pulleys	Solar Energy	Models and Designs	Living Systems
	Environments	Mixtures and Solutions	Landforms	Variables	Water Planet
Grades 3 - 4	Human Body	Magnetism and Electricity	Water	Ideas and Inventions	Matter and Energy
	Structures of Life	Physics of Sound	Earth Materials	Measurement	Sun, Moon and Stars
Grades 1 - 2	Life Science	Physical Science	Earth Science	Earth Science	
	New Plants	Solids and Liquids		Air and Weather	Plants and Animals
	Insects	Balance and Motion		Pebbles, Sand, and Silt	Insects and Plants
Kindergarten	Trees	Wood and Paper			
	Animals Two by Two	Fabric		Trees	

ATTACHMENT #12
EXIT and PROMOTION STANDARDS

Delaware Academy intentionally designs their classrooms as multi-grade classrooms. This allows us to move students along each year with their peers while targeting their grade level instruction to the appropriate level. Through differentiated instruction and tracking, teachers are able to give personalized instruction to each individual student according to their needs. This also provides the remediation strategies for slower students as well as a challenging curriculum for the advanced students. Remediation and high ability challenges are built into the program.

Student's grades and standardized testing results are tracked simultaneously as they worked through their appropriate curriculum. These are communicated with students and parents regularly. The grades and test results become partial indicators to the student's readiness to move on to the next grade level. They determine what grade level curriculum a student is instructed in. Students can catch up or move ahead according to their own efforts and abilities.

English/Language Arts and Math are targeted as the priorities for deciding readiness to move to the next grade level. Students must pass standardized tests showing mastery before they can move on. The curriculum is designed to cover the Indiana State Standards and/or the Common Core Standards, depending on the grade level. This assures the student has mastered the standards at their grade level before moving on to the next.

Although students do move from classroom to classroom each year with their peers, they do not necessarily move on to the next grade level in the grade book and their individual instruction.

High school students at Delaware Academy follow the State of Indiana requirements for graduation.

Because Delaware Academy's Student Information System are readily available to parents, constant communication will occur throughout the academic school year with this general timeline:

- October – January: Teacher will indicate concern to parents and initiate documentation of academic performance.
- March – April: Teacher will notify administrator if any alternative grade placement is being considered.
- April – May: If placement or retention is still being considered, parents are notified by this time and commitment to the decision is secured.
- May – June: Decision on placement or retention is made by the teacher and administrator. Student grade placement or retention is completed.

Delaware/Kosciusko ACADEMY
2014-2015 School Calendar

FIRST SEMESTER

August 11 and 12	Teacher work days
August 13	First student school day
September 1	LABOR DAY (no school)
October 13-17	Fall BREAK
November 26, 27 and 28	THANKSGIVING BREAK
December 22-January 2	WINTER BREAK

SECOND SEMESTER

January 5	Students back in school
January 19	MLK HOLIDAY (no school)
February 16	President's Day (no school)
March 23-27	SPRING BREAK (no school)
April 3	Good Friday (no school)
May 21	LAST STUDENT DAY (180 total student days)
May 25	Memorial Day (no school)
June 1	Last day for students (180 days)
June 2	Teacher work day

June 2-5, 2015 are make-up snow days

DAILY SCHEDULE 2014-2015

REGULAR DAILY SCHEDULE

8:05-9:00 Session #1

9:05-10:00 Session #2

10:05-11:00	Session #3
11:05-11:45	Lunch
11:50-1:00	Session #4
1:05- 2:00	Session #5
2:05-3:00	Session #6
3:00	First Dismissal for faster learners
3:00- 5:00	Extra-long school day for slower learners
5:00	Second Dismissal for slower learners
7:40	Teachers on duty
7:45	Students may enter building
8:05	Begin School

DAILY MINUTES FOR CORE AND RELATED ARTS CLASSES

<u>Subject</u>	<u>K-2</u>	<u>older</u>	
Reading	120	90	
Language Arts	50	50	
Math	50	50	
Science	25	40	
Social Studies	25	40	
Specials (Music, PE)	40	40	(rotation)

KINDERGARTEN HALF DAY SCHEDULE

AM SECTION

7:45	Students may enter building
8:15	Begin School
10:45	Dismiss AM Section

PM SECTION

11:45	Students may enter building
12:00	Begin School
2:30	Dismiss PM Section

NOTE: Lunch is not served to half day Kindergarten

**Attachment 14:
Marketing and Enrollment Policy**

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.
2. Provide, as **Attachment 14**, the school's Enrollment Policy, which should include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
 - b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
 - c. Tentative lottery dates and procedures.
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

NOTE: Limit attachment to three (10) pages.

Answers:

Understanding that the School is indeed a "school of choice," the Governing Board recognizes the importance of marketing and recruiting to parents and students. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market. Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a "wait-list" application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the Schools' Student Information System, applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels.

Enrollment Overview

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Indiana Statutes, IC 20-24-2-2, that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section IC 20-24-5-5, the charter school shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In accordance with IC 20- 24-5-5 (c), a charter school may give enrollment preference to the populations denoted in the Enrollment Rules, Process, and Procedures.

The School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the same District. This effort will include marketing to under represented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Enrollment Rules, Process, and Procedures

Rules: General

1. For the purposes of the following rules, the following terms are defined as follows: A. All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.

B. Lottery refers the selection of applicant names by a random method such as a system generated process or the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.

C. Lottery refers to the process whereby all eligible applicants are assigned a random number by the SIS and sorted, by grade, in order of the randomly assigned number.

2. All applicants (students not already attending school, including siblings of those already attending) participate in the lottery irrespective of preference status.

3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.

4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be moved to a pool for the subsequent lottery.

5. A lottery shall be conducted by a school to include all grades in which the number of applicants exceeds the number of expected seats available.

A. If the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, all offers shall be rescinded and applicants shall be offered admission based upon the system assigned numbers.

B. Siblings of applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer shall maintain the seat accepted and the sibling whose offer that has been rescinded shall be considered to have a preference of an applicant with a sibling applying for the same academic year.

6. All offers of registration shall be made in the order of the lottery results.

Rules: Preferences

1. All preference categories shall be published prior to the lottery being conducted.

2. All applicants entitled to receive a placement preference shall be identified prior to the lottery.

3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.

4. All preferences shall be considered in the following hierarchy:

A. Applicant sibling of a currently attending student.

B. Applicant sibling of an accepted applicant applying for the same academic year.

5. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

6. Other possible preferences:

A. Siblings of students already admitted to or attending the same charter school.

B. Children of the charter school's founders, teachers, and staff. This would include the children of Board members and Delaware Academy staff members.

Process:

Applications will be made available online through our Student Information System, accessible on the school website, and in paper form at local distribution sites. Delaware Academy's Student Information System accepts student applications and monitors the number of applications submitted for each grade. Student Information System is the only system designed specifically to meet the unique needs of charter school's application management needs. Student Information System manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance.

If, at the end of the Open Enrollment period, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with access to registration requirements, via the Student Information System (SIS). Documentation required by the School District is collected for review and verification.

Procedure:

Once all current students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students is generated as appropriate.

Prior to the School's opening, an Open Enrollment period will be established and announced. During Open Enrollment, Delaware Academy staff will host informative meetings in areas where new schools will be opening for the upcoming school year. These meetings will not only focus on informing the community about Delaware Academy schools, but more specifically the meeting will provide direction for parents/guardians interested in enrolling their children. At the end of these meetings, a confirmation code will be given to the parents/guardians present. This confirmation code will be a necessary prerequisite in the application process. A parent/guardian will not be able to submit an application without first attaining the confirmation code specific to the school that they wish their student to attend, and therefore a parent/guardian must attend an informative session before submitting an application for their student. If for any reason, a parent/guardian is unable to attend one of these informative meetings they should contact the Delaware Academy office in order to make supplemental arrangements.

At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established Enrollment Period, subsequent applications will be accepted and

ordered based on the date the application was received and the preferences extended to the applicant. As seats become available, they will be offered to applicants according to this established order until capacity is reached. In subsequent years, applications will be accepted each year during an Open Enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity.

The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the Open Enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received.

The lottery will be both random and system generated. Each applicant selected in the lottery will receive an offer letter, containing a confirmation code specific only to that applicant. This confirmation code is linked to the applicant's file in SIS (Student Information System), which makes tracking and confirming each applicant plans for attendance expedient for the Delaware Academy enrollment staff. An applicant will have one week (7 days), dating from the date that the offer was made, to respond to the offer letter via the internet or mail. They will have the opportunity to confirm their plans for attendance at the school, by either accepting or declining the offer. If the applicant fails to respond to the letter, in either the affirmative or the negative, the offered seat will be rescinded and offered to an applicant on the waiting list.

Should the applicant decide to accept the offered seat, they will receive a confirmation email within 24-48 hours of their response. The email will contain instructions for completing the enrollment and registration process. Dating from the day of the applicant's acceptance, the applicant will have two weeks (14 days) to complete and submit several items of the required registration paperwork. If these specified registration items are not submitted within the two week window, the applicant will lose their seat. The registration items required to secure an applicant's seat can all be electronically signed online through SIS.

Attachment 15: DISCIPLINE POLICY

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.
2. Provide as **Attachment 15** the school's discipline policy, which should include a summary of the following:
 - a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.
 - b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
 - d. A description of the appeal process that the school will employ for students facing expulsion.
 - e. How parents will be informed of the school's discipline policy.

NOTE: Limit attachment to three (10) pages.

DISCIPLINE POLICIES AND PROCEDURES

These policies and procedures are written primarily for Levels K-5. K-2 will follow these policies and procedures with some flexibility in an attempt to teach younger students appropriate behavior. Students are expected to understand and exhibit appropriate behavior more the older they are. 3-5 are expected to understand and exhibit appropriate behavior and are held to a higher standard. As parents/guardians, you can help your child succeed by promoting, demonstrating, and expecting appropriate behavior at home also. That will allow us to work as a team, together for the benefit of your child.

APPROPRIATE SCHOOL BEHAVIOR:

Students come to school to learn and no student has the right to infringe upon any other student's right to learn. To promote a learning atmosphere we will expect the children to observe the following guidelines:

1. Maintain calm and quiet in the classroom, in hallways, in restrooms, in the cafeteria, in special classes, and during school assemblies.
2. Students need to listen to all teachers, staff, adults and other students.
3. Teachers are expected to ensure that students are following the rules, policies, and honor code of Delaware Academy. That being said, like every student, all teachers are unique in their demeanors, personal educational philosophies, and approach to handling discipline issues. Students are expected to follow directions from every teacher in regard to each teacher's classroom rules and policies.
4. All students are to address adults with formal respect responding to questions and instructions with "yes, sir/ma'am," "no, sir/ma'am," "please," "thank you," "excuse me, sir/ma'am," etc.
5. Students will keep school property neat, orderly, and in original condition.
6. Proper use of school equipment and materials is expected.
7. Speak in a respectful tone of voice to all others.
8. Use good manners at all times.
9. Students will refrain from chewing gum.
10. Students will wear their proper uniform attire at all times.

CONSEQUENCES FOR NOT FOLLOWING APPROPRIATE SCHOOL BEHAVIOR:

Scheduled and supervised by the teacher. Steps result after the teacher has tried other methods within the classroom to control and/or modify inappropriate behavior. See teachers' classroom rules/guidelines.

- Step 1: Warning
 - Step 2: Notation in student's portfolio; parent signature required the next day; teacher will conference and debrief with student on how to further prevent this behavior. Teacher may assign appropriate consequence.
 - Step 3: Lunch detention; notation in student's portfolio to communicate with parent signature required the next day.
 - Step 4 : After school detention; notation in student's portfolio as well as time and date of detention.
 - Step 5: Administrator intervenes; parents are called to arrange a conference. Student may be placed on a behavior plan with more severe consequences which may include:
 - After school detention
 - Saturday school (if available)
 - In school suspension (if available)
 - Alternative Discipline
 - Out of school suspension
 - Expulsion
- NOTE: Consequence will depend on the severity and/or frequency of the violation. It is an administrative decision.
- **Parents will be notified concerning behavior incidents where consequences were given.**
 - **Steps are meant to be a daily log and will start over with a fresh set of steps each day. Habitual problems will be handled as needed.**

ZERO-TOLERANCE POLICY:

1. Students will not demonstrate defiant behavior including a disrespectful tone of voice.
2. Students will not engage in bullying.
3. Students will not fight or use any forms of aggression including physical or sexual harassment.
4. Students will not intentionally destroy equipment, materials, or property (vandalism).
5. Students will not lie, cheat, or steal.
6. Students will not use or possess weapons, tobacco, alcohol, or drugs.
7. Students will not use or possess a laser pointer.
8. Students will not use profanity or possess profane/obscene material.
9. Students will not bring electronic devices to school.

POSSIBLE CONSEQUENCES FOR BREAKING THE ZERO-TOLERANCE (SEVERE CLAUSE) POLICIES:

- A. Lunch, after school, or Saturday detention
- B. Alternative discipline
- C. In-school suspension

- D. Out-of-school suspension
- E. Expulsion

NOTE: Consequence will depend on the severity and/or frequency of the violation. It is an administrative decision.

- **Parents are contacted as promptly as possible to notify of such behavior and the child's consequence.**

POSSIBLE POSITIVE CONSEQUENCES (REWARDS) FOR APPROPRIATE BEHAVIOR:

- A. Positive notes sent home in portfolios.
- B. Praise
- C. Intrinsic value added
- D. Field trips, ball games, extra activities, etc
- E. Afternoon socials with music and celebration for qualified students
- **In addition to the positive consequences listed above, teachers may choose to implement their own system of rewards as well.**

Attachment 16: Community Support

Currently, neither Delaware Academy nor Kosciusko Academy have any community partners. However, we intend to partner with as many community groups as possible, including those that may want to offer after-school events.

Other recent charter applications in the Muncie area have collected many letters of support for various charter proposals. These could be supplied upon request. Similarly, several meetings in Silver Lake have indicated excitement about the prospect of a charter school.

Attachment 17

START UP PLAN

Prior to June, 2014

- Enrollment – Finalize School Budgets/Forecasts
- General Community Awareness/Information Marketing
- Identify/Hire Potential Leadership Candidates /School Leader
- Management Contract Executed
- Direct Marketing for Student Enrollment
- Open Enrollment Period
- Facility Lease Executed
- Furniture, Fixture, and Equipment listing
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities
- Hire school secretary

June 11-15, 2014

- Offices open in both buildings staffed by a secretary, principal, and assistant principal
- General Community Awareness/Information Marketing
- Direct Marketing for Student Enrollment
- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities
- Begin Faculty Hiring

June 18-22, 2014

- General Community Awareness/Information Marketing
- Direct Marketing for Student Enrollment
- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities

June 25-29, 2014

- General Community Awareness/Information Marketing
- Direct Marketing for Student Enrollment
- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities

July 2-6, 2014

- General Community Awareness/Information Marketing
- Direct Marketing for Student Enrollment
- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities
- Staff Move-into classrooms

July 9-13, 2014

- General Community Awareness/Information Marketing
- Direct Marketing for Student Enrollment
- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities

July 16-20, 2014

- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities

July 23-27, 2014

- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Community Activities
- Teacher Professional Development

July 30 – August 3, 2014

- Open Enrollment Period
- Technology (ready the buildings for wireless and process computers)
- Renovations to buildings
- Community Activities
- “Open House” Sessions for Parents/Students

August 6-10, 2014

- First Day of School (August 8, 2013)
- Student Enrollment/Registration (Ongoing)

The school offices in the buildings will be staffed starting in June 2014. The staff will accept and process student enrollment/registration. They will enter data and be available to answer questions concerning the school. Staff will be preparing documents, forms, and handbooks for use by staff, parents and students for the upcoming school year.

Principals will be on duty as soon as the schools have been approved. The principals will be continuously working on marketing and community awareness.

Principals will begin recruiting staff in May with interviews and hiring in June. Teachers will be able to start moving into their respective rooms as soon as the rooms are ready, hopefully toward the end of June or early July.

Principals will work to finalize policies and procedures in June and July.

Principals will hold informational and community awareness meetings throughout the summer.

Teachers will be responsible to attend a 7-10 day training session in July to orient them to the culture, philosophies, curriculum, software, policies, and procedures. Teachers are expected to voluntarily work in their rooms multiple days per week until school starts to prepare and ensure a smooth and successful start to the school year.

A nurse or contracted part-time nurse will in late July or early August prepare and enter data for health duties preparing for the start of the school year. The nurse will also be available to assist the secretaries as needed.

Other staff will be on duty in late July and early August to review student records and prepare programs to assist students during the school year. This staff will also be reviewing and preparing for school wide assessments to be administered during the school year. These staff responsibilities will include taking the lead in responsibility for school wide assessments.

Funding: A local foundation has agreed to loan some funds to cover the costs of preparing and operating the school until Common School Loan funds are received and/or State tuition money is available. There are also plans to apply for grants and approach individuals, groups, and businesses for donations supporting the school.

Delaware Academy has secured the use of two former elementary school buildings that have been approved to open in August with very little renovation or repairs. Paideuo Academies led by Doug Ballinger -- and possibly assisted by Doug Jacobs -- has the expertise and experience to get the school up and running efficiently in 2-3 months. Doug Jacobs was hired by Anderson Preparatory Academy, a charter school in Anderson, to coordinate the first year opening of their K-5 program on June 14, 2011. He hired the entire staff and prepared the entire school (350 students and 30 staff) to open the first day of school on August 10, 2012. All of this was done in two months with the first day of school running as smoothly as any school that had been in existence for several years. We are confident that we can duplicate this at Delaware Academy.

Kosciusko Academy: Kosciusko Academy has secured the use of a former elementary school building in Silver Lake, IN that hopes to be approved to open in August after renovation and

repairs. Paideuo Academies led by Dr. Doug Ballinger has the expertise and experience to get the school up and running efficiently in 2-3 months. Dr. Doug Ballinger was hired by Lakeview Christian School, a private school in Marion, to coordinate the first year of expansion from Pre-K-5 to Pre-K-12 in the summer of 2011. Dr. Ballinger hired the additional staff for the expansion.

At Lakeview Christian, enrollment in the K-12 program grew 245%, and enrollment in the Pre-K program grew 500%. The process of growing Lakeview Christian School by this magnitude is similar to opening a school from scratch. Marketing, communication, and education to prospective parents was a significant task at Lakeview Christian School, much like it will be to open a school at Silver Lake in 2012. All this parental marketing and communication occurred less than two months prior to school opening. Dr. Ballinger is used to working under tight deadlines. We are confident he can duplicate a similar process for Kosciusko Academy.

Attachment 18: Insurance Estimate

Dear Delaware Academy: Using the figures that you gave me, I have come up with an estimate total of \$9375. I can't guarantee this figure as all new business would have to be submitted to underwriters and rating. I only used the average rates for my other schools and there may be various credits that are applied that I do not have so it could be higher.

John
(John Parker of Merchants Bank Insurance Agency)

Thank you, Mr. Parker.

Since we have to submit your estimate with our charter school application, is there any pdf document or piece of paper you could give me that we could submit with the application? If not, we could maybe use this email.

Dear Delaware Academy: The email will have to do. I can break it down as follows:

Package property, liability, and crime - \$2225
Auto (Hired and non owned) - \$250
School leaders E&O - \$3500
Work Comp - \$1150
Umbrella - \$1750

John
(John Parker of First Merchants Insurance Agency)

ses in 2015-2016) _____

10	11	12	TOTAL	% ELL	% SPED	% FRL
10	10	10	130	10%	10%	40%
30	30	30	390	10%	10%	40%
30	30	30	390	10%	10%	40%
30	30	30	390	10%	10%	40%
30	30	30	390	10%	10%	40%

10	11	12	TOTAL
0.3	0.3	0.3	6
1.0	1.0	1.0	18
1.0	1.0	1.0	18
1.0	1.0	1.0	18
1.0	1.0	1.0	18

School Name: Delaware and Kosciusko Academy (only one campus of 130 students for 2014-2015; three

	Year 0	Year 1
REVENUE		
State Revenue		
Basic Grant	288,950	\$ 1,502,540
Common School Loan	\$ 332,293	\$ -
Charter School Start-Up Grant		
State Matching Funds for School Lunch Program	\$ 30,613	\$ 30,613
Professional Development		\$ -
Technology Grants		\$ -
Remediation Program		\$ -
Full-Day Kindergarten	\$ 48,000	\$ 48,000
Gifted and Talented Program		\$ -
Textbook Reimbursement	\$ 3,388	\$ 3,388
Summer School		\$ -
Other State Revenue (please describe)	\$ 18,120	\$ 18,120
Other State Revenue (please describe)		\$ -
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 75,000	\$ 125,000
Facilities Assistance Program Grant		\$ -
Public Law 101-476 (IDEA)		\$ -
Title I	\$ 41,470	\$ 41,470
Title II	\$ 8,580	\$ 8,580
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)		\$ -
Other (please describe)		\$ -
Other (please describe)		\$ -
Other (please describe)		\$ -
Other (please describe)	\$ -	\$ -
Total Revenue	\$ 846,414	\$ 1,873,065
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 424,400	\$ 1,349,712
Substitute Teachers		\$ -
Professional Development	\$ 8,800	\$ 8,800
Bonuses		\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Personnel Expenses	\$ 433,200	\$ 1,358,512
Instructional Supplies and Resources		
Textbooks	\$ 8,800	\$ 8,800
Library, periodicals, etc	\$ 968	\$ 968
Technology	\$ 5,500	\$ 5,500

Assessment materials	\$ 605	\$ 605
Computers	\$ 12,980	\$ 12,980
Software	\$ 3,300	\$ 3,300
Other classroom supplies	\$ 440	\$ 440
Field trips, other unclassified items	\$ 2,640	\$ 2,640
Co-curricular & Athletics	\$ 110	\$ 110
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Instructional Supplies and Resources	\$ 35,343	\$ 35,343
Support Supplies and Resources		
Administrative Computers	\$ 2,420	\$ 2,420
Administrative Software	\$ 4,400	\$ 4,400
Administration Dues, fees, misc expenses	\$ 440	\$ 440
Office supplies	\$ 2,640	\$ 2,640
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Support Supplies and Resources	\$ 9,900	\$ 9,900
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 440	\$ 440
Charter Board Supplies & Equipment	\$ 242	\$ 242
Charter Board Dues, fees, etc	\$ 99	\$ 99
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Board Expenses	\$ 781	\$ 781
Professional Purchased or Contracted Services		
Legal Services	\$ 374	\$ 374
Audit Services (compliant with SBOA requirements)	\$ 1,188	\$ 1,188
Payroll Services	\$ 440	\$ 440
Accounting Services	\$ 880	\$ 880
Printing/Newsletter/Annual Report Services	\$ 198	\$ 198
Consultants	\$ 220	\$ 220
Internet Services	\$ 924	\$ 924
Telephone/Telecommunication Services	\$ 792	\$ 792
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 2,063	\$ 2,063
Travel	\$ 550	\$ 550
Postage	\$ 231	\$ 231
Special Education Services	\$ 990	\$ 990
Student Information Services	\$ 2,200	\$ 2,200
Food service	\$ 30,613	\$ 30,613
Transportation	\$ -	\$ -
Nursing Services	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -

Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 41,663	\$ 41,663
Facilities		
Rent, mortgage, or other facility cost	\$ 121,550	\$ 121,550
Furniture & Equipment	\$ 13,200	\$ 13,200
Gas/electric	\$ 11,220	\$ 11,220
Water/Sewer	\$ 858	\$ 858
Grounds Keeping	\$ 891	\$ 891
Maintenance Services	\$ 1,056	\$ 1,056
Custodial	\$ 528	\$ 528
Waste disposal	\$ 528	\$ 528
Debt Service for Facilities (Interest Only)	\$ 13,292	\$ 13,292
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Facilities	\$ 163,123	\$ 163,123
Other		
Contingency	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 45,076
CMO/EMO Fee	\$ 36,766	\$ 168,576
Common School Fund Loan Interest Costs	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Other	\$ 36,766	\$ 213,652
Total Expenditures	\$ 720,775	\$ 1,822,973
Carryover/Deficit	\$ 125,639	\$ 50,091
Cumulative Carryover/(Deficit)	\$ 125,639	\$ 175,730

\$ 605	\$ 605	\$ 605	\$ 605
\$ 12,980	\$ 12,980	\$ 12,980	\$ 12,980
\$ 3,300	\$ 3,300	\$ 3,300	\$ 3,300
\$ 440	\$ 440	\$ 440	\$ 440
\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640
\$ 110	\$ 110	\$ 110	\$ 110
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 35,343	\$ 35,343	\$ 35,343	\$ 35,343
\$ 2,420	\$ 2,420	\$ 2,420	\$ 2,420
\$ 4,400	\$ 4,400	\$ 4,400	\$ 4,400
\$ 440	\$ 440	\$ 440	\$ 440
\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 9,900	\$ 9,900	\$ 9,900	\$ 9,900
\$ 440	\$ 440	\$ 440	\$ 440
\$ 242	\$ 242	\$ 242	\$ 242
\$ 99	\$ 99	\$ 99	\$ 99
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 781	\$ 781	\$ 781	\$ 781
\$ 374	\$ 374	\$ 374	\$ 374
\$ 1,188	\$ 1,188	\$ 1,188	\$ 1,188
\$ 440	\$ 440	\$ 440	\$ 440
\$ 880	\$ 880	\$ 880	\$ 880
\$ 198	\$ 198	\$ 198	\$ 198
\$ 220	\$ 220	\$ 220	\$ 220
\$ 924	\$ 924	\$ 924	\$ 924
\$ 792	\$ 792	\$ 792	\$ 792
\$ 2,063	\$ 2,063	\$ 2,063	\$ 2,063
\$ 550	\$ 550	\$ 550	\$ 550
\$ 231	\$ 231	\$ 231	\$ 231
\$ 990	\$ 990	\$ 990	\$ 990
\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200
\$ 30,613	\$ 30,613	\$ 30,613	\$ 30,613
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 41,663	\$ 41,663	\$ 41,663	\$ 41,663
\$ 121,550	\$ 121,550	\$ 121,550	\$ 121,550
\$ 13,200	\$ 13,200	\$ 13,200	\$ 13,200
\$ 11,220	\$ 11,220	\$ 11,220	\$ 11,220
\$ 858	\$ 858	\$ 858	\$ 858
\$ 891	\$ 891	\$ 891	\$ 891
\$ 1,056	\$ 1,056	\$ 1,056	\$ 1,056
\$ 528	\$ 528	\$ 528	\$ 528
\$ 528	\$ 528	\$ 528	\$ 528
\$ 13,292	\$ 13,292	\$ 13,292	\$ 13,292
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 163,123	\$ 163,123	\$ 163,123	\$ 163,123
\$ -	\$ -	\$ -	\$ -
\$ 67,614	\$ 67,614	\$ 67,614	\$ 67,614
\$ 216,358	\$ 216,358	\$ 216,358	\$ 216,358
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ 283,973	\$ 283,973	\$ 283,973	\$ 283,973
\$ 1,932,606	\$ 1,971,918	\$ 2,011,230	\$ 2,050,542
\$ 471,375	\$ 432,063	\$ 392,751	\$ 353,439
\$ 647,105	\$ 1,079,168	\$ 1,471,920	\$ 1,825,359

Important note #1: This budget is a worst case scenario. We believe enrollments will be substantially higher, which will substantially augment revenue relative to expenses. In

Important note #2: This budget is for only one of the three campuses. With some minor exceptions(such as AI

Expected New School Annual Operating Budget and Cash Flow Projection:

	June-14	July-14	August-14	September-14	October-14	November-14	December-14
REVENUE							
Federal Revenue							
Public Charter School Program (PCSP) Grant (NOTE: this is a competitive grant. Funding is not guaranteed.)	0	75,000	0	0	0	0	0
Other Revenue Federal sources (please describe) (Title I-IV)	0	0	0	5,005	5,005	5,005	5,005
Other Revenue Federal sources (please describe) Lunch revenue	0		2,783	2,783	2,783	2,783	2,783
Other Revenues							
Committed Philanthropic Donations	0	0	0	0	0	0	0
Loan from Common School Loan	0	0	0	0	332,293	0	0
Misc. State Grants: Sp.Ed.,Honors,Career,Full K,Complexity,Text	0		0	0	0	0	34,754
State tuition support: Basic ADM amount (see note #1)	0	0	0	0	0	0	0
Other Loans (private, etc.)	170,000	0	0	0	-170,000	0	0
Total Revenue	170,000	75,000	2,783	7,788	170,081	7,788	42,542
EXPENDITURES							
Personnel Expenses							
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	12,000	12,000	36,400	36,400	36,400	36,400	36,400
Professional Development	0	8,800	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Total Personnel Expenses	12,000	20,800	36,400	36,400	36,400	36,400	36,400
Instructional Supplies and Resources							
Textbooks	0	0	8,800	0	0	0	0
Library, periodicals, etc	0	0	968	0	0	0	0
Technology	0	0	5,500	0	0	0	0
Assessment materials	0	0	605	0	0	0	0
Computers	0	0	12,980	0	0	0	0
Software	0	0	3,300	0	0	0	0
Other classroom supplies	0	0	440	0	0	0	0
Field trips, other unclassified items	0	0	2,640	0	0	0	0
Co-curricular & Athletics	0	0	110	0	0	0	0

	June-14	July-14	August-14	September-14	October-14	November-14	December-14
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Total Instructional Supplies and Resources	0	0	35,343	0	0	0	0
Support Supplies and Resources							
Administrative Computers	0	0	2,420	0	0	0	0
Administrative Software	0	0	4,400	0	0	0	0
Administration Dues, fees, misc expenses	0	0	440	0	0	0	0
Office supplies	0	0	2,640	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Total Support Supplies and Resources	0	0	9,900	0	0	0	0
Board Expenses							
Charter Board Services, including Board Training, retreats	0	0	440	0	0	0	0
Charter Board Supplies & Equipment	0	0	242	0	0	0	0
Charter Board Dues, fees, etc	0	0	99	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Total Board Expenses	0	0	781	0	0	0	0
Professional Purchased or Contracted Services							
Legal Services	0	0	374	0	0	0	0
Audit Services (compliant with SBOA requirements)	0	0	1,188	0	0	0	0
Payroll Services	0	0	440	0	0	0	0
Accounting Services	0	0	880	0	0	0	0
Printing/Newsletter/Annual Report Services	0	0	198	0	0	0	0
Consultants	0	0	220	0	0	0	0
Internet Services	0	0	924	0	0	0	0

	June-14	July-14	August-14	September-14	October-14	November-14	December-14
Telephone/Telecommunication Services	0	0	792	0	0	0	0
Total Insurance Costs (per ICSB requirements detailed in charter school application)	0	0	2,063	0	0	0	0
Travel	0	0	550	0	0	0	0
Postage	0	0	231	0	0	0	0
Special Education Services	0	0	990	0	0	0	0
Student Information Services	0	0	2,200	0	0	0	0
Food service	0	0	2,783	2,783	2,783	2,783	2,783
Transportation	0	0	0	0	0	0	0
Nursing Services	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Total Professional Purchased or Contracted Services	0	0	13,833	2,783	2,783	2,783	2,783
Facilities							
Rent, mortgage, or other facility cost	9,350	9,350	9,350	9,350	9,350	9,350	9,350
Furniture & Equipment	0	13,200					
Gas/electric	0	11,220					
Water/ Sewer	0	858					
Grounds Keeping	0	891					
Maintenance Services	0	1,056					
Custodial	0	528					
Waste disposal	0	528					
Debt Service for Facilities/common school loan (Interest Only)	0	13,292	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Total Facilities	9,350	50,923	9,350	9,350	9,350	9,350	9,350
Other							
Contingency	0	0	0	0	0	0	0
Indiana Charter School Board Administrative Fee (0% in Year 0)	0	0	0	0	0	0	0
CMO/EMO Fee	0	0	0	0		4,596	4,596
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Other (please describe)	0	0	0	0	0	0	0
Total Other	0	0	0	0	0	4,596	4,596

	June-14	July-14	August-14	September-14	October-14	November-14	December-14
Total Expenditures	21,350	71,723	105,607	48,533	48,533	53,129	53,129
Net Income (Pre-Cash Flow Adjustments)	148,650	3,277	-102,824	-40,745	121,548	-45,341	-10,587
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0

addition, if financi

M tuition s

s -- YEAR 0 -- Pre

TOTAL 2014	
75,000	
20,020	
13,915	
0	
332,293	
34,754	
0	
0	
475,982	
206,000	
8,800	0
0	
0	
0	
0	
0	
214,800	
8,800	
968	
5,500	
605	
12,980	
3,300	
440	
2,640	
110	

TOTAL 2014	
0	
0	
0	
0	
0	
35,343	
2,420	
4,400	
440	
2,640	
0	
0	
0	
0	
0	
9,900	
440	
242	
99	
0	
0	
0	
0	
0	
0	
781	
374	
1,188	
440	
880	
198	
220	
924	

TOTAL 2014	
792	
2,063	
550	
231	
990	
2,200	
13,915	
0	
0	
0	
0	
0	
0	
24,965	
65,450	
13,200	
11,220	
858	
891	
1,056	
528	
528	
13,292	
0	
0	
0	
0	
107,023	
0	
0	
9,191	
0	
0	
0	
0	
9,191	

TOTAL 2014	
402,003	
73,979	

Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	TOTAL FIRST HALF 2015
53,129	53,129	53,129	53,129	53,129	53,129	318,772
37,572	2,818	2,818	2,818	2,818	2,818	51,660
0	0	0	0	0	0	0
0	0	0	0	0	0	0

Expected New School Annual Operating Budget -- YEAR 1

REVENUE	Amount
State Revenue	
Basic Grant	\$ 1,502,540
Common School Loan	\$ -
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)	\$ 95,354
State Matching Funds for School Lunch Program	\$ 30,613
Professional Development	\$ -
Technology Grants	
Remediation Program	\$ -
Full-Day Kindergarten	\$ 48,000
Gifted and Talented Program	\$ -
Textbook Reimbursement	\$ 3,388
Summer School	\$ -
Other State Revenue (please describe) Special Ed.	\$ 18,120
Other State Revenue (please describe)	
Federal Revenue	
Public Charter School Program (PCSP) Grant	\$ 125,000
Charter School Facilities Assistance Program Grant	
Public Law 101-476 (IDEA)	
Title I	\$ 41,470
Title II	\$ 8,580
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)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Revenue	\$ 1,873,065
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	\$ 1,349,712
Substitute Teachers	
Professional Development	\$ 8,800
Bonuses	
Other (please describe)	
Other (please describe)	

Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Personnel Expenses	\$ 1,358,512
Instructional Supplies and Resources	
Textbooks	\$ 8,800
Library, periodicals, etc	\$ 968
Technology	\$ 5,500
Assessment materials	\$ 605
Computers	\$ 12,980
Software	\$ 3,300
Other classroom supplies	\$ 440
Field trips, other unclassified items	\$ 2,640
Co-curricular & Athletics	\$ 110
Other (please describe)	\$ -
Other (please describe)	\$ -
Other (please describe)	\$ -
Other (please describe)	
Other (please describe)	
Total Instructional Supplies and Resources	\$ 35,343
Support Supplies and Resources	
Administrative Computers	\$ 2,420
Administrative Software	\$ 4,400
Administration Dues, fees, misc expenses	\$ 440
Office supplies	\$ 2,640
Other (please describe)	\$ -
Other (please describe)	\$ -
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Support Supplies and Resources	\$ 9,900
Board Expenses	
Charter Board Services, including Board Training, retreats	\$ 440
Charter Board Supplies & Equipment	\$ 242
Charter Board Dues, fees, etc	\$ 99
Other (please describe)	\$ -
Other (please describe)	\$ -
Other (please describe)	\$ -
Other (please describe)	
Other (please describe)	
Total Board Expenses	\$ 781
Professional Purchased or Contracted Services	
Legal Services	\$ 374
Audit Services (compliant with SBOA requirements)	\$ 1,188
Payroll Services	\$ 440
Accounting Services	\$ 880
Printing/Newsletter/Annual Report Services	\$ 198
Consultants	\$ 220
Internet Services	\$ 924
Telephone/Telecommunication Services	\$ 792
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 2,063
Travel	\$ 550
Postage	\$ 231
Special Education Services	\$ 990
Student Information Services	\$ 2,200
Food service	\$ 30,613
Transportation	\$ -

Nursing Services	\$	-
Other (please describe)	\$	-
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	41,663
Facilities		
Rent, mortgage, or other facility cost	\$	121,550
Furniture & Equipment	\$	13,200
Gas/electric	\$	11,220
Water/ Sewer	\$	858
Grounds Keeping	\$	891
Maintenance Services	\$	1,056
Custodial	\$	528
Waste disposal	\$	528
Debt Service for Facilities (Interest Only)	\$	13,292
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)		
Other (please describe)		
Total Facilities	\$	163,123
Other		
Contingency	\$	-
Indiana Charter School Board Administrative Fee	\$	45,076
CMO/EMO Fee	\$	168,576
Common School Fund Loan Interest Costs	\$	-
Other (please describe)	\$	-
Other (please describe)		
Other (please describe)		
Total Other	\$	213,652
Total Expenditures	\$	1,822,973
Carryover/Deficit	\$	50,091

Cumulative Carryover/(Deficit) \$ 175,730

-- Fiscal Year July 1-June 30

Notes

1/2[ADM funding (\$6301+5257)/2=\$5779] times ADM

no common school loan in second year unless grow 15%

One-third of first year's ADM funding

Fed/state/student revenue for lunch

No known revenue from state

Unknown if we will be a Title I school

\$2400 is extra \$ amount per child in kindergarden

No known revenue from state

\$77 per student for free and reduced lunch students

no known sources or remediation grants

Adding seven children per year (0.08*80 new kids)

Competitive grant for planning & implementation

will apply for this funding

Assume same amount as year 0

Unknown if we will qualify

same as year one

NA

Nothing committed yet

May have minor earnings on excess cash

Use staffing workbook

Assume same as year zero

to include all Administrative Staff positions,urse, etc. as may be appropriate for your

s included below

Benefits and Payroll Taxes	TOTAL Salary and Benefits
43,260	259,560
-	-
126,072	756,432
-	-
-	-
-	-
-	-
-	-
55,620	333,720
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
224,952	1,349,712

Expected New School Annual Operating Budget -- YEAR 2

REVENUE	Amount
State Revenue	
Basic Grant	\$ 2,253,810
Common School Loan	\$ -
State Matching Funds for School Lunch Program	\$ 30,613
Professional Development	\$ -
Technology Grants	
Remediation Program	\$ -
Full-Day Kindergarten	\$ 48,000
Gifted and Talented Program	\$ -
Textbook Reimbursement	\$ 3,388
Summer School	\$ -
Other State Revenue (please describe) Special Ed.	\$ 18,120
Other State Revenue (please describe)	
Federal Revenue	
Public Charter School Program (PCSP) Grant	
Charter School Facilities Assistance Program Grant	
Public Law 101-476 (IDEA)	
Title I	\$ 41,470
Title II	\$ 8,580
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)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Revenue	\$ 2,403,981
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	\$ 1,389,024
Substitute Teachers	
Professional Development	\$ 8,800
Bonuses	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Personnel Expenses	\$ 1,397,824
Instructional Supplies and Resources	
Textbooks	\$ 8,800
Library, periodicals, etc	\$ 968

Technology	\$	5,500
Assessment materials	\$	605
Computers	\$	12,980
Software	\$	3,300
Other classroom supplies	\$	440
Field trips, other unclassified items	\$	2,640
Co-curricular & Athletics	\$	110
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	35,343
Support Supplies and Resources		
Administrative Computers	\$	2,420
Administrative Software	\$	4,400
Administration Dues, fees, misc expenses	\$	440
Office supplies	\$	2,640
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$	9,900
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	440
Charter Board Supplies & Equipment	\$	242
Charter Board Dues, fees, etc	\$	99
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$	781
Professional Purchased or Contracted Services		
Legal Services	\$	374
Audit Services (compliant with SBOA requirements)	\$	1,188
Payroll Services	\$	440
Accounting Services	\$	880
Printing/Newsletter/Annual Report Services	\$	198
Consultants	\$	220
Internet Services	\$	924
Telephone/Telecommunication Services	\$	792
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	2,063
Travel	\$	550
Postage	\$	231
Special Education Services	\$	990
Student Information Services	\$	2,200
Food service	\$	30,613
Transportation	\$	-
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	41,663
Facilities		

Rent, mortgage, or other facility cost	\$	121,550
Furniture & Equipment	\$	13,200
Gas/electric	\$	11,220
Water/ Sewer	\$	858
Grounds Keeping	\$	891
Maintenance Services	\$	1,056
Custodial	\$	528
Waste disposal	\$	528
Debt Service for Facilities (Interest Only)	\$	13,292
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$	163,123
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	67,614
CMO/EMO Fee	\$	216,358
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	283,973
Total Expenditures	\$	1,932,606
Carryover/Deficit	\$	471,375

Cumulative Carryover/(Deficit) \$ 647,105

-- Fiscal Year July 1-June 30

Notes

1/2[ADM funding (\$6301+5257)/2=\$5779] times ADM
no common school loan in second year unless grow 15%
Fed/state/student revenue for lunch
No known revenue from state

Unknown if we will be a Title I school

\$2400 set amount per child in kindergarden, if we offer full day kindergarden
No known revenue from state
\$77 per student for free and reduced lunch students
no known sources or remediation grants
Adding seven children per year (0.08*80 new kids)

Competitive grant for planning & implementation
will apply for this funding

Assume same amount as year 0
Unknown if we will qualify
NA
NA

Nothing committed yet
May have minor earnings on excess cash

Use staffing workbook

Assume same as year zero

20k less than year zero
Assume same as year zero

Expected New School Annual Operating Budget -- YEAR 3

REVENUE	Amount
State Revenue	
Basic Grant	\$ 2,253,810
Common School Loan	\$ -
State Matching Funds for School Lunch Program	\$ 30,613
Professional Development	\$ -
Technology Grants	
Remediation Program	\$ -
Full-Day Kindergarten	\$ 48,000
Gifted and Talented Program	\$ -
Textbook Reimbursement	\$ 3,388
Summer School	\$ -
Other State Revenue (please describe) Special Ed.	\$ 18,120
Other State Revenue (please describe)	
Federal Revenue	
Public Law 101-476 (IDEA)	
Title I	
Title II	\$ 41,470
Federal Lunch Program	\$ 8,580
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)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Revenue	\$ 2,403,981
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	\$ 1,428,336
Substitute Teachers	
Professional Development	\$ 8,800
Bonuses	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Personnel Expenses	\$ 1,437,136
Instructional Supplies and Resources	
Textbooks	\$ 8,800
Library, periodicals, etc	\$ 968
Technology	\$ 5,500
Assessment materials	\$ 605
Computers	\$ 12,980
Software	\$ 3,300

Other classroom supplies	\$	440
Field trips, other unclassified items	\$	2,640
Co-curricular & Athletics	\$	110
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	35,343
Support Supplies and Resources		
Administrative Computers	\$	2,420
Administrative Software	\$	4,400
Administration Dues, fees, misc expenses	\$	440
Office supplies	\$	2,640
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$	9,900
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	440
Charter Board Supplies & Equipment	\$	242
Charter Board Dues, fees, etc	\$	99
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$	781
Professional Purchased or Contracted Services		
Legal Services	\$	374
Audit Services (compliant with SBOA requirements)	\$	1,188
Payroll Services	\$	440
Accounting Services	\$	880
Printing/Newsletter/Annual Report Services	\$	198
Consultants	\$	220
Internet Services	\$	924
Telephone/Telecommunication Services	\$	792
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	2,063
Travel	\$	550
Postage	\$	231
Special Education Services	\$	990
Student Information Services	\$	2,200
Food service	\$	30,613
Transportation	\$	-
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	41,663
Facilities		
Rent, mortgage, or other facility cost	\$	121,550
Furniture & Equipment	\$	13,200
Gas/electric	\$	11,220
Water/ Sewer	\$	858

Grounds Keeping	\$	891
Maintenance Services	\$	1,056
Custodial	\$	528
Waste disposal	\$	528
Debt Service for Facilities (Interest Only)	\$	13,292
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$	163,123
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	67,614
CMO/EMO Fee	\$	216,358
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	283,973
Total Expenditures	\$	1,971,918
Carryover/Deficit	\$	432,063

Cumulative Carryover/(Deficit) \$ 1,079,168

Expected New School Annual Operating Budget -- YEAR 4

REVENUE	Amount
State Revenue	
Basic Grant	\$ 2,253,810
Common School Loan	\$ -
State Matching Funds for School Lunch Program	\$ 30,613
Professional Development	\$ -
Technology Grants	
Remediation Program	\$ -
Full-Day Kindergarten	\$ 48,000
Gifted and Talented Program	\$ -
Textbook Reimbursement	\$ 3,388
Summer School	\$ -
Other State Revenue (please describe) Special Ed.	\$ 18,120
Other State Revenue (please describe)	
Federal Revenue	
Public Law 101-476 (IDEA)	
Title I	\$ 41,470
Title II	\$ 8,580
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)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Revenue	\$ 2,403,981
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	\$ 1,467,648
Substitute Teachers	
Professional Development	\$ 8,800
Bonuses	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Personnel Expenses	\$ 1,476,448
Instructional Supplies and Resources	
Textbooks	\$ 8,800
Library, periodicals, etc	\$ 968
Technology	\$ 5,500
Assessment materials	\$ 605
Computers	\$ 12,980
Software	\$ 3,300

Other classroom supplies	\$	440
Field trips, other unclassified items	\$	2,640
Co-curricular & Athletics	\$	110
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	35,343
Support Supplies and Resources		
Administrative Computers	\$	2,420
Administrative Software	\$	4,400
Administration Dues, fees, misc expenses	\$	440
Office supplies	\$	2,640
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$	9,900
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	440
Charter Board Supplies & Equipment	\$	242
Charter Board Dues, fees, etc	\$	99
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$	781
Professional Purchased or Contracted Services		
Legal Services	\$	374
Audit Services (compliant with SBOA requirements)	\$	1,188
Payroll Services	\$	440
Accounting Services	\$	880
Printing/Newsletter/Annual Report Services	\$	198
Consultants	\$	220
Internet Services	\$	924
Telephone/Telecommunication Services	\$	792
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	2,063
Travel	\$	550
Postage	\$	231
Special Education Services	\$	990
Student Information Services	\$	2,200
Food service	\$	30,613
Transportation	\$	-
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	41,663
Facilities		
Rent, mortgage, or other facility cost	\$	121,550
Furniture & Equipment	\$	13,200
Gas/electric	\$	11,220
Water/ Sewer	\$	858

Grounds Keeping	\$	891
Maintenance Services	\$	1,056
Custodial	\$	528
Waste disposal	\$	528
Debt Service for Facilities (Interest Only)	\$	13,292
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$	163,123
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	67,614
CMO/EMO Fee	\$	216,358
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	283,973
Total Expenditures	\$	2,011,230
Carryover/Deficit	\$	392,751

Cumulative Carryover/(Deficit) \$ 1,471,920

-- Fiscal Year July 1-June 30

Notes

1/2[ADM funding (\$6301+5257)/2=\$5779] times ADM
no common school loan in second year unless grow
15%
Fed/state/student revenue for lunch
No known revenue from state

Unknown if we will be a Title I school

\$2400 set amount per child in kindergarden, if we offer
full day kindergarden
No known revenue from state
\$77 per student for free and reduced lunch students
no known sources or remediation grants
Adding seven children per year (0.08*80 new kids)

Assume same amount as year 0
Unknown if we will qualify
NA
NA

Nothing committed yet

May have minor earnings on excess cash

Use staffing workbook

Assume same as year zero

20k less than year zero
Assume same as year zero
20k less than year zero
Assume same as year zero
40k less than year zero
10k less than year zero

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed. Be certain to include in addition to Teachers and positions such as Paraprofessional, Teaching Assistant, Counselor, Therapist, Nurse, etc. based on your school model.

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

Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary
Principal	3	70,000	235,200
Assistant Principal		55,000	-
K-8 Certified Teachers	18	34,000	685,440
Special Ed. Teacher		34,000	-
Related Arts Teachers (e.g., Music, PE, Art)		34,000	-
Counselor		34,000	-
Secretary		24,000	-
Nurse		30,000	-
Teacher aides	18	15,000	302,400
Custodial/maintenance		24,000	-
Speech Pathologist		40,000	-
Technology staff		40,000	-
	39		-
High School: Additional Staff			-
Principal		80,000	-
Certified teachers		34,000	-
Special Ed. Teacher		34,000	-
Related Arts Teachers (e.g., Music, PE, Art)		34,000	-
Counselor		34,000	-
Secretary		24,000	-
Nurse		30,000	-
Teacher aides		15,000	-
Custodial/maintenance		24,000	-
Technology staff		40,000	-
	0		-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
			-
TOTAL			1,223,040

Expected New School Annual Operating Budget -- YEAR 5

REVENUE	Amount
State Revenue	
Basic Grant	\$ 2,253,810
Common School Loan	\$ -
State Matching Funds for School Lunch Program	\$ 30,613
Professional Development	\$ -
Technology Grants	
Remediation Program	\$ -
Full-Day Kindergarten	\$ 48,000
Gifted and Talented Program	\$ -
Textbook Reimbursement	\$ 3,388
Summer School	\$ -
Other State Revenue (please describe) Special Ed.	\$ 18,120
Other State Revenue (please describe)	
Federal Revenue	
Public Law 101-476 (IDEA)	
Title I	\$ 41,470
Title II	\$ 8,580
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)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Revenue	\$ 2,403,981
EXPENDITURES	
Personnel Expenses	
Wages, Benefits and Payroll Taxes	\$ 1,506,960
Substitute Teachers	
Professional Development	\$ 8,800
Bonuses	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Other (please describe)	
Total Personnel Expenses	\$ 1,515,760
Instructional Supplies and Resources	
Textbooks	\$ 8,800
Library, periodicals, etc	\$ 968
Technology	\$ 5,500
Assessment materials	\$ 605
Computers	\$ 12,980
Software	\$ 3,300

Other classroom supplies	\$	440
Field trips, other unclassified items	\$	2,640
Co-curricular & Athletics	\$	110
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	35,343
Support Supplies and Resources		
Administrative Computers	\$	2,420
Administrative Software	\$	4,400
Administration Dues, fees, misc expenses	\$	440
Office supplies	\$	2,640
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$	9,900
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	440
Charter Board Supplies & Equipment	\$	242
Charter Board Dues, fees, etc	\$	99
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$	781
Professional Purchased or Contracted Services		
Legal Services	\$	374
Audit Services (compliant with SBOA requirements)	\$	1,188
Payroll Services	\$	440
Accounting Services	\$	880
Printing/Newsletter/Annual Report Services	\$	198
Consultants	\$	220
Internet Services	\$	924
Telephone/Telecommunication Services	\$	792
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	2,063
Travel	\$	550
Postage	\$	231
Special Education Services	\$	990
Student Information Services	\$	2,200
Food service	\$	30,613
Transportation	\$	-
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	41,663
Facilities		
Rent, mortgage, or other facility cost	\$	121,550
Furniture & Equipment	\$	13,200
Gas/electric	\$	11,220
Water/ Sewer	\$	858

Grounds Keeping	\$	891
Maintenance Services	\$	1,056
Custodial	\$	528
Waste disposal	\$	528
Debt Service for Facilities (Interest Only)	\$	13,292
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$	163,123
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	67,614
CMO/EMO Fee	\$	216,358
Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	283,973
Total Expenditures	\$	2,050,542
Carryover/Deficit	\$	353,439

Cumulative Carryover/(Deficit) \$ 1,825,359

-- Fiscal Year July 1-June 30

Notes

1/2[ADM funding (\$6301+5257)/2=\$5779] times ADM
no common school loan in second year unless grow
15%

Fed/state/student revenue for lunch
No known revenue from state

Unknown if we will be a Title I school

\$2400 set amount per child in kindergarden, if we offer
full day kindergarden

No known revenue from state

\$77 per student for free and reduced lunch students

no known sources or remediation grants

Adding seven children per year (0.08*80 new kids)

Assume same amount as year 0

Unknown if we will qualify

Nothing committed yet

May have minor earnings on excess cash

Use staffing workbook

Assume same as year zero

20k less than year zero

Assume same as year zero

20k less than year zero

Assume same as year zero

40k less than year zero

10k less than year zero

to include all Administrative Staff positions,urse, etc. as may be appropriate for your

s included below

Benefits and Payroll Taxes	TOTAL Salary and Benefits
48,300	289,800
-	-
140,760	844,560
-	-
-	-
-	-
-	-
-	-
62,100	372,600
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
251,160	1,506,960

Indiana Schools Foundation: pro-forma five year budget

School Year	2014-15	2015-16	2016-17	2017-18	2018-19
Revenue:					
Delaware Academy	846,414	1,254,954	1,610,667	1,610,667	1,610,667
Kosciusko Academy	0	618,111	793,314	793,314	793,314
Total Revenue	846,414	1,873,065	2,403,981	2,403,981	2,403,981
Expenses:					
Delaware Academy	720,775	1,221,392	1,294,846	1,321,185	1,347,524
Kosciusko Academy	0	601,581	637,760	650,733	663,706
Total Expenses	720,775	1,822,973	1,932,606	1,971,918	2,011,230
Surplus(deficit)	125,639	50,092	471,375	432,063	392,751

Attachment 20: Budget Narrative for Delaware and Kosciusko Academies

Provide, as **Attachment 20**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. **NOTE: Limit attachment to five (5) pages.** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the pro-forma budget and the budget narrative:

- a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

IMPORTANT NOTE: You may refer to the Per-Pupil Revenue chart posted on the ICSB website that lists the actual 2010-2011 Per-Pupil amounts for existing Indiana charter and district schools to help in your planning purposes. Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.

Delaware Academy (Note: Kosciusko Academy analysis would be similar)

Answer: The Delaware (and Kosciusko) Academy pro-forma budget has several important assumptions. In the "Year 0- Budget and Cash Flow" worksheet, these assumptions can be seen in columns t, u, v, and w. Note that many of the cells have "comments" that detail further information about the assumptions. Often these notes include the source from where the assumptions were made.

We have tried to make conservative assumptions to the point of approaching a "worst case" analysis. The biggest assumption is enrollment levels. The spreadsheet presented is for an enrollment level of 130 students the first year and 390 the second year. As enrollment levels increase, fixed costs are allocated over more students and the budget looks better where more overhead "special" or extra staff members can be hired.

We have done "what if" analysis on several lower enrollment levels and found that we can operate in the black (i.e., breakeven) at an extraordinarily low enrollment level of only 50 children. However, at this enrollment level, all "extra" overhead staff are kept at a minimum, and jobs that would normally have gone to extra overhead staff are performed by teaching assistants and teachers. This is how small (faith-based) schools currently survive economically with low enrollment levels.

A breakeven enrollment level of 50 children is unheard of in the charter or district school world. This is exciting, and has possibly revolutionary implications similar to the competition between big stores like Walmart and small "dollar" stores. If we can make a breakeven budget that assumes 50 children, this virtually takes all the risks of financial distress out of the school. At enrollment levels above 50, the financial numbers look better and better as revenues rise faster than costs due the fixed nature of some costs (i.e., fixed costs) but the variable nature of revenue.

Notable among the assumptions (for year zero) are:

- enrollment of 130 students for the first year
- Muncie district funding in 2012 of \$6301, and Delaware Community School Corp. funding of \$5257.
- ½ funding for kindergarten students (1/2 day)
- ½ funding for kindergarten students plus \$2400 (for full day)
- State tuition support = ADM funding times ADM count
- first year state Basic grant starts in Jan., and then lags every year after.
- see various rough assumptions for textbook re-imburement, special Ed., Title I, and Title II funding
- EMO fee as 9% of revenue
- See formula to determine Common School Loan
- Availability of private loan to fund operations from day zero to date of Common school loan
- No definite news on new state tuition grant that may supplement or replace the Common School Loan during the first 6 months of operation
- PCSP grant in first year roughly ranges between \$75-125,000 and ranges between \$120-185,000 in second year (depends on many factors).
 - Salaries for teachers of \$34,000 (This could be adjusted downward in the case of financial distress. Private (faith-based) schools currently hire teachers for \$15,000-\$25,000 per year.)
 - Each campus has bare bones staff and overhead (This is what makes it unique to other charter schools – see discussion above and below. To a degree, it looks like the finances of a one-room Amish school house in La Grange County, IN.)

Brief Discussion:

Revenue: Largely, the revenue of a school depends on two main factors: 1) what district (ADM funding level) the children come from; and 2) how many children are in the school. Other than determining where the school is located and the size of the school, management has little control over a school's revenue: "you get what you are entitled to get." Except through enrollment levels, good management cannot increase revenue. It is set by state charter school funding formulas.

Expenditures: The expenditure side is where management is most valuable. How one spends the revenue is what distinguishes a high performing school. The biggest expenditure item is salaries. The mix of staff positions and the type of employment contract with each are important. The school that has the optimal organizational structure and optimal employment contracts with its staff will have a big advantage over its competitors. It will be able to attract the best staff for any given amount of money.

With regard to the mix of staff positions, we plan to use a lot more teaching assistants than "specialized" staff members. We have found that each teaching assistant has a unique collection of talents. Some talents might be in administration, in the classroom, in specific subject areas, food service, nursing, etc. To fill the school's needs, the right teaching assistant with the right set of needed talents should be hired.

With regard to the optimal employment contracts, we plan to do a lot of innovating in this area and push the envelope with innovative employment contracting and sub-contracting practices. Our goal is to look into the business world for innovations that have worked elsewhere and bring them into the education world.

Since revenue increases continuously and significantly as more children are added each year, the Delaware Academy will probably have more financial slack than the Kosciusko Academy, largely because of the probability of a larger school. The assumption of only 130 students is probably low in the Muncie area and maybe very low.

With the educational innovations of multiple age classrooms and expanding the “special education” model (teach students where they are, and not what grade or age they are), the staff can – in theory – accommodate students better if they are not distributed evenly throughout the grade levels (for example, many more third graders than any other grade).

With these large enrollment numbers, each campus should operate in the black provided that expenses are kept reasonable. In fact, if our assumptions are accurate, each campus generates a cumulative surplus that grows from year zero to a significant amount year five. This is a very healthy contingency fund for unforeseen expenses or other purposes.

Although many of our costs are rough estimates, we believe they are conservative estimates and there is sufficient amounts in the cumulative surplus to feel confident that we can make this school economically sustainable for the long-term. For example, our wage rates and many fixed and variable expenses can be adjusted downward if financial stress presents itself.

Contingency plan: 1) use the substantial cumulative surplus; 2) cut expenses even further; 3) grow the school to a size that can cover all the extra fixed costs.

The best way to ensure all expenses are met – including pension, special education, transportation, and many more -- is to watch one’s expenditures very carefully, and to carry a sufficiently large cumulative surplus for unforeseen circumstances.

Note: Delaware or Kosciusko Academy’s budget does not assume private philanthropic funding from private or public non-charter school sources. If these additional sources of funding could be developed, the school’s budget would look even better.

Spreadsheet/accounting note: We did not use the Statement of Cash Flows because most of the items on the “income statement” were already cash-based items. The Statement of Cash Flows theoretically converts an accrual-based income statement to reflect actual cash flows. Since the “net income” on the spreadsheet was closer to a cash-based statement than an accrual-based accounting statement (e.g., items like “loans” and such are counted as revenue), it was unnecessary to adjust a “net income” number that already reflected cash flows. We did not have any depreciation, capital purchases, accounts receivable/payable and such that were not cash.

Attachment 21: Portfolio Information

Note: Since Paideuo Academies LLC (except for the seven students at Delaware Christian Academy) is a new ESP, there is no historical portfolio information about Paideuo Academies. However, its main principal, Dr. Doug Ballinger has a long portfolio of accomplishments. See his resume (in Founding Group Resumes in Attachment 1) and recommendations (in Head of School/Principal Candidate Attachment 2).

Portfolio information for Dr. Doug Ballinger:

The Metropolitan School District of Wabash County (MSDWC) implemented The Northwest Evaluation Assessment (NWEA) as a result of the leadership of Dr. Ballinger as the Curriculum Director for MSDWC. This assessment gave more data points for staff to use to successfully prepare students for the Indiana State Testing Educational Program (ISTEP). It also gave ownership of learning back to the student and parent to be able to set goals, monitor growth, see gains or deficits and improve individually for the state test.

LaFontaine Elementary School received the coveted Four Star Award from the state of Indiana under the leadership of Dr. Doug Ballinger as principal. LaFontaine Elementary also received four school improvement awards from the State of Indiana in the content areas of Reading, Language Arts and Mathematics under Dr. Ballinger's leadership.

At Lakeview Christian School (LCS) 100% of third grade students passed the IREAD assessment under the leadership of Dr. Ballinger as the superintendent even though the school was experiencing major growing pains by adding grade levels, online learning options, school vouchers, new staff and special education students. The growth of LCS caught the attention of Governor Daniels and Dr. Tony Bennett. As a result the Superintendent of Public Instruction came to visit LCS to help celebrate with students and families the most comprehensive and aggressive School Choice initiative in the country.

Attachment 22: Indiana School Financials

Since Indiana Schools Foundation is a new foundation, it is currently not operating any schools.

Attachment 23: Operator Financials

Since Paideuo Academies is a new management firm, it does not have any historical financial statements.

Attachment 24: Litigation Documentation

Since Paideuo Academies is a new management firm, it does not have any pending or past litigation history.