

Indiana Charter School Board

Eunoia Learning Academy
Application

For New School Operators

August 6, 2014

Executive Summary

Mission and Vision

The mission of Eunoia Learning Academy is to offer a world-class education for high needs urban children providing a positive learning environment that maximizes academic potential, fosters growth, develops responsibility, nurtures creativity, and promotes collective stewardship. Teaching children to respect themselves, others, and their environment, Eunoia leads every child in maximizing their potential and preparing them as global citizens. Eunoia Learning Academy will serve students, Pre-K – Grade 8, through use of arts and humanities projects based design.

ELA is focused on education of the whole child through a projects-based, art and humanities design. Providing a triangulation of support in three critical areas – education, social-emotional health, and the security of a place to call home – we believe when a child’s fundamental needs are addressed, and a culture established that fosters safety, well being and consistency, the child is able to focus on learning and maximize potential. Similar in concept, the Harlem Children’s Zone, created by Geoffrey Canada, is founded on the premise that to truly change the lives and level the playing field for high needs’ urban children, equipping them to be able to compete with their middle-class peers, you need to change everything in their lives – their schools, their neighborhoods (social behavioral health) and even the child-rearing practices of their parents.¹

Educational Need and Target Population

Eunoia’s targeted population will reside within Indianapolis Public School boundaries, with focused efforts within the 2-mile radius from the School’s proposed near west side Guion Road location. Residents and community leaders with whom we have met indicate a strong desire and need for Eunoia Learning Academy, providing a quality choice for parents of school age children and youth, and broadening the scope of what schools offer students, families, and communities. Placing a charter school in the Speedway Submarket provides families a quality Pre-K – Grade 8 education that offers a curriculum that is rigorous, relevant and real, and counters the current effects of closing and troubled IPS and charter schools in the community.

During community and neighborhood association meetings held, parents expressed concern with the lack of public school options that provided quality education for their children. Currently, quality education necessitates private school tuition within the Guion Road corridor. The near west side Guion Road community was carefully selected based upon need for quality schools of choice and options for parents where schools are closing and/or are part of the Indiana Department of Education identified schools for takeover due to failing programs and poor student achievement. The past several months have been spent ensuring support – meeting with parents, residents and business leaders, listening to and understanding their wants and needs.

The School property is located within the Indianapolis Public School (IPS) boundaries – a district for which only one other school system in the state reported lower ISTEP+ pass rates. Only 48% of students across all tested grades met basic state standards in both Math and English/Language Arts in 2012. This

¹ Tough, Paul. (2008). *Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America*. New York.

is significantly below the 73% state average and 68% in Marion County. With IPS graduate rates still below state average and high dropout rates, the district is struggling. It wasn't long ago that former state Superintendent, Tony Bennett, was quoted stating, "Indiana's high school dropouts not only have limited career opportunities, they are also twice as likely to be unemployed and more likely to end up in the criminal justice system". The evidence clearly reflects the need for a quality school choice. The time is now, and the need is great. Students and families need high quality options. In 2012, the IPS graduation rate was 65%, with Northwest High School (located in the proposed School's community boundaries) at 56.5%. With less than half of IPS students meeting the minimum state performance expectations, a quality school of choice is greatly needed. Eunoia will not settle for failing student performance. The goal of ELA is to well exceed IPS student achievement rates, as well as state average, not leaving one child behind. The Guion Road property encompasses a community –

- Of seven (7) neighborhoods, five (5) zip codes with 150,497 residents
- Bound by zip codes 46254, 46208, 46202, 46224, and 46241
- Over 40,000 school age students reside within a five-mile radius of the proposed side and representative of a very diverse community.

The community has been slated for growth as the city's international quadrant – a plan that aligns with Eunoia's focus on preparing children and youth as self-managers in a Global society. Eunoia Learning Academy believes education is power, and that the foundation for success in life is a quality education. Eunoia proposes a charter school. The goal of Eunoia is to assure:

- Each student becomes an engaged, motivated and capable learner, maximizing his/her potential;
- Each student acquires essential skills and utilizes in conjunction with life experiences, developing the requisite knowledge and wisdom to effectively compete in our increasingly global society;
- Each student builds character and develops habits of making choices that result in a better life choices;
- Every student has a support team of parents, caregivers, mentors, teachers and community
- Students respect themselves, their environment, and others.

Community Engagement

While IPS enrollment continues to decrease, as reflected in the table below,

Year	Enrollment
2011 – 2012	28,193
2009 - 2010	33,000
2007 - 2008	34,050
2000 – 2001	41,008

enrollment in home school, suburban, private and charter schools, and use of vouchers, are significantly on the rise. Evidence reflects a need for a quality school with a community focus. The goal of Eunoia Learning Academy is to be that beacon in the community; working with community businesses and leaders to draw students and families to the community. The past year has focused on building awareness, support, and partnership within the community, ensuring collaborative process and plans in place to maximize the School's vision. Current formed partnerships, and their focus, are outlined in the following table --

Organization	Focus
Marian University	<ul style="list-style-type: none"> ▪ Design of School's Eco-Lab ▪ Professional Development of Staff ▪ Developing college / post-secondary plans in students

	<ul style="list-style-type: none"> ▪ Campus partners equipping students with confidence and knowledge of post-secondary education
Purpose of Life Church	<ul style="list-style-type: none"> ▪ Collaborative growth opportunities with Church Pre-School staff ▪ Serve as a quality feeder program for Eunoia from Church Pre-School
Shalom Health Center	<ul style="list-style-type: none"> ▪ Develop School's health and wellness plan ▪ Ensuring each child has access to health and wellness care
Pike YMCA	<ul style="list-style-type: none"> ▪ Provide onsite Before and After Care at sliding scale rates ▪ Provide continuum of care for parents during School workshops and professional development early release days, summer day camp
VSA Indy	<ul style="list-style-type: none"> ▪ Provide onsite Artists in Residents in engaging high needs students in arts and academics
La Plaza	<ul style="list-style-type: none"> ▪ Provide onsite education and economic workshops for parents and community residents
Something to Crow About	<ul style="list-style-type: none"> ▪ Arts Literacy program that focuses on arts in 'hooking' students academically
Habitat for Humanity	<ul style="list-style-type: none"> ▪ Provide potential stable housing opportunities for low-income families, allowing consistency in quality educational opportunities for Eunoia families
DAST Foundation	<ul style="list-style-type: none"> ▪ Provide potential stable housing opportunities for low-income families, allowing consistency in long-term quality educational opportunities for Eunoia children and families

Several meetings were attended within the community, including multiple meetings and presentation before the Lafayette Square Area Coalition (LSAC), an organization focused on community revitalization. LSAC plans are underway and include development of the 38th street corridor as the International Marketplace, bringing businesses and families to the near west side communities.

Participation in community forums specific to area growth and plans discussed at meetings held at the Westview Healthplex, and local churches, fueled growing awareness and support. Meetings held with local IMPD community liaisons, neighborhood church education and community growth committees, neighborhood association meetings, and nearby apartment leasing offices, have all proven successful in growing awareness and resident perspective on the proposed school. At each meeting, surveys were providing allowing voice and ownership of the School design. Securing surveyed results that support of the School as an addition to the community is critical to resident buy-in.

Neighborhood residents in proximity to the proposed location assisted in distributing 300+ surveys to gather community sentiment regarding Eunoia. Participation in La Plaza fall festival, Fiesta Indianapolis, allowed further opportunity to collect data and dialogue with families who were unfamiliar with charter schools. Ten questions were asked within the survey, with opportunity for comment following each question. Copies of sample surveys are provided in the proposal attachments to allow review. Within all audiences, consensus is well summarized by one survey response that stated, "...It is an area where a free and well-run, well-planned school is needed. The school must be inclusive for all children, including those with special needs".

Within the Guion Road site, many homes set vacant and boarded, a breeding ground for crime and a detriment to the LSAC community revitalization plan. Partnership through organizations such as Habitat for Humanity and DAST Foundation focus on minimizing the 'revolving door' effect on children forced to relocate due to economic crisis in the home. Stabilizing family housing allows quality instructional

programs delivered by high-quality educators to impact student learning, maximizing student potential. Eunoia will work with Habitat and DAST in creative housing solutions – emergency housing, rentals and rent-to-own – that allow families to stay put, building consistency, structure, and stabilization for the child. Through these organizations, and other community partners yet to be identified, parent workshops and education opportunities will further strengthen family housing structures and, potentially, economic control.

Education Plan/School Design

Eunoia's arts and humanities projects-based design builds on thematic units and activities that engage learners in rigorous, relevant and real-world problem solving. The design showcases effective instructional practices and maximizes technology, allowing the teacher to engage students in learning through real-world activities that mirror how we live our lives, and ensure skills are logged in to long term memory.

The foundation of the Core Knowledge sequence will provide the roadmap for grade level content, and will be the core sequence of thematic, projects base activities. Core Knowledge is a scientifically based, sequential, content-rich curriculum that provides all students, including those who have not had the benefits of a home rich in literature or multiple learning experiences, to interact with the world through theme-based classroom studies. Eunoia Learning Academy blends the sequences of Core Knowledge with experiences and themed-based units to ensure application to what each student lives.

The Arts play an integral part in Eunoia's design. An invaluable resource in engaging high needs students in learning and providing a platform for increasing confidence and self esteem, the arts will be a significant lens through which skills, cross curricular content, and links are introduced. This aligns well with the humanities focus of Core Knowledge and the International Marketplace focus of the community.

ELA focuses on readying each child for success in top post-secondary institutions and experiences; embracing and promoting a path of college bound students throughout the School's community. At the pre-K and primary level, emphasis will focus on preparing students developmentally and as proficient readers by the end of grade one, as well as learners developmentally ready to maximize reading as a foundation for learning forward. In grades 3 and above, instruction will showcase technology as a global resource for enriching curriculum and exploring content, allowing students to select paths for demonstrating and presenting understanding of standards.

Vision for Growth

Eunoia will open as a dual design campus, offering a Pre-K program for children Age 3 – Early 5 (students not yet eligible for Kindergarten), providing a developmentally appropriate projects approach curriculum, and a Kindergarten – Grade 5, real-world, humanities rich, projects based design. Across the first five years, the school will grow upward, one grade level per year, until the School realizes its goal of serving students Pre-K through Grade 8, offering a world-class, real-world choice experience for students. By grade 5, students are well established in their educational setting, linking school with social networks. Beginning with a school focused on early childhood, primary and early intermediate grades, Eunoia develops a strong culture, home-growing students who will support and mentor younger students. Inclusion of the Pre-K program allows development of a solid foundation for students,

establishing consistency, structure, and solid skills to level the playing field and maximize every child's potential.

Governance and Leadership

Eunoia Charter Schools of Excellence is the legal name of the school, operating as Eunoia Learning Academy. A board of directors diverse in cultural and business backgrounds governs Eunoia. The governance structure is comprised of a board of directors and standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors will be, but not limited to, final approval of the budget, the development of school policy, hiring the School Director, and election of the board officers. Day to day operations of the School will be led by a Director with experience in traditional public, charter and urban school leadership.

Section I: Evidence of Capacity

Founding Group Membership

1. *Key Members* – Select members of the founding board of Eunoia Learning Academy have self identified to be responsible to establish and assist in the realization of the School design, working on the timeline to open; ensuring the integrity of the School's model, educational philosophy, and regulatory compliance. Each individual brings a vast array of skills, experiences, and knowledge critical to key operational and design aspects of the model – charter school startup and turnaround, urban education leadership, fiscal accountability, policy development, education leadership, community engagement, choice education, arts literacy, pre-K design and implementation, education and business law. A snapshot of key leadership follows, with full professional resumes of the board leadership attached.

Founded in 2007, the Institute for School Excellence (ISE) is a registered 501(c)(3) organization that works with educators to create foundations, develop capacity, and guide operational designs, building bridges to maximize all aspects of student potential. Michelle Thompson, Ph.D. is the Executive Director of ISE, and the key founder of Eunoia Learning Academy. Dr. Thompson has successfully been involved with charter schools in Indianapolis since legislatively approved in 2001, has guided the launch of three charter schools in two states, has been responsible for turnaround and oversight of four Mayor's Charter Schools, and has served as Global Programs Director of independent schools in five countries.

Serving as Eunoia's Board Chair, Dr. Thompson will play a key role, working with the School's Director, in the timeline to open, implementation and integrity of the School's model, and development of staff. The selected director has a successful track record in urban education leadership, having served as a school leader in traditional public, private and charter schools, and brings significant working knowledge of the community in which the school will be located.

Maria Figueroa, Founder and Executive Director of Refugee Resource and Research Institute, brings varied expertise and knowledge, having founded a Montessori Preschool in the Philippines and in northern Indiana, as well as founder of the Refugee's Gardens, an urban garden project that connects

refugees displaced by war from their home countries. Ms. Figueroa will serve as expert in guiding development of the Pre-K program and structure, and in realization of the School’s *World Gardens*.

Phil O’Malley, arts literacy and visual artist, serves as a key board member focused on integrity of the visual and literary arts focus for the Academy, connecting key local artists with the School as mentors for students and showcasing student and professional arts across the campus, providing a unique and varied blend for the *World Gardens* – a project that encompasses both edible and visual arts throughout the campus.

Jarrod Dortch, Professor, Ivy Tech Community College, started his professional career with Teach for America, in New York, and serves as a community advocate for urban community revitalization.

Alexandra Curlin, education attorney and prior special educator, brings extensive knowledge of charter school startup and regulatory compliance. Her expertise will guide program structures and policy.

2. *Key Organizations and Partners* – Eunoia Learning Academy has working relationships with each of the organizations listed below. This sets the foundation for initial and growing partnerships in planning and establishing the School to the extent described:

Organization	Key Capacity
3 Oaks Resource Group International	Educational facilities design – Furniture / Equipment
Highmark School Development	Site procurement / construction Management
Fairbanks Foundation	Health clinic funding
Marian University	Ecolab / Outdoor campus design
VSA Indy	Artist in Residence, alternative education programming
Herron School of Art	Art Therapy, alternative education programming
YMCA	Before and after care program, Summer camp
Indiana University Bloomington	Behavioral Health graduate students – alternative education programming
WIT Consulting	Cultural Competency – Staff development
Habitat for Humanity	Stable housing options for families
Dast Consulting / Foundation	Stable housing options – emergency, rental, and rent-to-own – oversight
Apprisen	Parent workshops – finances / budgeting

In addition to those specifically named above, the School is working with various local businesses in networking, student mentoring, material resources, and financial support.

3. *Circumstances and Motivations* – The founding group has worked and/or served the community together in various capacities over the past several years. Concerned with the decreasing quality public school options for children and families, and the increase of schools labeled as failing and in need of leadership support, the group came together to focus on planning and implementing a high quality program to address need in the following areas – early childhood development of skills and leveling of the playing field for primary school success, stabilization of housing options in minimizing the impact of

'revolving door' students, re-engaging students academically and developing resiliency skills in high needs students. The engine for doing so is Eunoia Learning Academy.

School Leader and Leadership Team

1. *Principal* – Eunoia Learning Academy has identified an excellent, experienced urban school leader who is exemplary in his abilities to lead the school in fulfillment of its vision and achieving its mission. He has served as a teacher, education leader, and administrator of traditional public schools, private, and charter schools. His career has focused on urban education, with the all of his leadership experience focused on high needs learners. His passion lies in creative programmatic and a 'whatever it takes' perspective in engaging students in learning and maximizing potential.

His work with Indianapolis Public Schools as a middle school leader was second to none in his approach to developing connections and mentors for the highest needs students. He established weekly roundtable sessions that provided a community of care for students who represented neighborhood gangs and were headed for a path of self destruction, and for whom academic achievement was at the bottom in priorities. His work with elementary and middle school students, who typically fall through the cracks and/or are labeled as failures, is aligned with School's vision and design.

Having spent the major part of his administrative tenure in the very community in which the School will be located, his knowledge of the area, students, families and business leaders is invaluable in hitting the ground running, ensuring credibility, respect, and support within the community. The School's leader has the experienced described above and complements the school design. Eunoia is fortunate to have this individual in place. He will be supported by Michelle Thompson's expertise in launching, turning around, and developing educators in ensuring student achievement and operational goals are met, as well as are supported by the expertise of the board.

2. *Action Timeline to Open* – Upon charter approval, the core founding team, as detailed above, will begin development and implementation of the timeline to open. Once foundational and implementation funds are secured through the PCSP grant for new charters, the School leader will focus full time in leading the opening process, working with the founding team in completion of all necessary areas of regulatory compliance and operations. The pre-operational budget reflects the anticipated expenses and revenues relative thereto.

3. *Administrative Team* – During the first year of operation, the administrative staff will include the school director, a curriculum director, and lead teaching staff. These individuals will work closely to ensure the success of the school:

The School Director reports to the board and will oversee the Eunoia Learning Academy with direct supervision of fiscal operation, organizational management, and human resource matters. This includes the following: 1) Promoting, motivating and maintaining a productive, creative and caring atmosphere in which every student, parent and educator can experience success; 2) Fostering an environment where students and staff are challenged to reach their greatest potential; 3) Securing and compiling data to determine if the vision, mission, goals and outcome objectives are being met. Additionally, the school director will:

- Assume responsibility for every aspect of the charter school operation and is the primary facilitator of the school's success, quality and character
- Establish a school culture based on caring, concern, trust and support for all students enrolled, a culture that adapts to the special needs of our families and students
- Establish an educational culture based on caring, concern, trust and support for all educators and staff. Ensures that the ideas, people and processes needed to make the charter school a meaningful and effective educational experience are in place and operating at the highest level of standards while respecting the need to be financially responsible.
- Assume responsibility for the development of strong relationships with the media, community partners, business partners, volunteers, other administrators, funders and the chartering authority
- Take responsibility for the reporting, compliance and evaluation
- Assume responsibility for implementing the accountability plan
- Lead responsibility for hiring and evaluating all personnel, consultants and vendors including transportation arrangements
- Maintain responsibility for all day-to-day decision-making, financial transactions, purchase orders, documentation and information requests from the sponsor
- Hold responsibility for personnel scheduling and benefits acquisition

The Curriculum Director facilitates the ELA learning community with the continuous improvement of curriculum and instructional strategies and educational programs aligned with the School's mission and goals. He will report to the School director. More specifically, the curriculum director will:

- Have responsibility over the educational program of the School
- Ensure integrity of projects based design and staff development
- Assist in the ongoing design, coordination, implementation and evaluation of the instructional program, specifically Core Knowledge and thematic units
- Assist with teacher supervision and evaluation. Oversee the professional development program
- Support and coach teachers in using the Core Knowledge Curriculum and all other curriculum used in the program
- Direct the courses of study, guides, and teaching techniques for appropriate grade levels

- Facilitate evaluation activities and prepare evaluation reports and presentations
- Research possible funding sources for educational programs; disseminate funding proposal information to administration, and write grant proposals as necessary. Perform related duties as assigned.

Lead Teaching Staff

The lead teaching staff includes representative classroom and extended core teachers. Leads will be responsible for implementing the curriculum, coordinating with instructional assistants, maintaining current achievement level information, working closely with all students with special attention given to lower and higher achievers, keeping accurate and concise records, establishing personal classroom procedures and maintaining positive relationships with parents. Teachers will also be required to assist with extra-curricular programs on a rotating basis and be available for parental inquiries at all times. Eunoia Learning Academy will meet all legal requirements regarding certified staff and will make every effort to employ faculty that represent the neighborhood and the diversity of the school population.

Selection Criteria

Recruitment, shortlisting, and interviews for the administrative and leadership staff of Eunoia Learning Academy will begin in January 2015, with staff meeting the expectations for certification as required by Indiana Statute. The Board is also aware of the certification and highly qualified teacher standards as prescribed by state Legislation. The school administration is knowledgeable of the expectations set by for paraprofessionals in Title I schools. Staff recruitment will include national education, charter, and non-profit job sites, and will include job fairs and creative 'recruitment speed interviewing' for shortlisting candidates.

ELA will conduct the necessary background checks and fingerprinting to meet Indiana Statutes. The school will not violate the anti-discrimination provisions of the Indiana State Law.

The following information appropriate for the position applied for will be used to evaluate applicants. Evaluation of each application may include, but will not be limited to, the following information as appropriate for the position applied for:

- Education background
- Special training
- Referrals/recommendations
- Experience
- Character background
- Ability to communicate
- Ability to work in a team environment
- Integrated, thematic based learning
- Community participation
- Attitude
- Enthusiasm
- Professional dress and appearance
- Certification

- Acceptance of the curriculum and overall objectives of the charter school

Parents will be informed of the qualification of teachers as per the guidelines set forth by the NCLB legislation. Notices will be sent to parents regarding the teacher’s qualifications. An outline of the qualifications will be kept on a spreadsheet and will be available for review by parents in the school’s administrative offices. Entry level teachers may be required to serve as an apprentice or instructional assistant working with an advanced skills teacher to develop the needed on the ground learning critical to success in working with high needs’ populations.

Governance

Legal Status and Governing Documents

Attachment 4 provides documentation of the following regulatory incorporation documents –

- IRS Determination letter for Eunoia Learning Academy as a 501 (c)(3) organization
- Eunoia Articles of Incorporation
- Eunoia Bylaws

Governing Board

1. *Governance Structure and Composition* – Eunoia Charter School of Excellence is the legally named 501 (c)3, operating as Learning Academy. The governance structure of ELA will be comprised of a board of directors and other standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors will be, but not limited to, final approval of the budget, the development of school policy, hiring the School Director, the approval of staff, staff hires and dismissals and election of the board officers.

The following 11 individuals will serve on the Eunoia Learning Academy Founding Board (Resumes may be found Attachment 1):

Michelle Thompson, Ph.D.	Executive Director, Institute for School Excellence
Alexandra Curlin	Attorney, Curlin Clay Law (Education/Special Ed)
Gary Price	Attorney, Price Law (Education/Business)
Steve Padgett	Educator, Indianapolis Public Schools
Jarrod Dortch	Professor, Ivy Tech Community College
Donna Stephens	Executive Director, Learning Well
Phil O’Malley	Arts Literacy, Artists Studio
Maria Figueroa	Executive Director, Refugee Resource and Research Institute Niles Ingalls
	Director, ENA
Tanorria Askew	Organizational Development Specialist, TCU
Peggy Kiser	Retired Educator / Student Teaching Coordinator

The roles and responsibilities of board members include:

- Ensure the philosophy and mission of the school are followed and in compliance with IN law

- Ensure that student performance is monitored and the school is meeting performance standards
- Ensure operational efficiency by approving and monitoring annual budgets, plans / performance
- Support school management, parents, teachers, and students in a superior learning experience
- Ensure legal and ethical integrity and maintain accountability
- Establish policies which help the school achieve its mission and educational program

Standing Committees

The Executive Committee will be made up of seated board members who are elected officers of the Board (president, vice president, secretary, and treasurer). The role of this committee will be to execute the duties of the board as directed by the board. These duties may include, but not be limited to: hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

The Finance Committee will consist of the Board Treasurer and the School Director and any other persons as appointed by the board chair. The main duty of this committee will be to establish the school budget and oversee the implementation of that budget. This committee or its designee will report directly to the Board at each meeting of the Board.

The Nomination Committee will be comprised of seated board members and members appointed by the Board Chair. The main function of this committee will be to evaluate the representative needs of the board and supply a slate of candidates to fill any vacated board seats that are Board appointed. The committee will prepare a slate of candidates for the Annual Board Meeting.

The Development Committee will be responsible for any major fundraising activities of the school. The school will have at least one major fundraiser during each school year. The Board Treasurer will be a member of this committee but will not be required to chair this committee. The School Director will act in an advisory capacity as a non-voting member of all standing committees.

Initial Governing Board

The initial governing board will be made up of those persons involved in the development of the school. After the initial acceptance of the charter application, the board will consist of no more than eleven (11) members and no fewer than seven (7) members. One of the founding board members will leave the board to serve in the capacity of school leader. His experiences and expertise were detailed above.

The Board will be representative of the community it serves with a parent / community representative serving in an ex-officio capacity on the Board at all times. The Board as a whole will select the remaining board members by a majority vote of those members presently seated and serving an active term of office. No paid employee of the school will be a voting member of the Board. The School Director will act as a non-voting member of the Board.

As the Board transitions from a founding Board to an operational Board, the new board will be made up of an equal number of one, two and three-year terms. The length of the initial terms will be decided by a lottery drawing. As the one and two year terms expire, the members will be eligible to be re-elected to a full three-year term allowing terms to be staggered and maintaining the smooth transition of board

members. It will also assure the vision and mission of the school remains the focus of new members. Membership on the Board is not restricted by term limits.

2. *Pre-Existing Non-Profit* – Not applicable.

3. *Roles of Board Members* – The roles and responsibilities of the Board will include the general oversight of the fiscal management, basic education and policy development of the school. The Board will be responsible for the sound fiscal management of the non-profit which includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. The Chair of the Development Committee will inform the Board of all fundraising activities. All fundraising activities must be endorsed by a majority vote of the Board prior to beginning any such activity.

The Board will assure that the education vision as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the School Director. The Board will be responsible for hiring and evaluation of the School Director. The School Director will be responsible for the evaluation of the staff and will report at least on an annual basis as per that evaluation.

The Board will institute policy within the guidelines of Federal and State law and the principles of the Eunoia to assure the effective, efficient, and safe operation of the school. A further description of the Board members roles is outlined in the By-laws.

Development of Parent Organization

The school leadership will form a team, lead by the School Director, which will assist the parents in the organization and development of a parents' organization. The administration will assist in the development of bylaws and a communication component that will assure the smooth movement of information from the school's leadership to the parent's organization and from the parent's organization to the school's leadership.

Initially, the School Director will be the conduit of this information to the Board. The Parent Organization may choose to have a representative who will make a periodic report to the Eunoia Board. All Board and Parents' Association minutes will be available for review at the Eunoia administrative office.

Public Meetings and Records Law

All meetings will follow open door and public records law, and will be publicized accordingly.

To date, the full Eunoia board has met four times in person. Frequent updates to the board and review of documents electronically have guided the charter process. Committee meetings have been of greatest value within the process as members of the committees have been selected for specific expertise and experience. For example, meeting with the treasurer and finance committee in completion and revision of the budget provided the necessary expertise to ensure a budget that best serves the School's needs and ensures fiduciary oversight. Meetings with the curriculum committee has guided and informed programmatic integrity in blending the Pre-K, elementary, and alternative (I'm Possible) components of the School's model.

During the pre-operational and first year of operations, at a minimum, the board will meet monthly. It is anticipated that once the school is operationally settled, the board will move to bi-monthly meetings. The meetings will focus on policy development and review of regulatory compliance during the timeline to open. Once open, focus will be on ensuring integrity of the model in meeting goals, and ensuring compliance in all areas of accountability.

5. Ethics and Conflicts of Interest – As governing body for the School, the board must set the standard of operations and lead by example. To that end, Eunoia board members will govern from a Code of Ethics. The primary focus is on ensuring that each decision is founded in what is best for the children and youth the School serves. The founding trifecta of leadership for the Board, staff, students, families and community is ethical, excellence, and enduring – three standards that guide the School’s vision.

The Code ensures decisions grounded in knowledge, research, and understanding in compliance with all regulatory laws. Should a situation arise that is in conflict with a board member’s professional work role, a Conflict of Interest policy guides appropriate steps required protecting the School’s interests as well as those of the respective board member. At a minimum, an annual review and disclosure of board business and activities in full disclosure of potential conflicts and in ensuring ethical and excellence in governance. Copies of the Board’s Code of Ethics and Conflict of Interest policies may be found in Attachment 7.

6. Advisory Bodies – At this time, there is no plan to form an advisory body or council to the Board. Should such a need arise, for example, in a facilities project or capital campaign, the board would seek individuals with expertise and experience in such area to guide and inform the Board’s undertaking. The role of such an advisory council would be to provide expertise, review and analysis of board processes.

7. Grievance Process – Many concerns may be resolved by an informal meeting at which an opportunity to identify, understand, and fully discuss the issue is provided. Individuals with a concern are first encouraged to discuss and attempt resolution with the individual(s) directly related to the concern. This level one process is informal and optional. Should it be necessary and/or elected by the individual(s) involved, level two involves submission of a written complaint providing a statement of fact with all relevant dates and information, along with remedy or resolution sought. The Statement of Fact may be submitted to the School or requesting placement in the Board’s mailbox at the School. A thorough review of the issue will guide written decision to all concerned parties. Level three allows for an appeal within 30 days of the written decision within the level two process. Level three appeals may be delegate for review and response by an appropriate team member (e.g., special education coordinator, curriculum director). Level four provides for a written appeal to the board within 30 days of receipt of level three decision. Level three appeals will be reviewed, investigated and a decision taken based upon the record of proceedings within the first three levels. Written overview of the grievance process may be found in the school office and further details opportunity for relief through the Department of Education.

All documents detailing School policy and curricular overview will be available for public request and review within the School office. A nominal fee for copy of related materials may be assessed for

document requests that exceed immediate family use. Documents will be produced within three instructional days from written request and will be available for pick up in the School's office.

Section II: School Design Education Plan

Curriculum and Instructional Design

The educational philosophy of the Eunoia Learning Academy is to offer a world class education to every child, limited only by the child's imagination and capabilities. This will be accomplished by developing a school that embraces scientifically based instructional models, enhanced curricular design, state of the art technology, and rigorous academic standards on a foundation of high moral and ethical character. ELA will incorporate arts and humanities projects based design that blends effective teacher led practices with use of online learning tools. These components coupled with a highly trained staff and progressive leadership will prepare students to be productive citizens in a rapidly changing world culture.

1. *Instructional Framework* – The education plan will be divided in to four divisions – Pre-K (Ages 3 – Early 5), primary (Grades K-2), intermediate (Grades 3 - 5) and middle grades (Grades 6 – 8). Within the design, there will be some curricular overlap. These overlaps are one of the most important portions of the curriculum. They assure the continuum and necessitate communication amongst staff from grade to grade as well as across content and teams. The School Director will guide the vision and ensure continuity.

With an educational model focused on the humanities and literacy, the arts and English Language Arts provide the staff with the tools to prepare each child for success in top post-secondary institutions and career paths. At the Pre-K level, emphasis will focus on readying students with a coherent foundation of skills, experiences and knowledge for later learning. The primary level focuses on preparing students as proficient readers and maximizing reading as a foundation for learning forward – critical to the primary goals from the community needs assessment. In Grades 3 and above, instruction will showcase technology as a global resource for enriching curriculum and exploring content, allowing students to select paths for demonstrating and presenting understanding of standards and developing an appreciation and knowledge of the world in which they live. This real-world, technology focused, projects based approach develops learners as caring and aware individuals who respect themselves, others, and their environment. Hands-on projects based learning promotes activities and learning that touches the community in which they live – a winning strategy that ensures students who are engaged, aware and take ownerships of the community in which they live.

Staff will be trained in using data to drive instruction. Assessment data is critical to driving the School's goals of ensuring early intervention and in informing parents of student growth. Parents, who understand the path to student achievement and what is taught and how it fits what their children need to learn to meet with success, ensure parents as partners. Developing students as self-managers ensures understanding of the educational program and path and allows ownership of their learning.

2. *Instructional Strategies* – The instructional design of Eunoia promotes communication, use of data, partnership and ownership by all stakeholders – a key to meeting the needs within the Speedway

Submarket community. The curriculum will be grounded in the Core Knowledge Sequence (“Core Knowledge”) and delivered through arts and humanities projects based design. Technologies such as interactive white boards, touch screen computers and computerized student workstations coupled with the irreplaceable “human factor,” teacher interaction, serve as instructional tools for content delivery. One of the many strengths of Core Knowledge is that it is developed around a literature rich design and places great emphasis on literacy as a foundation for educational growth. Core Knowledge provides a list of books that will be the foundation for the reading and writing instruction at each grade level. Plus, due to the many facets that language arts must address, multiple times during the week the middle school, grades 6 through 8, schedule will accommodate language arts instruction in blocks or ‘double periods.’ The Core Knowledge curriculum is predicated on the need to teach a coherent, cumulative, and content-specific core curriculum.

The implementation of the Core Knowledge curriculum, aligned with the Indiana Academic Standards and Common Core State Standards (CCSS), and delivered through innovative technologies and traditional classroom instruction, will serve two fundamental purposes. First, it will assist those students who have not had the benefits of experiences rich in literature or the opportunity to experience and learn in different styles and formats. The design of the school will allow the students to interact with the world through the humanities and technology within the auspices of the school building. Second, for those students who have had the opportunity to augment their cognitive world with experiences, the Core Knowledge curriculum will create a setting for students to question their assumptions. As these two enhanced learning opportunities will occur in parallel, all students will have the opportunity to learn through the experiences and philosophical thought of others. Research has confirmed that students are more likely to remember material, feel a better sense of accomplishments and be able to transfer experiences to other learning situations when technology is incorporated within the learning process.

ELA uses an integrated design, blurring the lines of typical blocks of time segmenting content areas. Instead, a thematic, project based model encourages students to touch and explore learning through a variety of resources.

Pupil Performance Standards

Eunoia Learning Academy believes education is power, and that the foundation for success in life is a quality education. The goals for Eunoia are to ensure:

- Each student becomes an engaged, motivated and capable learner, maximizing his/her potential
- Each student acquires essential skills and utilizes in conjunction with life experiences, developing the requisite knowledge and wisdom to effectively compete in our increasingly global society
- Each student builds character and develops habits of making choices that result in better life choices
- Every student has a support team of parents, caregivers, mentors, teachers and community
- Students respect themselves, their environment, and others
- The School serves as a resource in the community – offering and sharing resources with parents, community leaders, and neighboring schools

Goals

Baseline and benchmark targets will guide operations and decisions for the School. Using a variety of measures that gauge performance across a broad spectrum of operational and instructional domains, the School will collect data in areas that include instruction, human and character development, health, fundraising, finance, administration, and stakeholder satisfaction. A Performance Framework will include metrics that ensure understanding, and guide the learning environment and operations. Uniform indicators across each operational and instructional area will establish baseline thresholds and measure progress over time.

Each year, students will demonstrate improvement in their ability to read, write and comprehend English, in their ability to reason and communicate mathematically, problem solve, and make connections between mathematics and real world experiences, and in their ability to construct scientific knowledge, reflect on prior knowledge, and use experiences and knowledge to describe, explain, and make predictions about real-world events, phenomena, and systems. The Indiana standardized assessment, ISTEP+, will be one tool used to inform growth and measure improvement as demonstrated by scores of Pass or Pass Plus and reflected in Table II.

Table II – Performance Framework Academic ISTEP+ Goals Summary

Measure	4 th Year of Operations 2018 – 2019	7 th Year of Operations 2021 - 2022
ISEP+ English / Language Arts	72% of all students entering Eunoia in Pre-K / KG	85% of all students entering Eunoia in Pre-K / KG
ISTEP+ Mathematics	68% of all students entering Eunoia in Pre-K / KG	80% of all students entering Eunoia in Pre-K / KG
ISTEP+ Science	60% of all students entering Eunoia in Pre-K / KG	72% of all students entering Eunoia in Pre-K / KG

Each year, students entering Grade 3 will demonstrate improvement in their overall skill level abilities in Reading/Language Arts and Mathematics. Improvement will be demonstrated by a combined ISTEP+ passage rate of 65%, and/or will exceed that of IPS by at least 5%, in the spring of 2019 by all students who entered Eunoia in Pre-K / Kindergarten and maintained consistent enrollment.

Students in grades 2 – 5 will demonstrate improvement in their ability to read and comprehend English, to use writing strategies and skills, as well as employ the conventions of grammar and mechanics of writing, and to reason and communicate mathematically, problem solve and make connections between mathematics and real world experiences from year to year as measured by student mean RIT reading, language and math scores at or above the state and national NWEA norm peer groups cut scores.

For the 2018 – 2019 school year, the School’s annual average daily attendance (ADA) rate, as calculated by the Department of Education for Eunoia students, will increase to 96% school-wide. The attendance rate for the School’s 7th year of operation, 2021 – 2022, will reflect an ADA of 97%. This exceeds the state standard of 95%.

Fiduciary oversight is critical to organizational success. Knowledge and expertise are important to building and maintaining a balanced budget. Working with the Board’s finance committee ensured development of a balanced projected 5-year and cash flow budgets to use as a baseline during year one.

Standard operating procedures will be developed for the School and used to guide weekly, bi-weekly, and monthly budget planning with review of accounts payable and receivable against funding categories. Doing so ensure on-going diligence; Monthly board finance committee meetings and board reports scrutinize variance of budget to actual reporting. Performance expectations are that no variance exists in budget to actual reporting by year three, with a positive net change in assets and building reserves that align with long range strategic planning and supports programmatic growth.

Goals must be shared amongst all stakeholders with visual reminders posted throughout the school, shared with parents, and discussed daily. Each is attained through a culture of caring focused on the team as well as the individual. Daily discussion of standards, from the school level to that of the classroom and individual allows ownership by everyone. Within each student's Individual Instructional Plan (IIP), similar to an Individual Educational Plan (IEP), goals will be set and benchmarked against the student and School's goals. Introduction of standards and skills begin daily lessons and guide projects. "If you don't know where you're going, any road will get you there", serves as the impetus in ensuring a well mapped plan informs and guides instruction as well as all operational areas. The School's leadership is responsible for driving the vision each day, every day.

Indiana Academic Standards form the foundation of learning for Eunoia Learning Academy students. The Core Knowledge Sequence presented through arts and humanities rich, projects-based units, provide the roadmap for maximizing student learning. This integrated, researched based curriculum taught through the standards offers an academic program allowing each student to exit the school ready to begin post secondary offerings as a self-managing individual.

Mathematics

Eunoia staff will use the Everyday Mathematics as an instructional resource for linking projects through math to other content areas. The Everyday Math program was selected for its alignment with an integrated content approach to instruction, preparing students for the real world. The Everyday Math eSuite resources and strong school to home link are a great fit with Eunoia's education model. The manipulative classroom sets provide strong 'toolkits' for engaging learners through hands on learning. Grade-specific application of the curriculum will be as such:

- Pre-K: Children will develop recognition for patterns and shapes, numbers and measurement; problem solving skills in sorting and building sets
- Grades K-1: Students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry
- Grades 2-4: Students will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry
- Grades 5-6: Students will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra

- Grades 7-8: Students will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations); and work with data (coordinate plane; proportions; geometric proportions, statistics; probability)

Language Arts

The Eunoia Language Arts curriculum will include reading, writing, speaking, listening and the study of literature. Through the study of the Language Arts, students should be able to read fluently, understanding a broad range of written materials. Students in all grades will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels. In addition to the Core Knowledge curriculum, the McGraw Hill Treasures Reading/Language Arts program will be used for Grades Kindergarten through 6. The comprehensive program was selected for its ability to reach diverse skill groups of students, providing the tools and strategies for helping teachers and instructional assistants provide learners with the skills necessary to meet success. Grade-specific application of the Language Arts curriculum will be as follows:

- Pre-K: Children will develop a solid foundation of vocabulary acquisition and exposure to a variety of written and spoken literary styles
- Grades K-3: Students will develop a solid foundation in learning to read
- Grades 4-6: Students will utilize and build upon skills as they read to learn and will begin to demonstrate proper grammar usage, study drama, identify specific speeches and give oral presentations
- Grades 7-8: Students will use the Core Knowledge Sequence of Realms of Gold literature, a humanities rich program and will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages

Science

The aim of Eunoia's Science program will be to develop in learners a rich and full understanding of the inquiry process; the key concepts and principles of life sciences, physical science, and earth and space sciences; and issues of science, technology, and society in historical and contemporary contexts. The Eunoia Learning Academy Indianapolis will use Kendall Hunt Science multidisciplinary program that incorporates interactive tools that help students learn how to use science to understand and manage our planet's resources. It is a great fit with the School's green focus in teaching children to respect themselves, others and their environment. The following describes grade-specific content:

- Pre-K: Children will be introduced to the scientific process through inquiry and play
- Grades K-8: Students will demonstrate how to view the world scientifically by asking questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations and discuss findings

- Grades 6-8: Students will demonstrate the ability to do experiments and write reports on their findings in addition to the above standards

Social Science

Within the Eunoia school program, the Social Science curriculum will provide a coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. Through its projects based design and use of the Core Knowledge Sequence, the Eunoia Learning Academy Indianapolis will integrate a humanities based model linking Social Science and Language Arts. The Core Knowledge reading list by grade level and inclusion of classic literature and poetry provides a comprehensive foundation for meeting the Social Science Learning Standards.

Extended Core

Throughout time, the arts have been essential to human existence. The ISE model incorporates the organization's belief that all students deserve access to the arts through creation, performance and study. Pre-K children will be introduced to American Sign Language and Spanish vocabulary. Spanish as a world language will continue in Grades K – 8 as an extended core offering. As well, art, music and physical education (wellness) will be provided through the extended core-curriculum courses. Each of these classes will link to all other subject areas. Extended Core offerings will include exposure to ballroom dance, modern dance, healthy eating and healthy living for students in Grades 4 through 8.

As part of the Extended Core curriculum, the school's *World Gardens* will help students develop a knowledge and appreciation for urban gardens as each grade level learns to care for and explores fruits and vegetables indigenous to different cultures represented in our community. Produce will be used to explore new food items through the school's food service program and within the farmers market that will be introduced during year two of operations, and operated through the I'mPossible program.

Technology

Technology provides a portal to the world and is an integral part of the Eunoia design. The Eunoia technology program, Technology as a Third Eye (TTE), teaches students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education. At Eunoia Learning Academy, technology is an integral part of the culture, as natural as books and pencils are to school life. Rather than learning about technology, school staff, students, and families will learn to use technology to solve problems. Most importantly, technology will be used to raise student achievement.

Technology as a Third Eye (TTE) is grounded in the following key principles:

- Capacity Building
- Equitable Access
- Continuous Learning
- Content Enrichment

Student technology standards by grade level guide development of skills in understanding and mastering keyboarding, Internet use, search engines, software applications and problem solving with various

hardware and software. Eunoia classrooms will be equipped with Interactive Touch Whiteboard and laptop computers. In addition to these assistive educational technologies, iPads and iPods will be available for instructional use in all grades. Eunoia is an Apple platform school.

Eunoia Learning Academy is designed as a green-friendly environment utilizing recycled materials and fabrics. The facility and campus are learning and instructional resources incorporated in the Eunoia curriculum itself. The School will use a color code system, such that light poles, wall switches and power outlets are green to indicate energy.

Character Development

Finally, the Eunoia curriculum incorporates character development. The focus of this area is to develop students as responsible individuals who respect themselves, others and their environment. The Eunoia character development curriculum is designed after the book, *The Ultimate Gift* by Jim Stovall. Students will learn and practice character values and earn “gifts” related to the book, throughout their time at the charter school. Each Eunoia student will also begin his/her day with the core classroom teacher to allow a critical Morning Meeting that builds the culture and climate within the class. Further, character values, interpersonal and intrapersonal skills, and communications skills will be developed through activities integrated throughout the foregoing curriculum.

Within the projects based Eunoia classroom, students learn to work independently and in groups, acquiring and communicating an understanding of skills and content. The curriculum provides a broad palette of content, experiences, and skills that are aligned with the Indiana Academic and Common Core Standards.

Students are engaged and take ownership within the learning process and are better prepared to thrive in today’s global economy – the foundational pillars within the Schools mission – developing learners who respect themselves, respect their environment and respect others.

When learning is connected to what we live, we understand and respect what we have and our purpose within the larger world. Connecting learning to real world content and experiences is engaging; it promotes creativity, fosters communication, and responsible living. Eunoia’s instructional plan and curriculum underscores the School’s mission and drives the vision for accomplishing its goals.

Every projects based unit that has been developed within the School’s curriculum clearly articulates alignment to standards. Each lesson that is taught within every classroom begins with an introduction of the standard(s) and skills that will guide the lesson – providing an understanding of and purpose for what is being taught, how it fits within the larger curriculum map, and allows students to take ownership of their educational plan. Teachers are trained to understand and articulate that the State and Common Core Standards form the foundation for the curriculum and guide what is taught. Nothing will be taught without alignment to and explanation of the standards.

A curriculum map and grade specific skills are provided as Attachment 8.

2. *Promotion and Retention* – A policy for promoting and retention will be in place. Triangulation of data points will include standardized assessments – formative and summative, unit assessments and class work. As well, an understanding of intervention strategies in place and success relative thereto,

student readiness and attendance will be considered. Students meeting the state standards requirements per the ISTEP+ all grade level expectations will automatically be promoted to the next grade level. An Academic Standards Review Team will review, discuss and analyze each individual student being considered for retention. Parents will be notified in January of potential for retention with strategies identified and a plan of action set. This team will consist of the school director, curriculum director and classroom teacher(s). Ongoing monitoring will guide final decision, which rests with the School Director.

School Overview

Eunoia Learning Academy will serve students Pre-K – Grade 8. During the first year of operations, the elementary will serve students Grades K – 5, 75 students per grade across three classrooms, 450 total students, ADM of 413. The projected number of students per classroom will be 25 students. Students will be taught and developed as independent, critical thinkers. Due to the movement of students that is encountered in all schools and the retention of students, the number of students in each class may vary slightly.

Instructional Assistants will work with each class in Pre-K, Kindergarten, and in each grade level for Grades 1 - 3. Good teaching affects the positive performance of students; therefore, the use of Assistants should be designed to allow the certified teachers to teach and trained assistants to assist the teacher in the preparation and administration of the academic materials. Instructional Assistants will be present in the classrooms for Grades K – 2. Online Instructional Assistants will work with students and teachers through online technology for grades 3 and above. Instructional Assistants are part of the instructional team, receiving training and professional development with classroom teachers for clarity of the School's vision, and effective use of instructional practices.

Character Development, the visual arts, music, world language and physical education will also be part of the elementary program. Extended core teachers will work with the core academic teachers in planning content that is aligned and meaningful with the scope and sequence of the Core Knowledge program. These programs include the production of art and music along with the social and historical perspectives that are so much a part of any comprehensive art and music program.

With this approach, there is an academic component and expectation as well as a performance expectation.

Technology plays a key role in the curricular design with computers in every classroom with stations built in to student desks. Teaching students to understand and use technology as a path to learning will be integrated into teacher presentations and student produced work. State technology curricular standards will be integrated within classroom use, design and outcomes and form a baseline for practices within each grade. Students will be required to use technology to prepare and enhance their presentations and projects, increase the depth of their academic search, and use technology as a tool to improve their educational opportunities and quality of life. ELA students will understand the possibilities for exploring knowledge and developing wisdom through technology.

ELA Middle School students will continue with their academic pursuits. Online Instructional Assistants will assist, guide and coach students with instructional materials. Students will need additional

“options” or extra-curricular activities to keep them involved in school. Current extended core offerings will continue and be expanded. Extended core offerings will include, but not be limited to such offerings as We the People, Odyssey of the Mind, Battle of the Books, Math Counts, Ballroom and Interpretive Dance, Martial Arts, Visual and Performing Arts, Sports, Gymnastics and Quiz Bowl will be implemented with partnerships between ELA staff and community organizations.

Each grade level will have a service-learning component as part of the character education curriculum. Teaching students to respect and contribute to the world in which they live is an integral part of the ELA vision. Students are taught no matter their position in life – age, economic worth, position, education, each of us as an obligation and ability to make a difference and impact. *Give Forward* service learning projects will be implemented at each grade level as students are challenged to connect with students in other locales – city, state, and community – to collaborate in implementation of their project. Staff will be trained in service learning and understand the core components critical to success. Projects, by grade level, will link to the curriculum, supporting content and vision, but be bound only by creative vision of students and staff. To be effected, the work must have meaning and touch the lives of those implementing.

School Culture

1. *Culture* – The school will be developed and maintained as a safe and positive learning environment for all students. *Behaviors for Learning*, a resource for clear, effective and consistent expectations for students will be used in developing a culture within the school that supports behaviors conducive to student success. This powerful tool, unique to the Eunoia model, levels the playing field for all students and allows each child to focus on learning, removing the need to rethink expectations each time a child works with a different teacher, staff or peer. The first two weeks of the school year are focused on defining, discussing, role playing, modeling and developing the key behaviors that support and guide the learning environment. A few such behaviors include –

- Defining what it looks like to walk the halls
- Defining transitions from whole group to small group
- Defining what dining in e-Café looks like
- Defining appropriate behavior for restroom use

2. *Implementing culture* – The school day will begin in every classroom with *Students Organized and Reflecting (“SOAR”)*, where students circle in a team and are asked to reflect upon yesterday and plan for a better today. *SOAR* provides a roadmap for the day, sets a structure of consistency and develops a team environment for the classroom. Each day will conclude with *Reflections in Mind*, a closure activity to reflect upon the day’s events and organize students in preparation to depart for home. All students will wear uniforms to promote a harmonious social environment conducive to a consistent and leveled learning environment. Additionally, students will take part in daily recycling, composting and reuse of school waste to foster respect for the community environment in which they live.

Eunoia’s promotion of team and family in developing respect for self, others and the environment forms the foundation for our behavior system. Work through the Responsive Classroom is the impetus behind the methodology. Research conducted for the Responsive Classroom™, The Social and Academic Learning Study, completed in 2004, yielded important findings from schools using the model:

Children

- Scored higher on math and reading tests
- Felt more positive about schools, teachers, and peers
- Had better social skills and fewer behavior problems

Teachers

- Felt more effective and more positive about teaching
- Offered higher-quality instruction
- Collaborated more frequently with other teachers

This and other similar studies confirm what many years in education have proven – when children are explicitly taught social and emotional skills in a positive classroom climate, behavioral problems decrease and academic engagement and achievement increase.

The *Behaviors for Learning* and system for developing responsive citizens, aligns perfectly with the School's mission to instill in students respect for self, others and their environment. It is the foundation for the instructional program and the path to ensuring goals and objectives are met.

3. *Typical Student Instructional Day* – The instructional day begins at 8:00 a.m. and ends at 3:50 p.m.. Eunoia Learning Academy will offer before care beginning at 6:30 a.m. and after care from 3:50-6:00 p.m., which will accommodate parent work schedules. The Before and After Care program is facilitated through a partnership with the Indianapolis YMCA.

6:30 – 8:00 a.m.

Students will arrive at school no later than 8:00 a.m., prepared to begin their day. Through a partnership with the Indianapolis YMCA, parents have the option of dropping their children at 6:30 a.m. if enrolled in the before school care program. Homework assistance, guided activities and independent study are options in this program. Sliding scales make the program affordable for all parents.

7:30 – 7:55 a.m.

Breakfast is available between 7:30-7:55 a.m. and is available for all students.

Students who opt not to have breakfast at school may enter the classroom area at 7:40 a.m. Teachers are in their classrooms to welcome and greet students. School readiness activities are available to students during this time. Options vary from day to day but may include educational and critical thinking activities. Students may also opt for independent study or reading for pleasure.

8:00 --8:07 a.m.

Set aside for attendance, lunch count, and morning announcements, this time includes a special Project Wisdom morning message that aligns with the monthly character theme.

8:10 – 8:25 a.m.

Each student begins his / her day with the core classroom teacher to allow a critical Morning Meeting (Family Time) that builds the culture and climate within the class. Character values, interpersonal and intrapersonal skills will be developed as will communication skills within all learners.

8:25 – 11:03 a.m.

Core instruction begins. Indiana Academic and Common Core Standards will be introduced and relevancy discussed within the key activities for the morning. Theme-based units will guide learning and activities. Blocks of time will include connections of direct instruction, guided practice, independent study and reflection which may include collaborative grouping of students working together to investigate, research, summarize, analyze and/or evaluate data within a project. Technology will serve as a resource in the learning process and connect students with opportunities for interaction with online tools, instructional assistants and even virtual fieldtrips. The world is truly at their fingertips.

11:03 a.m. – 12:40 p.m.

The lunch schedule will begin at 11:03. Students have 25 minutes for lunch. Opportunity for physical activity will be scheduled by each team and will provide 15 – 20 minutes outdoors (as weather permits). Kindergarten children will be provided 30 minutes for lunch as the learning of the processes and practices are developed.

12:40 – 3:40 p.m.

The afternoon session will continue the learning process, engaging learners in unique experiences that correlate textbook and resources to real-world application. An integrated approach blurs the lines of segmented content areas, rather exploring problems across content areas within each themed unit.

Physical education, world languages and the arts will be integrated throughout the day, beginning no later than 8:25 a.m. As supported by research, the younger students will focus their day in the morning on academic content while the older students begin with the extended core offerings. Research supports that older children typically are not awake and readied to focus on analytical content until approximately 10:00a.m.. Beginning the day with art, music, P.E. and world language allows exploration of high interest and active content, and sets the stage for success.

3:40 – 3:50 p.m.

The academic day will end at 3:40 as students prepare to reflect upon their day. This process allows for a ‘see me, fix me, send me on’ time within classroom closing meetings with core academic teachers. Students are dismissed at 3:55 p.m. to go home, move to after school care with the YMCA or participate in after school programs.

3:50 p.m. – 6:00 p.m.

An after school care program includes a time to complete homework, tutoring and enrichment opportunities for the students. Enrichment and intervention options allow choices throughout the school year.

4. *Typical Instructional Staff Day* – For instructional staff, the day begins at 7:30 a.m. Students arrive to the classrooms from 7:40 – 8:00 a.m. The staff day ends at 4:00 p.m.

Typical Instructional Staff Day

Time	Instructional Staff Focus	Details
7:30 a.m.	• Arrival / Supervision	• Preparation and readiness for school day

7:40 a.m.	<ul style="list-style-type: none"> Classroom or Building Supervision 	<ul style="list-style-type: none"> Instructional staff with a 'homeroom' begins classroom supervision at 7:40 a.m. Instructional and support staff with no 'homeroom' will provide building supervision until school begins
8:00 a.m.	<ul style="list-style-type: none"> School begins 	<ul style="list-style-type: none"> Instructional day – 435 minutes Individual Planning – 40 minutes
8:00 a.m. – 3:40 p.m.	<ul style="list-style-type: none"> Instruction Individual Planning Team Planning Lunch 	<ul style="list-style-type: none"> Instructional day – 435 minutes Individual Planning – 40 minutes Team Planning – 40 minutes Lunch – Duty Free – 25 minutes
3:40 p.m. – 3:50 p.m.	<ul style="list-style-type: none"> Dismissal 	<ul style="list-style-type: none"> Instructional staff with a last period class supervise dismissal Instructional and support staff with no last period class provide building supervision until school dismissal ends
3:50 p.m. – 4:30 p.m.	<ul style="list-style-type: none"> Committee Meetings 	<ul style="list-style-type: none"> Typically one time per week – 40 minutes Remaining time focused on planning
3:50 – 5:00 p.m.	<ul style="list-style-type: none"> Enrichment programs 	<ul style="list-style-type: none"> Volunteer / Stipend (Title programs / funded)

Supplemental Programming

- Summer School* – Eunoia will offer an intensive two-week summer bridge program to those students below or approaching grade level for ELA and/or Math. Selection will be guided by a triangulation of data points that include classroom performance, progress monitoring, and assessment data. It is anticipated participation will be higher during the initial 1 – 3 years as student mastery improves over time. Summer Bridge will be held from 8:00 a.m. – 12:00 p.m., funded through the Department of Education Summer School grant funds.
- Extended Core Offerings* – Clubs, afterschool programs, and sports will be offered for students in conjunction with the School’s partnership with the YMCA. Within the instructional day, students will participate daily in extended core offerings that include Art, Music, Wellness, and World Language. Classes meet daily with students participating in two classes per day, with an every other day rotational schedule. Extended Core offerings are built in to the School’s budget.
- Social and Emotional Health* -- The School’s model, by design, provides a continuum of wraparound services through the full time counselor working with instructional staff on a rotational schedule to ensure no child falls through the cracks. The school day will begin in every classroom with *Students Organized and Reflecting (“SOAR”)*, where students circle in a team and are asked to reflect upon yesterday and plan for a better today. *SOAR* provides a roadmap for the day, sets a structure of consistency and develops a positive caring team environment for the classroom, where students connect with others and have a support system. Each day will conclude with *Reflections in Mind*, a closure activity to reflect upon the day’s events and organize students in preparation to depart for home. All students will wear uniforms to promote a harmonious social environment conducive to a consistent and leveled learning environment.
- I’mPossible* – *I’mPossible* is Eunoia’s alternative academic and social behavioral program designed for students in jeopardy of school exclusion and who have not previously met with school success due to continued academic and or behavior problems. The program is geared to students in Grades 5 – 8, and is designed to re-engage students academically through a caring and supportive program that develops

resilience and daily living skills. The program maximizes research based Responsive Classroom practices and develops the *Search Institute's 40 Development Assets* in working with students in a team setting. The I'mPossible developmental assets and programmatic details are included in [Attachments](#)

Special Populations and At-Risk Students

1. *Summary of Plan* – The population of students who choose to attend the Eunoia Learning Academy will mandate many of the decisions surrounding staffing the school. The Board intends to hire a licensed, highly qualified and experienced staff member to provide services for students with exceptionalities, including students with disabilities and English Language Learners (ELL). Eunoia board expertise in special education law, compliance, and effective practices will support and inform regulatory and procedural requirements to meet the needs and requirements of our special education population. Further, the intention is to develop a network amongst local public schools, to include IPS and charter schools, in pooling resources, ensuring programmatic effectiveness, and strengthening staff development.

2. *Identification and Service of Student Needs* – A team will be formed to create checklists that meet specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. A developed Response to Instruction (RTI) process will guide and inform recommendation of students for evaluation and consideration of services. The process encourages frequent review and discussion toward maximizing student performance and removing barriers to learning – a natural evaluation of program effectiveness. Meetings no less than monthly, and as frequent as weekly, will guide review of students in need of services, suggest and implement interventions, and guide progress. All children are individual with unique skills and needs. The process will be guided from that perspective. The Indiana Administrative Code will be followed. It includes but is not limited to:

- A Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection for IDEA eligible students
- IEP's developed in meetings with parents/guardians and the IEP Committee
- Least restrictive environment that maximize inclusionary settings for service
- Parent/Student participation in decisions
- Procedural due process

Student needs will be supported through the interventions determined through RTI and in conjunction with a Multidisciplinary Education Team (MET). The process for identifying students in need of services allows ownership by staff, and ensures key stakeholders understand not only the services set in place, but also the specific needs. Further, it allows each member of the team a voice in identifying strategies in best meeting the student's needs.

Students will be identified and evaluated in accordance with state and federal regulations. Many of the direct and related services shown below will be outsourced. Contractual agreements will guide expectations, set service parameters and serve to measure performance of each provider. The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Enrichment and intervention within the classroom in a co-teaching model
- Enrichment and intervention within a resource setting

- Resiliency and daily living skills
- Speech Therapy, Physical Therapy & Occupational Therapy – contracted services
- Vision and Hearing support services – contracted services

3. *English Language Learners* – The ELL students will be assessed upon entering the school. The teachers will receive training to develop teaching strategies to provide visual and written supports. Within the School's use of projects based approach that address different learning styles, many instructional supports are naturally a part of the learning environment.

A timeline will be put in place to accommodate the ELL students in an efficient manner:

- Home Language Survey – Date of registration or within first week of school
- Classification of ESOL Levels – Twenty days after registration or return of survey
- Student Placement in ESOL – One month after student enters Eunoia
- Teacher Certification/Personnel – Establish schedule upon opening of school
- Post Program Review – One month after student enters Eunoia
- Reclassification or Exiting of ESOL Students – Any point in year after 4 months of assessment

The special populations staff will be responsible for assisting the classroom teacher in designing a learning environment that will meet student needs and ensure resources in place to not only support learning needs but also address classroom culture. Therefore, it is the intent of the school to use an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class. Teachers will collaborate in planning and developing service plans that best meet student need, in co-teaching, and in support of services in a resource and/or tutoring setting. Obviously, caseload and staff ratios are challenging to set for special populations staff as student needs and designation factor in. Estimates of caseloads 17 – 22 provide baseline targets.

Prior to the start of the school year, as well as throughout, staff will be provided training in meeting the needs of all students, with specific discussion and strategies for working with high needs learners. Lead teachers, working in conjunction with school leadership, will work with teachers, providing mentors to beginning and mid-career educators, growth plans, peer shadowing and coaching will be set in place to ensure all staff has the skills to guide student learning. The School's Professional Development Plan may be found in the [attachments](#). The curriculum director will serve as facilitator of a School Performance Committee that will analyze all performance data for the school. The school director, leadership team, and parents (as appropriate) will participate. Data analysis includes –

- Percentage of students meeting academic performance standards
- Percentage of students making benchmark targets and growth under AYP
- Curriculum supporting the achievement of Indiana Standards
- Instructional strategies supporting benchmark achievement
- Technology goals and effective use in achievement of state academic standards
- Parental participation targets
- Safety and behavioral targets
- Professional development goals

- School and individual attendance targets

The School Performance Committee will make recommendations for growth to the Board of Directors and will formulate measurable goals within the Performance Framework. Based on the findings and recommendations, the committee will work with the school director, staff, parents and students to propose strategies for implementation in the following year.

Student progress reports will inform parents of the instructional level in each subject for each student. In some grades parents will have a daily account of progress and in all grades, periodic reports. A formal report card will be issued approximately every 10 weeks for the forty-week school year. The formal report card is standards based designed for, and specific to, each grade level. In year two, student-led conferences will guide progress reporting in grades 3 – 8.

4. *Progress Monitoring* -- Monitoring of student progress is on going, with students understanding current progress, skills of strength and those skills for growth, allowing ownership and developing self-management. Students that are not progressing as readily as proposed will receive the benefit of tutoring and/or other appropriate enrichment and intervention strategies. Enrichment and intervention include classroom support, Title I, and evaluation towards consideration of special education services. Parents will be notified when their child has fallen below the projected achievement level and included in discussion of the options available for support.

Community partnerships will be developed and fostered to encourage a mentoring program and support of our school. On-going meetings with pastors and business owners, and regular attendance at community organizational meetings (Homeowner Associations / Task Force) maintains open community, develops presence and support for the School and grows support. There are many elders and young retirees that we hope to engage in mentoring as well. Later, our plan is to develop a career day and to invite parents and businesses to participate in speaking to our students about possible careers and to offer a “shadowing day” for older students.

Student Recruitment and Enrollment

Eunoia enrollment is built upon a rationale of sound business practices, aligning with the School’s focus to ensure organizational viability and fiduciary oversight. Factoring in community demographics, initial enrollment is capped at 350 students, KG – 5, ADM of 312, and 50 students Pre-K, with class sizes of 25, KG – 8, 16 per class for Ages 3 – 4 and 18 children in Early 5s. Total first year enrollment, then, is 400. The 2010 Census data supports enrollment projections, with 8,072 children residing within a 2-mile radius of the School. Within enlarging the target neighborhoods to a 5-mile radius, the number of eligible students grows to 40,000.

To be sustainable, ensuring a positive cash flow and balanced budget, enrollment targets, as established, are critical. Phasing in additional sections and grade levels, home-growing students until the school reaches capacity in year 8, offers a conservative design.

Table V – Eunoia Enrollment and ADM Projections

Grade	'15-16	'16-17	'17-18	'18-19	'19-20	'20-21	'21-22	'22-23
Pre-K	50	75	75	75	75	75	75	75
KG	75	75	75	75	75	75	75	75
1	75	75	75	75	75	75	75	75
2	50	75	75	75	75	75	75	75
3	50	50	75	75	75	75	75	75
4	50	50	50	75	75	75	75	75
5	50	50	50	50	75	75	75	75
6	0	50	50	50	50	75	75	75
7	0	0	50	50	50	50	75	75
8	0	0	0	50	50	50	50	75
Totals								
K-8	350	425	500	575	600	625	650	675
Pre-K - 8	400	500	575	650	675	700	725	750
ADM	312.5	387.5	462.5	537.5	562.5	587.5	612.5	637.5

Recruitment

Applications for New Students

- Eunoia will begin accepting applications from new students for the upcoming school year in mid-January.
- The school holds lotteries to determine acceptance and waiting list status as outlined below for the upcoming school year
- The lottery for the upcoming school year is held in March when and if the number of applications received is greater than the number of openings in each class, with the date publicly announced in advance.

Several factors determine an applicant’s acceptance into the school or placement on the waiting list. Applicants who have siblings already enrolled in the school are given preference, and moved to the top of the waiting list. Students who do not have siblings attending Eunoia follow on the waiting list.

An applicant’s rank on the waiting list is determined by lottery. All applications for each grade are placed in a box and are randomly drawn. The first application pulled is number one, and so on. If there is an available space in the grade for that applicant, he or she is admitted to the school. If not, that student is placed on the waiting list for that grade, in the order the application was pulled in the lottery. Applicants from the first preference group normally will have preference over any applicant from the second preference group, and so on.

For certain grades (for example, Kindergarten), there are new spaces available every year. For other grades, depending upon the number of students returning to the school and the number of sections opening for that grade, there are few, if any, available spaces.

Waiting lists do not carry over into the next school year. All applications and waiting lists are disposed of on ADM count date. If a student has been accepted to the school but does not register within 10

days, he or she is automatically withdrawn and the next student on the waiting list is invited to attend the school.

Applications for Re-enrollment –

- Students currently enrolled in and attending Eunoia in good standing remain enrolled for the following school year, and are not required to submit a new application or go through the lottery process.
- Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students.
- Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

December

- Design / update enrollment ad for placement in local paper
- Arrange for run of ad in local paper – 1 – 2 weeks depending on cost for mid – late January
- Work with ISE, ion360 in identifying local school media and marketing materials
 - School Facts Sheet or Brochure
- Update school application form
 - English / Spanish
- Print copies of application form
- Update all enrollment materials (see list of all forms needed)

January

- Determine open seats for upcoming school year
 - Returning Students – For schools in existence, first determine returning students
 - Send out intent to re-enroll cards to current student families allowing a 6 week turn around to return postcards.
 - Postcards should be distributed in early January (on or about January 10)
 - As intent to re-enroll cards are returned, each should be stamped with date/time received, as well as initials of staff who receives the card
 - Upon receipt of intent to re-enroll cards, and passing of deadline, a count of open seats will be calculated for new students. Do so by grade level
 - New Students – This will apply to new schools and schools in existence
 - Open Enrollment will run for approximately 8 weeks beginning on or about January 20 of each year
 - Ad should run week prior to start of Open Enrollment and again within open enrollment if interest is not producing numbers needed
 - An application must be completed for each child interested in attendance at the school
 - As applications are submitted, check for accuracy and completion of all fields (phone numbers are critical)

- If you receive more applications for any grade level than the number of spaces that are available during the open enrollment period, you must have a lottery
- As applications are turned in, stamp with date and time received, as well as initials of staff receiving the application
- A ticket should be attached to the application with a matching duplicate placed in the appropriate grade level envelope in the event a lottery becomes necessary. The student's name should be written on the ticket half going in to the envelope

Applications received after the open enrollment period ends are placed on a waitlist. It is critical this occurs by grade level with date / time received staff that received and numbered in order received. Placement to a class is by first-come, first-served availability only after the lottery takes place.

March/April

- Siblings
 - Siblings – Siblings of current students have priority in enrollment. For example, the parent of a second grade student has a child eligible to enter kindergarten for the upcoming year. If the application is received in the open enrollment period and seats are available, the student automatically gets in. If the application is received after the open enrollment, the student goes to the waitlist and is not eligible for the lottery
- Lottery
 - A ticket system is recommended as it allows a paper trail. Attach one part of the ticket to the application form as it is submitted, with the student's name written on the other half of the ticket and placed in appropriate grade level envelope.
 - The lottery is open to the public and should be posted 48 hours prior to facilitation.
 - An outside party should be present for selection of lottery tickets. Someone from the authorizer's office is a good suggestion / strategy.
 - Outside party should pull the tickets
 - Begin with upper most grade and pulls tickets in reverse order of grades. Doing so allows monitoring and placement of siblings which are typically in the lower grades
 - If there is not space for the sibling, they are moved to the top of the waitlist
- Post Lottery
 - Once the lottery is completed and a listing of all grade level students is completed (on the day of the lottery), send a welcome letter to new students. Information should be included relative to the registration process and a timeline of dates for completion included. The letter should also clearly articulate that failure to complete and return materials on time will remove the student from enrollment and place them at the bottom of the waitlist
 - Enrollment counts and waitlist will fluctuate over the spring and summer. It is critical that numbers and paperwork be kept up to date and accurate. Weekly enrollment reports will guide the process and provide numbers for all parties communicating accurate enrollment information
- Registration Process
 - It is critical to beginning the new school year with full seats that the registration process be a multiple step process

- Registration materials should be printed in separate colors for returning and new students. For example, all registration forms for returning students may be printed on green paper with those for new students printed on yellow paper. This allows quick recognition of new and returning students and processing appropriately.
- Registration materials should be divided in to three succinct mailings to be sent between mid April and early June, with approximately 4 weeks between each mailing. Doing so ensures continued interest and seriousness of the family in enrolling their child.
- The last set of materials should be due back late June to allow the next mailing in early to be assignment of teacher and welcome letter by the child’s teacher along with a supply list for starting the school year
- Registration Materials
 - First Mailing / Posting **April 15, 2015 (Due April 30)**
 - Registration Form
 - Home Language Survey
 - Health History
 - Emergency Notification Cards
 - Physical Form
 - Second Mailing early **May 14, 2015 (Due May 31)**
 - School Calendar
 - Attendance Policy – With Acknowledgement Form for Signature
 - Video Consent Policy – With Acknowledgement form for Signature
 - Uniform Policy – With Acknowledgement form for signature
 - Free and Reduced Meal Form
 - Supply Lists by Grade
 - Third Mailing early **June 16, 2015 (Due June 30)**
 - Family Handbook with FERPA policy
 - Discipline Policy – With Acknowledgement form for signature
 - Internet / Computer Use Policy – With Acknowledgement form for signature
 - Consent to Release Form documenting who may pick up children for each family
 - Fourth Mailing / Posting **July 20, 2015**
 - Welcome Letter from Director / Teacher

It is critical within each mailing that, upon return, materials are checked and verified for accuracy and completeness in return of all documents. The following checklist will apply to ensure accuracy and assurance that critical finds* are met.

- School Office Staff must check enrollment registration form for identification of students with IEP’s
- School Office Staff must check enrollment packets to ensure all documents are completed and returned. If forms are missing, office staff MUST notify parents of missing items and a set time for return of materials set
- Classroom homeroom teacher must review all student files for identification of critical finds*. Signature required to validate completion by end of second week of school year

*Critical finds are those key designations, acknowledgements and check points on registration form and/or documents that impact direct services, health and/or programmatic areas for the student. This includes identification of special education service.

Student Discipline

Behaviors for Learning, the foundation for the School’s core pillars of respect for self, others and the environment, is a methodology the staff will learn and implement, again, leveling the playing field and ensuring a learning environment conducive to maximizing the vision for the school. The *Behaviors for Learning* form a foundation of respect to guide the student discipline throughout the School. A copy is provided within the attachments. The School’s character program that is based upon the book, The Ultimate Gift, has been integrated in to the projects based units of studies across grades 3 – 8 and form the foundation for character development and service learning. It requires understanding for fidelity in implementation.

The school will be developed and maintained as a safe and positive learning environment for all students. *Behaviors for Learning*, a resource for clear, effective and consistent expectations for students will be used in developing a culture within the school that supports behaviors conducive to student success. This powerful tool, unique to the Eunoia model, levels the playing field for all students and allows each child to focus on learning, removing the need to rethink expectations each time a child works with a different teacher, staff or peer. Additionally, students will take part in daily recycling, composting and reuse of school waste to foster respect for the community environment in which they live.

Parents and Community

Within an approximate two (2) mile radius of the proposed location, the following table shows K – 8 schools, with only one school rated as a quality school. The need is evident for Eunoia Learning Academy.

Table I – Current Schools in Proposed Community

School Name	2012-2013 DoE Rating	Grades Served	Free / Reduced	School Type**	Miles from Site
IN Math/Science Academy	F	KG – 11	84%	C	.7 miles
IPS School 61	F	KG – 6	81%	P	.71 miles
St. Michael	5*	PK – 8	42%	PR	.73 miles
Imagine Life Science West	D	KG – 7	93%	C	1.11 miles
IPS School 79	A	PK – 6	93%	P	1.2 miles
MTI School of Knowledge	Not Available	PK – 12	76%	PR	1.3 miles
Guion Creek Middle School	D	6 – 8	79%	P	1.92 miles
IPS School 90	A	PK - 6	94%	P	2.0 miles
Cold Spring Magnet	C	K – 6	89%	P	
* Great Schools Academic Rating 1-3 Below Average 4-7 Average 8-10 Above Average				**School Type C- Charter P- Public PR- Private	

Eunoia Learning Academy believes education is power, and that the foundation for success in life is a quality education. The goals for Eunoia are to ensure:

- Each student becomes an engaged, motivated and capable learner, maximizing his/her potential
- Each student acquires essential skills and utilizes in conjunction with life experiences, developing the requisite knowledge and wisdom to effectively compete in our increasingly global society
- Each student builds character and develops habits of making choices that result in better life choices
- Every student has a support team of parents, caregivers, mentors, teachers and community
- Students respect themselves, their environment, and others
- The School serves as a resource in the community – offering and sharing resources with parents, community leaders, and neighboring schools

The past 1.5 years have been spent ensuring support – meeting with parents, neighborhood and residence associations, and business leaders, listening to and understanding community want and needs. A survey of constituents was conducted for the purpose of ascertaining support and need for the Eunoia model. Critical to success is ensuring fit and alignment of a school’s vision and design within the community it will serve. Survey questions were made available to 1000+ residents during monthly homeowner association meetings, community festivals, door-to-door canvassing, and use of online survey links.

Ten questions were asked with opportunity for comment following each question. Need was heard loud and clear, and support unanimous to move forward with the charter submission. Table VI provides an overview of findings.

Table VI – Eunoia Community Support Survey

Question Focus	Results	Comment Highlights
Community need for model	98%	Need quality choices
Develops students as independent / critical thinkers	100%	Critical to success in today’s world
Multi-platform technology	100%	In today’s world, it is a must
Fresh healthy food options	100%	Critical, but must be affordable
World gardens philosophy of giving forward	100%	All important issues
Teaches children how to think	100%	Children shouldn’t be made to conform
Reduction of carbon footprint	98%	Conservation is important
Celebrates diversity / global community	100%	Much needed in Indianapolis
Community resource outside school hours	100%	Desperately needed in this community
Eunoia as positive / welcomed resource	100%	

Academic Offerings

Within the instructional day, the Indiana Academic Standards and Common Core Standards form the foundation for instructional focus, and serve as the roadmap for developing students as self-managers. Content includes English Language Arts (Reading, Writing, and Grammar), Mathematics, Science, Social Science, Technology, Art, Music, Wellness (Health and Physical Education), Character Development, and

World Language (Spanish). Extended Core offerings (Art, Music, Wellness, and World Language) will be included in each day, with two of the four extended core offerings provided each day.

Each classroom will provide daily interaction with technology and class projects will ensure mastery of key technology standards that are specific to each grade. Classrooms are equipped with student laptops in each classroom, KG – Grade 8; Interactive Whiteboards are equipped in each classroom. iPads and iTouch technology is available for checkout by classroom teachers.

Performance Management

Goals

Baseline and benchmark targets will guide operations and decisions for the School. Using a variety of measures that gauge performance across a broad spectrum of operational and instructional domains, the School will collect data in areas that include instruction, human and character development, health, fundraising, finance, administration, and stakeholder satisfaction. A Performance Framework will include metrics that ensure understanding, and guide the learning environment and operations. Uniform indicators across each operational and instructional area will establish baseline thresholds and measure progress over time.

Each year, students will demonstrate improvement in their ability to read, write and comprehend English, in their ability to reason and communicate mathematically, problem solve, and make connections between mathematics and real world experiences, and in their ability to construct scientific knowledge, reflect on prior knowledge, and use experiences and knowledge to describe, explain, and make predictions about real-world events, phenomena, and systems. The Indiana standardized assessment, ISTEP+, will be one tool used to inform growth and measure improvement as demonstrated by scores of Pass or Pass Plus and reflected in Table II.

Table II – Performance Framework Academic ISTEP+ Goals Summary

Measure	4 th Year of Operations 2018 – 2019	7 th Year of Operations 2021 - 2022
ISEP+ English / Language Arts	72% of all students entering Eunoia in Pre-K / KG	85% of all students entering Eunoia in Pre-K / KG
ISTEP+ Mathematics	68% of all students entering Eunoia in Pre-K / KG	80% of all students entering Eunoia in Pre-K / KG
ISTEP+ Science	60% of all students entering Eunoia in Pre-K / KG	72% of all students entering Eunoia in Pre-K / KG

Each year, students entering Grade 3 will demonstrate improvement in their overall skill level abilities in Reading/Language Arts and Mathematics. Improvement will be demonstrated by a combined ISTEP+ passage rate of 65%, and/or will exceed that of IPS by at least 5%, in the spring of 2019 by all students who entered Eunoia in Pre-K / Kindergarten and maintained consistent enrollment.

Students in grades 2 – 5 will demonstrate improvement in their ability to read and comprehend English, to use writing strategies and skills, as well as employ the conventions of grammar and mechanics of writing, and to reason and communicate mathematically, problem solve and make connections between

mathematics and real world experiences from year to year as measured by student mean RIT reading, language and math scores at or above the state and national NWEA norm peer groups cut scores.

For the 2018 – 2019 school year, the School’s annual average daily attendance (ADA) rate, as calculated by the Department of Education for Eunoia students, will increase to 96% school-wide. The attendance rate for the School’s 7th year of operation, 2021 – 2022, will reflect an ADA of 97%. This exceeds the state standard of 95%.

Fiduciary oversight is critical to organizational success. Knowledge and expertise are important to building and maintaining a balanced budget. Working with the Board’s finance committee ensured development of a balanced projected 5-year and cash flow budgets to use as a baseline during year one. Standard operating procedures will be developed for the School and used to guide weekly, bi-weekly, and monthly budget planning with review of accounts payable and receivable against funding categories. Doing so ensure on-going diligence; Monthly board finance committee meetings and board reports scrutinize variance of budget to actual reporting. Performance expectations are that no variance exists in budget to actual reporting by year three, with a positive net change in assets and building reserves that align with long range strategic planning and supports programmatic growth.

Goals must be shared amongst all stakeholders with visual reminders posted throughout the school, shared with parents, and discussed daily. Each is attained through a culture of caring focused on the team as well as the individual. Daily discussion of standards, from the school level to that of the classroom and individual allows ownership by everyone. Within each student’s Individual Instructional Plan (IIP), similar to an Individual Educational Plan (IEP), goals will be set and benchmarked against the student and School’s goals. Introduction of standards and skills begin daily lessons and guide projects. “If you don’t know where you’re going, any road will get you there”, serves as the impetus in ensuring a well mapped plan informs and guides instruction as well as all operational areas. The School’s leadership is responsible for driving the vision each day, every day.

Indiana Statewide Testing for Educational Progress (ISTEP+) is mandated for all students in grades 3 - 8. The school will adhere to the State accountability requirements in meeting Adequate Yearly Progress (AYP) and provide all required data reporting to stakeholders and the Indiana Department of Education as required within the accountability process. On-going assessment will ensure appropriate measures are implemented to address all students’ needs, and guide the instructional process. These findings will also be used to guide professional development.

Cumulative assessments, in various formats, bring closure and assess mastery and clarity of understanding within each unit of study. From Pre-Kindergarten through grade 8, teachers assess student grasp of materials shared and report on developmental progress. Data is used in various formats to map against level of understanding – rethinking, re-teaching and guiding instructional strategies.

The state test, ISTEP+ will provide the school with vital information on how our students are performing relative to the state requirements and compared to other schools and districts in the state. These tests will be given in accordance with Indiana mandated timeline.

Within the School’s Performance Framework, goals will be established and measured across each grade and content area, as well as for each student. Baseline data will be collected in late August and informing instruction by mid-September of the first year in operation with benchmark targets established for growth. In addition to informal and state assessments, students will be tested using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in the fall and again in the spring to measure progress. The goal is to increase student achievement in all subject areas at each grade level. Students will be measured against individual growth targets, as well as state and national norm groups. Students performing below grade level will have larger growth targets, compensating for the gaps in grade level competencies. Students at or above grade level will be expected to meet annual RIT targets against individual baseline scores to ensure paths of continued improvement. The dynamic design of MAP allows individualization of student learning plans (IIP) and provides ownership of the process for each student, maximizing student potential. MAP for Primary provides references and skills checklists in literacy and math, assessing student readiness and growth in phonological awareness, phonics, number sense and computation.

The Brigance Early Childhood Screen II, 3 – 5 years, will guide and inform developmental readiness and measure growth for the Pre-K program. The Brigance Early Childhood Screen II, K & I, will provide baseline data for all kindergarten children no later than late September. The extended period allow classroom culture and instructor / child rapport to develop, ensuring credibility of data. The simplicity of each screening tool, allows recurring use, forming baseline and benchmark targets through each year, Ages 3 – the end of Kindergarten.

Eunoia Learning Academy realizes the importance of school-wide assessment tools but also recognizes the importance of classroom work in the areas of performance and participation. Teachers will keep a running checklist of their students’ performance goals and collect classroom samples of student work to quantify their work. This will enable the students, parents and teachers to visualize improvement and areas for growth in all academic areas. It will be important to empower the teachers to help develop the IIP checklist that will be used to accomplish this goal.

A clear, comprehensive, and objective system of accountability is fundamental to the success of charter schools as a movement, and charter schools as places for learning. Eunoia embraces the idea of accountability for performance. The school’s use of internal and external assessment will provide opportunities for self-evaluation and for external review of performance.

The schedule below provides an overview of instructional minutes per grade level across all content areas.

Instructional Minutes

	KG	1	2	3	4	5
Morning Meeting	15	15	15	15	15	15

E/LA	80	80	80	80	80	80
Math	80	80	80	80	80	80
Writing/IT	25/15	25/15	25/15	25/15	25/15	25/15
Science	40	40	40	40	40	40
Lunch/Recess	25/15	25/15	25/15	25/15	25/15	25/15
SS	40	40	40	40	40	40
Character Meeting /Closing	20/20	20/20	20/20	20/20	20/20	20/20
Extended Core	80	80	80	80	80	80
Plan/PD	80	80	80	80	80	80

Supplemental Programming

Every Eunoia student receives a Family Handbook at the start of each school year. Parents and students acknowledge receipt of the Handbook via signature of acceptance sheet. Copy of receipt is placed in child’s permanent file.

Following is an overview of the procedural due process for student behavior at Eunoia. Processes and procedures are aligned with the Family Handbook in accordance with State Code.

Within the classroom each teacher is responsible for the management of student behavior and maintaining a positive academic climate through use of an assertive discipline approach. All staff receive materials related to our Behaviors for Learning and training on this in conjunction with maintaining a positive Learning Environment. When a child disrupts the learning the behavior must be addressed. Classroom teachers are responsible for correcting interruptions to the learning environment to maintain the academic climate through adherence to our Behaviors for Learning. When a child’s behavior is repeated and classroom interventions and strategies are not working a referral to the office is the next step in our progressive discipline process.

Within any organization immediate clauses for excessive behavior are necessary. The following behaviors warrant immediate referral to the office:

- Inappropriate sexual behavior/harassment*
- Intimidation of another student*

- ___ Behavior that is of a violent nature
- ___ Behaviors that jeopardize the safety of themselves or others
- ___ Behavior that references and/or involves a weapon
- ___ Repeated use of profanity
- ___ Destruction of school property

When a child's behavior disrupts the learning environment within the classroom and falls within the guidelines of those behaviors resolved at the classroom level, the following procedures are followed:

Section III: Implementation Plan

Human Capital

School Leadership and Staff Hiring, Management and Evaluation

The Board will assure that the education vision as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the School Director. The Board will be responsible for hiring and evaluation of the School Director. The School Director will be responsible for the evaluation of the staff and will report at least on an annual basis as per that evaluation.

The Board will institute policy within the guidelines of Federal and State law and the principles of the Eunoia to assure the effective, efficient, and safe operation of the school. A further description of the Board members roles is outlined in the By-laws.

The school director is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school; and is expected to guide staff in understanding and implementing the Core Knowledge Sequence across each grade level and content area. He or she organizes, administers, supervises, and evaluates all aspects of the school's design within the school and the greater school community. The school director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The school director is responsible for planning improvements that directly address the school's *Critical Points of Accountability*:

- ✓ Student performance
- ✓ School design / instructional process
- ✓ Financial management
- ✓ Customer satisfaction
- ✓ Systems growth

Achieving outcomes in these five areas of accountability requires strong leadership. School leadership is clustered in terms of three distinct roles:

- ✓ Instructional leader
- ✓ Site-based manager
- ✓ Builder of school culture

Accordingly, our performance standards for school directors, represented in this job description, are listed in three categories below:

The school director as instructional leader will:

- ✓ Guide the school's vision for learning
- ✓ Set standards for student achievement
- ✓ Provide leadership, direction, and support to the implementation of the school's instructional and program plans
- ✓ Provide instructional leadership in advancing proven teaching and learning practices, and implementing the Core Knowledge sequence
- ✓ Provide leadership in the formulation and annual adjustment of the school's instructional and program plans
- ✓ 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, team teams, and curriculum coordinators to continuously improve instruction
- ✓ Ensure that continuous improvement is guided by student academic standards; school performance standards; and concrete data from school, state, and local assessments
- ✓ Ensure that continuous improvement processes address the achievement of all students

The school director 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 school's board/trustees
- ✓ Work with the Institute for Schools Excellence to complete and present the annual school's progress report to stakeholders – staff, students, families, board and community.

The school director as builder of school culture will:

- ✓ Communicate the vision that supports the 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 school community
- ✓ Seek feedback on the progress of the school
- ✓ Serve as a spokesperson for the school in the community and elsewhere
- ✓ Create an effective team of people jointly responsible for the 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 problem-solving sessions
- ✓ Build on the strengths of staff; recognize improvement
- ✓ Support and monitor the development of all staff and implementation of program improvements
- ✓ Provide leadership to the Board and the school leadership team

Eunoia Learning Academy has identified an excellent leader who is exemplary in his abilities to lead the school in fulfillment of its vision and achieving its mission. He has served as a teacher, education leader, and administrator of traditional public schools, private and charter schools. His career has focused on urban education; with the majority working with high needs learners. His passion lies in creative programmatic and a 'whatever it takes' perspective in engaging students in learning and maximizing potential.

His work with Indianapolis Public Schools as a middle school leader was second to none in his approach to developing connections and mentors for the highest needs students. He established weekly roundtable sessions that provided a community of care for students who represented neighborhood gangs and were headed for a path of self destruction and for whom academic achievement was at the bottom in priorities.

Having spent the major part of his administrative tenure in the very community in which the School will be located, his knowledge of the area, students, families and business leaders is invaluable in hitting the ground running, ensuring credibility, respect, and support within the community. The School's leader has the experienced described above and complements the school design. Eunoia is fortunate to have this individual in place. He will be supported by Michelle Thompson's expertise in launching, turning around, and developing educators in ensuring student achievement and **operational goals are met**, as well as are supported by the expertise of the board.

During the first year of operations, the administrative staff will include the school director, a curriculum director, and lead teaching staff. These individuals will work closely to ensure the success of the school:

The Curriculum Director facilitates the ELA learning community with the continuous improvement of curriculum and instructional strategies and educational programs aligned with the School's mission and goals. He will report to the School director. More specifically, the curriculum director will:

- Have responsibility over the educational program of the School
- Ensure integrity of projects based design and staff development
- Assist in the ongoing design, coordination, implementation and evaluation of the instructional program, specifically Core Knowledge and thematic units
- Assist with teacher supervision and evaluation. Oversee the professional development program
- Support and coach teachers in using the Core Knowledge Curriculum and all other curriculum used in the program
- Direct the courses of study, guides, and teaching techniques for appropriate grade levels
- Facilitate evaluation activities and prepare evaluation reports and presentations
- Research possible funding sources for educational programs; disseminate funding proposal information to administration, and write grant proposals as necessary. Perform related duties as assigned.

Lead Teaching Staff

The lead teaching staff includes representative classroom and extended core teachers. Leads will be responsible for implementing the curriculum, coordinating with instructional assistants, maintaining current achievement level information, working closely with all students with special attention given to lower and higher achievers, keeping accurate and concise records, establishing personal classroom procedures and maintaining positive relationships with parents. Teachers will also be required to assist with extra-curricular programs on a rotating basis and be available for parental inquiries at all times. Eunoia Learning Academy will meet all legal requirements regarding certified staff and will make every effort to employ faculty that represent the neighborhood and the diversity of the school population.

Selection Criteria

Administrative and instructional staff of Eunoia Learning Academy will meet the expectations for certification as required by Indiana Statute. The Board is also aware of the certification and highly qualified teacher standards as prescribed by state Legislation. The school administration is knowledgeable of the expectations set by for paraprofessionals in Title I schools.

ELA will conduct the necessary background checks and fingerprinting to meet Indiana Statutes. The school will not violate the anti-discrimination provisions of the Indiana State Law.

The school will reserve the right to discharge employees "at will" without being in violation of Indiana Statutes or Federal Statutes. Terminated employees will receive earned pay for the next regular pay period. The school will be a public employer and as such, the employees will be members of the state retirement and benefits system.

The following information appropriate for the position applied for will be used to evaluate applicants. Evaluation of each application may include, but will not be limited to, the following information as appropriate for the position applied for:

- Education background
- Special training
- Referrals/recommendations
- Experience
- Character background
- Ability to communicate
- Ability to work in a team environment
- Integrated, thematic based learning
- Community participation
- Attitude
- Enthusiasm
- Professional dress and appearance
- Certification
- Acceptance of the curriculum and overall objectives of the charter school

Parents will be informed of the qualification of teachers as per the guidelines set forth by the regulatory legislation. Notices will be sent to parents regarding the teacher's qualifications. An outline of the qualifications will be kept on a spreadsheet and will be available for review by parents in the school's administrative offices. Entry level teachers may be required to serve as an apprentice or instructional assistant working with an advanced skills teacher to develop the needed on the ground learning critical to success in working with high needs' populations.

Recruitment of staff will include employment postings to national, state and local education boards, employment fairs and speed networking events. Recruitment will begin in January 2015 for August open. The professional development plan is not a shot in the arm approach to developing quality and effective teaching strategies and promoting the growth of teachers as advanced skills teachers. It is an all-day, everyday approach to growth and development and is directly aligned to student learning. Incorporating professional development within the school day and providing time for staff to meet is effective and fiduciary. As well, it promotes continuous growth and ensures strategies are fresh, current, realistic and applicable to what is taking place in the classroom. Just as formative assessment provides a road map to guide student learning, daily professional development activities serve as a benchmark of effective teaching and guides in-flight corrections – at the time most impactful to instruction.

A staff growth and development plan guides staff training and is **attached** for review.

The school calendar consists of 205 days – divided into instructional days, teacher workdays, and staff development days. The academic year plans for 192 instructional days (inclusive of two (2) flex snow days), two (2) teacher work / record days, and 13 staff development days, 10 prior to the start of the school year. The School will operate from 6:30 a.m. – 6:00 p.m. In partnership with the YMCA, a before and after school care program operates during non-instructional time, 6:30 a.m. – 7:30 a.m. and 3:40 p.m. – 6:00 p.m. During planned days of early release, evening workshops, and summer break, the YMCA facilitates extended care and summer camp programs for Eunoia students, as well, to support parents' work schedules.

The School's master schedule plans for daily preparation and team-meeting time to guide and inform instructional needs. A daily focus targets key areas of academic and social behavior domains, and ensures instructional and support staff meet regularly to review data and discuss student needs. Weekly leadership team meetings serve to guide communication, inform decision-making, and target areas for continued growth. Monthly staff meetings, then, can serve as opportunities for professional development and data-dig workshops to guide and inform instruction.

Instructional planning supports student developmental needs and habits. For example, primary grades begin the day with critical content, with projects focusing on literacy and math skills, supporting research based developmental trends in how students learn. Older students begin the day in extended core content, promoting engagement and supporting developmental trends that show older students don't typically 'wake up' until mid-morning. Core content is integrated later in the day for the Academy's students in grades 5 – 8. This approach builds on student needs and ensures focus and success in student learning.

Facility Plan

The Eunoia Learning Academy will be built in the Speedway Submarket neighborhood, 3440 Guion Road, within the Indianapolis Public School parameters. The school will be located in urban area generally labeled as Housing and Urban Development ("HUD"), Section 8 and/or Redevelopment Zones. The school will be constructed from majority of recycled materials, incorporate an intuitive floor plan and educational elements built into the structure.

Financing

Eunoia plans to work with a charter school development group to purchase the 14.4 acre property for \$180k or less located at 3440 Guion Road. The site is already zoned as a school.

Footprint & Structure

The property is a SU2 Zoned, \$180K, 14.42-acre lot with no structures on it. Eunoia will commence new construction on the lot ensuring Indiana new construction and school building code compliance. The building will be approximately between 50,000 and 60,000 sq. ft.

Windows and Lighting

All windows will be tinted and equipped with interior window blinds. Each classroom will contain low consumption, high-efficiency light bulbs and maximize luminary distribution between synthetic and natural light for optimal learning.

Heating & Cooling

Eunoia will use a zoned climate system. This system will acclimate the climate based on occupancy hours and time of year.

Restroom Facilities

All water outlets will be auto calibrated for temperature and running time. Temperature (98 degrees) and running times (20 seconds) will be adhered to as set by the CDC.

Materials

The School will work with the architect to ensure that 20% of building materials are from reused and recycled sources. All classrooms, offices and classrooms will be carpeted with recycled carpet tiles. The café and bathroom floors will be made of Vinyl Composition Tile ("VCT") tiling. All paints will be lead and Volatile Organic Compound ("VOC") free.

Interior

The building's interior will be bright and have a hue frequency-based color theme, and include learning windows that will visually open, expose and label building elements to engage students.

Playground

The playground will be fenced and equipped with child safe playground toys and equipment.

Parking lot, driveways and sidewalks

The Eunoia parking lot will be paved and striped with at least 45 spaces including ADA / Universal Design access. Driveways will allow for snow removal, trash and delivers while meeting DOT specs. All sidewalks will have rounded curves and graded entrance ramps for universal design compliance.

with the Board each month. Doing so ensures fiduciary oversight of the budget and budgeting process, allowing refining as needed.

Work on the next fiscal year budget begins in January of each year. Critical to the success and accuracy is the inclusion of all staff. Providing budget worksheets to project needs for instructional and operational materials, consumable materials and any new equipment provides insight to planning and forecasting expenses against projected revenue, to include enrollment targets and grant income.

First draft of the budget is completed by the CMO and School Director, and is shared in draft format with the Board finance committee in early February. Review and final draft is completed in March, with Board review in late March. The budget is approved in April to allow purchase orders and planning for the new year's purchases and timely receipt for the start of the school year.

It shall be the policy of Eunoia Learning Academy to create and maintain accounting, billing, and cash control policies, procedures and records which are consistent with Generally Accepted Accounting Principles (GAAP) and which meet the requirements of state and federal statutes and regulations.

Section IV: Innovative Plan

Eunoia's integrated design builds on thematic units of arts and humanities projects based activities that engage learners in rigorous, relevant and real-world problem solving. This design is purposeful and stems from research of what works with high needs students. The model showcases effective instructional practices and encompasses multi-platform technology, allowing the teacher to hook and engage students in learning through real-world activities that mirror how we live our lives, and ensure skills are logged in to long term memory.

The Core Knowledge Sequence provides the roadmap for grade level content and serves as the foundation for thematic, projects based activities. Core Knowledge is a scientifically based, sequential, content-rich curriculum that provides opportunity for all students, including those who have not had the benefits of a home rich in literature or multiple learning experiences, to interact with the world through theme-based classroom studies. Eunoia Learning Academy blends the sequences of Core Knowledge with experiences and themed-based units to ensure application to what each student lives.

The arts play an integral part in Eunoia's design. An invaluable resource in engaging high needs students in learning and providing a platform for increasing confidence and self esteem, the arts will be a significant lens through which skills, cross curricular content, and experiences are introduced. This aligns well with the humanities focus of Core Knowledge and the International Marketplace focus of the community. How better to explore the world than through a culturally rich lens.

ELA focuses on readying each child for success in top post-secondary institutions and experiences; embracing and promoting a path for college bound students throughout the School's community. At the pre-K and primary level, emphasis will focus on preparing students developmentally and as proficient readers by the end of grade one, as well as learners developmentally ready to maximize reading as a foundation for learning forward. In grades 3 and above, instruction will showcase technology as a global resource for enriching curriculum and exploring content, allowing students to select paths for demonstrating and presenting understanding of standards.

During year one, Eunoia's licensed Pre-K program, serving 50 children, will focus on developing and meeting the Family and Social Services Administration's (FSSA) *Paths to Quality* standards, and attaining the FSSA highest

recognition as a level four (4) licensed center. *Paths to Quality* standards are highlighted in Table III. Paths to Quality standards **with** indicators are included in the [Attachments](#).

Table III – Paths to Quality Standards Overview

<i>Paths to Quality</i> Level	Eunoia Pre-K will	Date for Baseline Attainment
Level 1	<ul style="list-style-type: none"> • Meet minimum health / safety standards • Develop health / safety policies and procedures • Implement health / safety policies and practices 	<ul style="list-style-type: none"> • August 2015 • January 2015 • August 2015
Level 2	<ul style="list-style-type: none"> • Provide an environment that is welcoming, nurturing and safe • Provide a variety of learning materials that reflect age, interests and abilities • Provide for children’s language and literacy skill development • Provide pertinent program information to families • Promote staff development 	<ul style="list-style-type: none"> • August 2015 • August 2015 • August 2015 • August 2015 • July 2015
Level 3	<ul style="list-style-type: none"> • Implement a projects approach planned curriculum that is age appropriate • Demonstrate professional growth of Director and staff in excess of licensing requirements • Facilitate family and staff input • Establish a strategic plan • Work toward accreditation 	<ul style="list-style-type: none"> • August 2015 • July 2016 • August 2015 • January 2016 • January 2016
Level 4	<ul style="list-style-type: none"> • Meet highest standards for quality early care and education • Leadership mentors other programs in quality improvement 	<ul style="list-style-type: none"> • July 2016 • July 2016

Across the first five years, the school will grow upward, one grade level per year, until the School realizes its goal of serving students Pre-K through Grade 8, offering a world-class, real-world choice experience for students. Typically, by grade 5, students are well established in their educational setting, linking school with social networks. Beginning with a school that focuses on early childhood, primary and early intermediate grades, provides Eunoia the opportunity to develop a positive, nurturing, creative, and caring culture; home-growing students who will, over time, support and mentor younger students. Inclusion of the Pre-K program allows development of a solid foundation for students to enter school, establishing consistency, structure, and solid skills to level the playing field and maximize every child’s potential. It reduces the number of children who enter Kindergarten behind their peers as many times, these children remain behind. Over the first three years, Eunoia will build relationships and grow partnerships, with local public schools and organizations, realizing the School’s vision of serving as a beacon in the community.

Eunoia uses an integrated design, blurring the lines of typical blocks of time segmenting content areas. A thematic, arts and humanities project based model encourages students to touch and explore learning through a variety of resources. A campus that encompasses 14.3 acres allows design of grounds and facilities that serve as instructional resources. Combined with multi-platform technology and online educational resources that replace and or supplement written text, learning knows no boundaries, and students develop as self-managers equipped with 21st century skills in effective problem solving, understanding use of prior skills in building new, bridging K-12 and post-secondary success. Research has confirmed that students are more likely to remember information, feel a better sense of accomplishment and have greater ability to transfer experiences to other learning situations when learning is hands-on.²

I'mPossible is Eunoia's alternative academic and social behavioral program designed for students in jeopardy of school exclusion and who have not previously met with school success due to continued academic and or behavior problems. The program is geared to students in Grades 5 – 8, and is designed to re-engage students academically through a caring and supportive program that develops resilience and daily living skills. The program maximizes research based Responsive Classroom practices and develops the *Search Institute's 40 Development Assets* in working with students in a team setting. The *I'mPossible* developmental assets and programmatic details are included in [Attachments](#).

Through partnerships with strategically selected community organizations, *I'mPossible* provides a continuum of strategic support and scaffolding resources. Eunoia will partner with VSA Indy, a arts programmatic service organization to provide an artist in residence to work with students and educators in building self-esteem and showcasing student skills and talent, a segue in laying a foundation to re-engage students academically. Indiana University School of Psychology 4th year graduate students will provide bi-weekly onsite social behavior support in developing resiliency skills and tracking data to support re-engagement. A growing partnership plans collaboration with Herron School of Arts, Art Therapy program in developing daily living skills critical to student success. Partnership with the Indianapolis Refugee Gardens program provides community internship and character education, and allows *I'mPossible* student oversight of the Eunoia World Gardens, a component of the campus outdoor Ecolab (a project in collaboration with Marian University). Outcomes for *I'mPossible* include –

- Students will decrease maladaptive behaviors and reduce office visits and suspension by 80%
- Students will re-engage in education and classroom activities with 90% reduction in removal from class for behavior or failure to comply with reasonable requests
- Students will increase academic success by completing 90% of assignments within each grading period
- Students will increase two (2) levels in reading and math skills over instructional year
- Students will increase self-awareness participating in individual/group counseling no less than two (2) times per week
- Students will increase resiliency and daily living skills as evidenced through conflict resolution, choices and communication with others and adults four (4) out of five (5) times per week
- Students will participate in four (4) hours of community internship each week
- Students will re-integrate into regular classroom setting within one (1) – two semesters (2)

Students who are challenged by school mobility brought on by economic stressors and crises are unlikely to meet school success. Academic and social behavior deficits plague students and progress. Through a partnership with DAST Foundation and Consulting, Eunoia will work to minimize the impact of student mobility and stabilize

² Rillero, P. and Haury, D. (1994). Perspectives of Hands-On Science Teaching. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Columbus.

students from revolving school transitions. Even the most highly qualified educators will fail if students do not remain enrolled.

Families facing economic relocation crises will work with community partners to obtain emergency shelter and housing, long-term rental, and rent to own property. Further collaboration with organizations such as Apprisen, a United-Way funded agency, La Plaza, Habitat for Humanity, and the Indianapolis Neighborhood Housing Project, provide financial planning, education, and coaching to parents. It is planned that many of these programs will be offered on the Eunoia campus, furthering our mission to be a community beacon and maximize use of the campus during non-instructional hours. Program titles and workshops, to name a few, include –

- Make the Most of your Income
- Financial Foundations 101
- Understanding Credit
- Dollars and Sense
- Home Buyer Education

Eunoia’s learning environment ***celebrates and develops each child in a caring environment, nurturing creativity, fostering growth, developing responsibility, and promoting collective stewardship. Teaching children to respect themselves, others, and their environment is the underlying foundation that guides instruction, character development, and programmatic structure.***

The school will be developed and maintained as a safe and positive learning environment for all students. *Behaviors for Learning*, a resource for clear, effective and consistent expectations for students will be used in developing a culture within the school that supports behaviors conducive to student success. This powerful tool, unique to the Eunoia model, levels the playing field for all students and allows each child to focus on learning, removing the need to rethink expectations each time a child works with a different teacher, staff or peer. The first two weeks of the school year are focused on defining, discussing, and role playing, modeling and developing the key behaviors that support and guide the learning environment. A few such behaviors include –

- Defining what it looks like to walk the halls
- Defining transitions from whole group to small group
- Defining what dining in e-Café looks like
- Defining appropriate behavior for restroom use

The school day will begin in every classroom with *Students Organized and Reflecting (“SOAR”)*, where students circle in a team and are asked to reflect upon yesterday and plan for a better today. *SOAR* provides a roadmap for the day, sets a structure of consistency and develops a team environment for the classroom. Each day will conclude with *Reflections in Mind*, a closure activity to reflect upon the day’s events and organize students in preparation to depart for home. All students will wear uniforms to promote a harmonious social environment conducive to a consistent and leveled learning environment. Additionally, students will take part in daily activities that teach reduce, recycle, and reduce, fostering respect for the School and community environments.

Eunoia’s promotion of team and family in developing respect for self, others and the environment forms the foundation for our behavior system. Work through the Responsive Classroom is the impetus behind the methodology. Research conducted for the Responsive Classroom™, *The Social and Academic Learning Study*, completed in 2004, yielded important findings from schools using the model:

Children

- Scored higher on math and reading tests

- Felt more positive about schools, teachers, and peers
- Had better social skills and fewer behavior problems

Teachers

- Felt more effective and more positive about teaching
- Offered higher-quality instruction
- Collaborated more frequently with other teachers

This and other similar studies confirm what many years in education have proven – when children are explicitly taught social and emotional skills in a positive classroom climate, behavioral problems decrease and academic engagement and achievement increase.

The *Behaviors for Learning* aligns with the School’s mission to instill in students respect for self, others and their environment. It is the foundation for the instructional program and the path to ensuring goals and objectives are met.

The school calendar consists of 205 days – divided into instructional days, teacher workdays, and staff development days. The academic year plans for 192 instructional days (inclusive of two (2) flex snow days), two (2) teacher work / record days, and 13 staff development days, 10 prior to the start of the school year. The School will operate from 6: 30 a.m. – 6:00 p.m. In partnership with the YMCA, a before and after school care program operates during non-instructional time, 6:30 a.m. – 7:30 a.m. and 3:40 p.m. – 6:00 p.m. During planned days of early release, evening workshops, and summer break, the YMCA facilitates extended care and summer camp programs for Eunoia students, as well, to support parents’ work schedules.

The School’s master schedule plans for daily preparation and team-meeting time to guide and inform instructional needs. A daily focus targets key areas of academic and social behavior domains, and ensures instructional and support staff meet regularly to review data and discuss student needs. Weekly leadership team meetings serve to guide communication, inform decision-making, and target areas for continued growth. Monthly staff meetings, then, can serve as opportunities for professional development and data-dig workshops to guide and inform instruction.

Instructional planning supports student developmental needs and habits. For example, primary grades begin the day with critical content, with projects focusing on literacy and math skills, supporting research based developmental trends in how students learn. Older students begin the day in extended core content, promoting engagement and supporting developmental trends that show older students don’t typically ‘wake up’ until mid-morning. Core content is integrated later in the day for the Academy’s students in grades 5 – 8. This approach builds on student needs and ensures focus and success in student learning.

**ARTICLES OF INCORPORATION
OF
EUNOIA SCHOOL OF EXCELLENCE, INC.**

The undersigned incorporator, desiring to form a nonprofit corporation (hereinafter referred to as the "Corporation"), pursuant to the provisions of the Indiana Not For Profit Corporation Act of 1991 (the "Act"), executes the following Articles of Incorporation.

ARTICLE I
Name and Type of Corporation

The name of the Corporation is Eunoia Learning Academy, Inc. The Corporation is a corporation established for public benefit.

ARTICLE II
Purposes and Powers

Section 2.1. Purposes. The Corporation is formed to:

- (a) Provide services as a local educational agency, public charter school serving Chicago, Indiana urban students; and
- (b) Transact any and all lawful business for which nonprofit corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for non-profit purposes.

Section 2.2. Nonprofit Purposes.

- (a) The Corporation is organized to operate exclusively for the charitable purposes established in this Article II. Contributions received by the Corporation will either be used directly to satisfy these purposes or will be invested with the income generated therefrom used to carry out the Corporation's charitable purposes.
- (b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.
- (c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:
 - (i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or corresponding provisions of any subsequent Federal Tax laws, or
 - (ii) By a corporation, contributions to which are deductible under Section 170(c)(1) or (2) or Section 2522(a)(1) or (2) of the Code, or corresponding provisions of any subsequent Federal tax laws.

Section 2.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provision of these Articles of Incorporation, the Corporation shall have the power:

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

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

Section 2.4. Limitation Upon Dissolution. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all assets of the Corporation exclusively for the purposes of the Corporation in such a manner, or to such organization(s) organized and operated exclusively for charitable, educational or scientific purposes as shall at the time qualify as an exempt organization(s) under Code Section 501(c), or corresponding provisions of any subsequent federal tax law, as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the Judge of the Court of Cook County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III **Period of Existence**

The period during which the Corporation shall continue is perpetual.

ARTICLE IV **Registered Agent and Registered Office**

The name and address of the Registered Agent and Registered Office are: Whitted Cleary and Takiff, LLC, 3000 Dundee Road, Suite 303 Northbrook, IL 60062.

ARTICLE V **Membership**

Michelle Thompson, PhD shall be the sole member of the Corporation (the "Members"). Each Member shall be entitled to one (1) vote on any matter submitted to a Membership vote.

ARTICLE VI **Directors**

Section 6.1. Number of Directors. The number of Directors of the Corporation and their election shall be fixed by the Code of By-Laws of the Corporation, but in no event shall the number be more than eleven (11) or less than three (3).

Section 6.2. Names and Post Office Addresses of the Directors. The names and post office addresses of the current Board of Directors are:

<u>Name</u>	<u>Address, State, Zip Code</u>
Michelle Thompson, PhD	P.O. Box 3690, Carmel, IN 46082

Section 6.3. Terms of Directors. Directors of the Corporation shall be elected for such terms as may be fixed by the Code of By-Laws of the Corporation and shall, if the By-Laws shall so provide, be divided into as many groups whose terms of office expire at different times as the By-Laws shall provide.

Section 6.4. Removal of Directors. Any or all members of the Board of Directors of the Corporation, other than the Members of the Corporation while serving as a Director, may be removed at any time with or without cause at the direction or other election of the Members of the Corporation.

ARTICLE VII **Incorporator**

The name and post office address of the incorporator of the Corporation is Michelle Thompson, PhD, P.O. Box 3690, Carmel, IN 46082.

ARTICLE VII **Provisions for the Regulation and** **Conduct of the Affairs of the Corporation**

Other provisions, consistent with the laws of this state, for the regulation and conduct of the affairs of the Corporation, and creating, defining, limiting or regulating the powers of the Corporation or the Directors are as follows:

Section 7.1. Indemnification.

(a) The Corporation shall indemnify any person as of right who is or was a director, officer, employee, or agent of the Corporation, or is or was serving as a director, officer, employee, or agent of another corporation, partnership, or other enterprise at the request of the Corporation, against expenses (including attorneys' fees), judgments, fines, penalties, and amounts paid in settlement reasonably incurred by such person, to the fullest extent now or hereafter permitted by law, in connection with or resulting from any claim, action, suit, or proceeding (whether actual or threatened, civil, criminal, administrative, or investigative, or in connection with an appeal relating thereto), in which such person may be involved as a party or otherwise by reason of being or having been a director, officer, employee, or agent of the Corporation or of such other organization; provided, such person acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, in a manner which he had no reasonable cause to believe was unlawful. The termination of any claim, action, suit or proceeding by judgment, order, settlement (whether with or without court approval), conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a pre-

sumption that the person did not act in good faith and in a manner which he reasonably believed to be in, or not opposed to, the best interests of the Corporation, and, with respect to any criminal action, suit, or proceeding, in a manner which he had reasonable cause to believe was unlawful.

(b) Any director, officer or employee of the Corporation who has been successful as a party on the merits or otherwise in his defense of any claim, action, suit, or proceeding referred to in the first sentence of Section 7.1(a) shall be indemnified as of right against expenses (including attorneys' fees) reasonably incurred by him in connection therewith (except to the extent covered by insurance).

(c) Except as provided in Section 7.1(b) above, any indemnification under Section 7.1(a) shall be made by the Corporation only upon a determination that indemnification of the particular director, officer, employee, or agent is proper in the circumstances because such person has met the applicable standards of conduct set forth in Section 7.1(a). Such determination shall be made (i) by the Board of Directors of the Corporation by a majority vote of a quorum consisting of members of the Board of Directors who were not parties to such claim, action, suit, or proceeding, or (ii) if such a quorum is not obtainable or if so directed by a majority vote of a quorum consisting of members of the Board of Directors who were not parties to such claim, action, suit, or proceeding, by independent legal counsel (who may be regular counsel of the Corporation or other disinterested person(s), such counsel or person(s) being hereafter called the "referee") in a written opinion. The person claiming indemnification shall, if requested, appear before the referee and answer questions which the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he 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 which are within the possession or control of the Corporation.

(d) The indemnification provided by this Section 7.1 shall not be deemed exclusive of any other rights to which a director, officer, employee, or agent may be entitled under any by-law, resolution, agreement, or otherwise, and shall continue as to a person who has ceased to be a director, officer, employee, or agent of the Corporation, and shall inure to the benefit of the heirs, executors and administrators of such a person. The indemnification provided by this Section 7.1 shall be applicable to claims, actions, suits, or proceedings made or commenced after the adoption hereof, arising from acts or omissions to act occurring whether before or after the adoption hereof.

(e) The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Section 7.1, together with expenses actually and reasonably incurred by him in connection with his defense thereof; provided that when and to the extent that the Corporation has purchased and maintained such insurance, it shall have no duty under this Section 7.1 to indemnify any such person to the extent such liability is covered by such insurance.

Section 7.2. Restriction Upon Acceptance of Gifts. No gifts or other contributions to the Corporation shall be accepted by the Corporation if the use or expenditure of such gift or other contribution is subject to any condition which is inconsistent with the purposes of the Corporation as stated herein.

Section 7.3. Interest of Directors in Contracts. Any contract or other transaction between the Corporation and one or more of its Directors, or between the Corporation and any firm of which one or more of its Directors are members or employees, or in which they are interested, or between the Corporation and any corporation or association of which one or more of its Directors are shareholders, members, directors or employees, or in which they are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting of the Board of Directors of the Corporation which acts upon or in reference to such contract or transaction. Also, notwithstanding such Director's participation in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted in calculating the majority of such quorum necessary to carry such vote. Provided, however, such contract or transaction shall be at arm's length and not violative of the proscriptions of these Articles against the Corporation's use or application of its funds for private benefit.

Section 7.4. Net Earnings. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to, its directors, officers, or other private individuals.

Section 7.5. Private Corporation. If at any time it is determined by the Internal Revenue Service that the Corporation is a private Corporation within the meaning of Code Section 509(a) (or the corresponding provision of any future United States revenue law), the Corporation shall also be subject to the requirements set forth below in this Section.

(a) Distribution of Income. The Corporation shall distribute its income each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Code Section 4942, or corresponding provisions of any subsequent federal tax law.

(b) Self-Dealing. The Corporation shall not engage in any act of self-dealing as defined in Code Section 4941 (d), or corresponding provisions of any subsequent federal tax law.

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

(d) Investments Jeopardizing Charitable Purpose. The Corporation shall not make any investments in such manner as to subject it to tax under Code Section 4944, or corresponding provisions of any subsequent federal tax laws.

(e) Taxable Expenditures. The Corporation shall not make any taxable expenditures as defined in Code Section 4945(d), or corresponding provisions of any subsequent federal tax law.

Section 7.6. Articles of Incorporation. The Corporation reserves to the Members of the Corporation the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, nevertheless, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code, or such equivalent provision as may hereafter exist from time to time.

Section 7.7. By-Laws. The Board of Directors, with the consent of the Members of the Corporation, shall have the power to adopt and amend the By-Laws of the Corporation, which may contain other provisions consistent with the laws of the State of Indiana, for the regulation and management of the affairs of the Corporation.

Section 7.8. Not-for-Profit Status. Notwithstanding any contrary provisions contained herein, neither the Members nor the Board of Directors shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code Section 501(c)(3) or corresponding provisions of any subsequent federal tax laws.

IN WITNESS WHEREOF, the undersigned hereby executes these Articles of Incorporation as of this 10th day of June 2011.

Michelle Thompson, Ph.D.
Incorporator

1954901v1

**CODE OF BY-LAWS
OF THE
EUNOIA SCHOOL OF EXCELLENCE, INC.**

**ARTICLE I
Identification**

Section 1.1. Name. The name of the corporation shall be Eunoia School of Excellence, Inc. (hereinafter referred to as the “Corporation”).

Section 1.2. Resident Agent and Registered Office. The name of the Registered Agent is _____, and the address of the Registered Office at which the Registered Agent may be reached is _____, **Indiana**. The location of the registered office of the Corporation or the designation of its Registered Agent, or both, may be changed at any time or from time to time when authorized by the Board of Directors by filing a notice of change with the Indiana Secretary of State on or before the day any such change is to take effect, or as soon as possible after the death of the Registered Agent or other unforeseen termination of the Registered Agent’s agency.

Section 1.3. Seal. The Corporation shall have no seal.

Section 1.4. Purposes. The Corporation is a public benefit corporation organized exclusively for the charitable purposes within the meaning of Section 501(c)(3) of the Internal Code of 1986, as the same may be amended from time to time, or the corresponding provisions of any future United States revenue law.

**ARTICLE II
Membership**

Section 2.1. Sole Member. Membership in the Corporation shall be governed by the provisions in the Articles of Incorporation of the Corporation. Accordingly, unless and until such Articles of Incorporation are amended to otherwise provide, Michelle Thompson, PhD shall be the sole Member of the Corporation.

Section 2.2. Annual Meetings. The annual meeting of the Members of the Corporation shall be held on a date as may be designated by the Board of Directors at such places in and outside the State of Indiana as the Board of Directors resolves, but in no event shall the annual meeting be held later than three (3) months after the close of the fiscal year of the Corporation.

Section 2.2. Special Meetings. Special meetings of the Members may be called by the Chairman of the Board of Directors or Member.

Section 2.3. Notice of Meetings. Written notice stating the place, day and hour of any meeting of Members and, in the case of special meetings or when otherwise required by law, the purpose for which any such meeting is called, shall be delivered or mailed by the secretary of the

Corporation to each voting Member of record, at such address as appears upon the records of the Corporation, and at least two (2) days before the date of such meeting.

Section 2.4. Waiver of Notice. Notice of any meeting may be waived by any voting Member in writing filed with the Secretary of the Corporation. Attendance at any meeting in person or by proxy shall constitute a waiver of notice of such meeting.

Section 2.5. Voting by Proxy. A Member entitled to vote at any meeting of Members may vote either in person or by proxy executed in writing by the Member or a duly authorized attorney-in-fact of such Member.

Section 2.6. Quorum. At any meeting of Members, a majority of all Members entitled to vote shall constitute a quorum. A majority vote of such quorum shall be necessary for the transaction of any business by the meeting, unless a greater number is required by law, the Articles of Incorporation or by these By-Laws.

Section 2.7. Voting List. The Secretary of the Corporation shall at all times keep at the principal office of the Corporation a complete and accurate list of all Members entitled to vote. Such list may be inspected by any Member for any proper purpose at any reasonable time.

Section 2.8. Action by Consent. Any action required to be taken at a meeting of Members, or any action which may be taken at a meeting of Members, may be taken without a meeting but with the same effect as a unanimous vote at a meeting, if, prior to such action, a consent in writing, setting forth the action so taken, shall be signed by all Members entitled to vote with respect thereto, and such consent is filed with the minutes of the proceedings of the Members.

ARTICLE III **Board of Directors**

Section 3.1. Composition and Duties. The business and affairs of the Corporation shall be managed by its Board of Directors. There shall be an initial Board of no fewer than (3) Directors of the Corporation and no more than eleven (11). The number of Directors shall be prescribed from time to time by the By-Laws.

Section 3.2. Election and Terms of Office. The initial members of the Board of Directors shall serve until the first annual meeting of the Board, and until their respective successors are elected and qualified. The members of the Board of Directors shall thereafter be elected by the Members of the Corporation annually to serve for terms of one (1) year and until their respective successors are elected and qualified.

Section 3.3. Vacancies. Any vacancy on the Board of Directors may be filled by a majority vote of the remaining Directors. Subject to removal as otherwise provided herein, any Director so elected or appointed shall hold office for the unexpired term of the vacancy.

Section 3.4. Resignation. Any Director may resign at any time. A resignation shall be made in writing to the Board of Directors and shall take effect at the time specified therein or, if

no time is specified, at the time of its receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

Section 3.5. Removal of Directors. Any or all members of the Board of Directors of the Corporation may be removed at any time with or without cause at the direction or election of Members of the Corporation, at any meeting called expressly for that purpose.

Section 3.6. Annual Meetings. The annual meeting of the Board of Directors shall be held at such time and place as periodically determined by the Directors. This meeting shall be held for the purposes of electing officers of the Corporation and for consideration of any other business that may be brought before the meeting. No notice shall be necessary for the holding of this annual meeting.

Section 3.7. Special Meetings. Special meetings of the Board of Directors may be held upon call of the President, a majority of the Directors or a majority of the Members of the Corporation. The person or persons calling such meeting shall give or cause the Secretary of the Corporation to give written or oral notice of the meeting, specifying the time and place of the meeting to each Director, either in person, by telephone, by mailing, by messenger, by facsimile transmission, or by telegram, at least three (3) days in advance of the meeting. The notice of such meeting shall state the purpose for which the meeting is to be called. No business shall be transacted at a special meeting except as stated in the notice.

Section 3.8. Participation in Meetings. Any or all Directors may participate in a meeting of the Board or committee of the Board by any means of communication by which all Directors participating may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting.

Section 3.9. Waiver of Notice. A Director's attendance at or participation in a meeting waives any required notice to the Director of the meeting unless the Director at the beginning of the meeting objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting. A Director may waive notice of the meeting either before or after the date and time stated in the notice, which waiver must be in writing and signed by the Director entitled to the notice.

Section 3.10. Quorum. The presence of a majority of the Directors shall be necessary to constitute a quorum for the transaction of any business, and the act of the majority of the Directors present and voting at any meeting at which a quorum is present shall be the act of the Board of Directors except as may be otherwise specifically provided by statute or these By-Laws.

Section 3.11. Action Without Meeting. Any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if, prior to such action, written consents setting forth the action to be so taken shall be signed by all members of the Board of Directors and such written consents shall be filed with the minutes of the proceedings of the Corporation.

Section 3.12. Compensation. The Directors may receive reasonable compensation for acting in such capacity, and they may be reimbursed by the Corporation for their reasonable expenses and disbursements incurred on behalf of the Corporation.

ARTICLE IV **Committees**

The Board of Directors may appoint such standing and special committees, including, but not limited to, an executive committee and a finance committee, as it may from time to time deem necessary or desirable. The Board of Directors shall specify the function or functions of any such committee, the number of the members thereof and their terms of office (if fixed). Subject to the authority of the Board of Directors, such committees may consider and investigate such matters, and perform such acts and responsibilities, as may be referred or delegated to them by the Board of Directors.

ARTICLE V **Officers**

Section 5.1. Election. At its annual meeting, the Board of Directors shall elect a President, a Secretary, a Treasurer and such assistants and other officers as it may decide upon, for a term of one (1) year. If the annual meeting of the Board of Directors is not held at the time designated in these By-Laws, such failure shall not cause any defect in the corporate existence of the Corporation, but the officers for the time being shall hold over until their successors are chosen and qualified, unless sooner removed as provided for by applicable law.

Section 5.2. Removal. Any officer may be removed from office, with or without cause, by the vote of a majority of the Directors present and voting at a meeting of the Board of Directors called expressly for that purpose.

Section 5.3. Vacancies. A vacancy in any office may be filled by the Board of Directors for the unexpired portion of the term.

Section 5.4. President. The President shall be the chief executive officer of the Corporation and shall possess and exercise general executive and supervisory authority over the Corporation's affairs and its employees and other officers and shall preside at all meetings of the Board of Directors. The President shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time. The Vice President may, in the absence of the President, perform all duties incident to such offices.

Section 5.5. Vice President. The Vice President (if any) shall perform all duties incumbent upon the President during the absence or disability of the President, and perform such other duties as the By-Laws may require or the Board of Directors may prescribe.

Section 5.6. Treasurer. The Treasurer's duties shall include the following: (i) keeping correct and complete records of account which show at all times the actual financial condition of the Corporation; (ii) serving as the legal custodian of all monies, notes, securities and other

valuables which may from time to time come into the possession of the Corporation; (iii) providing a statement of the financial condition of the Corporation at the regular meeting of the Members of the Corporation; (iv) preparing and timely filing on behalf of the Corporation such reports and returns as may be required from time to time to maintain the Corporation in good standing under the laws of the State of Indiana; and (v) preparing and timely filing on behalf of the Corporation any annual federal or state income tax returns required to be filed by the Corporation and such other reports and returns as may be required from time to time to establish and maintain the exempt status of the Corporation for purposes of federal and state income taxation.

Section 5.7. Secretary. The Secretary's duties shall include the following: (i) attending all meetings of the members of the Board of Directors and keeping, or causing to be kept, in a book provided for that purpose, a true and complete record of the proceedings of such meetings, and performing a like duty for all standing committees appointed by the Board of Directors, when required; (ii) giving all notices of the Corporation required to be served in accordance with the provisions of these By-Laws or as required by law; (iii) keeping a list of the Members of the Corporation and their respective post office addresses; (iv) acting as the legal custodian of the corporate records of the Corporation; and, (iv) in general, performing all duties incident to the office of Secretary.

Section 5.8. Assistant Officers. Such assistant officers, as the Board of Directors shall from time to time designate and elect, shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them and such other powers and duties as this Code of By-Laws or the Board of Directors may prescribe. An Assistant Secretary may, in the event of the absence or disability of the Secretary, attest to the execution by the Corporation of all documents.

Section 5.9. Delegation of Authority. In case of the absence of any officer of the Corporation, or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of such officer to any other officer or to any Director, for the time being, provided a majority of the entire Board concurs therein.

ARTICLE VI **Miscellaneous**

Section 6.1. Execution of Contracts and Other Documents. Unless otherwise required by law or otherwise directed by the Board of Directors, all contracts, agreements, and documents entered into by the Corporation shall be executed by either the Chairman of the Board of Directors or the President of the Corporation, singly, and if required, attested by the Secretary or Treasurer. However, the Board of Directors may expressly authorize by resolution any officer, employee, or agent of the Corporation to execute any such deed, mortgage, assignment, instrument, contract or agreement on behalf of the Corporation singly and without the necessity of any additional execution or attestation by any other officer of the Corporation.

Section 6.2. Execution of Checks, Drafts and Other Orders for Payment. All checks, drafts or other orders for payment of money by the Corporation must be signed such person or persons as the Board of Directors may from time to time so designate.

Section 6.3. Fiscal Year. The fiscal year of the Corporation shall be from October 1 to September 30.

Section 6.4. Deposits. All monies of the Corporation shall be deposited in the name of the Corporation under such conditions and at such financial institution or financial institutions as shall be determined by the Board of Directors.

Section 6.5. Amendment. The Board of Directors, with the consent of the Members of the Corporation, shall have the power to make, alter, amend or repeal this Code of By-Laws of the Corporation providing for the internal regulation and conduct of the affairs of the Corporation.

Section 6.6. Not-for-Profit Status. Notwithstanding any contrary provisions contained herein, neither the Members nor the Board of Directors shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code Section 501(c)(3) or corresponding provisions of any subsequent federal tax laws or would otherwise be in violation of the Indiana General Not For Profit Corporation Act of 1986.

Effective Date: _____, 2011

1954911v1

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

DEPARTMENT OF THE TREASURY

Date: MAR 13 2012

EUNOIA SCHOOL OF EXCELLENCE
C/O INSTITUTE FOR SCHOOL EXCELLENCE
212 W 10TH STREET D465
INDIANAPOLIS, IN 46202

Employer Identification Number:
45-2502344
DLN:
17053171348021
Contact Person:
TERRY IZUMI ID# 95048
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
September 30, 2011
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,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

EUNOIA SCHOOL OF EXCELLENCE

INFORMATION FOR CHARTER SCHOOLS

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

Assurances Form

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **Eunoia Learning Academy** (name of school) to be located at **3440 Guion Road, Indianapolis, IN 46222** is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. Will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby.
IC 20-5.5-7-3
4. Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.5-9-1
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. Will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.

11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, 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.
13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion and ancestry. IC 20-5.5-2-2
14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.



Authorized Representative's Signature

July 17, 2014
Date

Eunoia Learning Academy Code of Ethics*

Eunoia Learning Academy Statement of Ethics for Educational Leaders and Board Directors

An educational and board leader's professional conduct must conform to an ethical code of behavior, defining and setting high standards for all. The educational and board leader provides a standard and example from which all staff, students and community follow. These standards require the Eunoia leadership to maintain standards of exemplary behaviors and decisions while recognizing that each action is viewed by staff, students, families, and community.

The School's education and board leaders acknowledge that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability, maximizing student achievement, and ensuring high expectations for each and every student and staff.

To these ends, the education and board leader subscribes to the following statements of standards.

The education and board leader:

1. Ensures the foundation of each decision is the education and well-being of students;
2. Sets a foundational perspective -- ethical, excellence, and enduring -- in guiding the School's vision;
3. Fulfills each professional duty with honesty and integrity -- always acting in a trustworthy and responsible manner;
4. Supports the principle of due process and protects the civil and human rights of all individuals;
5. Ensures each decision adheres to federal, state and local laws;
6. Ensures each decision follows board and school policies, and are formed from a foundation of research, analysis and well-informed practice;
7. Pursues appropriate and timely actions to modify policies, actions, decisions and regulations that are not consistent with sound educational goals or are not in the best interest of students;
8. Does not compromise the School, its students, staff, or families for personal gain through political, social, religious, economic or other influences;
9. Ensures a practice of employing quality candidates from accredited post-secondary institutions;
10. Maintains a separation of roles and responsibilities between School Leader and Board Director, with School Leader focused on administration of the school and board focused on policy and governance;
11. Maintains confidentiality of School and Board information as appropriate under federal, state and local law;
12. Honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties;
13. Accepts responsibility and accountability for one's own actions and behaviors.

I hereby commit to upholding the Eunoia Learning Academy Code of Ethics in my role as listed below.

Name: _____

Position/Role: _____

Signature: _____ Date: _____

**EUNOIA LEARNING ACADEMY
CONFLICT OF INTEREST POLICY**

ARTICLE I
Purpose

The purpose of the conflict of interest policy is to protect the interests of this tax-exempt organization, Eunoia Charter School of Excellence, Inc., operating as Eunoia Learning Academy (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit

transaction, as that term is defined in section 4958 of the Internal Revenue Code. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

ARTICLE II **Definitions**

1. Interested Person

Any Member of the Corporation, member of the Board of Directors of the Corporation (the "Board"), principal officer, or member of a committee with 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 Corporation has a transaction or arrangement,
- B. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation 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 Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors, that are not insubstantial. (In general, amounts less than \$500.00 will be considered 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 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 Board delegated powers considering the proposed transaction or arrangement. Notwithstanding the foregoing, if it is apparent to the Board of Directors that a potential conflict exists, e.g., establishment of compensation for an officer who also serves as a director, the interested person has no further duty to disclose.

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 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 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 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 Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous arrangement from a person or entity that would not give rise to a conflict of interest.
- D. After reviewing the available information, the Board or committee shall determine by a majority vote of the disinterested directors, or, if applicable, disinterested committee members, whether the transaction or arrangement is in the Corporation'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 Board or committee has reasonable cause to believe one of its members 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 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 Board and all committees with board delegated powers shall contain:

- A. The name of the person who disclosed or otherwise was 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 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 voting member of the Board of Directors, or a committee whose jurisdiction includes compensation matters, and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation. However, such voting member shall participate in the review and determination of the reasonable compensation of other voting members. In addition, no voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI
Compliance Statements

As and if deemed necessary and appropriate by the Board of Directors, each director, principal officer and member of a committee with Board delegated powers shall sign a statement which affirms 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 Corporation 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 Review

To ensure the Corporation 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 review 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 Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII
Use of Outside Experts

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

IN WITNESS HEREOF, and IN AFFIRMATION OF THE STATEMENTS CONTAINED IN ARTICLE VI, the undersigned hereby execute this Conflict of Interest Policy effective as of this __ day of _____, 20__.

41. Complaint Policy

here is an alternate approach

<http://www.newyorkcharters.org/documents/ComplaintsandCharterSchoolsAct.pdf>

1. Introduction

1.1 We believe that our school provides a good education for all our children, and that the Director and other staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the school follows in such cases.

2. Aims and objectives

2.1 Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child

above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

3. The complaints process

How to share a concern

3.1 If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

What to do if the matter is not resolved through informal discussion

3.2 Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Director. The Director considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

Sharing a concern about the Director

3.3 Should a parent have a complaint about the Director, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined below. A list of governor names is available from the school office.

How to take the matter further

3.4 Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.

The governing body must consider all written complaints within three weeks of receipt. It arranges a meeting to discuss the complaint, and invites the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The school gives the complainant at least three days' notice of the meeting.

After hearing all the evidence, the governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

Who to appeal to next

3.5 If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the school or from the LEA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

3.6 If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

4. Monitoring and review

4.1 The governors monitor the complaints procedure, in order to ensure that all complaints are handled properly. The Director logs all complaints received by the school and records how they were resolved. Governors examine this log on an annual basis.

4.2 Governors take into account any local or national decisions that affect the complaints process, and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the complaints process.

Kindergarten Curriculum Map

Month/ Subject	LA	LA Phonics	LA Sayings	World Hist	American Hist	Geography	Science	Math	Biography	Virtues
Aug/ Sept			A Place for Everything and Everything in it's Place, Do Unto Others Great Oaks from Little acorns grow	Foster Geographical Awareness of World Identify and Locate the Seven Continents of the World	Symbols and Figures: U.S. Flag Pledge of Allegiance Celebration of the Birthday of Theodore Roosevelt	Foster Geographical Awareness, Identify and Locate the Seven Continents of the World, Make and use a Simple Map	Plants and Plant Growth, Emphasis of Study: Trees, Compare and Contrast Deciduous/Evergreen, Bulb Planting	Geometry, Terms of Orientation-- Left/right, Top/Bottom/Middle, etc. Identify and sort Plane figures, Compare sizes, Congruent shapes	Johnny Appleseed-- John Chapman, Theodore Roosevelt	RESPECT
October		Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading	A dog is a man's best friend, Better safe than sorry	Focus on the Continent of Africa (Mt. Kilimanjaro, Nile River, Lake Victoria) See Geography Early Exploration, See Geography	Early Exploration-- New World Columbus Queen Isabella Nina, Pinta and Santa Maria	Review Atlantic Ocean, Identify Animals of the Continent of Africa, Identify Important Landmarks of Africa	Animals and their Needs Weather Patterns	Patterns, Classification, Attributes, Define a set Ordinal Numbers Numbers Sense 1-10		RESPONSIBILITY
November	The Grasshopper and the Ants, The Legend of The Jumping Mouse Hey Diddle Diddle, Diddle Diddle Dumpling, Time to Rise	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading See Skill Map on back	The early bird gets the worm	Focus on the Continent of North America (U.S., Mexico, Canada) See Geography	Native American People: Focus on the Southwest Indian Tribes Arrival for the Pilgrims, Mayflower, Plymouth Rock, Thanksgiving	How Rivers, Lakes and Mountains are represented on maps, Locate Atlantic and Pacific Oceans, North America, United States and Southwest	Animals and their Needs, Seasons	Geometry, Count and Write Number of Objects in a Set One More/One Less, Interpret Graphs, Number Sense 1-15		CITIZENSHIP
December		Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading See Skill Map on back	Practice makes perfect	Focus on the Continent of South America (Rainforest, Andes, Amazon, South American countries See Geography)	Continued Study of Native American People	Locate North and South Poles, Review Seven Continents, Identify Animals and Landmarks of Specific Continents	Introduction to the Properties of Magnetism	Comparing Size Estimating Length and Write Greater Than/Less Than		REVIEW

PAGE 2: Kindergarten Curriculum Map

Month/Subject	LA	LA Phonic	LA Sayings	World Hist	American Hist	Geography	Science	Math	Biography	Virtues
January	The Tortoise and The Hare, The Tug of War, How Many Spots Does a Leopard Have? Starlight Star Bright, Ring around the Rosey, Little Miss Muffet, The More it Snows, Twinkle Twinkle Little Star	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading	Look before you leap	Focus on the Continent of Europe, (Spain, Germany, Great Britain, Italy, France)	Symbols and Figures: Thomas Jefferson--Slavery	Continue use of Maps/Globes, Identify Rivers, Lakes, Mountains, Atlantic & Pacific Oceans, Review The Seven Continents	The Human Body: A Study of the Five Senses	Instruments of Measure— (Scale, Ruler, Thermometer) Introduction to Tens and Ones	Jane Goodall	SELF-CONTROL
February	Cinderella, Momotaro Peach Boy	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading	Early to bed, early to rise makes a man healthy wealthy and wise	Focus on the Continent of Antarctica See Geography	Democracy, Independence, 4th of July	Locate the North and South Poles, Atlantic and Pacific Oceans, Review Familiar Landmarks	The Human Body: Health and Nutrition Habits	Introduction to Currency and Money Measurement Time to the Hour	Casey Jones	INTERGRITY
March	Cinderella, Momotaro Peach Boy Humpty Dumpty, Georgie Porgie, I Don't Mind You Winter Wind, See-Saw Margery Daw	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading See Skill Map on back	It's raining cats and dogs, Where there's a will there's a way	Focus on the Continent of Asia (China, Japan, India, etc.) See Geography	Review symbols and figures: The Statue of Liberty	Review Location of Seven Continents according to Familiar Wildlife and Landmarks, Foster Geographical Awareness	Seasons and Weather	Computation: Addition-- Adding using symbol + Concrete and Numeric Equations	The Wright Brothers: Wilbur and Orville	COOPERATION
April	Rain, April Rain Song, Happy Thoughts, Rain, Rain Go Away, It's Raining It's Pouring, Rock-a-bye Baby	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading See Skill Map on back	April Showers bring May flowers	Focus on the Continent of Australia and New Zealand	Review native American People	Review Map Skills Map the World—Place the Seven Continents and Four Oceans		Addition/Subtraction Recognize 1-31, Identify fraction 1/2, Count to 100, Count backwards 10-1, Count by 2's, 5's, 10's		PERSEVERANCE
May-June	The Little Red Hen, The Ugly Duckling, Chicken Little Tommy, There Was a Little Girl, Mary Mary Quite Contrary, Lady-bug Ladybug	Intensive Phonics, Handwriting, Phonemic Awareness, Riggs Writing Road to Reading See Skill Map on back	Review all sayings	Compare Flags, Review the Seven Continents of the World, Atlantic/Pacific Oceans, North/South Poles See Geography	Review all Symbols and Figures Review Early Exploration	Compare Location of North America/South America, Locate Indianapolis, IN by Use of Maps and Globe, Locate State and City	Plants and Plant Growth: Emphasis on Planting and Farming	Review Tens and Ones Continued practice on Addition and Subtraction, Beginning to memorize Math Facts	George Washington Carver	REVIEW ALL

Grade 1 Curriculum Map

Subject/Month	LA	World/American History	Geography	Science	Math	Virtues
August/September	Aesop's Fables, Solomon Grundy, Do Unto Others, Sour Grapes, Wolf in Sheep's Clothing.	Early People: Crossing the land bridge; hunting to farming; development of towns and cities.	Introduction to maps and globes: Continents and oceans, country, state, city. Ordinal directions, keys, hemispheres.	The Earth: North & South Poles, Equator. What's inside the earth? Layers, rocks, minerals.	Numbers 0 to 10; number bonds; addition.	RESPECT
October	Egyptian Cinderella, Jack and the Beanstalk, Pied Piper, Hope, a.m. and p.m., An apple a day keeps the doctor away.	Early Exploration: Columbus and the Conquistadors. English Settlers; Lost Colony, Virginia, Slavery, Massachusetts, Pilgrims.		Astronomy: Introduction to the Solar System - the sun, moon, stars, nine planets, and Earth's place in system.		RESPONSIBILITY
November	Pinocchio, Puss in Boots, Brer Rabbit, Table Manners, Thanksgiving Day, There's no place like home.	History of World Religions: Judaism, Christianity, and Islam.	Geographical Features: bay, harbor, island, peninsula.	Food Chains: herbivore, carnivore, omnivore. Plant cycle-nutrients, water, soil, air, sunlight. Extinct animals.	Numbers 0 to 20; shapes.	CITIZENSHIP
December	Princess and the Pea, Elves and the Shoemaker, Owl and the Pussycat, The More the Merrier.	Maya, Inca, and Aztec Civilizations.	Mexico, Central America, and Andes Mountains.	Human Body: Body Systems- Skeletal, Muscular, Digestive, Circulatory, and Nervous.	Length; weight.	REVIEW
January	Frog Prince, Hansel and Gretel, Thumbelina, Tom Thumb, Issun Boshi, The Frog, Let the cat out of the bag, The Knee-High Man.	Early Civilizations: Mesopotamia- the "cradle of civilization"; Ancient Egypt.	Location of Europe and Atlantic Ocean; East Coast of North America.	Human Body: Body Systems continued. Germs and diseases. Biographies of Jenner and Pasteur.	Comparing numbers; graphs.	SELF-CONTROL
February	Rapunzel, Rumpelstiltskin, Sleeping Beauty, Sing a Song of People, If at first you don't succeed«, Never leave until tomorrow, Washington.	Colonies to Independence: The American Revolution.	13 Colonies and England.	Oceans/Undersea Life: 4 oceans, salt water, tides & currents, plankton to whales, dangers to ocean life, ocean habitats.	Numbers to 40; multiplication.	INTERGRITY
March	Peter Rabbit, Velveteen Rabbit, The Swing, My Shadow, A Good Play, Hit the nail on the head, The Boy at the Dike.			Habitats: Forest, meadow, prairie, underground, desert, water. Habitat destruction. Biography of Rachel Carson.	Division; halves and quarters.	COOPERATION
April	(Little Red), I Know All the Sounds, Purple Cow, Pasture, Practic makes perfect, Why the Owl has Big Eyes.	Early Exploration of the American West: Daniel Boone, The Louisiana Purchase, Lewis and Clark.	The Louisiana Purchase, Wilderness Road, Rocky Mountains, Appalachian Mountains, Mississippi River.	Matter: basic concept of atom, solid, liquid, gas. Properties of Matter: length, volume, and temperature.	Time; numbers to 100.	PERSEVERANCE
May	Medio Pollito, Anansi, It Could Always Be Worse, Wynken, Blynken and Nod, Land of Nod, Fish out of water.	Modern Mexico: Indian and Spanish Heritage, traditions, holidays, and Spanish words.	Mexico in relation to Canada and U.S., Central America, Yucatan Peninsula, Mexico City, Gulf of Mexico, Rio Grande.	Introduction to Electricity: static, simple circuits, conductive and nonconductive materials, and safety. Biography of Edison.	Money; review. Economics Terms: Scarcity, wants and needs, goods and services, consumers and producers, making good decisions.	REVIEW ALL

Curriculum Map Grade 2

Month/Subject	LA Stories	LA Poetry	LA Sayings & Phrases	World/ American History	Geography	Science	Math	Virtues
Aug/September	The Fisherman and His Wife	Seashell	Back to the Drawing Board Turn Over a New Leaf	U.S. Government/ The Constitution The War of 1812	Spatial Sense/ U.S. Bodies of Water The Great Lakes	The Scientific Method Magnetism	Numbers to 100 Comparing Numbers 100's, 10's and 1's + and - without regrouping	RESPECT
October	American Tall Tales Iktomi Stories	Something Told the Wild Geese Buffalo Dusk	Cold feet Where there's a will, there's a way.	Westward Expansion	U.S. Mountain Ranges	Tools and Simple Machines	Length Weight Introduction to Multiplication and Division	RESPONSIBILITY
November	The Emperor's New Clothes Talk	Harriet Tubman Lincoln	Better late than never. Easier said than done.	Civil War	Union and Confederate States	Cells	Regrouping; Introduction to Multiplication and Division; Multiplication of 2 and 3	CITIZENSHIP
December	A Christmas Carol	'Twas the Night Before Christmas There Was An Old Man	Don't cry over spilled milk. Don't judge a book by its cover.	Civil Rights	Spatial Sense/ Review 7 Continents	Insects	Division by 2 and 3	REVIEW
January	Peter Pan Beauty and the Beast	Rudolf is Tired of the City Smart	You can't teach an old dog new tricks.	Immigration and Citizenship	Countries of Origin Cities of Settlement	Digestion/Nutrition	Addition and Subtraction with Missing Numbers; Mental Mathematics	SELF-CONTROL
February	Legends of Mount Olympus	Windy Nights Who Has Seen the Wind?	Practice what you preach. Get a taste of your own medicine.	Ancient Greece I	Ancient Greece	Seasonal Cycles The Water Cycle	Multiplication and Division by 4, 5, and 10; Currency	INTERGRITY
March	Greek Mythology	Bed in Summer	Two heads are better than one. In hot water.	Ancient Greece II	Ancient Greece	Life Cycles	Fractions Time	COOPERATION
April	Folktales of India and China	Bee! I'm Expecting You! Hurt No Living Thing!	Keep your fingers crossed Eaten out of house and home..	Ancient India Ancient China	Ancient India Ancient China	Meteorology	Time Capacity Graphing	PERSEVERANCE
May/June	Folktales from Japan El Pajaro Cu	Caterpillars Discovery	Get up on the wrong side of the bed	Modern Japan South America	Modern Japan South American Countries Landforms	Review: Tools and Simple Machines	Geometry Area	REVIEW ALL

Curriculum Map Grade 3

Month/Subject	LA Stories	LA Poems	LA Sayings	LA Writing	History	Geography	Science
August/Sept	Wind in the Willows The River Bank and The Open Road	Adventures of Isabel; The Bee; The Crocodile	Actions speak louder than words; His bark is worse than his bite; Beat around the bush	Key word outlines; Writing from a key word outline; Dress- up: Strong verb; Quality adjective	Colonies	Location of Colonies; Colonial regions and resources	Review: "The Scientific Method"
October	The Little Match Girl	By Myself; Catch a Little Rhyme		Summarize narrative stories; Dress up: "ly" word; Because clause	Colonies	Location of Colonies; Colonial regions and resources	Light and Sound
November	Three Words of Wisdom; Roman Myths; William Tell	Dream Variation; Eletelphony	Beggars can't be choosers; When in Rome do as the Romans do	Summarizing fiction; Dress-up: Sentence openers	Ancient Rome	Map Reading; Geographical Terms	Astronomy; Copernicus; Mae Jemison
December	Roman Myths		Clean bill of health; Cold shoulder	Dress-up: who- which clause, www.asia	Ancient Rome	Mediterranean region; Ancient Rome	Human body
January	Gone is Gone; Norse Myths	Jimmy Jet & His TV Set; For Want of a Nail	A feather in your cap; Last straw	Summarizing fiction; Writing nonfiction	Native Americans	Location of Native American tribes	Human body; Alexander Graham Bell
February	Ali Baba and the Forty Thieves	Knoxville, TN; Trees	Let bygones be bygones; One rotten apple spoils the whole barrel	Summarizing nonfiction; Writing from pictures	Native Americans; Canada	Location of Native American tribes, Canada	Light and Sound 2
March	The Hunting of the Great Bear; Aladdin and the Wonderful Lamp	Father William	On its last legs		Vikings	Location of North American exploration	Introduction to Animal Classification; Ecology; John Muir
April	The People Could Fly; Alice in Wonderland	First Thanksgiving of All	Rule the roost; The show must go on; Touch and go		Explorers	Location of North American exploration	
May	Review	Poetry Recital		Writing nonfiction	Review: Modern Japan South America	Review: Modern Japan South American Countries Landforms	Review: Animal Classifications, insects, and cells

Curriculum Map Grade 4

Subject/ Month	LA	LA Reading Skills	LA Grammar	LA Writing	History Related Lit.	Histor y	Economi c Concepts	Geogra phy	Scienc e	Scienc e Biogra phies	Math
Aug/Sept	Pollyanna	Cause & Effect Compare & Contrast Story Elements Predicting Summarizing Making Inferences Sequencing Identifying main character, setting, & conflict	Review Parts of Speech Review Types of Sentences Review Clauses & Phrases Dependent & Independent Clauses	Note Making & Outlining - outlining - expository writing - gathering information - adding ly words		Indiana history and Constitution		Latitude and Longitude Atlas skills Spacial Sense Maps Highest Mountains and Mountain Ranges	Earth and Its Changes		Whole Numbers Multiples Multiplication and Division of Whole Numbers
October	Robin Hood	Elements of a Folktale Biographies Main Idea and Details Draw ing Conclusions Characterization Dialogue Fact and Opinion	Emphasis on Sentences and Nouns & Pronouns	Summarizing - friendly letter - begin story writing - descriptive paragraphs -because clauses	St. George and the Dragon/ Legends of King Arthur	Europe in the Middle Ages	Scarcity & Choice Economic Systems Role of Government	Europe	Chemistry		Fractions Adding Fractions Subtracting Fractions Mixed Numbers Improper Fractions Fraction of a Set
November	Poetry	Clarifying Point of View Informative Articles Author' s Point of View Compare & Contrast Understanding Dialogue Making Inferences	Emphasis on Verbs, Adjectives, & Adverbs	Summarizing Narrative Stories -key point outlining - summary paragraphs - revising & editing - using writing prompts -strong verbs				Europe			Tables & Graphs Gathering, organizing, & reading data Angles Drawing & Identifying

December	Poetry	Asking Questions Author's Purpose Analyzing Consistency in Character	Emphasis on Prepositions, Conjunctions, & Interjections	Summarizing a Reference -focus on details and developing stories & other paragraphs - writing poetry - quality adjectives	The Fire of the Mountain	Spread of Islam	Scarcity & Choice / Role of Government / Supply & Demand / Exchange of rates & balance of payments Barriers to trade	Middle East	Human Body		Perpendicular & Parallel Lines Area & Perimeter
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Curriculum Map Grade 4-2

Subject/ Month	LA	LA Reading Skills	LA Grammar	LA Writing	History Related Lit.	History	Economic Concepts	Geography	Science	Science Biographies	Math
January	Robinson Crusoe	Story Elements Summarizing Drawing Conclusions Features of Biographies and Historical Fiction	Capitalization & Punctuation	Writing from Pictures - gathering information from a variety of sources - writing compound sentences		Ancient Africa		Africa	Human Body	Charles Drew Elizabeth Blackwell	Cont. Area & Perimeter
February	Gulliver's Travels	Adventure Tales Main Idea and Details Predicting Sequencing Organizing Plot Information for Effect	Review Grammar & Skills	Writing Research Reports - writing a bibliography - listing key points - writing in your own words	The Magic Brocade	Medieval China	Scarcity & Choice Supply & Demand Barriers to trade Exchange of rates & balance of payment	China	Electricity	Benjamin Banneker	Decimals Tenths, Hundredths, & Thousandths Rounding Off Adding & Subtraction Multiplication & Division
March		Tall Tale Author's Purpose Dialogue Asking Questions Main Idea and Details	Continue practicing skills	Creative Writing with Structure - reviewing writing skills, styles, & purposes	Patrick Henry Paul Revere's Ride Sojourner Truth	American Revolution	Role of Government Exchange, money, & interdependence	U.S. Colonies	Electricity		Measures Multiplication & Division

April	The Legend of Sleepy Hollow, Rip Van Winkle	Fact and Opinion Compare and Contrast Predicting Recognizing Features of Informational Text	Continue practicing skills	Formal Essay - writing 3 paragraph essay - writing biographies		Constitution Early Presidents	Role of Government	U.S. Colonies	Meteorology		Symmetry Symmetric Figures Solid Figures Identifying Solid Figures
May	Treasure Island	Volume Cubic Units Volume of a Cuboids Review	Continue practicing skills	- friendly letter - multiple paragraph essays		Indiana History Review			Meteorology	Michael Faraday	Volume Cubic Units Volume of a Cuboids Review

Curriculum Map Grade 5

Subject/ Month	LA Stories	LA Poetry	LA Sayings &Phrases	LA Writing	LA Gramma r	History	Geography	Science	Math
August		Introduction to poetry/ "The Wise Old Owl"		Key Word Outlining	Parts of Speech		Spatial Sense/W orld Lakes/ Longitude and Latitude	Science Skills and Processes	Math facts review and testing/ Whole Numbers
September		"Jabberwocky" "The Arrow and the Song"		Summarizing from Notes	Parts of Sentence	Meso-Americans	Geography of Central and South America	Chemistry: Periodic Table and Elements	Two digit multiplication and division
October	A Midsummer Night's Dream	"The Tyger" "Some Opposites"		Summarizing Narrative Stories Book Report #1 due	Phrases	European exploration and trade	Geography of Spice Trades	Chemistry: Changes	Fractions
November		"A Bird Came Down the Walk" "The Road Not Taken"		Summarizing References	Clauses	Renaissance and Reformation		Cell Structure and Processes	Ratio/Rate
December		"Poison Tree" "The Snow Storm"		W riting from pictures Book Report #2 due	Punctuation	England		Classifying Living Things	Decimals
January	Sherlock Holmes/ Tom Sawyer	"Narcissa" "The Eagle"		Creative W riting		Russia/ Feudal Japan	Geography of Russia and Japan	Non- Vascular vs. Vascular Plants/Photo- synthesis	Percentage, Mean, Median, Mode, Range
February	Tom Sawyer	"I Hear America Singing" "I Too"				Westward Expansion before Civil War/ Civil War	Early U.S. Geography	Plant Structure	Probability, Graphing
March	Frederick Douglass	"Incident" "Barbara Freitchie"		Library Research Reports Book Report #3 due	Practice with 4-Part Analysis	Civil W ar		Plant Reproduction	
April		"O Captain" "Battle Hymn of the Republic"		Formal Critique (W estward Expansion Story)		Civil War/ Westward Expansion after Civil War	U.S. Geography	Endocrine System, Human Growth & Development	
May		"I Like to See it Lap the Miles" "Casey at the Bat"		Formal Essay (State Report) Book Report #4 due		Native Americans: Cultures & Conflicts		Life Cycle & Animal Reproduction	Volume/ Tessellations

Art Curriculum Map

Month/ Subject	K	1	2	3	4	5	6	7	8
Sept	Lines/Patterns Primary colors Hokusai, Matisse, Mondrian, Miro	Color wheel Primary colors Warm/Cool colors Line Monet Whistler Matisse	Elements of Art: Lines, shapes Crown with Name Still Life: Basket with fruit Oil pastel drawing	Lines, shapes, texture, space Early American: Quilt patterns Intro. to Rome	Middle Ages Illuminated Manuscripts	Meso-Americans Abstract Oil Pastel Mayan writing	Elements of Art Greece, Rome (review) Mind Map Sketchbook Perspective: Name in 3 D	What is Art? Who are we? Impressionism: Post- Impression. Van Gogh Sumi Painting Watercolor Landscapes	Elements and Principles of Art Color wheel Color schemes
Oct	Trees leaf rubbings Warm colors Cool colors	Cave Painting cave sponge paint Art of Egypt Shapes, Texture/Trees	Fall Landscape: Drawing - printing Color - texture Perspective -size	Circular weaving Stuffed animal	Middle Ages III. Manuscripts Tapestry writing	Age of Exploration Chalk pastel	Gothic Art (review) Renaissance: Leonardo daVinci Proportions/body Sculpture of Action Figure	Expressionism: Feelings Still-Life/Portraits Matisse, Chagall, Mural Painting	Painting Post WW II Photography
Nov	Warm Colors Warm "W " Frankenthaler Cassatt	Portraits and Self- Portraits Cut Paper Collage Goya da Vinci van Gogh	Sculpture, 3D: Fruit (paper- maché) Matching colors and blending	Native American Lines, symbols Anasazi Pot (clay) Sculpture, 3D	Middle Ages Gothic architecture Rose Window	Renaissance 1 pt perspective 2 pt perspective	Continue Action Figure (paper maché, paint, fabric, yarn)	Munch, Colors/Design Abstraction O'Keefe, Kandinsky, Marc (Blue Horse) Klee, Mondrian Art Nouveau: Bookmark Redon, Mucha, Schiele, Klimt	20th Century Sculpture
Dec	Cool Colors Cool "C" Bruegel Gauguin Picasso	Van Gogh Texture Landscape Starry Night	The Americas: Animal cups(clay) Colors of Winter: Snowman (torn paper)	Texture, value, Rembrandt: 'Chiaroscuro' Vermeer Teddy Bear drawing	Middle Ages Rose Windows Cathedral Writing Madonnas	Renaissance Perspective project Brunelleschi writing	Geom. Shapes (rev iew): M.C. Escher Tessellations Baroque/Rococo: 'Art for the Rich'	Surrealism: Magritte, Dali Cubism: Picasso's 'Guernica', Duchamps	Architecture
Jan	African landscape	Still Lifes Cezanne Van Gogh O'Keeffe	Abstract Art: Paul Klee Real Art: Albrecht Dürer Non-repres. Art: Jackson Pollock	Mixing Colors: Light - pigments (painting)	Islamic art architecture arabesque Dome o/t Rock Alhambra Taj Mahal writing	Art of Japan landscapes fish prints Signature prints	Continue Tessell. Neoclassicism: David and the French Revolution Classical music	American Painting Hopper, Wyeth, Rivera, Rockwell, Grant Wood What is Art? Short written paper	Art Show Prep

Art Curriculum Map

Month/ Subject	K	1	2	3	4	5	6	7	8
Feb	African masks Shapes, sizes patterns textures sculpture	Murals Patterns Diego Rivera Sand Prints Watercolor resist	Native American: Basketmakers Spring baskets (twisted crepe) Vivaldi - Spring	Ancient Rome: Architecture and culture The Pantheon	Art of africa Mali Ife Benin masks	Art of Japan Great Buddha writing	Romanticism: ³Art of Emotion´ Color and contrast	What is Art? Who are we? Impressionism: Post-Impression. Van Gogh Sumi Painting Watercolor Landscapes Expressionism: Feelings Still-Life/Portraits Matisse, Chagall, Mural Painting	Art Show Prep
Mar	Children's Games Bruegel/Homer Warm/cool Musical instruments Tanner	Landscape Wood Lawrence Seurat	Cont.baskets Architecture of Ancient Greece: The Parthenon sculpture	Byzantine civilization Byzantine and Roman mosaics Mosaic	Art of China hanging scroll hand scroll calligraphy porcelain	Native American Tlingit Blankets	Realism: ³Art of the Poor´	Mural Painting Munch, Colors/Design Abstraction 2¶Keefe, Kandinsky, Marc (Blue Horse) Klee, Mondrian Art Nouveau: Bookmark Redon, Mucha, Schiele, Klimt	Art Show
Apr	Rivera Totem Pole Statue of Liberty	Shape, Color Kandinsky Mondrian Number art	India: Taj Mahal China: The Great Wall Chinese Tangrams design	Continue mosaic Space and design in Art	Art of a New Nation Monticello Copley Stuart Leutz flag design	19th Cent. American Art	Photography: Daguerreotype (a brief history) Photo-realistic drawing	Surrealism: Magritte, Dali Cubism: Picasso¶s ³Guernica´, Duchamps	Art Show
May	Mobiles Calder	Monet Water Lillies Indian Masks Durer Degas	Japan: Linear drawings, prints, and music from Japan	Illustration in Art drawing ³Need a House - Ask Miss Mouse´	Art of a New Nation	19th Cent. American Art	Continue Photography Art History (review)	American Painting Hopper, Wyeth, Rivera, Rockwell, Grant Wood What is Art? Short written paper	K-8 review

Elementary Music Curriculum Map

Grade/ Month	K	1	2	3	4	5
Aug/Sept	<p><i>*MUSIC ELEMENTS: Steady Beat, Movement, Phrases</i></p> <p><i>*MARCHES: Rodgers and Herbert</i></p> <p><i>*New Songs</i></p>	<p><i>*MUSIC ELEMENTS: Rhythm Review, Pitch, Tempo, Notation</i></p> <p><i>*Mozart Introduction</i></p> <p><i>*New Songs</i></p>	<p><i>*MUSIC ELEMENTS: Rhythm Review, Pitch, Solfeggio, Tempo, Notation</i></p> <p><i>*New Songs</i></p>	<p><i>*MUSIC ELEMENTS: Rhythm, Pitch, Tempo, & Notation</i></p> <p><i>*Instrument Families Review</i></p> <p><i>*New Songs</i></p> <p><i>*Instruments - Recorder Introduction</i></p>	<p><i>*MUSIC ELEMENTS: Rhythm, Melody, Harmony, & Notation</i></p> <p><i>* " Vocal Ranges/Health"</i></p> <p><i>*New Songs</i></p> <p><i>*Guitar Introduction</i></p>	<p><i>*MUSIC ELEMENTS: Rhythm, Melody, Harmony, Form, & Dynamics</i></p> <p><i>*Core Songs</i></p>
Oct	<p><i>*MUSIC ELEMENTS: Rhythm & Melody</i></p> <p><i>*Instrument Recognition</i></p> <p><i>Saint-Saens: "Carnival of the Animals"</i></p> <p><i>*New Songs</i></p>	<p><i>*MUSIC ELEMENTS: Melody & Pitch, Notation Continued, Introduction to Composing</i></p> <p><i>*Concert Songs</i></p>	<p><i>*Orchestra - Instrument Families Review</i></p> <p><i>*KEYBOARD MUSIC - Mozart, Beethoven, etc.</i></p> <p><i>*Core Knowledge Songs</i></p>	<p><i>*MUSIC ELEMENTS: Melody & Phrases</i></p> <p><i>*Inst. Families: WOODWINDS and Gershwin</i></p> <p><i>*Debussy & Impressionism: "Prelude-Faun"</i></p> <p><i>*Concert Songs</i></p>	<p><i>*MUSIC ELEMENTS: Notation Review, New Notation</i></p> <p><i>*Concert Songs</i></p> <p><i>*Guitar (Continued)</i></p>	<p><i>*MUSIC ELEMENTS: (Continued Review)</i></p> <p><i>*Renaissance Music: Desprez, Dowland & more</i></p> <p><i>*Core Songs</i></p>
Nov	<p><i>*MUSIC ELEMENTS: Singing Styles (Unison, Accomp., Unaccomp.)</i></p> <p><i>*Concert Songs</i></p>	<p><i>*Tchaikovsky: "Nutcracker," "Sleeping Beauty" (Ballet Music)- Storytelling in Music</i></p> <p><i>*Concert Songs</i></p>	<p><i>*"Quest Adventure Songbook: Singing with a story"</i></p> <p><i>*Core Knowledge Songs</i></p>	<p><i>*Instrument Families (BRASS): Mozart-"Horn Concertos"</i></p> <p><i>*Learn New Songs</i></p> <p><i>*Instruments - Recorder (Continued)</i></p>	<p><i>*Fall Program</i></p> <p><i>*Guitar (Continued)</i></p>	<p><i>*Renaissance Music Continued</i></p> <p><i>*Core Songs Continued</i></p>
Dec	<p><i>*MUSIC ELEMENTS: High & Low Pitches-Songs-Solfeggio</i></p> <p><i>*Winter Program</i></p>	<p><i>*Tchaikovsky: "Nutcracker," "Sleeping Beauty" Continued, *Winter Program</i></p>	<p><i>*Orchestra Families (STRINGS)</i></p> <p><i>*Saint-Saens: "Carnival of the Animals" (Review)</i></p> <p><i>*Concert Songs</i></p>	<p><i>*Instrument Families (Brass) Continued - Rossini Operas: "William Tell,"</i></p> <p><i>*Concert Songs</i></p> <p><i>*Recorder (Continued)</i></p>	<p><i>*Tchaikovsky's "Nutcracker" - Mini-Play</i></p> <p><i>*Guitar (Continued)</i></p>	<p><i>*Beethoven: Symphonies #5 (Fate), #6 (Pastoral), & #9 (Choral)</i></p>
Jan	<p><i>*MUSIC ELEMENTS: Dynamics, Timbre, Tempo</i></p> <p><i>*Grieg: "Peer Gynt" *New Songs</i></p>	<p><i>*Orchestra Families</i></p> <p><i>*Prokofiev: "Peter and the Wolf"</i></p> <p><i>*Humperdinck: "Hansel & Gretel" (Opera Music)- Storytelling in Music</i></p>	<p><i>*Bach's Life and Music: "Minuets, Cantatas, Toccata & Fugue in d"</i></p> <p><i>*Concert Songs</i></p>	<p><i>*MUSIC ELEMENTS: New Notation, Solfeggio, Harmony</i></p> <p><i>*Tchaikovsky: Suite from "Swan Lake"</i></p> <p><i>*Concert Songs</i></p> <p><i>*Recorder (Continued)</i></p>	<p><i>*MUSIC ELEMENTS: Notation, Rests</i></p> <p><i>*Guitar (Continued)</i></p> <p><i>*New Songs</i></p> <p><i>*Medieval Music (Songs, Instruments, History) & Gregorian Cht.</i></p>	<p><i>*Beethoven Continued</i></p> <p><i>*Core Songs</i></p>

PAGE 2: Elementary Music Curriculum Map

Grade/ Month	K	1	2	3	4	5
Feb	<p>*MUSIC ELEMENT REVIEW: Instrument Review Packet, *Folk Dances/Music *New Songs</p>	<p>*MUSIC ELEMENTS: Echo Rhythm, Patterns, *Dukas: "The Sorcerer's Apprentice" (Instrumental Storytelling) *Learn New Songs</p>	<p>*Beethoven's Life and Music: "Für Elise & Pastoral Symphony #6" *Spring Concert</p>	<p>*American Music-Aaron Copland: Life & Music *Spring Concert *Recorder (Continued)</p>	<p>*Medieval (Continued) *MUSIC ELEMENTS: Dynamics, Form (Haydn- "Surprise Symphony"), *Concert Songs *Guitar (Continued)</p>	<p>*MUSIC ELEMENTS: New Music Notation and Terminology *New Folk Dances *Core Songs</p>
Mar	<p>*Acting out Songs *"Jazzy" Music *More Folk Dances *New Songs *Native American Music/Drums *Loud/Soft Music</p>	<p>*MUSIC ELEMENTS: Notation & Solfege *New Songs and Folk Dances</p>	<p>*Musical Tone Painting- Vivaldi: "The Four Seasons"</p>	<p>*Marches: John Philip Sousa & Others, *Folk Dances *Recorder (Continued)</p>	<p>*OPERA - Mozart's "The Magic Flute" *Learn New Songs & Folk Dances *Guitar (Continued) *Armed Forces Songs</p>	
Apr	<p>*MUSIC ELEMENTS: Dynamic Changes & Haydn's - "Surprise Symphony", *Poetry Performance</p>	<p>*American Music: Origins of Jazz, (Louis Armstrong, Duke Ellington) *New Songs and Core Dances</p>	<p>*Music of Japan *PERCUSSION MUSIC- Chavez: "Toccata for Percussion" *Learn New Songs</p>	<p>*Rimsky-Korsakov Life & Music: "Scheherazade" *Recorder (Continued) *Core Knowledge Songs</p>	<p>*Colorado History Songs *Britten - "Young Person's Guide to the Orchestra" *Guitar (Continued)</p>	<p>*American Musical Traditions: Spirituals (Continued) *American Folk Music and Dances *Core Songs</p>

PE Curriculum Map

Subject/ Month	K	1st	2nd	3rd	4th	5th	6th	7th	8th
August	PE Intro: Rules, Routines, Cooperatives	PE Intro: Rules, Routines, Name Games, and Cooperatives	PE Intro: Rules, Routines, Name Games, and Cooperatives	PE Intro: Rules, Routines, Name Games, and Cooperatives	Introduction, Expectations, Rules, Grading, & Cooperatives	Introduction, Expectations, Rules, Grading, & Cooperatives	Introduction, Expectations, Rules, Grading, & Cooperatives	Introduction, Expectations, Rules, Grading, Uniforms & Lockers	Introduction, Expectations, Rules, Grading, Uniforms & Lockers
Sept	Movement Concepts Locomotive Patterns Directions Space Awareness	Fitness Review: Locomotion and Pathways	Fitness Review: Locomotion and Pathways	Punt Pass Kick Fitness	Cooperatives, Eco Week/Prep, Punt, Pass, Kick, Skills, Games, & Testing	Cooperatives, Eco Week/Prep, Punt, Pass, Kick, Skills, Games, & Testing	Cooperatives, Eco Week/Prep, Punt, Pass, Kick, Skills, Games, & Testing	Cooperatives, Eco Week/Prep, Punt, Pass, Kick, Football Unit, President's Physical Fitness Testing	Cooperatives, Eco Week/Prep, Punt, Pass, Kick, Football Unit, President's Physical Fitness Testing
Oct	Movement Concepts: Levels, Pathways: Skills and Games	Kicking/Dribbling	Kicking/Dribbling	Soccer: Kicking/Dribbling	Presidential Fitness testing, Soccer	Presidential Fitness testing, Soccer	Presidential Fitness testing, Soccer	Presidential Fitness testing, Speedball, Soccer	Presidential Fitness testing, LaCrosse Unit, Soccer Unit
Nov	Balancing, Tumbling, and Traveling	Rolling/Throwing and Catching Games for Throwing and Catching	Rolling/Throwing and Catching Games for Throwing and Catching	Throwing and Catching w/Partner Games for Throwing and Catching	Bowling, Volleyball	Volleyball skills/tournament Bowling	LaCrosse, Volleyball	Badminton Unit, Volleyball Unit	Badminton Unit, Volleyball Unit
Dec	Intro to Skills: Traveling and Tumbling	Throwing and Catching	Throwing and Catching	Jump Rope: Skills and Routines	Juggling, Cupstacking, Games	Jump Rope skills/Routine	Hockey, Cupstacking, Games	Basketball Unit	Basketball Unit
Jan	Intro to Skills: Jumping and Landing: Distance and Height	Basketball: Dribble, Pass, and Shoot Small sided Basketball Games	Basketball: Dribble, Pass, and Shoot Small sided Basketball Games	Basketball: Dribble, Pass, and Shoot Tournament Play	Jumprope Skills & Fitness, Basketball	Games:dodgeball Basketball Juggling	Jumprope Skills, Fitness & Routines, Basketball	Cooperatives, Soccer Unit	Cooperatives, Soccer Unit
Feb	Skills: Rolling, Throwing, and Catching Games	Striking with Paddles: Skills/Routine Cup Stacking Relays	Striking with Paddles: Skills/Routine Cup Stacking Relays	Striking with Paddles: Skills/Routine Cup Stacking Relays	Basketball, Intro to Fitness Concepts, Track and Field Introduction	Cup Stacking Track and Field: Skills/Testing	Basketball, Fitness Workouts, Track and Field, EventsPractice	Team Handball, Basketball Unit	Indoor/Outdoor Ultimate Frisbee, Basketball Unit
March	Striking: Pillow Polo Kicking/ Dribbling: Feet	Pillow Polo Bowling	Pillow Polo Bowling	Pillow Polo Bowling	Track and Field Events Practice, Fitness workouts, Track and Field Testing	Track and Field Events Practice, Fitness workouts, Track and Field Testing	Track and Field Events Practice, Fitness workouts, Track and Field Testing	Badminton Unit, Rugby	Badminton Unit, Games
April	Dribbling with Hands Olympic Day Prep	Skills and Games in Review	Skills and Games in Review	Skills and Games in Review	Track and Field Testing - In school	Track and Field Testing - In school, Prep for Track Meet	Track and Field Testing - In school, Prep for Track Meet	Presidential Fitness Testing, Volleyball Unit	Presidential Fitness Testing, Volleyball Unit
May	Olympic Day Prep.	Olympic Day Prep.	Olympic Day Prep.	Olympic Day Prep.	Olympic Day Preparation, Speedball, Games	School track Meet, Kickball Bocce Badminton	School Track Meet, Olympic Day Preparation, Speedball, Games	School Track Meet, Ultimate Frisbee, Speedball, Games Week	School Track Meet, LaCrosse Unit, Games Week

1st Grade Skills Map

Skill	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Reading	Decoding single and 2-letter phonograms, words, and simple sentences; reading orally in small groups. Listening skills: Identifying setting, characters, problem and solution; make predictions.	Decoding three and four-letter phonograms. Venn diagrams; story webs and maps; ability to respond to how, what and why questions orally and in written form.	Using knowledge of phonograms to decode multisyllable, unfamiliar words. Independent reading skills; choosing appropriate reading materials.	Reading and understanding simple instructions; reading nonfiction materials for specific information.
Writing and Grammar	Reviewing letter formation and correct handwriting; modeling capitalization and punctuation; copy correctly from board; directed, content-related journal entries; short selections from literature copied in copy books; spelling patterns: short and long vowels, blends, digraphs, regular plurals, -ed/-er endings. Writing structure: Oral key word outlines relating to literature and history/science content.	Writing legibly; correct usage of capitalization and punctuation; identifying subject noun, verb, adverb, adjective, article; identifying complete subject and predicate; study skills; copy books; spelling patterns: -ed/-er/-ing/ and -ied/-ies endings, vowel blends, compound words, irreg. plurals. Writing structure: Construct sentences from key word outlines as a class; students copy sentences.	Writing simple sentences using 5 main parts; identifying prepositions and objects of the prep.; synonyms/antonyms; common/proper nouns; singular/plural nouns; longer selections in copy books; spelling patterns: doubling consonants before endings, prefixes, special spelling patterns. Writing structure: Key word outlines as a class, students create sentences from the outline.	Expanding and improving sentences; expository writing on assigned topics; contractions; copy books; spelling patterns: -ion, -tion, -ure, and -ous, base words with affixes, adding endings to words that end in "e." Writing structure: Students create key word outline and sentences to then write in paragraph form. Encourage use of descriptive verbs and adjectives in sentences.
Math	Counting; making number and addition stories; addition with number bonds; making subtraction stories; methods of sub.; naming positions; use of "sum" and "difference"; vertical add. And sub.; number lines; facts +/- to 10.	Counting and comparing; count by 5's and tally; define and use >, <, =; addition and subtraction; common shapes; solid shapes; comparing/measuring length and weight; using a ruler; picture graphs; facts +/- to 20.	Counting; tens and ones; adding three numbers; adding equal groups; making multiplication stories; mult. within 40; sharing and grouping (division); making halves and quarters; odd and even numbers; all +/- facts.	Telling time to the hour and half-hour; counting by 10's and 1's to 100; add and subtract within 100 (2-digit with regrouping); count orally to 100; identify, count and know value of pennies, nickels, dimes, quarters; all +/- facts.

Kindergarten Core Knowledge Connections Web

<u>Core Knowledge[®]</u> <u>Content</u> (Language Arts- Kindergarten)	<u>Science/Math</u>	<u>Art</u>	<u>Music</u>	<u>Social Science</u>	<u>LA</u>
KLA.I. Listening and Speaking.					
KLA.I.A. Classroom Discussion.	Participate in age appropriate activities involving listening and speaking. Speak clearly with volume appropriate to the setting. Ask questions to clarify conversations, carrying on or participating in conversations over four to five turns. Identify and express physical sensations, mental states, and emotions. Understand and use narrative language to describe people, places, things, locations, events, and actions. Understand and use common sayings and phrases.	Participate in age appropriate activities involving listening and speaking. Identify and express physical sensations, mental states, and emotions. Understand and use language to express spatial and temporal relationships. Understand and use narrative language to describe people, places, things, locations, events, and actions. Understand and use common sayings and phrases.	Participate in age appropriate activities involving listening and speaking. Speak clearly with volume appropriate to the setting. Identify and express physical sensations, mental states, and emotions. Understand and use narrative language to describe people, places, things, locations, events, and actions. Understand and use common sayings and phrases.	Participate in age appropriate activities involving listening and speaking. Speak clearly with volume appropriate to the setting.. Understand and use language to express spatial and temporal relationships. Understand and use narrative language to describe people, places, things, locations, events, and actions. Understand and use common sayings and phrases.	
KLA.I.B. Presentation of Ideas and Information.	Follow multi-step, oral directions. Give simple directions. Provide simple explanations.	Follow multi-step, oral directions. Give simple directions. Provide simple explanations.	Follow multi-step, oral directions. Give simple directions. Provide simple explanations. Recite a nursery rhyme, poem, or	Follow multi-step, oral directions. Give simple directions. Provide simple explanations.	

			song independently.		
KLA.I.C. Comprehension and Discussion of Read-Alouds – All Texts.	Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems. Describe illustrations. Sequence four to six pictures illustrating events in a read-aloud. Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud. Understand and use words and phrases heard in read-alouds.	Describe illustrations. Sequence four to six pictures illustrating events in a read-aloud. Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.		Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems. Describe illustrations. Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud. Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.	
KLA.I.D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry.			Distinguish fantasy from realistic text in a story. Demonstrate understanding of literary language (e.g., author, illustrator, characters,	Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an	

			setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	end to events of the story in proper sequence. Change some story events and provide a different story ending.	
KLA.I.E. Comprehension and Discussion of Read-Alouds – Nonfiction and Informational Text	With assistance, categorize and organize facts and information within a given topic.	With assistance, categorize and organize facts and information within a given topic.	With assistance, categorize and organize facts and information within a given topic.	With assistance, categorize and organize facts and information within a given topic. With assistance, create and interpret timelines and lifelines related to read-alouds. Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	
KLA.II. Reading					
KLA.II.A Print Awareness.	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back). Demonstrate understanding of	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back). Demonstrate understanding of	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back). Demonstrate understanding of	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back). Demonstrate understanding of	

Kindergarten Core Knowledge Connections Web 4

	basic print conventions by tracking and following print word for word when listening to text read aloud.	basic print conventions by tracking and following print word for word when listening to text read aloud.	basic print conventions by tracking and following print word for word when listening to text read aloud. Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms. Say the letters of the alphabet in order, either in song or recitation.	basic print conventions by tracking and following print word for word when listening to text read aloud.	
KLA.II.B. Phonological and Phonemic Awareness.	Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments. Identify the number of syllables in a spoken word.		Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping. Identify whether pairs of environmental sounds are the same or different. Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.		
KLA.II.C. Phonics: Decoding and Encoding.	Read and write any CVC word, e.g., sit or cat.	Read and write any CVC word, e.g., sit or cat.	Read and write any CVC word, e.g., sit or cat.	Read and write any CVC word, e.g., sit or cat.	

KLA.II.D. Oral Reading and Fluency.					
KLA.II.E. Reading Comprehension – All Texts.		Use pictures accompanying the written text to check and support understanding.		Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	
KLA.III. Writing.		Draw pictures to represent a text that has been heard or read independently. Draw pictures to represent a preference or opinion. Create a title or caption to accompany a picture and/or shared writing.			
KLA.IV. Language Conventions					
KLA.IV.A. Handwriting and Spelling	Hold a pencil with a pincer grasp and make marks on paper. Write own name.	Hold a pencil with a pincer grasp and make marks on paper. Write own name.	Hold a pencil with a pincer grasp and make marks on paper. Write own name.	Hold a pencil with a pincer grasp and make marks on paper. Write own name.	
KLA.IV.B. Parts of Speech and Sentence Structure.	Use and understand question words, i.e., what, where, when, who, how.	Use and understand question words, i.e., what, where, when, who, how.	Use and understand question words, i.e., what, where, when, who, how.	Use and understand question words, i.e., what, where, when, who, how.	
KLA.IV.C. Capitalization and Punctuation.	Capitalize the first word in a sentence, the	Capitalize the first word in a sentence, the	Capitalize the first word in a sentence, the	Capitalize the first word in a sentence, the	

Kindergarten Core Knowledge Connections Web 6

	pronoun I. Identify and use end punctuation, including periods, question marks, and exclamation points.	pronoun I. Identify and use end punctuation, including periods, question marks, and exclamation points.	pronoun I. Identify and use end punctuation, including periods, question marks, and exclamation points.	pronoun I. Identify and use end punctuation, including periods, question marks, and exclamation points.	
KLA.V. Poetry.					
KLA.V.A. Mother Goose and Other Traditional Poems.	One two buckle my shoe (Math: Counting to 10); Hot Cross Buns (Math: Simple Addition).		Baa Baa Black Sheep, It's Raining it's Pouring, Hot Cross Buns, London Bridge, One Two-Buckle My Shoe, Rain Rain Go Away, Ring Around the Rosie, Rock-a-bye Baby, Three Blind Mice.		
KLA.V.B. Other Poems, Old and New.			Apple Rain Song, Mary Had a Little Lamb, Twinkle Twinkle.		
KLA.VI. Fiction.					
KLA.VI.A. Stories.	Math: Counting: Snow White and the Seven Dwarfs; Three Little Pigs; The Three Billy Goats Gruff.		The Bremen Town Musicians.	Become familiar with at least one Native American tribe or nation's story.	
KLA.VI.B. Aesop's Fables.					
KLA.VI.C. American Folk Heroes and Tall Tales.				Find North America/USA on a map.	
KLA.VI.D. Literary Terms.		"Illustrator".		"Author".	
KLA.VII. Sayings and Phrases.	April Showers Bring May Flowers (Science: Flowers & Seasons); Practice Makes	Practice Makes Perfect.	Practice Makes Perfect.	Where There's a Will There's a Way (Columbus).	

	Perfect.				
Core Knowledge® Content (Social Science- Kindergarten)	Science/Math	Art	Music	Social Science	LA
World History and Geography					
KWH.I. Geography: Spatial Sense (working with maps, globes, and other geographic tools).		Maps: Map Art.			
KWH.II. An Overview of the Seven Continents.	Math: “7” Continents.	7 colors: ROYGBIV.	ABC Song: based on 1 st 7 letters.		
American History and Geography					
KAH.I. Geography.					
KAH.II. Native American Peoples, Past and Present.		Native American Art.	Native American Music.		
KAH.III. Early Exploration and Settlement.					
KAH.III.A. The Voyage of Columbus in 1492.	Math: “3” Ships.		Row, Row, Row your Boat.		
KAH.III.B. The Pilgrims.	Science: Pilgrims landed in the Mayflower in November – in the fall.	The Mayflower: Boats.			April Showers Bring May Flowers: “The Mayflower” – similar term.
KAH.III.C. July 4, “Independence Day”.	Science: Summer.		Patriotic Themes.		
KAH.IV. Presidents, Past and Present.					
KAH.V. Symbols and Figures	Math: Counting stars and stripes.	American Flag: Stars and Strips.			
Core Knowledge® Content (Visual Arts-	Science/Math	Art	Music	Social Science	LA

Kindergarten)					
KVA.I. Elements of Art.					
KVA.I.A. Color.	Science: Winter: Pieter Bruegel's <i>The Hunters in the Snow.</i>				The word "Color".
KVA.I.B. Line.			Hokusai's <i>Tuning the Samisen.</i>		The word "Line".
KVA.II. Sculpture.				Northwest American Indian Totem Poles; Statue of Liberty.	The word "Sculpture".
KVA.III. Looking at and Talking about Works of Art.			Tanner's <i>The Banjo Lesson.</i>		
Core Knowledge® Content (Music-Kindergarten)	Science/Math	Art	Music	Social Science	LA
KMU.I. Elements of Music.	Science: High and Low sounds (basic acoustics).	Drawing short and long sounds; Drawing music maps where symbols represent sound.			
KMU.II. Listening and Understanding.				Geography: Oceans and Continents: Saint-Saens' <i>Carnival of the Animals</i> ; China: <i>March of the Siamese Children</i> from "The King and I".	
KMU.III. Songs.	Science: Body Parts: Hokey Pokey, Head and Shoulders Knees and Toes; Math: Counting: This Old Man, One Potato two potato.				Letters and spelling: "Bingo".

Kindergarten Core Knowledge Connections Web 9

<u>Core Knowledge[®]</u> <u>Content</u> (Mathematics- Kindergarten)	<u>Science</u>	<u>Art</u>	<u>Music</u>	<u>Social Science</u>	<u>LA</u>
KMA.I. Patterns and Classification.	“Like” and “Different”.	“Like” and “Different”; Size, shape, color, amount; Extend a sequence of ordered objects.	“Like” and “Different”.	Which item doesn’t belong in a set.	“Like” and “Different”.
KMA.II. Numbers and Number Sense.		Same as, more than, less than, most, least; Identify Pairs.	Same as, more than, less than, most, least.		“Same”, “More”, “Less”, “Most”, “Least”.
KMA.III. Money.			Hot Cross Buns.		
KMA.IV. Computation.			Add and subtract to 10: One two buckle my shoe, This Old Man, One Potato two potato.		
KMA.V. Measurement.	Weather: Hot and Cold temperatures.			Orientation in time: today, yesterday, tomorrow, etc.	
KMA.VI. Geometry.		Know and use terms of orientation and position; Identify, sort, and compare shapes and figures.	Identify left and right hand: Hokey Pokey.		
<u>Core Knowledge[®]</u> <u>Content</u> (Science- Kindergarten)	<u>Math</u>	<u>Art</u>	<u>Music</u>	<u>Social Science</u>	<u>LA</u>
KSC.I. Plants and Plant Growth.	Counting plants in the world around us.	Warmth, light, water; Flowers and seeds.	Oats, Peas, Beans, and Barley Grow.	Farmers; Food comes from Farms and crops.	“Seed”, “root”, “stem”, “branch”, “leaf”.
KSC.II. Animals and Their Needs.		Drawing Animals.	Animals: Old MacDonald had a Farm; Babies need		“Dog”, “Cat”, “Bird”, “Baby”.

			cared for and fed: Rock-a-bye Baby.		
KSC.III. The Human Body.	"5" Senses.				
KSC.IV. Introduction to Magnetism.					
KSC.I.V. Seasons and Weather.	"4" Seasons.		Rain, Rain, Go Away; The Eensy Weensy Spider.		"Spring", "Summer", "Fall", "Winter".
KSC.VI. Taking Care of the Earth.		Pollution Art; "Green" as a color for clean.			
KSC.VII. Science Biographies.					Understand and retell stories about George Washington Carver, Jane Goodall, Wilbur and Orville Wright.

Academic and Exit Standards

Indiana Academic Standards form the foundation of learning for Eunoia Learning Academy students. The Core Knowledge Sequence presented through humanities rich, projects-based units, provide the roadmap for maximizing student learning. This integrated, researched based curriculum taught through the standards offers an academic program allowing each student to exit the school ready to begin post secondary offerings as a self-managing individual.

Mathematics

Eunoia staff will use the **Everyday Mathematics** as an instructional resource for linking projects through math to other content areas. The Everyday Math program was selected for its alignment with an integrated content approach to instruction, preparing students for the real world. The **Everyday Math eSuite** resources and strong school to home link are a great fit with Eunoia's education model. The manipulative classroom sets provide strong 'toolkits' for engaging learners through hands on learning. Grade-specific application of the curriculum will be as such:

- Pre-K: Children will develop recognition for patterns and shapes, numbers and measurement; problem solving skills in sorting and building sets
- Grades K-1: Students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry
- Grades 2-4: Students will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry
- Grades 5-6: Students will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra
- Grades 7-8: Students will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations); and work with data (coordinate plane; proportions; geometric proportions, statistics; probability)

Language Arts

The Eunoia Language Arts curriculum will include reading, writing, speaking, listening and the study of literature. Through the study of the Language Arts, students should be able to read fluently, understanding a broad range of written materials. Students in all grades will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels. In addition to the Core Knowledge curriculum, the **McGraw Hill Treasures Reading/Language Arts** program will be used for Grades Kindergarten through 6. The comprehensive program was selected for its ability to reach diverse skill groups of students, providing the tools and

strategies for helping teachers and instructional assistants provide learners with the skills necessary to meet success. Grade-specific application of the Language Arts curriculum will be as follows:

- Pre-K: Children will develop a solid foundation of language and vocabulary acquisition and exposure to a variety of written and spoken literary styles
- Grades K-3: Students will develop a solid foundation in learning to read
- Grades 4-6: Students will utilize and build upon skills as they read to learn and will begin to demonstrate proper grammar usage, study drama, identify specific speeches and give oral presentations
- Grades 7-8: Students will use the Core Knowledge Sequence of **Realms of Gold** literature, a humanities rich program and will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages

Science

The aim of Eunoia's Science program will be to develop in learners a rich and full understanding of the inquiry process; the key concepts and principles of life sciences, physical science, and earth and space sciences; and issues of science, technology, and society in historical and contemporary contexts. The Eunoia Learning Academy Indianapolis will use **Kendall Hunt Science** multidisciplinary program that incorporates interactive tools that help students learn how to use science to understand and manage our planet's resources. It is a great fit with the School's green focus in teaching children to respect themselves, others and their environment. The following describes grade-specific content:

- Pre-K: Children will be introduced to the scientific process through inquiry and play
- Grades K-8: Students will demonstrate how to view the world scientifically by asking questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations and discuss findings
- Grades 6-8: Students will demonstrate the ability to do experiments and write reports on their findings in addition to the above standards

Social Science

Within the Eunoia school program, the Social Science curriculum will provide a coordinated, systematic study of such disciplines as anthropology, economics, geography, history, law, political science, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. Through its projects based design and use of the Core Knowledge Sequence, the Eunoia Learning Academy will integrate a humanities based model linking Social Science and Language Arts. **Discovery Education** provides an online platform with content, virtual fieldtrips, and exploration, supporting the School's mission to develop students as self-managers. The Core Knowledge reading list by grade level and inclusion of classic literature and poetry provides a comprehensive foundation for meeting the Social Science Learning Standards.

Extended Core

Throughout time, the arts have been essential to human existence. The ISE model incorporates the organization's belief that all students deserve access to the arts through creation, performance and study. Pre-K children will be introduced to American Sign Language and Spanish vocabulary. Spanish as a world language will continue in Grades K – 8 as an extended core offering. Pearson Learning, **Paso A Paso**, will provide content for levels 1 – III students, spanning K-8. As well, art, music and physical education (wellness) will be provided through the extended core-curriculum courses. McMillan McGraw Hill, **Spotlight on Music**, will guide instruction. Each of these classes will link to all other subject areas. Extended Core offerings will include exposure to ballroom dance, modern dance, healthy eating and healthy living for students in Grades 4 through 8.

As part of the Extended Core curriculum, the school's *World Gardens* will help students develop a knowledge and appreciation for urban gardens as each grade level learns to care for and explores fruits and vegetables indigenous to different cultures represented in our community. Produce will be used to explore new food items through the school's food service program and within the farmers market that will be introduced during year two of operations, and operated through the I'mPossible program.

Technology

Technology provides a portal to the world and is an integral part of the Eunoia design. The Eunoia technology program, Technology as a Third Eye (TTE), teaches students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education. At Eunoia Learning Academy, technology is an integral part of the culture, as natural as books and pencils are to school life. Rather than learning about technology, school staff, students, and families will learn to use technology to solve problems. Most importantly, technology will be used to raise student achievement.

Technology as a Third Eye (TTE) is grounded in the following key principles:

- Capacity Building
- Equitable Access
- Continuous Learning
- Content Enrichment

Student technology standards by grade level guide development of skills in understanding and mastering keyboarding, Internet use, search engines, software applications and problem solving with various hardware and software. Eunoia classrooms will be equipped with Interactive Touch Whiteboard and laptop computers. In addition to these assistive educational technologies, iPads and iPods will be available for instructional use in all grades. Eunoia is an Apple platform school.

Eunoia Learning Academy is designed as a green-friendly environment utilizing recycled materials and fabrics. The facility and campus are learning and instructional resources incorporated in the Eunoia curriculum itself. The School will use a color code system, for example, light poles, wall switches and power outlets are green to indicate energy.

Character Development

Finally, the Eunoia curriculum incorporates character development. The focus of this area is to develop students as responsible individuals who respect themselves, others and their environment. The Eunoia character development curriculum is designed after the book, *The Ultimate Gift* by Jim Stovall. Students

will learn and practice character values and earn “gifts” related to the book, throughout their time at the charter school. Each Eunoia student will also begin his/her day with the core classroom teacher to allow the critical *SOAR* meeting that builds the culture and climate within the class. Further, character values, interpersonal and intrapersonal skills, and communications skills will be developed through activities integrated throughout the curriculum.

Within the projects based Eunoia classroom, students learn to work independently and in groups, acquiring and communicating an understanding of skills and content. The curriculum provides a broad palette of content, experiences, and skills that are aligned with the Indiana Academic and Common Core Standards.

Students are engaged and take ownership within the learning process and are better prepared to thrive in today’s global economy – the foundational pillars within the Schools mission – developing learners who respect themselves, respect their environment and respect others.

When learning is connected to what we live, we understand and respect what we have and our purpose within the larger world. Connecting learning to real world content and experiences is engaging; it promotes creativity, fosters communication, and responsible living. Eunoia’s instructional plan and curriculum underscores the School’s mission and drives the vision for accomplishing its goals.

Every projects based unit that will form the School’s curriculum clearly articulates alignment to standards. Each lesson that is taught within every classroom begins with an introduction of the standard(s) and skills that will guide the lesson – providing an understanding of and purpose for what is being taught, how it fits within the larger curriculum map, and allows students to take ownership of their educational plan. Teachers are trained to understand and articulate that the State Academic Standards form the foundation for the curriculum and guide what is taught. Nothing will be taught without alignment to and explanation of the standards.

Curriculum maps by grade and content are provided as Attachment 8. A sampling of the Kindergarten Core Knowledge Connections Web and Skills Map are included as a review of what is in place for every grade and content area. Inclusion of all exceeded the page allowance. A projects library with adequate projects / units is in place to guide the first three years of operation, allowing teachers to access as they build upon the projects over time.

Exit Standards (All align with Indiana State Standards and Core Knowledge)

English and Language Arts:

Pre-K: Children will demonstrate understanding of language and vocabulary; follow simple two-step directions, relative position of objects and use appropriate terms such as above, below, behind, over, under, and in front of; correctly hold a book and turn the pages, engage in discussion and activities for up to 10 minutes.

K-8: Students will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and

interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels.

Grades 4-8: students will demonstrate proper grammar usage, study drama, identify specific speeches and give oral presentations learn foreign phrases commonly used in English (in addition to above standards). They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages.

Mathematics:

Pre-K children will develop age appropriate abilities to understand patterns, shapes and numbers, with knowledge of numbers 1 – 10.

K-1 students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense, money, computation, measurement, and geometry.

Grades 2-4 will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry.

Grades 5-6 will develop age and grade appropriate numbers and number sense, ratio and percent, fractions and decimals, computation, measurement, geometry, probability and statistics, and pre-algebra.

Grades 7-8 will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations). Work with data (coordinate plane; proportions; geometric proportions, statistics; probability).

Science:

Pre-K children will demonstrate an understanding of the scientific process through making predictions and hypotheses in project activities; will demonstrate understanding of the world around them and identify life forms.

K-8 students will demonstrate an understanding for age and grade appropriate scientific methods through observation and hands-on direct experience. Students will demonstrate an understanding of each of the realms of science: physical, life and earth science.

Grades K-8 students will demonstrate how to view the world scientifically by asking questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations and discuss findings.

Grades 6-8 students will demonstrate the ability to do experiments and write reports on their findings in addition to the above standards.

A policy for promoting and retention will be in place. Triangulation of data points will include standardized assessments – formative and summative, unit assessments and authentic student work.

An understanding of intervention strategies in place and success relative thereto, demographic data (prior retention / special groups), student readiness and attendance will be considered. An Academic Standards Review Team will review, discuss and analyze each individual student being considered for retention. Parents will be notified in January of potential for retention with strategies identified and a plan of action set. This team will consist of the school director, curriculum director and classroom teacher(s). Ongoing monitoring will guide final decision, which rests with the School Director.

The following table represents projects for Eunoia student

3 rd Grade	15-16 Baseline*	16-17	17-18 Year 3	18-19	19-20	20-21 Year 6	21-22	22-23	23-24	24-25	25-26	26-27
ELA	40.0%	65.0%	69.0%	68.8%	74.4%	81.0%	85.0%	88.1%	91.8%	95.1%	98.0%	100%
Math	38.0%	56.0%	64.0%	52.3%	59.6%	76.0%	80.0%	83.3%	85.1%	88.4%	90.3%	93.8%
Grade 4	15-16 Baseline	16-17	17-18 Year 3	18-19	19-20	20-21 Year 6	21-22	22-23	23-24	24-25	25-26	26-27
Science	NA	35%	44%	52.1%	59.4%	70.0%	72%	77.3%	82%	86.3%	90%	93.5%

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**Baseline scores are projected based on statewide data for IPS. Actual baseline data for students enrolling in Eunoia will be spring 2016 for ISTEP+ and fall 2015 for NWEA. Percentages will be modified upon receipt of actual data and updated for real-time scores.*

Mission Statement	The mission of Eunoia Learning Academy is to offer a world-class education that celebrates and develops each child in a caring environment, nurturing creativity, fostering growth, developing responsibility, and promoting collective stewardship. Teaching children to respect themselves, others, and their environment, Eunoia leads every child in maximizing their potential and preparing them as global citizens.
Performance Goal 1	<i>What will our school accomplish?</i> Each year students will demonstrate improvement in their ability to read, write and comprehend English with 81% of students meeting state standards in English Language Arts at grade three by spring of 2021.
Performance Indicators	<i>How will we know that we have achieved this goal?</i> We will have achieved this goal when 81% of the 3 rd grade students score Pass or Pass Plus on the E/LA ISTEP+ in the spring of 2021.
Assessment Tools and Measures	<i>How will we measure achievement of this goal, using mandated assessments of school-specific assessments?</i> This goal will be measured using the E/LA ISTEP+ scores each year.
Rationale for Goal and Measures	<i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i> Developing our students as self-managers, equipped with the skills and experiences needed to prepare for high school and post-secondary career plans, is critical to our mission. Success with this goal is an indicator of readiness and ensures students are able to effectively communicate education, employment, and life needs.
Assessment Reliability and Scoring Consistency	<i>How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?</i> The ISTEP+ is standardized.
Baseline Data	<i>What is our beginning data point?</i> ISTEP+ data from spring 2016 for students entering Eunoia in the fall of 2015 as students in grade three will present data to serve as

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	<p>a baseline for 3rd grade students that met the state standards for English/Language Arts as measured by the ISTEP+ E/LA scores.</p>
<p>3rd-Year Target*</p>	<p><i>What do we expect to achieve by the end of our third year?</i></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 45% of students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 46% to 68% of students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p> <p><u>Rating 3 (Meets standard)</u>: 69% of students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p> <p><u>Rating 4 (Exceeds standard)</u>: 70% or more students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p>
<p>6th-Year Target*</p>	<p><i>What do we expect to achieve by the end of our sixth year?</i></p> <p>We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 65% of students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ ELA scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 66% to 80% of students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ ELA scores.</p> <p><u>Rating 3 (Meets standard)</u>: 81% of students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p> <p><u>Rating 4 (Exceeds standard)</u>: 82% or more students in the 3rd grade have met state standards for English Language Arts as measured by the ISTEP+ E/LA scores.</p>

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Performance Goal 2	<p><i>What will our school accomplish?</i> Each year students will demonstrate improvement in their ability to reason and communicate mathematically, problem solve and make connections between mathematics and real world experiences with 76% of students meeting state standards in Mathematics at grade three by spring of 2021.</p>
Performance Indicators	<p><i>How will we know that we have achieved this goal?</i> We will have achieved this goal when 76% of the 3rd grade students score Pass or Pass+ on the Mathematics ISTEP+ in the spring of 2021.</p>
Assessment Tools and Measures	<p><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i> This goal will be measured using the mathematics ISTEP+ scores each year.</p>
Attachments	<p><i>Attachments to illustrate the performance goal and assessments.</i> See attached goal projection summary.</p>
Rationale for Goal and Measures	<p><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i> This goal will enable our school to fulfill its mission to prepare students to be critical thinkers, teaching them how to think rather than merely what to think. Developing problem solving and reasoning skills provides student a toolbox from which to learn forward, become self-managers ready for post-secondary life.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i> The ISTEP+ is standardized.</p>
Strategies for Attainment	<p><i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i> See attached Student Achievement Plan.</p>
Baseline Data	<p><i>What is our beginning data point?</i> ISTEP+ data from spring 2016 for students entering Eunoia in the fall of 2015 as students in grade three will present data to serve as a baseline for 3rd grade students that met the state standards for English/Language Arts as measured by the ISTEP+ E/LA scores.</p>

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<p>3rd-Year Target*</p>	<p><i>What do we expect to achieve by the end of our third year?</i> We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 59% of students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 36% to 63% of students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 3 (Meets standard)</u>: 64% of students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 4 (Exceeds standard)</u>: 65% or more students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p>
<p>6th-Year Target*</p>	<p><i>What do we expect to achieve by the end of our sixth year?</i> We expect to meet the standard as set forth below in Rating 3.</p> <p><u>Rating 1 (Does not meet standard)</u>: Fewer than 55% of students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 2 (Approaching standard)</u>: 56% to 75% of students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 3 (Meets standard)</u>: 76% of students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p> <p><u>Rating 4 (Exceeds standard)</u>: 77% or more students in the 3rd grade have met state standards for Mathematics as measured by the ISTEP+ Math scores.</p>

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Performance Goal 3	<p><i>What will our school accomplish?</i> Eunoia Learning Academy will show an increase enrollment in enrollment each school year and will ensure capacity and adequate sections at each grade to have a total enrollment of 750 students when the School reaches capacity through a grade configuration of Pre-G - Grade 8.</p>
Performance Indicators	<p><i>How will we know that we have achieved this goal?</i> Eunoia will have achieved this goal when we have a total enrollment of 575 by the end of the School's third year of operation.</p>
Data Collection	<p>The goal will be measured by data collected and board enrollment reports generated no less than quarterly.</p>
Rationale for Goal and Measures	<p>This goal will allow Eunoia to be financially viable to ensure day-to-day operations with cash reserves for programmatic innovation, class trips, and programmatic growth.</p>
Baseline Data	<p><i>What is our beginning data point?</i> Total enrollment for 2015 - 2016 school year is projected at 400, Pre-K – Grade 5.</p>

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Performance Goal 4	<p><i>What will our school accomplish?</i> Eunoia Learning Academy will retain 90% of its students that are enrolled each year.</p>
Performance Indicators	<p><i>How will we know that we have achieved this goal?</i> We will have achieved this goal when 90% of our students that were enrolled at the end of the school year are registered again in the fall and are in attendance on the first count day.</p>
Assessment Tools and Measures	<p><i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)? NA</i></p>
Attachments	<p><i>Attachments to illustrate the performance goal and assessments.</i> NA</p>
Rationale for Goal and Measures	<p><i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i> To maintain financial stability and attain long-range goals for student learning.</p>
Assessment Reliability and Scoring Consistency	<p><i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i> NA</p>
Baseline Data	<p><i>What is our beginning data point?</i> In the fall of 2016, we will have 500 students enrolled, Pre-K – Grade 5, and in attendance on the first count day of whom 360 were in attendance in spring 2016. This number represents 90% of our students who were enrolled at the end of the school year in the spring of 2016.</p>
3rd-Year Target*	<p><i>What do we expect to achieve by the end of our third year? These numbers must be aligned with your goal and beginning data point.</i> We expect to meet the standard as set fourth below in Rating 3.</p> <p><u>Rating 1</u> (Does not meet standard): The number of students returning to is less than 329.</p> <p><u>Rating 2</u> (Approaching standard): The number of students returning to Eunoia Learning Academy falls between 330 - 359.</p>

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	<p>Rating 3 (Meets standard): The number of re-enrolling students returning to Eunoia is at 360.</p> <p>Rating 4 (Exceeds standard): The number of students returning to Eunoia Learning Academy exceeds 360.</p>
6th-Year Target*	<p>What do we expect to achieve by the end of our sixth year? These numbers must be aligned with your goal and beginning data point.</p> <p>We expect to meet the standard as set fourth below in Rating 3.</p> <p>Rating 1 (Does not meet standard): The number of students returning to Eunoia Learning Academy is less than 440.</p> <p>Rating 2 (Approaching standard): The number of students returning to Eunoia Learning Academy falls between 441 - 629.</p> <p>Rating 3 (Meets standard): The number of students returning to Eunoia is at 630.</p> <p>Rating 4 (Exceeds standard): The number of students returning to Eunoia exceeds 630.</p>

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Performance Goal 5	<i>What will our school accomplish?</i> The parents of Eunoia Learning Academy will increase their level of involvement through participation in all school-sponsored activities by 10% each school year.
Performance Indicators	<i>How will we know that we have achieved this goal?</i> This goal will be achieved by an increase in the number of parents attending any and all school sponsored activities equal to or higher than 10% of the previous year.
Assessment Tools and Measures	<i>How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?</i> The goal will be measured by numbers generated from parent sign-in sheets, and counts taken by school personnel at school-sponsored conferences, events and workshops.
Attachments	<i>Attachments to illustrate the performance goal and assessments.</i> NA
Rationale for Goal and Measures	<i>Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</i> To help each parent create new strategies to support instruction and help each student develops a solid educational foundation.
Assessment Reliability and Scoring Consistency	<i>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</i> NA
Strategies for Attainment	<i>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</i> The teachers, staff and parent liaison will work in promoting and recruiting parental involvement in classroom conferences, workshops and school-wide functions through regular newsletters, notes and phone calls home. Incentives will be given to students in soliciting parental participation. ELA family nights will also be held to build communication and develop partnerships. .
Baseline Data	<i>What is our beginning data point?</i> Data collected from parent contacts from conferences, building/classroom visits, home visits, and attendance from building sponsored activities will reflect 95% involvement in the spring conferences – a 15% increase from the previous spring. For all other events, Eunoia averaged 2% parental involvement in PTSO meetings and 19% attendance at workshop activities

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	yielding an average of 7% overall.
3rd-Year Target*	<p><i>What do we expect to achieve by the end of our third year? These numbers have to be aligned to the beginning data point.</i> We expect to meet the standard as set fourth below in Rating 3.</p> <p><u>Rating 1</u> (<i>Does not meet standard</i>): The number of parents that participate is less than 22 and or less than 7%.</p> <p><u>Rating 2</u> (<i>Approaching standard</i>): The number of parents that participate falls between 23 - 33 and or between 7% – 10%.</p> <p><u>Rating 3</u> (<i>Meets standard</i>): The number of parents that participate is at least 33 and /or 10% of the total enrollment</p> <p><u>Rating 4</u> (<i>Exceeds standard</i>): The number of parents that participate exceeds 43 and or 10%.</p>
6th-Year Target*	<p><i>What do we expect to achieve by the end of our sixth year? These numbers have to be aligned to the beginning data point.</i> We expect to meet the standard as set fourth below in Rating 3.</p> <p><u>Rating 1</u> (<i>Does not meet standard</i>): The number of parents that participate is less than 50 and or less 20% than.</p> <p><u>Rating 2</u> (<i>Approaching standard</i>): The number of parents that participate falls between 50 – 100 and or between 10% - 20%.</p> <p><u>Rating 3</u> (<i>Meets standard</i>): The number of parents that participate is at least 100 and or 12 % of the total enrollment.</p> <p><u>Rating 4</u> (<i>Exceeds standard</i>): The number of parents that participate exceeds 100 and or 12%.</p>

Eunoia Learning Academy School Calendar 2015 - 2016

July 27 – August 7	Teacher Professional Development	January 8	Second Quarter Ends
August 10	First Day of School	January 11	Third Quarter Begins
August 24 – Sept 4	NWEA, Fall Assessment Grades 2-5	January 11 - 25	NWEA, Winter Assessment Grades 2-5
September 7	No School Labor Day	January 18	No School MLK Day
September 14	First Quarter Midterm*	February 12	No School for Students Staff Professional Development
September 21	No School for Students Professional Development for Staff	February 15	No School Presidents' Day
October 16	First Quarter Ends	February 19	Second Quarter Midterm*
October 19	Second Quarter Begins	March 25	Third Quarter Ends
October 21	No School for Students Staff Professional Development	March 28 – April 1	No School Spring Break
October 22-23	No School Fall Break	April 4	Return from Spring Break Fourth Quarter Begins
October 28	Half Day – Dismissal at 10:30 Parent Teacher Conferences	April 15	Half Day – Dismissal at 10:30 Parent Teacher Conferences
November 25	Second Quarter Midterm*	April 18-29	ISTEP+, Spring Assessment Grades 2-5
November 26 - 27	No School Thanksgiving Break	May 6	Fourth Quarter Midterm*
December 18	Last Day of School Before Winter Break	May 13	No School Staff Professional Development
December 21 – January 1	No School Winter Break	May 16-27	NWEA Assessment, Grades 2 - 5
January 4	First Day Back from Winter Break	May 30	No School Memorial Day
January 8	Third Quarter Ends	June 8	Awards Day Last Day of School
	*Midterm Reports will go home 1 week after the midterm date.	June 9	Staff Records Day
	192** Instructional Days 205 Staff Days	June 17	Final Report Cards Mailed
	**Includes 2 Flex Snow Days	July 11-22	Summer Jump Start

Academic Offerings

Within the instructional day, the Indiana Academic Standards form the foundation for instructional focus, and serve as the roadmap for developing students as self-managers. Content includes English Language Arts (Reading, Writing, and Grammar), Mathematics, Science, Social Science, Technology, Art, Music, Wellness (Health and Physical Education), Character Development, and World Language (Spanish), and American Sign Language in Pre-K. Extended Core offerings (Art, Music, Wellness, and World Language) will be included in each day, with two of the four extended core offerings provided each day.

Each classroom will provide daily interaction with technology and class projects will ensure mastery of key technology standards that are specific to each grade. Classrooms are equipped with student laptops in each classroom, KG – Grade 8; Interactive Whiteboards are equipped in each classroom. iPads and iTouch technology is available for checkout by classroom teachers.

The schedule below provides an overview of instructional minutes per grade level across all content areas.

	KG	1	2	3	4	5
Morning Meeting	15	15	15	15	15	15
E/LA	80	80	80	80	80	80
Math	80	80	80	80	80	80
Writing/IT	25/15	25/15	25/15	25/15	25/15	25/15
Science	40	40	40	40	40	40
Lunch/Recess	25/15	25/15	25/15	25/15	25/15	25/15
SS	40	40	40	40	40	40
Character /Closing Meeting	20/20	20/20	20/20	20/20	20/20	20/20
Extended Core	80	80	80	80	80	80
Plan/PD	80	80	80	80	80	80

Eunoia Learning Academy

Enrollment Policy and Process

Enrollment Policy

It is the role of Eunoia Learning Academy to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process, will not be tolerated, and will result in disciplinary action.

Eunoia accepts children Pre-K – Grade 8, with the exception of students who have been expelled / suspended from their previous school or have other pending disciplinary actions that violate Indiana law. There are no academic enrollment requirements. Eunoia reserves the right to rescind enrollment to any student due to false information provided relating to prior school disciplinary current or pending expulsion / suspension / disciplinary actions that violate Indiana law.

Enrollment preference is given, in accordance to enrollment protocol, first, to currently enrolled students, second, to siblings of currently enrolled students, students awarded a seat from required lottery.

State law requires that an equitable lottery process be held to determine enrollment if more students apply than there is seat openings at any grade level. Eunoia holds a public lottery the first Friday following the close of open enrollment each March. Actual date and time announced at the beginning of the open enrollment period each year. The enrollment list will be in effect at the completion of each lottery held.

It is recommended perspective families research the School's model and become familiar with Eunoia's education program prior to complete an application for enrollment. Information on Eunoia Learning Academy is available at www.eunoiaschools.org. Recurring information sessions and tours are available. Please contact the School office for scheduled times.

In order to ensure an equitable process for all families of students on the wait list and in order to fill class rosters in a timely manner, offers of enrollment must be

accepted within 72 hours. This timeframe may be shortened to 24 hours during the period August 1 and September 30.

Offers of enrollment may be made via telephone, email, or in person. If the listed telephone number is not answered, the offer will be sent by email and mail. Acceptance must be made within 72 hours of when the offer is made. If no response, the child's name is moved to the bottom of the wait list.

If an offer of enrollment is declined, the child's name is moved to the bottom of the applicable wait list.

Additional Guidelines

1. It is the responsibility of the parent / guardian to notify the School of any siblings who they wish to enroll
2. Recent additions to families (stepchildren, foster children) qualify as siblings under this policy. It is the responsibility of the parent / guardian to notify the school in such instances
3. If a student ceases to be enrolled at Eunoia, his/her siblings on the wait list will be placed at the bottom of the general grade level wait list should their placement at the top occurred during the current year lottery
4. If a student accepts an offer of enrollment at Eunoia and then enrolls / attends another school, the offer of enrollment is automatically rescinded
5. Parents / Guardians have an obligation to provide accurate and complete information on all enrollment applications and forms

Enrollment Process

Applications for New Students

1. Eunoia Learning Academy will begin accepting applications from new students for the upcoming school year in mid-January.
2. The school holds lotteries to determine acceptance and wait list status as outlined below for the upcoming school year
3. The lottery for the upcoming school year is held in March when and if the number of applications received is greater than the number of openings in each class, with the date publicly announced in advance.

Several factors determine an applicant's acceptance into the school or placement on the wait list. Applicants who have siblings already enrolled in the school are given preference, and moved to the top of the wait list. Students

who do not have siblings attending Eunoia Learning Academy follow on the wait list.

An applicant's rank on the wait list is determined by lottery. All applications for each grade are placed in a box and are randomly drawn. The first application pulled is number one, and so on. If there is an available space in the grade for that applicant, he or she is admitted to the school. If not, that student is placed on the wait list for that grade, in the order the application was pulled in the lottery. Applicants from the first preference group normally will have preference over any applicant from the second preference group, and so on.

For certain grades (for example, Kindergarten), there are new spaces available every year. For other grades, depending upon the number of students returning to the school and the number of sections opening for that grade, there are few, if any, available spaces.

Wait lists do not carry over into the next school year. All applications and wait lists are disposed of on April 1. Parents / guardians of children whose names are on the wait lists will be notified in December of the date of the next enrollment window and invited to submit a new enrollment application.

If a student has been accepted to the school but does not register within 10 days, he or she is automatically withdrawn and the next student on the wait list is invited to attend the school.

Pre-K Enrollment

To be eligible for Pre-K, a child must be at least three (3) years of age on or before September 1 of the year of Pre-K enrollment, and must not be eligible for kindergarten.

Kindergarten Enrollment

To be eligible for kindergarten, a child must be five (5) years of age on or before September 1 of the year of kindergarten enrollment.

Applications for Re-enrollment –

1. Students currently enrolled in and attending Eunoia Learning Academy in good standing remain enrolled for the following school year, and are not required to submit a new application or go through the lottery process.
2. Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined above for new students.
3. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.

December

- Design / update enrollment ad for placement in local paper
- Arrange for run of ad in local paper – 1 – 2 weeks depending on cost for mid – late January
- Complete design of school media and marketing materials
 - School Facts Sheet or Brochure
- Update school application form
 - English / Spanish
- Print copies of application form
- Update all enrollment materials (see list of all forms needed)

January

- Determine open seats for upcoming school year
 - Returning Students – For schools in existence, first determine returning students
 - Send out intent to re-enroll cards to current student families allowing a 6 week turn around to return postcards.
 - Postcards should be distributed in early January (on or about January 10)
 - As intent to re-enroll cards are returned, each should be stamped with date/time received, as well as initials of staff who receives the card
 - Upon receipt of intent to re-enroll cards, and passing of deadline, a count of open seats will be calculated for new students. Do so by grade level

- New Students – This will apply to new schools and schools in existence
 - Open Enrollment will run for approximately 8 weeks beginning on or about January 20 of each year
 - Ad should run week prior to start of Open Enrollment and again within open enrollment if interest is not producing numbers needed
 - An application must be completed for each child interested in attendance at the school
 - As applications are submitted, check for accuracy and completion of all fields (phone numbers are critical)

If you receive more applications for any grade level than the number of spaces that are available during the open enrollment period, you must have a lottery

- As applications are turned in, stamp with date and time received, as well as initials of staff receiving the application
- A ticket should be attached to the application with a matching duplicate placed in the appropriate grade level envelope in the event a lottery becomes necessary. The student's name should be written on the ticket half going in to the envelope
- Applications received after the open enrollment period ends are placed on a waitlist. It is critical this occurs by grade level with date / time received staff that received and numbered in order received. Placement to a class is by first-come; first-served availability only after the lottery takes place.

March/April

- Siblings
 - Siblings – Siblings of current students have priority in enrollment. For example, the parent of a second grade student has a child eligible to enter kindergarten for the upcoming year. If the application is received in the open enrollment period and seats are available, the student automatically gets in. If the application is received after the open enrollment, the student goes to the waitlist and is not eligible for the lottery
- Lottery
 - A ticket system is recommended as it allows a paper trail. Attach one part of the ticket to the application form as it is

- submitted, with the student's name written on the other half of the ticket and placed in appropriate grade level envelope.
- The lottery is open to the public and should be posted 48 hours prior to facilitation.
 - An outside party should be present for selection of lottery tickets. Someone from the authorizer's office is a good suggestion / strategy.
 - Outside party should pull the tickets
 - Begin with upper most grade and pulls tickets in reverse order of grades. Doing so allows monitoring and placement of siblings which are typically in the lower grades
 - If there is not space for the sibling, they are moved to the top of the waitlist
- Post Lottery
 - Once the lottery is completed and a listing of all grade level students is completed (on the day of the lottery), send a welcome letter to new students. Information should be included relative to the registration process and a timeline of dates for completion included. The letter should also clearly articulate that failure to complete and return materials on time would remove the student from enrollment and place them at the bottom of the waitlist
 - Enrollment counts and waitlist will fluctuate over the spring and summer. It is critical that numbers and paperwork be kept up to date and accurate. Weekly enrollment reports will guide the process and provide numbers for all parties communicating accurate enrollment information
 - Registration Process
 - It is critical to beginning the new school year with full seats that the registration process be a multiple step process
 - Registration materials should be printed in separate colors for returning and new students. For example, all registration forms for returning students may be printed on green paper with those for new students printed on yellow paper. This allows quick recognition of new and returning students and processing appropriately.
 - Registration materials should be divided in to three succinct mailings to be sent between mid April and early June, with approximately 4 weeks between each mailing. Doing so ensures continued interest and seriousness of the family in enrolling their child.
 - The last set of materials should be due back late June to allow the next mailing in early to be assignment of teacher and welcome

letter by the child's teacher along with a supply list for starting the school year

- Registration Materials
 - First Mailing early-April
 - Registration Form
 - Home Language Survey
 - Health History
 - Emergency Notification Cards
 - Physical Form
 - Second Mailing early-May
 - School Calendar
 - Attendance Policy – With Acknowledgement Form for Signature
 - Video Consent Policy – With Acknowledgement form for Signature
 - Uniform Policy – With Acknowledgement form for signature
 - Free and Reduced Meal Form
 - Third Mailing early-June
 - Family Handbook with FERPA policy
 - Discipline Policy – With Acknowledgement form for signature
 - Internet / Computer Use Policy – With Acknowledgement form for signature
 - Consent to Release Form documenting who may pick up children for each family

It is critical within each mailing that, upon return, materials are checked and verified for accuracy and completeness in return of all documents. The following checklist will apply to ensure accuracy and assurance that critical finds* are met.

- School Office Staff must check enrollment registration form for identification of students with IEP's
- School Office Staff must check enrollment packets to ensure all documents are completed and returned. If forms are missing, office staff MUST notify parents of missing items and a set time for return of materials set
- School Office Staff and Special Education Teacher must check enrollment forms and cumulative records for evidence of IEP
- Classroom homeroom teacher must review all student files for identification of critical finds*. Signature required to validate completion by end of second week of school year

*Critical finds are those key designations, acknowledgements and check points on registration form and/or documents that impact direct services, health and/or programmatic areas for the student. This includes identification of special education services

Eunoia	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Pre	50	75	75	75	75	75	75	75
k	75	75	75	75	75	75	75	75
1	75	75	75	75	75	75	75	75
2	50	75	75	75	75	75	75	75
3	50	50	75	75	75	75	75	75
4	50	50	50	75	75	75	75	75
5	50	50	50	50	75	75	75	75
6	0	50	50	50	50	75	75	75
7	0	0	50	50	50	50	75	75
8	0	0	0	50	50	50	50	75
K-8	350	425	500	575	600	625	650	675
Pre-K - 8	400	500	575	650	675	700	725	750
ADM	312.5	387.5	462.5	537.5	562.5	587.5	612.5	637.5



Eunoia Learning Academy Discipline Policy

A well-organized learning community, school and classrooms, where concentrated and varied learning are prevalent, and students respect themselves, others, and their environment, do not occur by chance. Safe and orderly, cooperative, and positive learning environments are guided and well planned, and nurtured daily.

Eunoia Learning Academy fosters a culture of care and excellence where children are given the foundations, skills, and experiences to develop as self-managers, readied to succeed in today's global society. Our core expectations and 'teachable moments' guide children in understanding the impact of the choices they make. Never are consequences given without discussion of choices made, the impact of the choices to self, others, the environment as they related to our core beliefs.

For our school to be successful, students, parents, staff and community need to understand our 'family' values and expectations – all that defines who we are. The policy that follows provides a detailed overview of disciplinary standards that aligns with Indiana Academic Code.

General Overview

Within the classroom each teacher is responsible for the management of student behavior and maintaining a positive climate for learning through use of an assertive discipline approach. All staff receive materials related to our *Behaviors for Learning*, comprehensive standards that guide instructional operations, and training in conjunction with maintaining a positive learning environment. When a child's action disrupts the learning environment, the behavior must be addressed. Classroom teachers are responsible for correcting interruptions to the learning environment to maintain the academic and social / behavioral climate through alignment with our *Behaviors for Learning*. When a child's behavior is repeated, and classroom interventions and strategies are not working, something different must occur. This includes a referral to the office and/or CINS (Child in Need of Services) referral as an appropriate next step in our progressive discipline process, and in understanding 'why'.

Eunoia Learning Academy student discipline policies and guidelines are executed in accordance with Indiana Code, IC 20-8.1-5.1. Copies of the Code

are available in the School office.

Core Expectations

The following standards, known as the "**Core Expectations**," represent basic beliefs of Eunoia Learning Academy. These expectations guide and inform the culture, and apply at all times that the school is responsible for the students, including any off-site, school-sponsored functions such as field trips, sporting events, and overnight retreats.

1. Respect yourself, respect others, and respect your environment
2. Come to school each day ready to learn, putting forth your best effort
3. Respect the property and rights of others
4. Respect the learning environment
5. Be honest in what you say and do
6. Take responsibility for your actions and your words
7. Take ownership for your learning

Eunoia's discipline policy and expectations, guided through the *Behaviors for Learning*, are designed to foster student success, increase self-respect and self-management, and reinforce Core Expectations. The School believes in positive behavior intervention through 'teachable moments' that develop self-reflection and focus on intrinsic motivators rather than extrinsic rewards.

Through a series of steps that range from classroom interventions to exclusion, staff works with students to understand the impact of choices and develop the skills to successfully self-manage in making appropriate decisions and choices.

General School Rules and Policy

Eunoia Learning Academy facilitates the development of self-managing individuals toward fostering a community of learners' attitude and environment. Eunoia Learning Academy celebrates the development of our children and recognizes the positive growth in all areas, while at the same time correcting the inappropriate behaviors and teaching choices that support success .

Policies and consequences consistent with our mission are necessary to ensure a

safe and positive learning environment for every child.

Inappropriate Behavior

Examples of inappropriate behavior include, but are not limited to:

- Disrespectful or inappropriate talk and actions
- Disobedience / Failure to Comply
- Misusing school equipment, or that of others
- Bullying
- Sexual harassment
- Behavior that has the potential to cause harm to self, others or property

Teachers will discuss the above behaviors with children and will contact parents in working together to resolve. If the child's behavior problems continue, a referral to the office administration may occur.

Office Referrals

It is at the discretion of the teacher to refer a child to the administration for intervention of behaviors. Administration will talk with the child, as well as others involved, to understand the circumstances surrounding the incident.

Depending on the circumstances that caused the referral, a student may remain at the office for a brief "time out" period, or may receive another form of consequence. These may include detention, in-school suspension, out of school suspension, or expulsion. Conflict resolution, individual, and/or group counseling may be involved as a component of Eunoia Learning Academy's intervention strategies. Upon each referral to the administration, the parent or guardian will be called and informed of the incident as well as the consequences. ***It is a shared responsibility of the parents to teach and model Eunoia Learning Academy's Core Expectations.***

Suspension

The following behaviors may result in immediate suspension:

- Fighting
- Biting

- Forgery
- Harassment / bullying others
- Disrupting the educational environment or otherwise willfully defying the valid authority of staff, teachers, or other school officials
- Causing, attempting to cause, or threatening to cause physical harm to another
- Causing or attempting to cause damage or school property or private property
- Stealing or attempting to steal school property or private property
- Possessing or using tobacco, alcohol, or controlled substance
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual advances, request of sexual favors, or other verbal, visual, or physical conduct of a sexual nature
- Causing or attempting to bring harm to another through hate language
- Habitual misbehavior

Suspensions may be in school or out of school as specified in the notice of referral letter mailed to parents. Parents may be required to return to school with their child to meet with members of the administrative team as specified in the notice of referral letter.

Detention

Detention can be either lunch/recess detention or after school detention. Lunch/recess detention means that a student will miss lunch and recess time with the class, and will spend that time in the Detention Room eating his/her lunch alone and doing schoolwork. After-school detention means that the child will spend the next day after school beginning at 3:40 p.m. in a supervised study environment. Parents will be notified in writing when a child is assigned an after-school detention to ensure transportation home is arranged. Failure to fulfill the detention requirement will add another detention to the one not served.

When a student fails to respond to warnings and detentions, more serious measures will be taken to motivate the student to improve his or her behavior.

Saturday School

Saturday School may be scheduled throughout the school year. Saturday School means that a student will report to Eunoia Learning Academy from 8:00 a.m. to noon on a scheduled Saturday. Saturday School will consist of a student either completing academic or community service on school grounds for the given time. Parents will be notified when a student is assigned Saturday School to ensure transportation to and from Eunoia Learning Academy. Failure to fulfill the Saturday School requirement will add another Saturday School to the one not served.

Expulsion

The following behaviors may result in a student being expelled for a period of time as allowed by Indiana law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous object
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence, or hate crimes
- Sexual assault
- Battery

Forms and processes for appealing expulsion are available in the school office, and are outlined in Indiana Code, IC 20-8.1-5.1, Chapter 5.1, Suspension, Expulsion and Student Discipline. Indiana Administrative Code, Article 7, Rule 44, specific to disciplinary change of placement for students with disabilities. Copies are available in the school office.

Eunoia Learning Academy expects all students to conduct themselves in a civil and socially responsible manner. Disciplinary measures, carried out in accordance with state law, are used to maintain a safe and stable school environment.

Notification of an expulsion hearing before the administration will be sent in

accordance with IC 20-8.1-5.1-13. Formal findings from such a hearing will be explained in writing to the parents and the Director of Eunoia Learning Academy with stipulations outlining the length of the expulsion.

Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Trustees as specified in IC 20-8.1-5.1-13. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Head of School of Eunoia Learning Academy shall notify the head of the receiving school of the reasons for the pupil's expulsion.

Procedural Due Process

Procedural Due Process is afforded to all students subject to discipline and includes the following:

1. Opportunity to respond to charges in front of a qualified teacher or administrator of the school
2. Opportunity to present witnesses
3. Notification of all evidence
4. Notification of formal outcome within a certain number of days of hearing
5. Right to appeal

Pursuant to 511 IAC 7-44, school leadership will ensure disciplinary guidelines under IDEA and Article 7 for students with an individualized education plan.

Procedures for all Expulsion Hearings

1. A presentation of the evidence against the student is stated by the Hearing Officer (Head of School or Administrative designee) at the school.
2. A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
3. Submission of written statements from any person in defense of the student accepted by the Hearing Officer. The student may present witnesses and evidence in rebuttal of the school's allegation to the Hearing Officer.
4. The Hearing Officer records a summary of the facts and disputed evidence.
5. Failure of the pupil and/or parent to appear at the hearing without

- good cause constitutes a waiver of the hearing and the case is reviewed by the Hearing Officer (Head of School or designee). A decision is rendered on the evidence available
6. On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the hearing officer will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include an alternative educational plan or an evaluation request under Chapter 766.

Search and Seizure Policy

1. The School Board recognizes that the privacy of students and their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable cause for a search.
 - o As used in this policy, "reasonable cause for a search" means any circumstances, which would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:
 - i. Evidence of a violation of the student conduct standards contained in the student handbook; or
 - ii. Anything, which, because of its presence, presents an immediate danger of physical harm or illness to any person.
2. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to this policy. A student who uses a locker that is the property of a school is presumed to have no expectation of privacy in that locker or the locker's contents. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed.
3. The principal, or a member of administrative staff designated in writing by the principal, may search a locker and its contents where either the person conducting the search or the person designating the search believes there is reasonable cause. Where the locker to be searched is

assigned to a particular student and that student is on the school premises at the time of the search, the student shall be notified prior to the search and given the option to be present at the search.

4. The principal, a member of the administrative staff, or a teacher may search a desk or any other storage area on school premises other than a locker when the person conducting the search has reasonable cause for a search.
5. The principal, or another member of the administrative staff designated in writing by the principal and acting at the direction of the principal, may search the person of a student during a school activity if the principal has reasonable grounds for a search of that student.
 - o Searches of the person of a student shall be limited to:
 - i. Searches of the pockets of the student,
 - ii. Any object in the possession of the student such as a purse or briefcase, and/or
 - iii. A "pat down" of the exterior of the student's clothing.
6. Searches of the person of a student that require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer in accordance with this policy. A person of the same sex as the student being searched shall conduct searches of the person of a student in a private room. At least one, but not more than three, additional persons of the same sex as the student being searched shall witness, but not participate, in the search. At the request of the student to be searched, an additional person of the same sex as the student designated by the student, and then reasonably available on school premises shall witness the search. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.
7. Anything found in the course of a search conducted in accordance with this policy which is evidence of a violation of the student conduct standards contained in the student handbook may, as deemed appropriate by school authorities, be:
 - o Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal or the principal's designee until it is presented at the hearing,
 - o Returned to the parent or guardian of the student from whom it was seized,

- Destroyed if it has no significant value, or
 - Turned over to any law enforcement officer in accordance with this policy.
8. Anything found in the course of a search conducted in accordance with this policy which by its presence presents an immediate danger of physical harm or illness to any person may be seized and, as considered appropriate by school authorities, may be:
- Returned to the parent or guardian of the student from whom it was seized,
 - Destroyed, or
 - Turned over to any law enforcement officer in accordance with this policy.
9. The principal, or a member of the administrative staff designated in writing by the principal, may request the assistance of a law enforcement officer to:
- Search any area of school premises, any student, or any motor vehicle on school premises;
 - Identify or dispose of anything found in the course of a search conducted in accordance with this policy.

Where law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in any search conducted.

Letter of Support

Michelle Thompson, PHD
Eunoia Learning Academy
3440 Guion Road, Indianapolis, IN 46222

To Whom It May Concern:

It is no small matter that the current state of affairs in our public educational systems in cities across the country are in dire need of true leadership, revitalization and recommitment to the needs of children, families and communities. Therefore, it is with highest regards for the vision of Professor, Michelle Thompson for Eunoia Learning Academy, that I write this letter of support.

ELA's Mission to serve the particular needs of urban children in offering a first-class education which celebrates and the individual child in a caring environment, is the foundational building block in nurturing creativity and growth. With a goal to develop responsibility and promote community, reestablishing the virtues of self-respect and the respect of others, and their environment is what is necessary to prepare them to become global citizens.

ELA's strategy to service students Pre-K – Grade 8, through use of multifaceted technologies, instructional strategies, multiple intelligences, interdisciplinary curricula, and a diverse educational and support staff, will provide an approach that will once again focus on the education of the whole child.

The very familiar African Proverb... "It takes an entire village to raise a child" is a true adage. The harsh reality of the breakdown of the traditional family unit and the often tragic and subsequent aftermaths of financial hardship, emotional bereavement and the social and communal change that come with it, are most evident in the poor educational and social performances of children all across our nation.

ELA's vision and commitment to encourage, engage, and enlist the community in which it will serve, is a very welcomed and vital need. When a community is committed to the wellbeing of its most valuable resource, *their children*, the life of that community ensures by reciprocity the success of its current and future citizens.

In my opinion, one of the pursuits that citizens want and are looking for in the “Global Dream” is... the equal opportunity for a quality and affordable education that provides them with the skills necessary to become productive and innovative citizens of the local, national and global communities.

ELA’s approach to look at the educational process relative to the community as a whole makes it very unique and vital for the current rapid technological, economic, social and global changes of today. The School’s model to service the child and the family, and to pursue community collaborations that will provide training and employment skills to parents and community residents is a win, win for us all.

In conclusion, I as a parent and grandparent, welcome the heart and vision of ELA. Choice is important. And an affordable choice is even better. It is my assertion that when a person is presented with a choice, it is always best to make a decision based on facts that will embody One’s personal desires, aspirations and goals.

As a graduate of the Indianapolis Public School system, I know how important my teachers, counselors, school and community was during my formative years. Benefitting from community collaborations such as Center for Leadership Development, Junior Achievement, the Boys & Girls Clubs of America and the YWCA, was significant in my educational and career success.

Therefore, I encourage you to strongly consider Eunoia Learning Academy to become a part of the tapestry and framework of our fair city. Another idiom which holds true is, “A mind is a terrible thing to waste.” In this case, a “beautiful mind” is a terrible thing to waste!

Humbly submitted,

*Mrs. Evelyn Blunt-Luster, Professional Vocalist, Song-Writer/Speaker
Indianapolis, IN*

To Whom It May Concern:

I am a parent that is in support of Michelle Thompson's Charter School. I have two children that currently attend Indianapolis Public School 69. My oldest attended The Indianapolis Project School from the day they were opened, to closing. It has been a terrible experience for my son to attend IPS schools, from the curriculum, to the way he is treated as a person. I have tried to find a school that suites his academic skills, and continuously challenges him, but have had no luck in finding such a school.

My daughter has started her first year of school at Indianapolis Public School 69, and has adjusted very well to that atmosphere. Her teacher provides weekly updates, and has noticed that my daughter knows a lot more than she thought, and has noticed my daughter checks out on subjects that are very familiar to her little brain. It has been a challenge for my daughter's teacher keep her engaged, introduced more challenging skills, and still be able to maintain the rest of the class room.

I have found that with IPS Schools, there are often too many children in the classrooms. So, that leaves the students that have an advanced mind set to complete their work, become bored, then disruptive. Being that my son came from a school where he was constantly challenged with math problems two grade levels ahead of him, he is bored with the current academics, because he feels as if it's become repetitive.

I am confident that Michelle Thompson's Charter School, will provide a safe, happy learning environment; that promotes children to challenge themselves and allows the children to learn based on their current skill sets. I know that Michelle Thompson will be actively involved in how the teachers are interacting with the students, and encourage parent involvement as well. Our children need to have a curriculum that is current, and teachers that actually care if the students succeed. I know that all of the things we have been looking for in a Charter School, will be provided within Michelle Thompson's school.

Carly Briser

Contact	Organization / Connection	Ask	Response
Speaker - Public Comment / Support			
Jamyce Curtis Banks	WIT / West side	2 minutes speaking in support / need	Agreed
Sam Brown	Second Helpings	2 minutes speaking in support / need	Agreed
Micki Gowdy	Parent I've worked with in 2 schools	2 minutes speaking in support / need	Provided to Read
Linda Dennis	Parent I've worked with in 2 schools/wants grandchildren	2 minutes speaking in support / need	Agreed
Kidane Gebreselassie	Refugee Gardens	2 minutes speaking in support / need	Agreed
Letters of Support / Partnership			
Gayle Holtman	VSA Indy	Letter of Partnership	Received / Updated
Sam Brown	Second Helpings -- Also worked w/ at HOPE	Letter of Support / Need	Received / Updated
Micki Gowdy	Parent	Letter of Support / Need	Received / Updated
Linda Dennis	Parent / Grandparent	Letter of Support / Need	Received / Updated
LaTiesha Hollowell	Paramount teacher	Letter of Support / Need	Received / Updated
Phyllis Imel	Retired IPS Educator	Letter of Support / Need	Meeting Facilitated / Vision Shared
Phyllis Usher	Retired DoE Leader	Letter of Support / Need	Meeting Facilitated / Vision Shared
Miriam Acevedo Davis	La Plaza Executive Director	Updated letter of Support / Partnership	Received
Janice Hicks Slaughter	Marian University EcoLab Director	Updated letter of Support / Partnership	Meeting Facilitated / Vision Shared
Deb Lawrence	VP Marian University - also connected to neighborhood	Update on Eunoia / Invitation to Thursday	Presenting to KW30 Tonight
Councillor Maggie Lewis	Indianapolis Council Woman -- west side district	Update on Eunoia / Invitation to Thursday	Meeting Facilitated / Vision Shared
Dr. Leo Ortega	Shallom Health Center	Updated letter of Support / Partnership	Received
Mary Clark	International Marketplace Coalition -- west side	Update on Eunoia / Invitation / Letter	Meeting Facilitated / Vision Shared
Thomas Griffin	President -- Indianapolis Black Expo	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Lev Rothenberg	Director -- Jewish Community Center -- west side	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Suzanne Rothenberg	Former Director -- Indy Community Connections	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Mary Crevey	Development Coordinator -- Riley Foundation	Letter of Support / Need / Invitation	Agreed / Letter Forthcoming
Lori Darland	VP Sales -- UNCommunication	Letter of Support / Need / Invitation	Received
Sherry Floyd	Director Community Programs -- Crossroads Easter Sea	Letter of Support / Need / Invitation	Received
Dr. Kelly Young	Director -- Meridian Psych Associates	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Amy Panetta	Director -- YMCA Regional Director / Indy west	Updated letter of Support / Partnership	Received
Jim Morris	Exec Director -- Habitat for Humanity	Updated letter of Support / Partnership	Meeting Facilitated / Vision Shared
Barbara Bendict	Retired Special Educator	Letter of Support / Need	Agreed / Letter Forthcoming
Evelyn Blunt	Parent / Grandparent	Letter of Support / Need	Received
Angela Guada	Parent -- Special Needs Student	Letter of Support / Need	Received
Robin Lloyd	Parent --	Letter of Support / Need	Meeting Facilitated / Vision Shared
Jamyce Curtis Banks	Educator -- Charter Support -- Indy west side resident	Letter of Support / Need / Invitation	Received
Jim Simmons	Business Leader -- Indianapolis west side	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Juli Shelton	Regional Director -- Aramark	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Diana Young	President -- Flackville Neighborhood Association	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Jim Martin	President -- Eagledale Neighborhood Association	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Lorene Burkhart	Author -- Respected Indy business leader	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared

Deb Cooney	Charter School Educator	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Clark Lienemann	Exec Director -- Mary Riggs Community Center - west s	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Janice Cox	Exec Director -- MLK Community Center -- west	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Richard Bowman	Former IPS educator	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Sheri Anderson	IPS Special Educator - former charter educator	Letter of Support / Need / Invitation	Agreed -- Letter Forthcoming
Michael Kauffman	Health and Hospital Corporation	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
George Hanlin	Director -- Portfolio Group -- Arts/Education Organ	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Joanna Beatty Taft	Arts / Education Activist	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Peggy Gamlin	President -- Riverside Neighborhood Association	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Phyllis Hackett	VP -- Riverside Neighborhood Association	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Michael Olkes	President -- 3Oaks Corporation	Letter of Partnership	Received
Scott Mullane	VP -- 3Oaks Corporation (FFE)	Letter of Partnership	Meeting Facilitated / Vision Shared
Phil Votaw	Exec Director -- Indy West CDC	Letter of Partnership	Meeting Facilitated / Vision Shared
Dan Henkel	Senior VP - Communication Strategies JumpIN	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Monica Lewis	Parent -- children in charer schools	Attend Thursday	Agreed
David Greene	Pastor -- Purpose of Life Ministries	Letter of Support / Need / Invitation	Letter Received
Lew Wallace	Pastor -- Wesley United Methodist	Letter of Partnership	Meeting Facilitated / Vision Shared
Diane Baker	Exec Director -- Head Start	Letter of Support / Need / Invitation	Agreed -- Letter Forthcoming
Barbara McLin	Retired Educator / Community Activist	Letter of Support / Need / Invitation	Received
Neil Cox	Pastor -- Southport Presb -- Community Activist	Invitation -- Share Information	Meeting Facilitated / Vision Shared
Arthur Hinton	Principal -- Pike Township	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Nichelle Hayes	Educator -- Charter School	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Pastor Henzy Green	Pastor -- Emmaus Christian Church -- west	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared
Kenneth Holyoak	International Marketplace Board	Letter of Support / Need / Invitation	Meeting Facilitated / Vision Shared

Would you welcome a free public charter school in your community that teaches students how to think rather than what to think?

Yes No

Comment: critical thinking skills are very important.

Would you welcome a free public charter school in your community that celebrates human diversity and teaches students through a projects based global perspective?

Yes No

Comment: Human diversity is to be valued. Getting along and acceptance is also to be valued. Learning through projects encourages critical thinking. We are a global society.

Would you welcome a free public charter school in your community that uses quiet, 40 foot wind turbines to lower the school's overall carbon footprint and save on utility costs?

Yes No

Comment: I favor and support wind energy.

Would you welcome a free public charter school in your community that is a resource open to the community, welcomes use outside school hours for before/after school care and community events?

Yes No

Comment: I think of a neighborhood center. Quality before/after school care is vital and not simple to provide.

Do you see Eunoia Charter School of Excellence as a positive and welcomed resource for the community?

Yes No

Comment: I do see it as positive!

Thank you for taking a moment to help us provide the highest quality education choice for the community.

Name (optional) _____ Email _____

Please help us plan Eunoia Charter School of Excellence to be the community charter school that will best serve children and families. Your voice in completing this brief survey will help us in planning forward.

Do you feel the near west side community of 34th and Guion Road would be well served by a FREE public charter school as an educational alternative to traditional public schools?

Yes No

Comment: I think it is an area where a

free and well-run and well-planned

school is needed. The school must be inclusive

Would you welcome a free public charter school in your community that develops children and students as independent and critical thinkers with the skills to be successful in our global world?

Yes No

Comment: definitely!

Would you welcome a free public charter school in your community that uses robotics, ipads, itouches and digital whiteboards as educational resources?

Yes No

Comment: This would help prepare children
for the future!

Would you welcome a free public charter school in your community that offers a variety of fresh, healthy food choices in meeting the dietary needs of students?

Yes No

Comment: The fresh choices are appealing.

Would you welcome a free public charter school in your community with onsite edible gardens that teaches students the philosophy of garden to table, and the principles of giving forward?

Yes No

Comment: Garden to table process is
valuable. Sharing with neighbors is
also valuable.



The State Organization
on Arts and Disability

January 4, 2012

Michelle Thompson, Ph.D.
Eunoia School of Excellence
Indianapolis, IN

Dear Michelle,

Thank you, again, for talking with me about your plans for the Eunoia Charter School of Excellence. VSA Indiana is interested in your plans to connect students with disabilities and the arts. As a follow-up to our conversation, I am writing to you to provide a proposal that describes how Eunoia and VSA might become community partners.

As a context for what follows, let me provide some general information about VSA Indiana. For over 30 years VSA Indiana (formerly Very Special Arts) has been a statewide leader providing access to lifelong learning and creative expression through the arts for people with disabilities in Indiana. We serve as the Indiana affiliate of VSA, an international education program founded by Ambassador Jean Kennedy Smith and administered by the John F. Kennedy Center for the Performing Arts.

VSAI was founded in response to a need that still exists and is not regularly addressed by others – access and achievement in and through the arts for people with disabilities. VSAI programs reduce and eliminate actual and attitudinal barriers, leading to outcomes such as learning, skill building, self-expression, and personal growth. VSA Indiana reflects the belief that through the arts we strengthen ourselves, each other, and our community.

VSAI programs fill a gap. Disability service providers typically focus on health, employment, and housing issues and offer only intermittent arts programs. Arts organizations are usually not able to respond to the diverse needs of people with disabilities as well as make the necessary adaptations. VSAI provides:

- adaptive equipment and trained Teaching Artists;
- a focus on participant abilities rather than disabilities;
- ongoing arts programs for people with disabilities; and
- inclusive programs that encourage people of all ages and abilities to work and create together in the same classroom.

VSAI fulfills its mission through a series of programs led by our Teaching Artists who provide programming in schools, community centers, hospitals, and on-site in the VSAI adaptive arts studios. VSAI programs create opportunities for learning, self-expression, and socialization as well as increase community understanding and acceptance of people of all abilities. Programs encompass the visual arts, drama, music, dance, and literature.

Our core programs include:

1505 N. Delaware Street, Indianapolis, IN 46202
317-974-4123 • 317-974-4124 fax
www.vsai.org

- Artists in Residence – enhancing student learning through the arts
- Community Arts Classes – exploration and self-expression for all ages and abilities
- The Lolly Project – assisting in pediatric healing
- Urban Artisans – developing vocational skills in young adults

A community partnership between Eunoia School and VSA Indiana could be designed to focus on one or a variety of outcomes. Ideas for how we might partner have been organized by the primary outcome, although you will see that some ideas could easily respond to more than one outcome.

Student Learning and Transition

- Artists in Residence – VSAI provides one or more Teaching Artists to meet regularly with identified teachers and students for multiple visits at the school. The residency goals can be tied to academic outcomes, thematic units, the multi-sensory aspects of the school, and/or as a means to enhance the aesthetic features of the school.
- Arts Workshop – VSAI provides one or more Teaching Artists to meet once with teachers and students either at the school or at the VSAI studios as a field trip.

Parent Engagement

- Back to School event – VSAI provides one or more teaching artists to facilitate arts activities at a school event where parents and students are invited together.
- Parent Skill Building – VSAI provides one or more Teaching Artists to train parents in basic arts skills (visual, music, dance, etc.) that can be used at home.

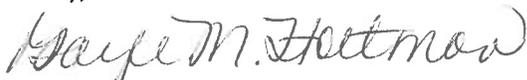
Community Awareness

- School Products – VSAI provides one or more Teaching Artists to work with teachers and students on designing a line of handmade products (e.g., magnets) that can be sold to raise funds and/or used as awards for community partners.
- Design and Opening of the School – VSAI provides one or more Teaching Artists to work with the school community or a select group to create artwork or sculpture for the opening/dedication of the school.

As you fine-tune your plans for the Eunoia School we can further define these ideas and perhaps develop others in order to best meet your needs. Our Teaching Artists utilize planning tools to focus on outcomes and create lesson plans that reach all learners. Working with VSA Indiana is a great way to serve the needs of your students, teachers, and parents without taking on the expense of an employee.

Thank you, again, for connecting with VSA Indiana. If you have any questions, please do not hesitate to contact me. I will look forward to hearing from you.

Sincerely,



Gayle M. Holtman
President & CEO

June 3, 2012

Dear Sir or Madam:

I am writing to you today in support of Eunoia Learning Academy. I am also endorsing Michelle Thompson, Executive Director of Institute of School Excellence, and her ability to develop and operate a high quality school that will meet the student and family needs of Indianapolis.

Since 2003, my children have attended schools ran and/or developed by Dr. Thompson. My husband and I have spent hundreds of hours as parent volunteers working with Dr. Thompson and her staff. We have seen firsthand the high standards and level of commitment she has to excellence. With my personal experience at Christel House Academy and Paramount School of Excellence, I believe I am qualified to offer a parent's perspective.

During our time together at Christel House Academy, I grew to have a great respect for Dr. Thompson and her love of children. She always displayed discipline, great leadership, and love for the children of the schools. I believe children respond well to an environment that has set boundaries and expectations. Dr. Thompson is able to provide these qualities in education while offering a protective, consistent, creative and loving environment for students and families to thrive and learn. This balance has produced amazing results in at-needs communities on both the east and south sides of Indianapolis, Indiana.

Ranked against other Charter Schools, Christel House set itself apart academically from the other newer Charters. This was possible through a great teaching staff personally assembled by Dr. Thompson that shared her vision and commitment to excellence. Through the Institute for School Excellence, and Dr. Thompson's efforts, I saw her dream school come to fruition as Paramount School of Excellence. PSoE is Indiana's first green/eco-friendly school and has hands-on zones inside and out to encourage multiple ways of learning. Both schools provide innovative educational opportunities while giving back to their communities and developing a sense of pride among their neighbors.

If given the chance, I am confident Dr. Thompson and her team can replicate her success and provide an excellent learning institution for the students and families of the west side community of Indianapolis., a community to which my family has recently relocated. Eunoia Learning Academy will be a great asset to its community.

Sincerely,

Micki Gowdy

Mother of four
Parent Volunteer

April 16, 2014

Dear Charter Authorizer:

My name is Angie Guada. I am a single mother and I have a child with a learning disability. My daughter has ADHD. I have had the privilege of knowing Michelle Thompson for a little over a year. In the duration of that year, I have found myself looking to her for guidance when it comes to communication and anything that pertains to my daughter's education.

I approached Michelle and asked, as an educator and a single mother, how I can make my daughter more focused on her education. Michelle came up with an idea to teach finance and responsibility. She advised me to have my daughter prepare a meal a week in advance but not only was she to prepare a meal she was given an allowance to shop for the meal as well. So we started this routine over a few months ago; Michelle had advised to slowly expose her to different levels of the meal preparation –

- The first step was to tell me in advance to prepare a polychromatic dish which would make her concentrate on the dish components.
- The second step was to add financial piece to preparing her dish which limited her selections and look at the pricing of the material that she needed to make her dish a success.
- Then to put the dish together putting all the ingredients together and presenting the dish.

This process took a lot of thought as to how just one dish comes together. Since then we have continued with my daughter's planning, shopping, and preparation of one meal each week. It's been a success. Because of this she has become more active in her studies and has gotten a bit more curious in her classes, which has made her more interactive with her teachers.

I know that if Michelle Thompson is given the opportunity to start her school that it will be beneficial to students and parents. Just with tweaking one aspect of my daughter's life it has made a big difference in our interaction. Prior to Michelle advising me on what the steps were in bettering my daughter, she listened to our needs and provided great feedback on what steps to take. I believe if another child gets to experience Michelle's out of the box thinking it will be extremely beneficial as it has helped my relationship with my daughter. I honestly don't know where I would be without her guidance.

I can attest that I admire Michelle for her commitment, great intelligence, charisma, patience and her seeking to understand attitude.

Sincerely,

Angie Guada



Dear. Charter Authorizer,

Please accept this letter of support of the Eunoia Charter School of Excellence. Based on the information provided, the school will be a valuable addition to the education of youth on the near west side of Indianapolis. As the President & CEO of Habitat for Humanity of Greater Indianapolis, I endorse this project. It will create educational opportunities and enrich this part of the Indianapolis area. We look forward to collaborating with the School in the future to provide potential stable housing opportunities for the low-income families that would have children attending the future school.

We have provided homeownership opportunities in Greater Indianapolis for the last 25 years and we continually see the need for increased education as a part of the means for breaking the cycle of poverty. Homeownership for low income residents is often a part of that transformation from poverty and we look forward to finding ways to work with the Eunoia School to provide potential homeownership opportunities to further stabilize the student's ability to learn and grow.

Academically, creating high-quality educational choices for students of all backgrounds is a priority for Indianapolis. Eunoia's hands-on, high-tech methods will be essential to developing the minds and skill sets necessary to participate fully in the economy of tomorrow. Combining the future excellent school model with the potential homeownership opportunities should have a lasting impact on the west side of Indianapolis.

Once again, please accept this letter in support of the Eunoia Charter School of Excellence.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Morris". The signature is fluid and cursive, with a long horizontal stroke at the end.

Morris
President & CEO

April 14, 2014

Michelle Thompson, PHD
Eunoya Learning Academy
3440 Guion Road, Indianapolis, IN 46222

Dear Michelle,

I was so excited as I read through your plan for the Eunoya Learning Academy! What heart, what intellect, what organization you have poured into developing this high quality, holistic, free public school option for the Indianapolis west side.

In reading your plan, it was immediately clear to me that you and your team are vividly aware of the impact family and community dynamics, as well as socio-economic stressors have on education. As I continued to read, it was equally apparent that you have truly developed a model that perfectly reflects your mission and systematically addresses your belief that, *"... to truly change the lives and level the playing field for high needs urban children, equipping them to be able to compete with their middle-class peers, you need to change everything in their lives – their schools, their neighborhoods (social behavioral health) and even the child-rearing practices of their parents."*

As an individual who serves in our at-risk inner city communities, I have seen the disadvantaging negative influences the youth in these communities are faced with on a daily basis. Although some have family and community support systems that mediate these negative influences, many are left to their individual resilience to overcome these challenges. Resilience is natural, but it can also be developed. I appreciate the emphasis your model places on developing individual resilience.

As I serve in our inner city I see two spirits at work in these communities. One is a spirit of hope and resilience, pushing individuals in the direction of a **better** way. The other is one of defeated hopelessness, moving individuals in the direction of a **bitter** way. I have seen too much of the later. Those trained in crisis intervention tell us that chronic exposure to stress or trauma can lead to psychological breakdown (Caplan, 1961). Proverbs tells us the same thing... "The human spirit can endure a sick body, but who can bear a crushed spirit?" Many of the youth in our low income communities have crushed spirits; they have given up. By definition, hopelessness is to *passively abandon oneself to fate; to visualize an empty future no matter how hard one tries or diligently they struggle; passively accepting the future and therefore declining to set goals.* Hopelessness is a real phenomenon! I believe the platforms you have incorporated into your plan to increase self-efficacy and collective (parent, teacher and community) efficacy will inject the kind of hope into your students that enable ordinary children to reach extraordinary heights!

Thank you Michelle for all the sacrifice I have seen you make in order to bring such a holistic world-class education within reach to every child in this Indianapolis west side community, regardless of their parent's economic situation.

To all who may read this letter, please let it be known that I emphatically support this school choice option and I encourage you all to do the same!

Sincerely Submitted,

Roberta Hookfin
LIFERS *Network*

Janet M. Wilson

2835 S. Pennsylvania St

Indianapolis, IN 46225

April 14, 2014

To Whom It May Concern,

I am writing this letter in support of a Charter School opening on the West side of Indianapolis. At this point and time our City/County is in desperate need of schools that target the students. Please do not misunderstand, I attended Public Schools myself. However I grew up in a small town in the 70s and 80s.

The situations and issues that our children; my grandchildren are facing now are out of control with disrespect and crime. The criminals are getting younger and younger. It is my opinion that discipline and respect should start at home and continue within our schools. A Charter School would give our children a chance with a good school and teachers who can concentrate on educating the children...especially the young. As a Grandmother of two young boys (here in Indianapolis) who have their entire lives in front of them, I would love to see this Charter School get up and get going.

This school would give the parents who are and want to be involved in their child's education and development the opportunity to interact with the Teachers on a level that I just don't see in our Public Schools and the children would get more personal help where it is needed when it comes to learning and developing.

Please consider opening this school to give our children a fighting chance to develop a good strong self-esteem along with pride to go out and tackle what our society has become.

Thank you for listening

Janet Wilson

May 2014

To Whom it May Concern:

It is my pleasure to write a letter of support for the Eunoia Charter School of Excellence and its proposed location on the Indianapolis near west side. As a business and community leader, I support this project for both the quality education choice it creates for the Indianapolis Latino community, high needs' urban families and for the economic revitalization the school will stimulate in the communities served.

The positive public-benefit re-use of vacant property on Indianapolis' west side will have a widespread impact on neighborhood and business stabilization and the revitalization in the community. Aesthetically, the schools remove property that is unused and a breeding ground for crime; creating a space that maximizes opportunity for children and promotes an environmentally responsible habitat for learning. The benefits of moving forward with this project are myriad; from the immediate benefit to the landscape, and from the long-term impact to business productivity within the community – serving as a job engine and economic boon.

Scholastically, offering parents high quality education choices for their child(ren) is both crucial and responsible in a system plagued with low performance (many of the schools) in the traditional public school model. All children deserve a quality education that provides the hands-on, high-tech options Eunoia Charter School proposes – options that are essential to developing the skills necessary to thrive in tomorrow's world.

In short, this project cannot wait. I stand in unison, alongside the supporting residents, and neighborhood and community organizations, in partnering with Eunoia Charter School of Excellence. By moving forward we are making a difference for children, families, residents and business leaders alike for years to come.

Sincerely,

VIA CIVIL DU...
M

Miriam Acevedo Davis
President & CEO



La Plaza

•Serving • Educating •Celebrating Connecting

La Plaza, Inc.

8902 E. 38th Street

Indianapolis, IN 46226

t 317.890.3292

f 317.898.4397

www.laplaza-indy.org

September 27, 2012

Dr. Robert Marra
Office of Charter Schools
Ball State University
Teachers College, Room 910
Muncie, IN 47306

Dear Dr. Marra:

It is my pleasure to write a letter of support for the Eunoia Charter School of Excellence and its proposed location on the Indianapolis near west side. As a business and community leader, I support this project for both the quality education choice it creates for the Indianapolis Latino community, high needs' urban families and for the economic revitalization the school will stimulate in the communities served.

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Sincerely,



Miriam Acevedo Davis
President & CEO





communications
group, inc.

April 15, 2014

Lori Darland
Director of Business Development
UN Communications Group Inc.
1482 Chase Court
Carmel, IN 46032

To whom it may concern,

Please accept this letter of support for the Eunoia Learning Academy. I have been a colleague of Michelle Thompson's for more than 15 years, supplying print collateral for many monthly and quarterly projects for her educational projects at several schools.

Michelle's passion, expertise, knowledge and drive for education are evident. Her highest priority is always the students. It is critical to her that an equal opportunity is given to each child, always encouraging them to be the best that they can be.

I look forward to collaborating with Eunoia, helping build their brand awareness through print. The future of our children can't wait. Eunoia will truly make a difference and impact on the students, their families and the Indianapolis community.

Please accept this letter of full support for the Eunoia Learning Academy.

Sincerely,

Lori Darland

April 16, 2014

Michelle,

I want you to know that in my role as President of the Board of the Latino Health Organization, and personally, I am proud to support you, and the mission of **Eunoia Learning Academy**.

I am so sorry that due to a prior commitment, I am unable to be a part of your presentation to the Mayor's Office of Education Innovation Board this Thursday.

Your school will be another option for the many Hispanic/Latino families in that area that want their children to have a quality education. As the President of the Board for the Latino Health Organization, I am painfully aware of the needs of the Westside of Indy.

As you develop your family focused programs we look forward to partnering with you to help you as you grow your community involvement.

We have partnerships with multiple health agencies that would support you with programs for your families. The plight of the "minority" in our city is well documented. Minorities face health disparities, educational disparities, and financial disparities. The entire family must be the target to make meaningful change.

Each piece of your "Programmatic Focus" fits perfectly with our approach to the Minority populations that we serve. We know that the entire family is necessary to develop fully functioning citizens. While our mission is to address "Health Disparities in the Minority Community", we recognize the need to serve the entire family to change outcomes.

We would love to be a partner. We have a well developed program for Latino Women to help them understand how to participate in life as an Indianapolis native. We give them tutorials in life with role model instructors. The program is titled "Des Mujeres". If you go to our website <http://www.latinohhealthorg.org/> you will see a bit about the program. The program runs for 6 months every Thursday evening at St Mary's Marian Center. In fact, it would be wonderful once the Charter is approved, if you would come to one evening's session and talk to the group about education and parental involvement. We can also discuss the possibility of initiating a duplicate program on your campus. Your population would certainly fit the demographics that we are reaching in this program.

I look forward to the future of the **Eunoia Learning Academy** and our growing partnership.

Never forget –
You are *Remarkable!*

Barb

Barbara McLin
President of the Board
Latino Health Organization
www.latinohalthorg.org



January 3, 2014

The Nina Mason Pulliam EcoLab at Marian University (“EcoLab”) is extremely excited to learn about plans for the Eunoia Charter School of Excellence and the proposed location on the Indianapolis near west side. Plans for the school align with the one of the primary tenets of the EcoLab, to provide quality, hands-on learning experiences for students to help prepare them to thrive as responsible and productive citizens now and in tomorrow’s world. Our focus is on science, especially environmental science and students participate in a wide variety of program formats. Whether collaborating with schools, organizations, youth-serving groups, or families, we strive to captivate and motivate student interest and learning in the sciences.

We can envision collaborating with Eunoia Charter School of Excellence in several ways. As our Ecolab Director and Outreach Ecologist have assisted other schools, they can provide guidance on how to best use the land and how to create an environmentally responsible habitat for learning. Whether it is an educational nature area, well-planned greenspace, or natural learning environments, our assistance could be provided. Each year, our staff serves approximately 5,000 K-12 students at the EcoLab in environmental education experiences. Our staff can advise and provide professional development training for teachers on how to incorporate the natural environment in multi-disciplinary educational experiences for the students. With the close proximity of the proposed school site to Marian University, it can be a potential placement for student interns. In addition, Eunoia students could visit the Nina Mason Pulliam EcoLab and participate in our standards-based, grade-specific field trips, summer camps, and of course, campus visits. Our staff can provide science programming at the school as well. Knowing that Eunoia students will be encouraged to prepare for and to consider attending college, our faculty and staff will welcome the opportunity to talk with them about the benefits of being fully prepared for taking that step.

These potential areas of partnership are just the beginning. We will look forward to exploring additional ways to work collaboratively with Eunoia Charter School of Excellence to advance our common missions of providing high quality education choices to benefit students, parents, teachers and the community in general. We fully support the Eunoia application to become a charter school and look forward to working closely with the school in the future. I welcome any questions you might have – Nina Mason Pulliam EcoLab at Marian University, 3200 Cold Spring Road, Indianapolis, IN 46222, 317-524-7701, jhslaughter@marian.edu.

Sincerely,

Janice Hicks Slaughter, Dir. K-12 Outreach and Programming

Nina Mason Pulliam EcoLab at Marian University

December, 2013

Office of Charter Schools

To Whom It May Concern:

The purpose of this letter is to express my wholehearted enthusiasm and endorsement for the Eunoia Learning Academy in hope that it becomes a reality. As a professional studio artist and community volunteer, I have had the distinct honor to work directly with many arts organizations, Indianapolis educators, and their young students; most of who are from high needs urban families. It was while working in a volunteer capacity for our unique art and literacy enrichment workshop that I met Michelle Thompson, Ph.D. as the Executive Director for The Institute of School Excellence.

In 2008, Indianapolis artist Lois Main Templeton and I coauthored a children's book titled, *Who Makes The Sun Rise?* The story is a retold fable from the Ancient Parsee Sacred Book about a little rooster who thinks he makes the sun come up. Using this published full color book, which illustrates essential life lessons for good citizenship, Lois and I started a grassroots art and literacy project called Somethin' To Crow About. As our art and literacy project evolved, Michelle immediately recognized the benefits; it is a win & win project when the students can have an educational workshop that is also their own fundraiser.

The project's major components are these: the students read with related discussion and explorations, they create art as their response to the literature both individually and collaboratively, and then their art is exhibited for sale in order to raise funds for their school's art supplies or related field trips. Through this experience, the children learn that by using their education (through reading) coupled with their talents and creativity (making the art) they can create a product to sell on the open market to help fund their own learning. It was with Michelle's early sponsorship as Institute for School Excellence that attracted many more sponsorships and support from several private businesses and public organizations including Prizm Art Supplies, which generously adds \$1,000.00 to the funds annually.

VSA Arts Indiana is the state's organization on art for individuals with disability and continues to be the host for this unique art and literacy project. We recognize poverty and illiteracy as a disability. During the past 3 years, participating schools include St. Mary's Child Center, IPS 15, Holy Cross Central School, St. Philip Neri School, 10th Street United Methodist Child Center, Indianapolis Early Learning Center, and Paramount School of Excellence. With VSA as a participating school and project host, the children also learn to collaborate with individuals with disabilities.

As development chair on the board of directors for VSA Arts Indiana, we at VSA look forward to organically partnering with Eunoia Charter School of Excellence in this annual workshop fundraiser and other arts related projects. To date, the kids have raised nearly \$18,000.00. Thanks, Michelle.

Please visit this links to see the impact of this art and literacy project, in which Michelle plays an important sustaining role:

<http://www.artboxindy.com/EXHIBITIONS/PAST/SomethintoCrowAbout/tabid/75/Default.aspx>

<http://www.artboxindy.com/EXHIBITIONS/PAST/SomethintoCrowAbout2010/tabid/131/Default.aspx>

Sincerely,
Phil O'Malley
317-370-5664

Pastor Greene updated
letter Feb 7, 2014, however
an update did not change
date. M. Thompson

December 26, 2012

Office of Charter Schools



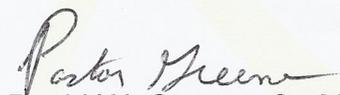
It is with great pleasure that I submit this letter of support for the Eunoia Charter School of Excellence, an exciting proposed addition to the west side of Indianapolis. As the Senior Pastor of Purpose Of Life Ministries, I endorse this project, which will create educational opportunities for area residents and work to meet the many needs of area families. We are eager to collaborate with the School and look forward to the win-win opportunities that will emerge.

Purpose of Life Ministries as an academy that is committed to training infants through Kindergarten in being prepared for academic success. The Academy also provide Before and After-School Programs to support the development of area of children. We are excited about a partnership that will allow organizations who share being committed to excellence for the good of our children will work together.

From an academic perspective, creating quality educational choices for all students regardless of background is imperative to our community's future. In my opinion, all children deserve a quality education that provides the hands-on, highly technical options that Eunoia Charter School proposes - options that are essential to developing the skills necessary to thrive in today's and tomorrow's competitive world. Combining top-notch educational opportunities with health-and-wellness support is a way to generate success - for individual students, for their families, and for the community.

I am pleased to add my voice in support of Eunoia Charter School of Excellence. This project will make a difference for children, families, residents, and businesses for years to come.

Sincerely,


David W. Greene, Sr. M.Div
Senior Pastor



SHALOM HEALTH CARE CENTER, INC.

HELPING FAMILIES MEET THEIR NEEDS THROUGH AFFORDABLE AND ACCESSIBLE HEALTH CARE

April 14, 2014

Brandon Brown
Office of Education Innovation
Office of the Mayor
2501 City County Building
Indianapolis, IN 46204

Dear Mr. Brown:

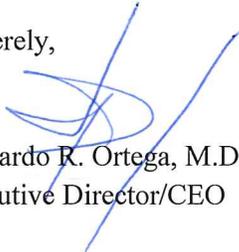
Please accept this letter of support of the Eunoia Charter School of Excellence, an exciting proposed addition to the near west side of Indianapolis. As the Executive Director/CEO of a community health center, I endorse this project, which will create educational opportunities for area residents and work to meet the many needs of area families. We are eager to collaborate with the School and look forward to the win-win opportunities that will emerge.

We are especially interested in the ways Shalom Health Care Center can partner with the Eunoia School of Excellence to develop additional health-and-wellness-related opportunities for students and their families. We currently operate eight school-based clinics (two in Indianapolis Public Schools, four in Speedway Schools, and two in area charter schools), and we would anticipate opening an additional clinic site at Eunoia. Furthermore, we have been in discussions to offer additional wellness programming for students and school staff, to encourage healthy lifestyles throughout the Eunoia School and into the community. Finally, we hope to partner on large-scale community events, such as our annual Back-To-School Health Fair, through which our neighbors and friends celebrate the start of the school year with fun and games, as well as health screenings and other wellness-oriented activities.

From an academic standpoint, creating high-quality educational choices for students of all backgrounds is imperative to our community's future. All children deserve a quality education that provides the hands-on, high-tech options Eunoia Charter School proposes – options that are essential to developing the skills necessary to thrive in tomorrow's world. Combining top-notch educational opportunities with health-and-wellness support is a surefire way to generate success – for individual students, for their families, and for the community.

I am pleased to add my voice in support of Eunoia Charter School of Excellence. This project will make a difference for children, families, residents, and businesses for years to come.

Sincerely,


Leonardo R. Ortega, M.D., M.P.H.
Executive Director/CEO



3400 Lafayette Road, Suite 200 • Indianapolis, IN 46222

Phone: 317-291-7422 • Confidential Medical Fax: 317-291-4912

www.ShalomHealthCenter.org



**Serving the
COMMUNITY**



**Providing Quality
HEALTH CARE**



**Committed
TO YOU**



April 10, 2014

Brandon Brown
Indianapolis Mayors Office of Education Innovation
2501 City County Building
200 E. Washington Street
Indianapolis, IN 46201

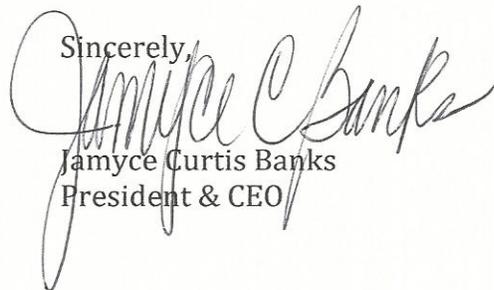
Dear Mr. Brown:

This letter is written both in support of and partnership with the Eunoia Learning Academy, a charter school proposed for the Indianapolis west side. The education of our children is one of the most important undertakings we have. It's an investment in our children's present, as well as their future and that of our world.

As a resident and business leader of this community, I am excited about the quality choice this school offers our children and families. Eunoia starts with the foundation support in the pre-k program and offers a continuum of services through grade 8. The design of the school teaches children in a way that is real and engaging, and develops within each respect - for themselves and others. The Indianapolis west side is an internationally diverse community, rich with cultures, bringing unique possibilities in the education and development of our children and youth.

The mission of Whatever It Takes, Inc. is the support and development of cultural responsiveness. The international growth of our community is important to Indianapolis and is evident in this school. I believe Eunoia will support the plans for our community and be a key resource as part of the neighborhood. Whatever It Takes, Inc. is pleased to support and partner with Eunoia.

Sincerely,



Jamyce Curtis Banks
President & CEO



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

May 6, 2014

To Whom it May Concern,

It is with pleasure that I submit this letter of support of the Eunoia Charter School of Excellence. The YMCA of Greater Indianapolis is a non-profit organization that has been serving and meeting the changing needs of this community for 150 years.

The Y has successfully partnered with local charter schools for a number of years. We provide quality before and after school programming which uses an asset-based approach to provide a resource rich environment with an emphasis on character values. We support academic success by offering formal tutoring programs. In addition, we have met the needs of our school systems by providing PE classes for schools that were slated to cut their PE programs due to budget restraints.

Our potential partnership with the Eunoia Learning Academy will continue our traditional before and after school program and expand our offerings. We plan to offer accessible fitness and nutrition classes to the community and utilize the school as a summer day camp location, essentially providing quality programming year round.

We are currently in a capital campaign to erect a new Pike YMCA in the proposed area. This partnership will help the Y to achieve its long term goal of aiding the city of Indianapolis to become one of the top ten healthiest cities in the U.S by 2025.

We are excited about the opportunity to better serve our Westside Community and I would be happy to answer any additional questions you might have.

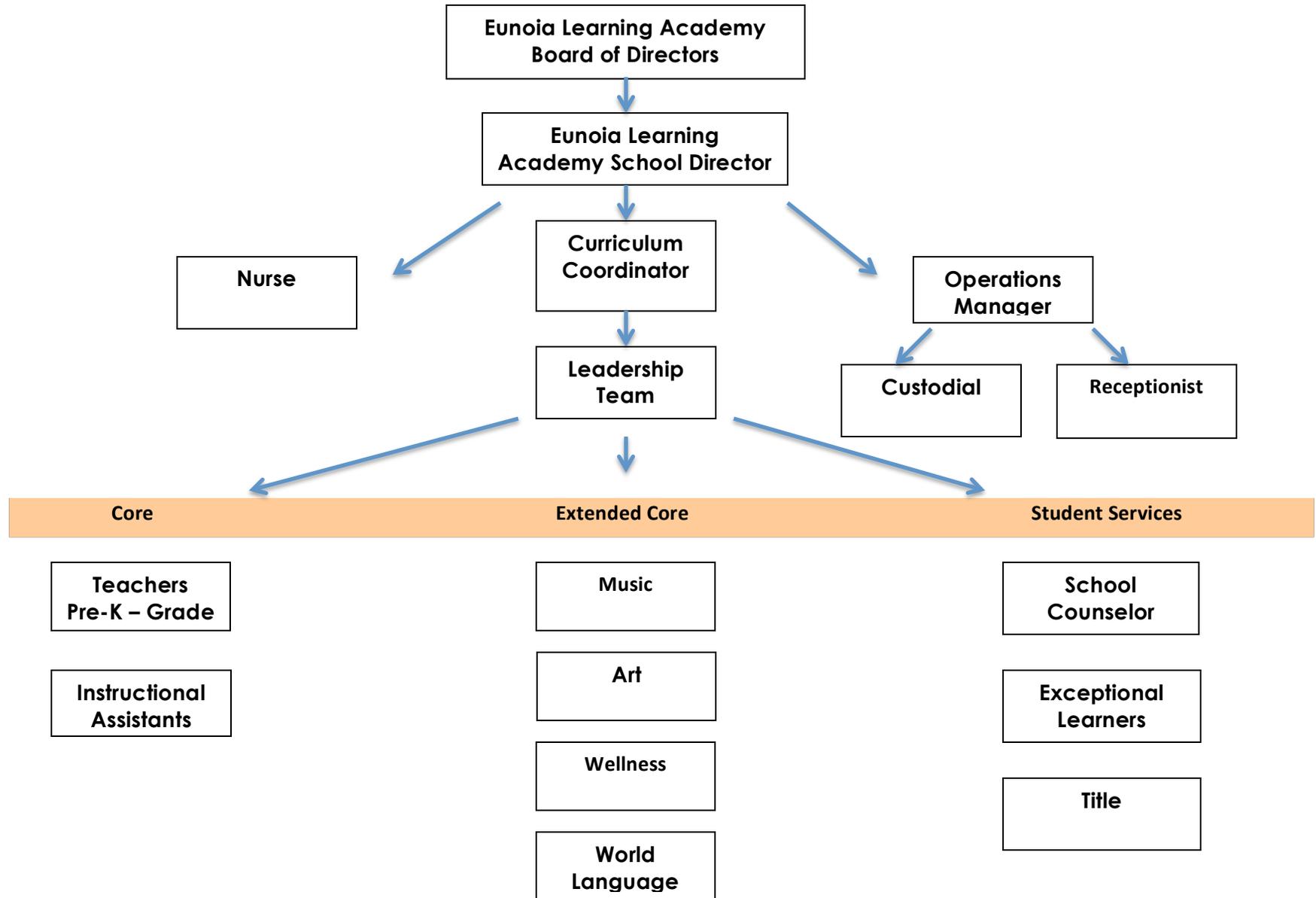
Sincerely,

Amy Panetta

Amy Panetta
Senior Program Director

YMCA of Greater Indianapolis
Youth Enrichment
615 North Alabama Street · Indianapolis IN 46204
317.226.9122 – Phone 371.269.6068 – Fax
www.indymca.org

Our mission is to put Christian principles into practice through programs that build healthy spirit, mind and body for all.



Focus	Specific Task	Date to Begin Process	Completion Date	Lead
Facilities Project	<ul style="list-style-type: none"> ▪ Site procurement / Construction <ul style="list-style-type: none"> ▪ Selection of architectural plan and team ▪ Zoning / Variances review / to be filed and approved ▪ Signage – Zoning / Variances to be filed ▪ Sign Design – Campus / Facilities ▪ Needs Assessment / Use 	Summer 2014 October 2014	June 2015	Charter School Development Group Identified – CSDC, Highmark, True North, Bouma
Curriculum	<ul style="list-style-type: none"> ▪ Development of projects by grade level and aligned with Indiana Standards and Core Knowledge ▪ Alignment of CKR within integrated curriculum ▪ CKS numbering system / structure ▪ Lesson Plan Template w/ Cognitive Rigor / Assessment ▪ Curriculum Map – vertical and horizontal ▪ Connections Web w/ CK numbering 	June 2014 January 2015 November 2014 November 2014 January 2015 November 2014	March 2015 March 2015 December 2014 December 2014 February 2015 February 2015	School Director School Director / ISE School Director School Director School Director
Enrollment	<ul style="list-style-type: none"> • Marketing <ul style="list-style-type: none"> ▪ Property Sign ▪ Yard Signs for Community ▪ Billboards for Community ▪ Newspaper Ads ▪ Flyers ▪ Press Releases ▪ Church Bulletins ▪ Electronic Sign Frames <ul style="list-style-type: none"> ▪ Clinics ▪ Day Cares ▪ Community Centers ▪ Enrollment <ul style="list-style-type: none"> ▪ Application Form – English / Spanish / Electronic ▪ Enrollment Fair – January 30 ▪ Lottery – as needed ▪ Enrollment Forms 	November 2014 January 2015 March 2015 April 2015	Summer 2015 Summer 2015 July 2015	ISE School Director / ISE School Director / Board Representative

<p>Human Resources</p>	<ul style="list-style-type: none"> • Staff Recruitment – Instructional / Support <ul style="list-style-type: none"> ▪ Posting of Positions Open ▪ Shortlist Resumes ▪ Interviews ▪ Staff Recruitment – Office Staff <ul style="list-style-type: none"> ▪ Posting of Positions Open ▪ Shortlist ▪ Interviews ▪ Identify Insurance Carrier / Plan ▪ Employee Files Set up – HR / Health ▪ Set up Retirement Accounts for Certified and Non-Certified Staff ▪ Orientation Protocol for Staff ▪ FMLA policy per state law ▪ Leave policy per state law ▪ Room / Office Assignments ▪ Staff Evaluation Process / Forms / Timeline ▪ Staff Handbook ▪ Staff Assignments 	<p>November 2014 January 2015 January 2015 January 2015</p> <p>March 2015 May 2015 June 2015</p> <p>July 2014 / December 2014</p> <p>March 2015</p> <p>April 2015</p> <p>June 2015</p> <p>February 2015</p> <p>January 2015</p> <p>April 2015</p> <p>January 2015</p> <p>January 2015</p> <p>March 2015</p>	<p>April 2015 April 2015 April 2015 April 2015</p> <p>March 2015</p> <p>June 2015</p> <p>April 2015</p> <p>July 2015</p> <p>February 2015</p> <p>March 2015</p> <p>June 2015</p> <p>March 2015</p> <p>March 2015</p> <p>July 2015</p>	<p>School Director School Director</p> <p>School Director</p> <p>ISE</p> <p>School Director</p> <p>School Director w/ Support from ISE</p> <p>School Director w/ Support from ISE</p> <p>School Director w/ Support from ISE</p> <p>School Director w/ Board</p> <p>School Director</p> <p>School Director</p> <p>School Director w/ Support from ISE</p> <p>School Director</p>
<p>Instructional Process</p>	<ul style="list-style-type: none"> ▪ Master Schedule Design ▪ Develop all Staff Supervision Schedules ▪ Develop grading policy ▪ Develop standards based report cards 	<p>February 2015</p>	<p>March 2015</p>	<p>School Director w/ Support from ISE</p>

<p>Students and Parents</p>	<ul style="list-style-type: none"> ▪ Uniform Selection – style and vendor ▪ Family Handbook – ensure alignment with state law <ul style="list-style-type: none"> ▪ Truancy ▪ FERPA ▪ HIPAA ▪ Internet Use ▪ Uniform Protocol ▪ Photo / Video Consent ▪ Enrollment Process ▪ Due Process ▪ Free / Reduced Process ▪ Family Commitments / Expectations ▪ Arrival / Dismissal ▪ Health ▪ Academics / Assessment ▪ Special Education ▪ Calendar 	<p>February 2015</p> <p>January 2015</p>	<p>March 2015</p> <p>March 2015</p>	<p>School Director</p> <p>School Director</p>
<p>School Meal Program</p>	<ul style="list-style-type: none"> ▪ Source / Select School Food Program / Provider ▪ Set up of Program w/ DoE for approval as Federal Food Program / Reimbursement 	<p>February 2015</p> <p>May 2015</p>	<p>May 2015</p> <p>June 2015</p>	<p>ISE / School Director</p> <p>School Operations Director</p>
<p>Facilities, Furniture, Equipment</p>	<ul style="list-style-type: none"> ▪ Source furniture and equipment <ul style="list-style-type: none"> ▪ Set up Vendor Accounts ▪ Instructional Furniture and Equipment Orders ▪ Office / Support Furniture and Equipment Orders (to include cafeteria) ▪ Source Telephone Provider / Equipment ▪ Source Curricular Resources 	<p>January 2015</p>	<p>March 2015</p>	<p>School Director with ISE Support</p>
<p>Operations</p>	<ul style="list-style-type: none"> ▪ Vendor Selection <ul style="list-style-type: none"> ▪ Mowing 	<p>February 2015</p>	<p>June 2015</p>	<p>ISE</p>

	<ul style="list-style-type: none"> ▪ Data Retrieval ▪ Fire Wall / Filter ▪ Email – Service Needs ▪ Server Needs 			
School Safety	<ul style="list-style-type: none"> ▪ Evacuation Routes – Primary/ Secondary ▪ Emergency / Crisis Policy / Procedures 	May 2015 March 2015	June 2015 June 2015	School Director
Special Education	<ul style="list-style-type: none"> ▪ Support, Monitoring, Compliance ▪ Direct Service Providers – OT, PT, Speech ▪ Psychological Evaluator(s) 	March 2015	May 2015	School Director
Entitlement Grants	<ul style="list-style-type: none"> ▪ PCSP – Planning and Implementation ▪ Title I ▪ Title IIA ▪ Full Day Kindergarten ▪ Title IV 	September 2014 July 2015 July 2015 July 2015 July 2015	November 2014 August 2015 August 2015 August 2015 August 2015	ISE ISE / School Director ISE / School Director ISE / School Director ISE / School Director

Eunoia Learning Academy Technology Plan

Overview

School Overview

Eunoia Learning Academy (ELA) is a public charter school whose mission is to offer a world-class education to each child. Built on a foundation of knowledge and wisdom, each child will maximize their potential against measurable standards, developing the skills necessary to become successful and productive citizens in a Global society. Developing compassion and understanding, students will learn to respect their environment, themselves and one another. Eunoia Learning Academy will serve a high needs' population in Grades K – 8 using an integrated, humanities and research based curricula, and will develop a network of existing programs, services and resources to broaden the reach of choices to all schools, students and families.

ELA is a school focused on a holistic, wrap-around model, providing a triangulation of support in three critical areas – education, social, emotional health, and the security of a place to call home. We believe that when a child's fundamental needs are addressed, and a culture established that foster's safety, well - being and consistency, the child is able to focus on learning and maximizing potential.

The School plans to set in place the operational structures, resources and programs to support the School's vision for becoming a beacon and path for change in a community void of choice options for families. Once in motion, we are confident, with our wrap-around model and proven success within the charter movement, our students will develop the skills necessary to maximize their potential and lay a foundation toward realizing their goals in life, and the school will become a resource within the community.

Mission and Vision Statements

Mission: Technology as a Third Eye

The mission of Technology as a Third Eye (TTE) is to teach students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education, developing problem solving skills and resources to self manage. The Eunoia Learning Academy believes that infrastructure improvement; curricular change and professional development are necessary in order for today's schools to use twenty-first technologies to the fullest. Technology must be integrated into the culture of the school, so that it becomes an everyday part of the stakeholders' lives and is meaningfully connected to the work that each member of the school community is responsible for. We propose a continued emphasis on:

- Educating our school community in the use of current and future technologies.
- Developing methods to integrate technology into our curriculum.
- Providing on-going professional development for our staff in the uses and applications of technology.

Vision: Technology as a Third Eye

At Eunoia Learning Academy, technology is an integral part of the culture, as natural a part of school life as books and pencils. Rather than learning about technology, school staff, students, and families will learn to **use** technology to solve problems and open doors. Most importantly, members of the Eunoia Learning Academy community will use technology to raise student achievement.

Technology as a Third Eye (TTE) is grounded in the following key principles:

- Build Capacity
- Ensure Equitable Access
- Promote Continuous Learning

Current Infrastructure and Plans**Hardware**

Eunoia Learning Academy is equipped with multiple computer quad pods in each classroom, providing a 2:1 ratio of students to computers and two mobile 30 station laptop carts. Internet access, laser printers and all requisite furniture and network equipment are available in each classroom. Classroom teachers have access to iTouch, iPods, and interactive Whiteboards.

Network

A 100BaseT Ethernet network with Cat6e cable connects the rooms within the school to a remote server. An extended network will be built over a secure N and G band WiFi infrastructure.

Voice Network

Each classroom, resource room, and office in the school will include a telephone that connects to a VoIP backbone. All VoIP phones will have a battery backup and a POUTS out line.

Audio-Visual Equipment

Each classroom includes an Interactive Whiteboard with video capabilities. Other equipment, including camcorders, VCRs, and cassette players, is available for checkout from the teacher resources.

Estimated Insurance Costs

TBD

Eunoia Learning Academy

Presented by:

Brett Cain
Vice President , Business Integration
Regions Insurance, Inc.
2701 Albright Road
Kokomo IN 46902
(765) 455.4124 Direct
(855) 452.1300 Fax
brett.cain@regions.com

Estimated Insurance Costs - 2014

Coverage

Worker's Compensation	\$ 11,000.00
Package Policy (Property, GL, Crime, Umbrella)	\$ 25,000.00
School Leaders Professional Liability	\$ 3,500.00
Employment Practices Liability	\$ 2,500.00
Cyber Liability	\$ 1,500.00

Total Estimated Annual Premium \$ 43,500.00

Items to Note:

- Work Comp is based/ estimated on \$1,300,000 payroll for teachers and \$100,000 maintenance personnel.
- The "Automobile Liability" coverage endorsements are included in the Package Policy premium estimation.
- Student Accident Coverage has not been quoted at this time due to insufficient data available.....This is normally not a required coverage and is viewed as optional by the majority of educational risks. This is available through one of our partner carriers, Nationwide Insurance.
- ❖ *This commercial insurance quotation is based on the information provided and upon hypothetical assumptions of liability premium basis and proposed limits and is not guaranteed.*

Regions Insurance Profile

OUR MISSION

To be acknowledged as the best insurance broker by our core constituencies – our clients, carrier, associates and communities

Ranks as the 14th largest U. S. insurance brokerage business by *Business Insurance*

- Maintains strong local market presence with a national perspective
- Licensed and doing business in all fifty states
- Serves the needs of clients on a global basis

Provides a full range of broker and consulting services

- Property and Casualty
- Employee Benefits, Financial and Retirement Services
- Personal Lines

Utilizes three core principles to help clients manage risk exposures:

- Creative Strategic Planning
- Responsive Multi-Member Service Teams
- Use of Leading Edge Technology

Has experienced professionals available to provide specialized services

- Contract Review
- Cost of Risk Assessments
- Detailed Loss Analysis
- Loss Control Evaluation
- Prevention Action Planning
- Safety Education materials
- Workplace Safety Checklists
- OSHA compliance assistance
- Experience modification verification and projection

Offers Claims management services

- Claim review meetings
- Advocacy assistance
- Claim cost containment strategies

Your Regions Insurance Service Team Goals

Regions Insurance takes pride in our relationship and commitment to you and our insurance carriers. We have developed, through many years of experience, a relationship with our carriers to provide you with the best and most cost effective insurance programs.

- We guarantee the best service available and will provide you with the following:
 - Provide premium breakdown by entity or location
 - Return phone calls within the same business day
 - Issue certificates of insurance within one business day
 - Review Hold Harmless Agreements and certificate requirements
 - Issue all change requests within one business day
 - Provide Automobile Identification Cards for all vehicles at inception and as acquired during the year
- Claim help, if needed
- Claim reports will be provide when requests
- We will tailor a specific service program to meet your needs, which will include:
 - Three month check to
 - Deliver policies (if received)
 - Review policy detail
 - Provide Summary of Insurance
 - Review declined coverage
 - Six month service review to go over
 - Changes in operations
 - Changes in policy detail
 - Loss history/reserve review
 - Loss control recommendations
 - Our performance with you
 - Eight month service review to discuss
 - Current state of the marketplace
 - Markets to be approached for your renewal
 - Changes in operations
 - Classification changes
 - Payroll
 - Revenue
 - Locations
 - Vehicles/Driver
 - Limits of Liability

- Outstanding claim activity
- Property values
- Certificate Holders
- Optional coverages available
- Our performance with you

**Eunoia Learning Academy
Pre-Opening Budget 2014 - 2015
Last Updated 07/15/2014**

	<u>Nov-14</u>	<u>Dec-14</u>	<u>Jan-15</u>	<u>Feb-15</u>	<u>Mar-15</u>	<u>Apr-15</u>	<u>May-15</u>	<u>Jun-15</u>	<u>Projected YTD</u>
<u>Income</u>									
Walton Foundation	0	0	0	0	0	0	0	0	0
PCSP	0	0	5,000	10,000	20,000	10,000	7,500	145,500	198,000 School Director / Clerical / PD
<u>Total Income</u>	0	0	5,000	10,000	20,000	10,000	7,500	145,500	198,000
<u>Expenses</u>									
<u>Staff</u>									
Director	0	0	0	0	6,250	6,250	6,250	6,250	25,000
Clerical	0	0	0	0	2,500	2,500	2,500	2,500	10,000
<u>Supplies / Materials / Equipment</u>									
Staff Computers	0	0	0	0	2,500	0	0	0	2,500
Printer					600				
Printing / Mailing	0	0	5,000	0	2,500	1,500	1,500	0	10,500
FFE	0	0	0	0	0	0	330,000		Included in Construction Loan / Lease. Zero Pre-Opening Budget Impact
Curricular Materials	0	0	0	0	0	0	215,000	0	Purchase order. Payments begin in August
<u>Board</u>									
Insurance	0	0	800	0	0	0	0	0	D/O Insurance
<u>Total Expenses</u>	0	0	5,800	0	14,350	10,250	555,250	8,750	594,400
<u>Net Change in Assets</u>	0	0	-800	10,000	5,650	-250	-547,750	136,750	-396,400

Eunoia Learning Academy

Budget for 2015-2020

Last Revised: 01/15/2014

	July '15	Aug '15	Sept '15	Oct '15	Nov '15	Dec '15	Jan '16	Feb '16	March '16	April '16	May '16	June '16	Projected YTD
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	
INCOME													
3111 Basic Grant	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	2,112,750
State Basic Support	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	176,063	2,112,750
5300 Common School Loan	1,056,375	-	-	-	-	-	-	-	-	-	-	-	1,056,375
Common School Loan	1,056,375												1,056,375
1612 Student Lunch	-	400	400	400	400	400	400	400	400	400	400	400	4,000
3151 State Matching Funds	-	-	-	-	-	-	-	-	-	-	-	-	-
4291 Federal Lunch Program	-	12,044	12,044	12,044	12,044	12,044	12,044	12,044	12,044	12,044	12,044	12,044	132,481
4292 Federal Breakfast Reimb	-	560	560	560	560	560	560	560	560	560	560	560	5,600
Student Lunch Revenue	-	13,004	12,044	142,081									
1920 Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
1920 Foundation Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Contribution Income	-	-	-	-	-	-	-	-	-	-	-	-	-
3280 Professional Dev	-	-	-	-	-	-	3,000	-	-	-	-	-	3,000
Full Day KDG	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	15,300	183,600
4414 09-10 Title I	-	29,102	29,102	29,102	29,102	29,102	29,102	29,102	29,102	29,102	29,102	29,102	291,022
Title II	-	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	71,788
Federal SPED	-	7,654	7,654	7,654	7,654	7,654	7,654	7,654	7,654	7,654	7,654	7,654	76,545
Walton Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
Implementation	148,600	-	-	-	-	66,000	-	66,000	-	66,000	-	-	346,600
4499 Other Federal Grants	-	500	500	500	500	500	500	500	500	500	500	500	5,000
Prof Dev / Federal Grants	163,900	59,735	59,735	59,735	59,735	125,735	62,735	125,735	59,735	125,735	59,735	15,300	977,555
1510 Interest Income	130	130	130	130	130	130	120	120	120	120	120	120	1,500
Interest Income	130	130	130	130	130	130	120	120	120	120	120	120	1,500
1741 Textbook Fees	-	-	-	-	-	5,000	-	-	-	-	-	-	5,000
3410 Textbook Reimbursement	-	-	-	-	-	48,500	-	-	-	-	-	-	48,500
1960 Student Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
1999 E-Rate	-	-	-	-	-	-	26,056	-	-	-	-	18,250	44,306
7329 Overpayments/ Refunds	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	-	-	-	-	-	53,500	26,056	-	-	-	-	18,250	97,806
Total Income	1,396,468	248,932	248,932	248,932	248,932	368,432	277,978	314,922	248,922	314,922	248,922	221,776	4,388,066
Instructional Expenses													
11100.110 Certified Salaries	73,500	73,500	73,500	73,500	73,500	73,500	73,500	73,500	73,500	73,500	73,500	73,500	882,000
11100.120 Non-Cert Salaries	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000
11100.110/120 Staff Bonuses	-	-	-	-	-	-	-	-	-	-	-	24,000	24,000
Salaries & Wages	83,083	83,083	83,083	83,083	83,083	83,083	83,083	83,083	83,083	83,083	83,083	107,083	1,021,000
Payroll Taxes & Benefits	#REF!	#REF!	32,597	15,150	18,150	32,597	#REF!	#REF!	32,597	15,150	15,150	34,277	#REF!
Supplies/Materials/Equipment	36,158	24,158	301,892										
11100.311 Substitute Teacher	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	15,625
11100.319 Professional Services	-	1,644	1,644	1,644	1,644	1,644	1,644	1,644	1,644	1,644	1,644	-	16,440
Professional Services	1,302	2,946	1,302	32,065									
22130.312 Program Improv	12,000	30,000	-	-	-	-	-	-	-	-	-	-	42,000
22130.411 Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
22130.332 Travel	2,500	-	-	-	-	-	2,500	-	-	-	-	-	5,000
Training Expenses	14,500	30,000	-	-	-	-	2,500	-	-	-	-	-	47,000
11100.390 Class Trip	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
11100.390 Class Trip Transp	-	-	1,000	-	-	1,000	-	-	1,000	-	-	1,000	4,000
Other Expenses	2,000	2,000	3,000	2,000	2,000	3,000	2,000	2,000	3,000	2,000	2,000	3,000	28,000
Total Instructional Expense	#REF!	#REF!	145,784	127,337	130,337	145,784	#REF!	#REF!	145,784	127,337	127,337	169,820	#REF!
General & Administrative													
24900.110 Certified Admin Salary	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
24100.120 Non-Cert Sal	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000
24900.110 Curriculum Director	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	42,000
24900.110 Counselor	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	42,000
Bonuses	-	-	-	-	-	-	-	-	-	-	-	8,000	8,000
Salaries & Wages	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	19,667	27,667	244,000
26491.214 PERF Expense	-	-	1,260	-	-	1,260	-	-	1,260	-	-	1,260	5,040
26492.211/212 Payroll Taxes	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	1,505	2,117	18,666

Eunoia Learning Academy

Budget for 2015-2020

Last Revised: 01/15/2014

	July '15	Aug '15	Sept '15	Oct '15	Nov '15	Dec '15	Jan '16	Feb '16	March '16	April '16	May '16	June '16	Projected YTD
	Budget												
26493.220 Workman's Comp					600								600
26494.220 Employee Ins	#REF!												
26496.230 Unemploy Tax	#REF!	#REF!					#REF!	#REF!					#REF!
26497.216 TRF Expense			2,870			2,870			2,870			2,870	11,480
26499.290 Other Benefits													-
Payroll Taxes & Benefits	#REF!												
24100.343 Postage	600	400	400	400	400	400	400	400	400	400	400	400	5,000
24100.360 Printing	500			500			500			500			2,000
24100.411 Supplies	5,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	32,500
Dues & Subscriptions	150	150	150	150	150	150	150	150	150	150	150	150	1,800
25360.325 Equip Rent	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Supplies/Materials/Equip	7,000	3,800	3,800	4,300	3,800	3,800	4,300	3,800	3,800	4,300	3,800	3,800	50,300
23150.318 Legal Fees	1,250			1,250			1,250			1,250			5,000
24100.319 Prof Services	3,500	3,500	3,500	3,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	34,000
25240.314 Payroll process fee	300	300	300	300	300	300	300	300	300	300	300	300	3,600
25250.319 Bookkeeping	4,250	4,250	4,250	2,400	2,400	2,400	2,400	3,600	3,000	2,400	2,400	4,500	38,250
25295.621 Bank Fees	25	25	25	25	25	25	25	25	25	25	25	25	300
25250.319 Accounting / 990												3,000	3,000
Professional Services	9,325	8,075	8,075	7,475	5,225	5,225	6,475	6,425	5,825	6,475	5,225	10,325	84,150
23220.350 Advertising	4,000						200					2,000	6,200
Radio	1,200	1,200	1,200										3,600
Print	1,500	200									1,000		2,700
Community Relations	6,700	1,400	1,200	-	-	-	200	-	-	-	1,000	2,000	12,500
25291.670 Refund of Revenue													-
26420.350 Recruitment Advertising	400			300			400			400			1,500
Other Expenses	400	-	-	300	-	-	400	-	-	400	-	-	1,500
Total General/Admin	#REF!												
Facilities Expense													
25370.540 Equip	-	-	-	-	-	-	-	-	-	-	-	-	-
Fire Extinguishers	4,000												4,000
25420.411 Janitorial Supplies	2,500	800	800	800	800	800	800	800	800	800	800	2,500	13,000
Supplies/Materials/Equip	6,500	800	2,500	17,000									
25360.325 Rent	44,188	44,188	44,188	44,188	44,188	44,188	44,188	44,188	44,188	44,188	44,188	44,188	530,256
25351.521 Leasehold Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-
Rent/Leasehold Improvements	44,188	530,256											
25420.322 Cleaning Services	4,989	4,989	4,989	4,989	4,989	4,989	4,989	4,989	4,989	4,989	4,989	4,989	59,868
25420.323 Bldg Mtnc/Repairs	-	-	-	-	-	-	-	-	2,750	-	-	-	5,500
25420.388 Trash Removal	600	600	600	600	600	600	600	600	600	600	600	600	7,200
25430.319 Grounds Mtnc	-	-	-	-	-	800	800	800	-	-	800	800	4,000
Signage	-	-	-	-	-	-	-	-	-	-	-	-	-
25460.344 Security/Alarm	450	450	450	450	450	450	450	450	450	450	450	450	5,400
Professional Services	6,039	6,039	6,039	6,039	6,039	6,839	6,839	6,839	8,789	6,039	6,839	9,589	81,968
24100.341 Telephone	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
25420.381 Electricity	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
25420.382 Gas	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	42,000
Exterminating	300	-	-	300	-	-	300	-	-	300	-	-	1,200
25420.385 Water/Sewer	550	550	550	550	550	550	550	550	550	550	550	550	6,600
Utilities	9,350	9,050	9,050	109,800									
25470.324 Insurance	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
25470.624 Treas Bond	200	-	-	-	-	-	-	-	-	-	-	-	200
Insurance Expense	2,700	2,500	30,200										
Total Facilities Expense	68,777	62,577	62,577	62,877	62,577	63,377	63,677	63,377	65,327	62,877	63,377	67,827	769,224
Technology Expense													
25370.697 Software	5,000	10,000	10,000	-	-	-	-	-	-	-	-	-	25,000
SIS Software	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Digital Whiteboards	110,000	-	-	-	-	-	-	-	-	-	-	-	110,000
Display Monitors	2,600	-	-	-	-	-	-	-	-	-	-	-	2,600

Eunoia Learning Academy

Budget for 2015-2020

Last Revised: 01/15/2014

	July '15	Aug '15	Sept '15	Oct '15	Nov '15	Dec '15	Jan '16	Feb '16	March '16	April '16	May '16	June '16	Projected YTD
	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	Budget	
Server Premium Software	1,200												
Server	7,500	-	-	-	-	-	-	-	-	-	-	-	7,500
Server Racks	5,000												
VGA Adapter	750	-	-	-	-	-	-	-	-	-	-	-	750
Firewall	4,000	-	-	-	-	-	-	-	-	-	-	-	4,000
Cabinet	-	-	-	-	-	-	-	-	-	-	-	-	-
IP Phones	8,500	-	-	-	-	-	-	-	-	-	-	-	8,500
Analog Phones	-	-	-	-	-	-	-	-	-	-	-	-	-
Meraki Routers	11,000	-	-	-	-	-	-	-	-	-	-	-	11,000
Apple TV	480	-	-	-	-	-	-	-	-	-	-	-	480
Mobile Cart	6,000	-	-	-	-	-	-	-	-	-	-	-	6,000
Installation	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
Power Supply	1,500	-	-	-	-	-	-	-	-	-	-	-	
Printers	4,500	-	-	-	-	-	-	-	-	-	-	-	4,500
Student Computers	115,000	-	-	-	-	-	-	-	-	-	-	-	115,000
iPad/iPod/iTouch	25,500	-	-	-	-	-	-	-	-	-	-	-	25,500
25370.691 Staff Computers	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
Supplies/Materials/Equip	368,530	10,000	10,000										388,530
IT Services	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
26710.694 Internet	600	600	600	600	600	600	600	600	600	600	600	600	7,200
Professional Services	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	4,600	55,200
Total Technology	373,130	14,600	14,600	4,600	443,730								
Debt Retirement													
Common School Loan	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Expenses													
25640.414 Food Purchases	-	25,000	25,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	158,000
25690.414 Other Food Purchases	667	667	-	-	-	667	-	-	667	-	667	667	4,002
25620.411 Kitchen Supplies	6,000	-	-	-	-	-	-	-	1,000	-	-	-	7,000
School Lunch	6,667	25,667	25,000	12,000	12,000	12,667	12,000	12,000	13,667	12,000	12,667	12,667	169,002
39900.411 Supplies/Parent Wkshp	500	300	300	300	300	300	300	300	300	300	300	300	3,800
Other Expenses	500	300	3,800										
Transportation	13,541	13,541	13,541	13,541	13,541	13,541	13,541	13,541	13,541	13,541	13,541	13,541	162,492
Total Other Expenses	20,708	39,508	38,841	25,841	25,841	26,508	25,841	25,841	27,508	25,841	26,508	26,508	335,294
Total Expense	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Income	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Beginning Cash Balance	82,780	#REF!	82,780										
Net Income	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Ending Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Assumptions

Assumes Per Pupil Funding at \$6750 with ADM of 313. Beginning in 13-14, funding runs July - June, year one

Based on enrollment as of July 1. ADM -- 100% (half year funding)

Revenue for student lunch fees. Projected low with anticipated high free / reduced population

Amt received for lunch program -- file monthly reports to obtain funds

Amt received for breakfast program -- file monthly reports to obtain funds

DoE PD Grant @ \$3,000 per school

Beginning in 13-14, funding runs July - June, with allocation for full day KG at \$2448/KG enrollment

Based on school free and reduced percentage

Prof Dev - for highly qualified teachers -- applicable for IA and subs also

Federal Part B Special Education Funds. Prior to October 1 count, discretionary funds project totals

Federal program for start up -- competitive and applicable only in the 1st three years. Includes carryover from planning, pre-operational Safe Schools, ELL -- conservative until enrollment demographics known

Textbook fees to non free / reduced qualifying students

Amount based on Free and Reduced and applications. Proportion of total textbook fees and software

for phone, tech and cables calculated on 90% e-rating for school

Total Other Income

Based on 21 certified instructors

instructional assistants @ 4, Grades KG - 3

Extra amount to disburse as needed -- contract allow for this based on performance

Based on 5 sub days per teacher @\$125/ day

Teacher Training Stipends -- Included in PCSP Planning Budget

Conference Travel - Lead Teacher(s)

Only used if funds are available or students reimburse

Only used if funds are available or students reimburse

School Director

Secretary and Operations

Curriculum Director

School Counselor

Based upon performance review, discretionary bonus

Required of employer for non-certified office staff

Calculated at 6.7%

Assumptions

Based on prior year rating. First year conservative amount
Based on \$4500 / employee
Project from prior school budget planning for year one
Required of employer for certified staff

Conservative based upon progress periods and anticipated enrollment windows
Promotional and enrollment materials. Aligns with enrollment / recruitment period
Office supplies -- non instructional in nature
Director professional membership dues
Based on actual analysis with two copies -- office and staff work area

Review contracts and various items
School Clinic / Nurse - expected to be covered by grant
Payroll services
Monthly fees for AP/AR fees / quarterly tax filings
Checks / processing fees
Includes annual audit and preparation of 990

Specific to recruitment of students and staff
Specific to recruitment of students and staff
Promotional items for recruitment of students and staff

Staff recruitment / employment postings

Maintenance / Equipment
Within building cleaning, supplies responsibility of school. Based on 50,000 sq ft

Based on \$5.8 M calculated at 12 years. School plans to finance to loan in years 3 - 5

Outsourced to include day port, evening and summer cleaning / light maintenance
Low year one as all in under warranty
Ray's Sanitation
Mowing / Snow Removal

Building security / alarm

Assumes e-Rate at 90%
Based on actual costs in similarly sized school
Based on actual costs in similarly sized school
During non-instructional time / environmentally safe
Based on actual costs in similarly sized school

General Liability Educators Protection -- Based on actual quote from Regions Insurance / Hancock Insurance
Protects operations staff and director

Classroom resources / licensure to supplement textbooks
Student information system
based on one per classroom
Informational purposes such as electronic bulletin boards

Assumptions

School Secure Server to host student instructional resources, email for staff

Classroom / Office phones - actual equipment. Prices based on prior school projects

Supports wireless connectivity throughout building

Transports / charges iPads / iTouches
Wiring / installation of computers in classrooms, routers, IP Phones

Assumes director, staff work areas, and office printers
Apple computers at \$800 / each - school and quantity discounts
iPads / iPod / iTouch -- class use on check out
1 per instructional staff

See technology plan for assumptions with technology

Monthly IT support to be outsourced during year one
reduced through e-Rate

This is for the repayment but begins 18 months from loan inception

Food costs for school lunches. Food service on site full service kitchen, outsourced through provider with break even contract.

Staff PD Events

Cookware, student lunch trays

Title I workshops at 3 per year

Eunoia Learning Academy
5-Year Forecast 2015 - 2020
 Last Revised: 07/15/2014

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Student Count					
Kindergarten	75	75	75	75	75
1st Grade	75	75	75	75	75
2nd Grade	50	75	75	75	75
3rd Grade	50	50	75	75	75
4th Grade	50	50	50	75	75
5th Grade	50	50	50	50	75
6th Grade	0	50	50	50	50
7th Grade	0	0	50	50	50
8th Grade	0	0	0	50	50
Total	350	425	500	575	600
ADM	313	388	463	538	563
% Increase		21%	18%	15%	4%

	<u>1st School Year</u>	<u>2nd School Year</u>	<u>3rd School Year</u>	<u>4th School Year</u>	<u>5th School Year</u>
Income					
Basic Support	2,112,750	2,362,500	2,868,750	3,375,000	3,850,000
Common School Loan	1,056,375	255,000	255,000	255,000	-
Student Lunch Revenue	142,081	172,527	202,973	233,418	243,567
Contribution Income	-	105,000	7,500	10,000	10,000
Federal Grants	977,555	1,187,031	1,396,507	1,605,983	1,675,808
Interest Income	1,500	1,500	1,500	1,500	1,500
Other Income	97,806	20,000	20,000	20,000	20,000
Total Income	4,388,066	4,103,557	4,752,229	5,500,901	5,800,875

Expenses

Instructional Expenses

Salaries & Wages	1,021,000	1,051,630	1,083,179	1,115,674	1,149,144
Payroll Taxes & Benefits	#REF!	#REF!	#REF!	#REF!	#REF!
Supplies/Materials/Equipment	301,892	221,382	228,023	234,864	131,910
Professional Services	32,065	33,027	34,018	35,038	36,089
Training Expenses	47,000	7,000	7,000	7,000	5,000

Eunoia Learning Academy
5-Year Forecast 2015 - 2020
 Last Revised: 07/15/2014

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Other Expenses	28,000	35,020	42,436	50,265	54,024
Total Instructional Expense	#REF!	#REF!	#REF!	#REF!	#REF!
General & Administrative					
Salaries & Wages	244,000	251,320	303,860	312,975	322,365
Payroll Taxes & Benefits	#REF!	#REF!	#REF!	#REF!	#REF!
Supplies/Materials/Equipment	50,300	62,911	76,233	90,298	97,051
Professional Expenses	84,150	86,675	89,275	91,953	94,712
Community Relations	12,500	5,000	5,150	5,305	5,464
Other Expense	1,500	1,545	1,591	1,639	1,688
Total General & Administrative Expense	#REF!	#REF!	#REF!	#REF!	#REF!
Facilities Expense					
Supplies/Materials/Equipment	17,000	17,510	18,035	18,576	19,134
Rent/Leasehold Improvements	530,256	530,256	530,256	530,256	530,256
Professional Services	81,968	84,427	86,960	89,569	92,256
Utilities/Property Tax	109,800	122,976	137,733	154,261	172,772
Insurance Expense	30,200	33,824	37,883	42,429	47,520
Total Facilities Expense	769,224	788,993	810,867	835,091	861,938
Technology Expense					
Supplies/Materials/Equipment	388,530	15,000	15,000	15,000	15,000
Professional Services	55,200	56,856	58,562	60,319	62,128
Total Technology Expense	443,730	71,856	73,562	75,319	77,128
Debt Service					
Common School Loan Payment	-	120,000	120,000	120,000	120,000
Total Building Debt Service Expense	-	120,000	120,000	120,000	120,000
Other Expense					
Transportation Expense	162,492	178,741	196,615	216,277	237,905
School Lunch	169,002	211,373	256,135	303,391	326,080
Other Expenses	3,800	3,914	4,031	4,152	4,277
Total Other Expenses	335,294	394,028	456,781	523,821	568,261
Total Expense	#REF!	#REF!	#REF!	#REF!	#REF!
Net Income	#REF!	#REF!	#REF!	#REF!	#REF!

Eunoia Learning Academy
5-Year Forecast 2015 - 2020
Last Revised: 07/15/2014

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Ending Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!

Eunoia Learning Academy							
2015-2016							
Prepared:07/15/2014							
* Includes average salary increase of 3% per year							
	2015-2016		FICA	SUI	TRF/PERF	INS	TOTAL
ADMINISTRATIVE							
School Director	80,000		6,120	700	6,000	4,500	97,320
Curriculum Director	42,000		3,213	700	3,150	4,500	53,563
Counselor	42,000		3,213	700	3,150	4,500	53,563
Operations Director	42,000		3,213	700	3,150	4,500	53,563
Admin Asst	30,000		2,295	700	2,250	4,500	39,745
Admin Asst	-		-	-	-	-	-
	236,000	19%	18,054	3,500	17,700	22,500	297,754
INSTRUCTIONAL - Certified							
Kindergarten	42,000		3,213	700	3,150	4,500	53,563
Kindergarten	42,000		3,213	700	3,150	4,500	53,563
Kindergarten	42,000		3,213	700	3,150	4,500	53,563
First Grade	42,000		3,213	700	3,150	4,500	53,563
First Grade	42,000		3,213	700	3,150	4,500	53,563
First Grade	42,000		3,213	700	3,150	4,500	53,563
Second Grade	42,000		3,213	-	3,150	-	48,363
Second Grade	42,000		3,213	700	3,150	4,500	53,563
Second Grade	-		-	-	-	-	-
Third Grade	42,000		3,213	700	3,150	4,500	53,563
Third Grade	42,000		3,213	700	3,150	4,500	53,563
Third Grade	-		-	-	-	-	-
Fourth Grade	42,000		3,213	700	3,150	4,500	53,563
Fourth Grade	42,000		3,213	700	3,150	4,500	53,563
Fourth Grade	-		-	-	-	-	-
Fifth Grade	42,000		3,213	700	3,150	4,500	53,563
Fifth Grade	42,000		3,213	700	3,150	4,500	53,563
I'mPossible	42,000		3,213	700	3,150	4,500	53,563
World Language Teacher	42,000		3,213	700	3,150	4,500	53,563
Music	42,000		3,213	700	3,150	4,500	53,563
Art	42,000		3,213	700	3,150	4,500	53,563
PE/Health	42,000		3,213	700	3,150	4,500	53,563
Special Ed	42,000		3,213	700	3,150	4,500	53,563
Special Ed	-		-	-	-	-	-
ELL	42,000		3,213	700	3,150	4,500	53,563
	882,000	72%	67,473	14,000	66,150	90,000	1,119,623
Instructional Assistant -- Non Cert							
Instructional Assistant	23,000		1,760	700	1,725	4,500	31,685
Instructional Assistant	23,000		1,760	700	1,725	4,500	31,685
Instructional Assistant	23,000		1,760	700	1,725	4,500	31,685
Instructional Assistant	23,000		1,760	700	1,725	4,500	31,685
Instructional Assistant	23,000		1,760	700	1,725	4,500	31,685
	115,000	9%	8,798	3,500	8,625	22,500	158,423
	997,000						
	1,233,000	1	94,325	21,000	92,475	135,000	1,575,800
						342,800	

* Insurance benefits are estimated at \$4,500 per employee for the 15-16 year; annual increase at 15%

Budget Narrative

The purpose of the budget narrative is to provide detailed budget assumptions and other supplemental information to explain amounts included in the multi-year budget and cash flow documents. Assumptions are provided in the margins of the budget, which also includes salary assumptions, pre-operational planning, and

ENROLLMENT/EMPLOYMENT RELATED DATA

Enrollment Projections by Grade Level:

Eunoia	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Pre	50	75	75	75	75	75	75	75
k	75	75	75	75	75	75	75	75
1	75	75	75	75	75	75	75	75
2	50	75	75	75	75	75	75	75
3	50	50	75	75	75	75	75	75
4	50	50	50	75	75	75	75	75
5	50	50	50	50	75	75	75	75
6	0	50	50	50	50	75	75	75
7	0	0	50	50	50	50	75	75
8	0	0	0	50	50	50	50	75
K-8	350	425	500	575	600	625	650	675
Pre-K - 8	400	500	575	650	675	700	725	750
ADM	312.5	387.5	462.5	537.5	562.5	587.5	612.5	637.5

Average Daily Attendance (ADA) Rate:

The School plans to operate at 95% attendance rate during years one and two. By year three, Eunoia will operate at 96% ADA, exceeding state standards.

Percentage of Free and Reduced-Price Lunch for Students:

Eunoia anticipates operating with 95 – 97% of students qualified for free and/or reduced lunch. This range is based upon census data within the demographic study completed for the proposed near west side community.

Percentage of English Learners:

Eunoia anticipates operating year one with 19 – 23% English Language Learners. Given the city's development of the community as an international marketplace, it is anticipate these numbers will grow over time. Developing a school that is culturally diverse enriches student learning and growth.

Number of Teachers:

During year one, Eunoia will employ 21 teachers and 5 instructional assistants. Each year, the school will grow upward by one grade

REVENUES

Basic Grant:

The budget is based upon per pupil revenue of \$6,750

Charter School Planning Grant is projected at 90% funding for years 0 – 2, a 3-year grant cycle

Special Education enrollment is projected between 17 – 25% of total enrollment

Title I planning is projected at school-wide

Eunoia

Professional Growth and Development Plan

Eunoia Learning Academy

Professional Growth and Development Plan

Introduction

Teaching requires continuous growth in order to engage increasingly diverse students in a rapidly changing world. Teachers are never “finished” as professional learners, no matter how excellent their formal preparation.

Schools must give particular attention to the early years of each teacher’s career but must not overlook mid-career and veteran teachers in our journey as life-long learners. Performance levels and standards are appropriate for acknowledging experience, setting expectations, as well as for the growth of professional educators throughout their careers. Lead Teachers, mentors and master level teachers also benefit from the professional evolution that occurs as part of the growth process.

The *Eunoia Learning Academy Professional Growth and Development Plan* is designed to assist all teachers as well as instructional leaders in a support and growth program, as well as *all* teachers seeking to grow professionally in their careers. Standards for beginning, mid-career and master level teachers are framed in the different Performance Levels, allowing teachers to see the scale as they grow and work toward advanced skills level teacher status.

The framework for assessing teaching performance is organized around six interrelated categories of instructional practice. The six standards include:

- Planning and Designing Instruction for all Students
- Teaching and Engaging All Students in Learning
- Assessing Teaching and Learning
- Creating and Maintaining Effective Learning Environments
- Developing as a Professional Educator
- Communicating for Effective Understanding

Goal Statement

Eunoia believes in the development and training of our staff and works with each teacher and instructional support staff to cultivate a skills set essential in the transition toward advanced skills level for teachers. This plan, which includes a model for support and mentoring of entry level teachers, goal setting and outcome measurement, facilitates growth and understanding in instructional best practices.

Specific Objectives

- Provide support by assigning a mentor to entry level teachers to help develop teaching performance;
- Provide clear performance expectations, through support and modeling, for entry level teachers, as well as all teachers on an individual and as-needed basis;
- Provide a professional network of support and modeling to prevent attrition and burn out for teachers of high-needs children;
- Encourage teacher self-reflection in instructional strategies and classroom management;
- Encourage on-going professional growth of all staff not only to develop a life-long commitment to learning, but also because each member of the team serves as a model to entry level teachers;
- Promote the development of professional portfolios for all teachers;
- Promote the overall personal and professional well-being of teachers through detailed orientation and staff development programs;
- Provide professional supervision, support and constructive feedback to each teacher as they grow professionally; and
- Provide instructional support in our design as a data-driven and standards-based school through an Academic Achievement Coordinator who will meet at least monthly with all instructional staff to facilitate understanding of the assessment process, using data to drive instruction and designing instructional strategies and programs aligned with state standards toward growing student achievement.

Mentor Selection

As Eunoia matures, a pool of accomplished teachers will be selected and trained to serve as mentors to beginning, entry-level teachers. Through administrative and colleague recommendations, as well as individual interest, the selection of mentor teachers will entail careful consideration of recommendations and analysis of qualifications each candidate brings to the process. Mentors will be assigned by the Director in accordance with the process and timeline after completion of the Internship and Mentor Process.

Teacher Performance Assessment Process

- All teachers will complete a self-assessment setting goals and outcomes for the instructional year; a rubric will be provided to assist in developing appropriate goals;
- The Director will observe each teacher in a formal classroom setting a minimum of two times during the instructional year;
- Each classroom observation will consist of a pre-observation and post-observation session between the entry level teacher and the Director;
- Each classroom observation will culminate with a written summative assessment detailing the entry level teacher's strengths, as well as areas for growth; the Director will outline each point and, with the input and cooperation of the teacher, set strategies and goals for developing the teaching performance;
- A hierarchical organization within Eunoia staff provides for a leadership team, including lead teachers, to work with teachers in understanding and implementing processes and procedures within the curriculum and serve as a network of support in the instructional process;
- All Eunoia teachers will be given, and will be expected to sign, the teacher commitment form, a component of the Eunoia Family Commitments, detailing teacher expectations. The Eunoia Family consists of teachers, staff, parents, students and community partners. Each subgroup has a separate set of commitments as part of its responsibilities in successful student learning;

- Each teacher will be assigned to a Professional Development team to network and reflect on best practices, challenges and successes within the instructional process. Each team will include experienced teaching staff to ensure varying perspectives;
- Each instructional staff member is provided with ongoing professional development training throughout every instructional year. Development consists of one (1) week of training immediately prior to the beginning of the school year, five (5) days spread throughout the instructional year, as well as time built within each instructional day and staff meetings.
- All teachers participate in an intensive curriculum development and learning environment training prior to the start of the school year;
- The Director will conduct orientation programs for beginning and new teachers at the start of each instructional year, detailing and explaining expectations, policies and procedures; and
- Mentors and Lead Teachers will be provided adequate time to observe the entry level teacher in a classroom setting.

Timeline of Activities within Professional Development Plan

See Professional Development Calendar

Eunoia Instructional Performance Standards

The following areas will be used to assess teaching performance and used in conjunction to the performance assessment tools presented each instructional staff at the start of the school year.

□ Planning

- Teacher establishes appropriate instructional goals and objectives;
- Plans instruction based upon a knowledge of subject matter, students, the community and curricular goals; and
- Plans instructional opportunities that are adapted to diverse students.

□ Teaching Strategies

- Teacher demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful;
- Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills; and
- Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning.

□ Assessment and Evaluation

- Teacher uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions;
- Communicates student status and progress to students, their parents and appropriate others;
- Reflects on teaching practice by continually evaluating the effects of instruction; and
- Evaluates student performance and determines the amount of progress.

□ Learning Environment

- Teacher creates a learning climate that supports the development of student abilities; and
- Manages classroom resources effectively.

□ Professional Growth

- Teacher collaborates with colleagues and appropriate others;
- Engages in professional development; and
- Performs professional responsibilities efficiently.

□ Communication

- Teacher uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and other stakeholders; and
- Writes clearly and correctly.

I'mPossible, a program of Eunoia Learning Academy, is focused on developing a playing field where each child is able to maximize potential to learn, gaining the knowledge, skills and experiences to be successful contributing members in our global society. I'mPossible is a research based program that identifies, models and defines actions and behaviors that build a culture of respect, care, support and learning; building on the 40 Developmental Assets identified in successful, contributing adults.

Positive Identity

I'mPossible teaches and fosters a culture of care, providing opportunity in developing a sense of purpose for themselves and in the interaction with others. Youth need to believe in their own self-worth, and to understand they can control what happens in their lives.

Sense of purpose, understanding and respect for self and others.

Social Competencies

I'mPossible teaches skills necessary to effectively interact with others, handle difficult decisions and choices, and understand resources available in their community. Doing so develops sustainable coping and resiliency skills.

Develops a toolbox of effective skills to pull from in living life, solving problems and making decisions.

Positive Values

I'mPossible teaches and promotes recurring behaviors and role playing, providing experiences, activities and opportunities as a key focus in developing strong guiding values. Students are taught how to care for and respect themselves and others, sustaining a sense of pride for family and community.

Developing a network of resources to guide, inform, role-play and support.

Support

I'mPossible establishes a team of stakeholders for students who understands, supports, accepts, models and guides positive choices.

Establishes culture of care, develops bond and support team between educators, mentors and youth



I'mPossible

Commitment to Learning

I'mPossible introduces a variety of authentic learning experiences, developing a belief in student's own abilities, connecting to real-world problems

Understanding, investment and commitment for personal success through education.

Empowerment

Builds a culture to increase capacity within students, developing sense of self and others -- defining shifting roles and responsibilities; developing a path for success!

Life powers the alignment of old to new roles and responsibilities within the 'community', teaching respect for self, others and environment.

Boundaries

I'mPossible levels the playing field with consistent school-wide behaviors that guide choices, actions and boundaries, to promote a caring, safe and supportive culture that allows all students to maximize potential

Vision and reality transitions dreams through determination, direction and boundaries.

Constructive Use of Time

I'mPossible uses projects based instruction, morning meeting, restorative justice and circle time to teach, discuss and model strategies for conflict resolution and introduce options for positive leisure time activities.

Learned structure, developing habits of positive use of time.

I'mPossible

Imagining all things possible

Program Component School	Tier I – First Tier Behavior Needs Highest Needs Students	Tier II – Second Tier Behavior Needs Bubble Students	Tier III – Third Tier Needs Low to No Incidents of Behavior
Selection	> 75% Incidents <ul style="list-style-type: none"> Office Referrals Suspensions RTI CINS Below Grade Level Proficiency in 2+ E/LA and Math 	40 – 74% <ul style="list-style-type: none"> Office Referrals Suspensions RTI CINS Below / Approaching Grade Level in E/LA and/or Math 	0 – 30% Incidents <ul style="list-style-type: none"> Office Referrals Suspensions RTI CINS At / Above Grade Level in E/LA and/or Math
Alternative Education Support	Pilot in lowest performing school(s) – benchmark against other Students spend 80*% of instructional day in alternative education setting focused on developing social skills, resiliency skills and developing academic / learning habits. *Decreasing frequency over time		
Continuous Learning Portfolio	Builds on Internal / External Assets / 21 st Century Skills – Service, Character, Communication, Problem Solving Teaches students to respect themselves, respect others, respect their environment AAA – Attitude / Attendance / Achievement	Builds on Internal / External Assets / 21 st Century Skills Teaches students to respect themselves, respect others, respect their environment AAA –Attitude / Attendance / Achievement	Builds on Internal / External Assets / 21 st Century Skills Teaches students to respect themselves, respect others, respect their environment AAA – Attitude / Attendance / Achievement
ArtSmart	VSA Artist in Residence	VSA Artists in Resident	VSA Artists in Residence
Morning Message	Focus on Prevention and Character	Focus on Prevention and Character	Focus on Prevention and Character
Morning Meeting	Focus on Building Culture and Family	Focus on Building Culture and Family	Focus on Building Culture and Family
Community Support / Prevention / Wrap Up	VSA Artist in Residence Resiliency and Life Skills Development – IU Grad Students IBE – Prevention Rally Economic Foundations / Parenting / Family Development	Prevention Rally Economic Foundations / Parenting / Family Development	Prevention Rally Economic Foundations / Parenting / Family Development