

Change in Authorizer Application
2023-24 School Year

As Submitted to Indiana Charter School Board
April 2023

Exhibit B

Charter Application Overview

The applicant group’s **designated representative** will serve as the contact for all communications, interviews, and notices from ICSB regarding the submitted application.

Type of Submission: Existing charter has not been revoked and organizer has not been informed that its charter will not be renewed by its current authorizer.
 Existing charter has been revoked or Organizer has been informed that its charter will not be renewed by its current authorizer.

Name of Charter School(s): Sullivan County School of Choice

School Address(es): 2385 IN-63, Sullivan, IN 47882

Name of Board Chair: Ashley Stantz Trotter

Contact Information: anstantz@hotmail.com

(812) 691-4578

Name of Head of School/Principal(s): Jodie Akinbo

Contact Information: jodiea@rcsi.k12.in.us (812) 240-8791

Year School(s) Opened: 2004

Name of Current Authorizer: Ball State University

Name of Education Service Provider (ESP) (if applicable): None

Current School Information:

School Name(s)	Year Opened	School Address
See Above		

School(s)	Grade Levels	Number of Students	School Model

Projected Student Enrollment

Complete Tab 1 of either the [Enrollment Plan for K-12 Schools](#) or the [Enrollment Plan for Adult High Schools](#), as applicable. Please ensure that you are completing the correct Enrollment Plan.

Signature of Designated Representative

Ashley Stantz Trotter

04/01/2023

Signature

Date

Application Overview:

- **Application overview (attached)**
- **Enrollment Plan for K-12 Schools (Attached)**

Executive Summary

Sullivan County School of Choice board of directors requests the authorization of a new charter through Indiana Charter School Board. This application is unique in the fact that since 2004 there has been a charter school currently operating as Rural Community Academy in Graysville, Indiana. Rural Community Academy is in good standing with their current authorizer, Ball State University. In February of this year the board of Rural Community Academy chose to withdraw the request for charter renewal with Ball State University. If authorized by the Indiana Charter School Board, Sullivan County School of Choice will operate in the current location occupied by Rural Community Academy. Sullivan County School of Choice plans to expand upon place-based learning to integrate student centered learning. Sullivan County School of Choice's goal is to retain a large percentage of the staff currently employed at Rural Community Academy By retaining most of the current staff, the transition for students would be smoother.

Sullivan County School of Choice's stated mission is to provide families with an educational choice while teaching students how to thrive by focusing on student centered learning while also expanding on the practice of the place-based model. Our goal is to continue to support our students by participating in programs that allow us to provide free breakfast, free lunch, free textbooks, and free transportation. Another goal is to build upon the relationships already established by continuing to maintain partnerships with various local businesses that support the school with donations, as well as the local Turman Township Fire Department that provides yearly fire education and the Turman Township Youth Fund that has graciously allowed us the continued use of the building pending approval of the charter through Indiana Charter School Board.

Following the pandemic academic performance of our students as well as students across the state suffered significantly. Over the past two years, the students at the current charter have been provided with rigorous and intentional daily interventions to support learning loss and they have experienced a tremendous amount of growth and continue to close gaps created by the pandemic. In addition to daily interventions students are provided with rigorous instruction aligned with the Indiana academic standards. Recently, the students in the 2nd and 3rd grade classes participated in the iRead 3, out of those students all 3rd graders fulfilled the requirements of the iRead 3, and an additional six 2nd graders fulfilled the requirements of iRead 3.

Over the years the current charter did not maximize the financial resources that were available and as a result the balance of funds has diminished to a point that the board felt that the school was unable to move forward in the 2023-2024 school year. Upon approval of a new charter with ICSB, the Sullivan County School of Choice board will work with administrators to ensure there is a healthy fund balance and all opportunities for grants and funds are pursued.

Section I: School Overview

School Governance

All board members have ties to Sullivan County or Sullivan County School of Choice. The Sullivan County School of Choice recognizes the importance of having school board members from diverse backgrounds with unique skill sets such as knowledge of the law, school finance, and Charter School experience. It is the Sullivan County School of Choice's intention to seek out and find qualified people with these skill sets to run for the vacant seats and fill long-term positions on the school board. The initial school board members will speak with various stakeholders in the community to find qualified candidates. They will also call or visit community members to find potential candidates that are willing to participate in running for the school board and sharing their expertise as a board member with the Sullivan County School of Choice Corporation. At this time members of the school board will consult with local community members that have expertise in finance, legislation regarding school funding and a background in law. Sullivan County School of Choice will continue to work with Greggs & Reid CPA firm out of Sullivan, Indiana. The formation of a financial committee is also a top priority for the 2023-2024 school year.

In a resolution adopted by the RCA school board on April 18, 2023, stated that RCSI will hold its general membership meeting on May 16, 2023 at 6 p.m. at that time board members will be elected to fill the spots left open by members representing RCSI. The current term of some members representing RCSI will expire on June 30, 2022 and SCSC board members will begin their term on July 1, 2023.

Board Members:

Ashley Trotter, Board Chair - Ashley is a District Manager for a property management group out of Indianapolis. She has been involved at Rural Community Academy for 14 years and two out of three of her children each went through school there from kindergarten through 8th grade, her last child is a 7th grader at Rural Community Academy. Ashley serves as the secretary on the RCA board, she has been in that role for the 2022-2023 school year.

Bailey Potts, Board Vice Chair - Bailey is a stay-at-home parent that has been actively involved at the current charter for four years. She has children in 3rd and 6th grade and an incoming kindergartner. Bailey substitute teaches at the school when needed and is also the president of the Eagle's Club, RCA's parent teacher organization.

Cortney Rockwood - Courtney holds a bachelor's in criminology, she has many years of experience in communications and is heavily involved in Sullivan County 4-H. Courtney is a stay-at-home parent to four children.

Courtney Bedrava - Courtney holds a Bachelor's in Language Art's and a Master's in English Literature. Courtney is the current middle school ELA teacher at Rural Community Academy. She has many years of experience teaching students of all ages.

Chance Jackson - Chance is a Correctional Officer for the Clay County Jail and serves as the physical education teacher for Rural Community Academy. Chance's wife is currently a 3rd grade teacher at Rural Community Academy.

Attachment 1: Board Resumes

Attachment 2: Conflict of Interest

2. Attachment 3- Board Minutes

3. Governance Model

The chosen governance model supports the quality oversight of the school. Their power is subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

It shall be the duty of the board of directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these Bylaws.
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation.
- c. Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly.
- d. Meet at such times and places as required by these Bylaws.
- e. Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

Org Chart: Attached

4. Governance Documents

- 501C3 letter (attached)
- Articles of Incorporation (attached)
- Bylaws (attached)
- Conflict of Interest Policy (attached)
- Code of Ethics Policy (attached)

School Management

Following notification from Indiana Charter School Board that the Sullivan County School of Choice will be sponsored, the Board of Directors will extend an offer of employment to Jodie Akinbo. Ms.

Akinbo holds a bachelor's degree in elementary education and special education, a master's in special education and in December of this year she will have a specialist's degree in district level leadership. She also holds a temporary superintendents license, building level administration license, and director of exceptional needs as well as mild interventions (all schools), elementary generalist and intermediate generalist to teacher grades K-6. Ms. Akinbo holds the certifications and degrees as well as current experience that SCSC feels necessary to lead the school in a positive direction.

The administrator will have the title of superintendent and will report directly to the board. The superintendent will share the responsibility with the teachers of fostering a safe and inclusive learning environment. The superintendent will be required to keep the board informed of the status of the school and recommend initiatives that will benefit students as well as staff. The superintendent will be the immediate supervisor of all faculty and staff. The superintendent will be responsible for the day-to-day operations of the school including but not limited to curriculum decisions, data compilation and reporting, student interventions, professional development, and coordination of long-term and short-term goals. An administrative coordinator, also to be hired by the board, will assist the superintendent. There has been no recent significant turnover in leadership positions. However, moving forward the board of directors has decided to begin the 2023-24 school year with the superintendent role rather than the current roles of chief academic officer and chief operations officer. As needs change, we will reevaluate adding in additional positions in leadership of the school.

SCSC understands that the superintendent, as the sole administrator of the Sullivan County School of Choice, may be required to be absent from the school on various occasions. In the event of an anticipated absence, the superintendent may appoint one faculty member to serve as a substitute. This faculty member will not be removed from the classroom, but may be called upon, if needed, to handle urgent administrative matters.

Highly qualified teachers will administer classroom activities. Where needed, aides will be placed in classrooms to work under the direct supervision of the teachers. By special arrangement, individuals may be hired, or volunteers may be utilized to function as teacher's aides to provide art, music, or physical education.

Education Plan/School Design

1. Educational Philosophy of the School

The purpose of Sullivan County School of Choice is to provide students with a top-quality educational program using a student-centered learning approach while incorporating place-based learning experiences. With careful attention to the social dynamics and cultural values of the rural setting, SCSC seeks to instill in students' self-confidence, practical skills, pride of place, and excellent academic abilities through differentiated instruction, strong parental support, and continuous interaction with the local community.

The Board and staff support the students to be the best they can be by: Limiting class sizes. Encouraging parental involvement by requesting families to donate volunteer hours. Supplementing curriculum with "place-based" instructional activities involving the local people, places, and things in our rural community, along with local history. Incorporating partnerships with for-profit, non-

profit, benevolent, veteran, agencies, educational and fraternal organizations to benefit the school and its students. Allowing the school and its students and staff to give back to their community.

Specific strategies we use include:

We limit our class size to 20 students in each of our classes. We request families to donate 20 hours per academic year and log that activity as well as logging in community support for those who are not parents for a minimum of 400 hours per year. We require Confidentiality of Information statements as well as provide informal training. We log activities for both family and community participation. We supplement the curriculum with kinesthetic or hands-on activities that can involve farmers, professionals, parents, and community members knowledgeable about a certain topic related to the standards, with local places relevant to academic standards, and with things relevant to academic standards and measure our success by logging the kinesthetic or hands-on activities while incorporating people, places, and things tied to instructional minutes meeting a minimum of 10%-14% of instruction. SCSC staff will log these activities.

We set a goal of a minimum of 10-14 or more partnerships with organizations per year. These partnerships are logged. We target a minimum of 4 specific projects, programs, or events (educational, service, or performance-oriented) events and activities involving students to support and give back to our local community.

Most of the teachers that were on staff with the current charter, RCA, are veteran teachers. SCSC will retain many of the veteran/highly qualified teachers and staff that were previously employed. There may be a few that will be new to our school this year, but they will be selected based on their capacity for fostering a high level of student success and willingness to carry out the vision and mission of SCSC.

Instructional methods include teaching instructional staff best practices and aligning instruction to the Indiana Academic Standards. Every staff member takes the time to get to know each student's name as well as the parents. Assessments are addressed in detail in the following paragraphs.

The curriculum at the Sullivan County School of Choice will be rigorous and challenging for all students. Lessons will be aligned with the Indiana Academic Standards. To the greatest extent possible, Sullivan County School of Choice has elected to utilize student-centered learning that consists of differentiated instruction incorporating hands-on and place-based learning experiences. Student-centered learning is best defined as focusing on the whole student and meeting their needs to ensure their success. Kinesthetic, hands-on, and place-based learning experiences are rooted in the local community -- the unique history, environment, culture, economy, literature, and art of a particular place.

Student-centered learning is an approach that aligns all aspects of a school community (curriculum, staffing, finances, technology, facilities, schedules, community partnerships, etc.) in a way that truly focuses on the desired outcomes for each individual student while accounting for the differences of each student. Tapping into the local community to supplement educational experiences is a valuable resource to support learning. The local community provides the context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning (Perrone, 1999). Place-based education allows students to see that their learning is relevant to their world, to take pride in the

place in which they live, to connect with the rest of the world in a natural way, and to develop into concerned and contributing citizens.

The governance structure and many of the goals of the Sullivan County School of Choice have been implemented in support of a student-centered approach. By also carrying on with place-based learning experiences, students will gain a strong sense of community and citizenship. Proponents of place-based education do not envision the school as an entity unto itself. When using a place-based approach, the school is seen as a part, or an extension, of the community. Community interaction is crucial to the success of any school. This is, in large part, why the governance structure of the Sullivan County School of Choice demands that school policymakers interact with students, parents, and community members on a regular basis.

It is the position of SCSC that teacher interaction and familiarity with the community-at-large functions as a form of accountability. Incorporating place-based learning experiences will encourage teachers to interact with the community. The student-centered learning approach to education that incorporates hands-on and place-based experiences will allow teachers greater freedom and will offer the opportunity to display greater creativity in the classroom.

The successful implementation of place-based learning experiences depends on the willingness of students, parents, teachers, and members of the community to work together and function as one unit. Community volunteers are a critical component of the place-based approach. In response to the need for community volunteers, we have included in our non-academic goals the recruitment of ten local partners and ten community volunteers during our first year.

The student-centered learning and place-based learning experiences implemented at Sullivan County School of Choice will be rooted in the key areas of language arts, mathematics, social studies, and science. Education in music and art will be offered for enrichment purposes, as we feel it necessary for a well-rounded education. SCSC recognizes that the place-based approach lends itself more readily to social studies and science education while student-centered learning with hands-on learning experiences can be incorporated across all academic areas. Every effort will be made to ensure that all place-based activities also offer enrichment in language arts and mathematics. Classroom activities and curricula that do not fall under place-based learning, will be student-centered and aligned with evidence-based practices. SCSC expects that all teachers, as educated professionals, will strive to keep their knowledge base current, and will, in conjunction with the SCSC board of directors, implement only curriculum and techniques that are evidence-based to result in greater student achievement.

2. Curriculum Alignment

Every grade level is aligned to the Indiana Academic Standards in all subjects, in addition to that we do vertical alignment. Vertical alignment starts with all teachers from K through 8th working together to ensure that students are supported as they move through grade levels and novels, or field trips are not repeated unnecessarily.

Language Arts (Grades K-8)

Reading and Writing

It is important that students at Sullivan County School of Choice become lifelong learners. The first step in creating lifelong learners is a strong foundation in reading. The Indiana Ready Reading Curriculum through Curriculum and Associates has been selected for the primary curriculum in grades K-8. Ready Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats. Ready Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

Ready Reading supports students and teachers with a wealth of on- and off-grade level resources. The program:

- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits.
- Connects instruction to the standards across K-8 for a coherent path within and across grades

Along with the Ready Reading program, our early learners in grades K-3 will be receiving phonics instruction daily using the Orton Gillingham approach which is in alignment with the Science of Reading. Older students who also need intense phonics instruction will receive instruction through the Orton Gillingham approach as well.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach is derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

Students in grades 2-5 will receive additional support in writing using the Ready Writing program. Through Ready Reading and Writing, learners of all levels become active participants in their own learning, fortified by deep knowledge and reasoning skills that stay with them in the years ahead. The Ready Reading and Writing program are evidence-based and covers Indiana Academic Standards for reading and writing. The texts that students will read incorporate non-fiction and informational texts that prepare students for the type of reading that they will encounter when they participate in Indiana standardized assessments.

The Ready program combines technology resources with printed materials and students will be exposed to a diverse population of characters that are very engaging. Rural communities are frequently inhabited by a very homogenous population, thereby restricting students' opportunities to interact with individuals from different backgrounds, races, cultures, or ethnicities. The Ready program will be a tool that will help expose the students to our multicultural world.

In order to create confident writers, students will write frequently for authentic purposes and self-assess their work. Teachers at the Sullivan County School of Choice will model appropriate writing procedures and demonstrate how to self-assess what has been written. Self-assessment allows students to become active participants in their own writing process (Shaw, 1997). In addition, primary students will be encouraged to create picture dictionaries and word lists to use in independent writing. Teachers will collaborate and utilize a vertical alignment model to ensure that students are receiving rigorous, evidence-based writing instruction at every grade level. Writing strategies will be introduced as early as kindergarten and will be taught at each grade level to provide consistent tools for students to use when planning, developing, and revising their writing.

The Sullivan County School of Choice will utilize the D'Nealian Manuscript Handwriting curriculum through the Savvas Company to teach students in grades K-1, D'Nealian Transition to Cursive grade 2, and D'Nealian Cursive Handwriting in grade 3.

The D'Nealian Advantage

Support early literacy and fine motor skills development through a continuous stroke, with a focus on proper letter slant, size, and spacing.

Ease the transition from manuscript to cursive since most lowercase letters are the same in cursive.

Cut down on common reversals such as b and d or p and g because there are few pencil lifts.

D'Nealian provides rich practice options for every student, including:

Additional printable Student Practice pages

Kinesthetic and tactile learning in Grades K-2 with Alpha Touch Letters, Tracing Letter and Number Cards, and a classroom set of Wipe-On/Off Rewrite Cards

Audio-visual modeling of proper handwriting strokes through Stroke Modeling Animations

The D'Nealian continuous stroke method supports students with unique learning needs such as dyslexia, dysgraphia, or fine motor delays.

Better learn and retain common spelling patterns.

Easier to refine and correct writing.

Makes manuscript and cursive easier to learn.

Reading Aloud

Teachers at the Sullivan County School of Choice will set aside time each day to read aloud to students. It has been shown (McCarthy et al., 2001) that reading aloud to students enables them to develop background knowledge about a variety of subjects, build vocabulary, become familiar with language patterns, develop familiarity with story structure, develop an understanding of the reading process, and identify reading as an enjoyable activity.

Parents of students at the Sullivan County School of Choice will be encouraged to read with their children at home. Not only will this promote time among the family for shared activities, but it will also ultimately boost the child's interest in reading and completing literacy-based activities (Colgan, 2002). Additionally, reading done by students outside of school will help to solidify the connection between home and school. Students will see the connection between what they learn at school and what they do at home. It has been shown (LeFevre, 2001) that students who read at home with parents show improvements in spelling, decoding, alphabet knowledge, and overall reading skills.

Literature Circles (Grades 4-8)

In addition to the reading curriculum, grades 4-8 will incorporate novels into their reading program. Novels, both teacher and student selected, will provide limitless opportunities for interdisciplinary activities, such as tracing a voyage or studying the locale of a particular story (Lapierre and Poole, 1983). Students will learn to utilize Bloom's Taxonomy and create their own study questions. The use of novels also will afford students ample material for reading at home with parents.

Literature circles also will be used in grades 4-6. This form of instruction allows a group of four or five students to work cooperatively to study a selected novel. Discussion among group members may be led by another student or evolve naturally. Discussion can center on a variety of topics, such as type or kind of major character, geographical setting of the story and how it affected the major character, theme and plot, identification of figurative language, and assessment of writing style. Once the discussion has come to an end, the students complete a learning activity to demonstrate what has been learned. The types of learning activities are numerous. Examples include but are not limited to, reader's theater presentations, creative dramatics, or making models or objects to clarify meanings of concepts read. This also provides an excellent opportunity to incorporate Howard Gardner's theory of Multiple Intelligences (Ediger, 2002).

Many benefits can be derived from implementing literature circles. A stronger reader-text relationship develops from literature circles, as well as improved classroom climate and enhanced degrees of gender equity and understanding (Lin, 2002). Other benefits include improved self-confidence, improved oral and written communication, the discovery of important themes that run through literature, and an increase in student enthusiasm, attentiveness, and responsibility for their own learning (Pitman, 1997).

Spelling

Students at the Sullivan County School of Choice will study spelling. Spelling lists will focus on the literature being discussed and current phonics skills (for primary students), as well as high-frequency words that are grade-level appropriate. The incorporation of multiple intelligence centers to practice words, word walls, and assessment of writing samples to monitor the transfer of high-frequency words will assist students in internalizing the use of these words (Brecher, et al., 1998).

Mathematics

Math

It is the opinion of SCSC that students learn by doing. This is evidenced by our proposed utilization of student-centered learning incorporating hands-on and place-based approaches to education. This opinion also carries over into our proposed mathematics curriculum. SCSCC has chosen to utilize the Indiana Ready Math series at the Sullivan County School of Choice. SCSCC determined that a strong standards-based approach: Ready Indiana Mathematics will be used because it is 100 percent fully aligned with the Indiana Academic Standards for Mathematics. Significant connections between the standards across grade levels: Ready Indiana Mathematics lessons build on prior knowledge, making connections within and across all strands and across all grade levels, allowing educators to facilitate cross-grade-level discussions and make the best instructional decisions.

Ready Indiana Mathematics, helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong

mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Ready Indiana Mathematics, includes:

- An instructional design that allows students to take ownership of their learning
- Rigorous practice opportunities that build students' conceptual understanding and procedural fluency
- Support and resources for digital learning

Designed to develop strong mathematical thinkers, the Ready Indiana Math curriculum focuses on conceptual understanding using real-world problem-solving and helps students become active participants in their own learning.

Manipulatives

Again based on the opinion that students learn best through student-centered learning that incorporates kinesthetic or "hands-on" experiences, Sullivan County School of Choice students will use manipulatives to help learn the concepts presented with the Ready series. Math manipulatives allow students to see the components of an abstract problem, help build concrete language for talking about math concepts, and encourage students to gain confidence in their ability to figure things out (Holden, 1987). Math Manipulatives Use and Math Achievement of Third-Grade Students is the title of a study conducted by Jayne Chester (1991). The results of this study show that the students who used math manipulatives scored significantly higher in mathematics achievement than those students who did not use manipulatives. The use of manipulatives also integrates well into the concept of place-based education. The use of multiplication and division to calculate board feet from logs (an important skill in the local timber industry), using multiplication to figure plant populations per acre in local farm fields, and counting wildlife in local watersheds are examples of place-based experiences that would serve as math manipulatives.

Math Writing

To become a proficient writer, it is important that students write in all subject areas and for different purposes. Students at Sullivan County School of Choice will write in mathematics daily. Not only will this improve their writing skills, but it will also help in their understanding of the math concepts presented. Rachel A. Card found in her study entitled *The Effects of Writing in Mathematics on Second-Grade Students' Achievement and Metacognition* that through daily writing activities that involve expressing mathematics thinking, problem-solving, and the creation of word problems, students' mathematics achievement, and metacognition increased (1998).

Social Studies

The Indiana Academic Standards include four areas of social studies standards including history, civics, and government, geography, and economics. These four areas of standards will become the guidelines for incorporating social studies into the classrooms.

Texts

The social studies program at Sullivan County School of Choice will incorporate Social Studies Weekly magazine through Scholastic Books and place-based learning experiences. SCSCC, working

with the faculty, will select place-based learning experiences that align with grade-level social studies standards. Any texts selected will serve as a guidepost for activities, speakers, demonstrators, and field trip activities.

History

In accordance with the principles of student-centered learning using place-based learning activities, the local community will be utilized to the greatest extent possible to supplement social studies lessons. Community and local business volunteers and local places will be used to teach about the local community. Independent study projects and group projects also will be utilized to teach students. Students will be given many choices on how to show the connection between what they are learning in class and their local environment. Examples include but are not limited to, family heritage projects, genealogy, cemetery visits, creating clothing and tools from a certain era, researching information from the local historical society and relating it to what is being studied, and interviewing local citizens. Student projects will be displayed as frequently as possible in the school and during school functions. The use of multiple intelligences and cooperative learning will naturally enhance this process.

Geography

Geography will be emphasized at all grade levels. The Joint Committee on Geographic Education of the National Council for Geographic Education and the American Association of Geographers have developed five specific themes to integrate into teaching and learning. These five themes – location, place, human-environment interaction, movement, and regions – will become the guidelines for incorporating geography into the classrooms. Again, place-based learning experiences may be utilized. Sullivan County, Indiana has several distinct geographical and geological areas. Both geography and geology work together to create diversity in the county. An example of a place-based project would be studying, visiting, and reporting on the Wabash River, which flows along the western edge of the county and forms a political boundary between Indiana and Illinois. Another would be a visit to the different areas of the county. The western half of Sullivan County is largely agricultural, while the eastern half is largely involved in mining. Visits to these opposing areas would facilitate an understanding of the role geography plays in the socioeconomic status of certain areas of the county.

Civics and Government

Students will be instructed in understanding the role of government, from the township level to the federal level. To precipitate this learning, local, state, and other government officials will be invited to visit the Sullivan County School of Choice, share their knowledge, and be interviewed by students. The importance of being well-informed and taking part in the political process will also be emphasized. Again, incorporating place-based learning experiences may be utilized. In this case, a visit to the Sullivan County Courthouse to attend a commissioner's meeting or a meeting of the Sullivan County Council would facilitate an understanding of local government. Within the school community, students may participate in the student council, create a school newspaper, produce a video, or news magazine. These activities offer experience in responsible communication and political leadership.

Economics and Current Events

A focus on economics and current events also will contribute to the social studies curriculum. CNN 10 and local news will be used in the classrooms as well as local and national newspapers. These sources of media will provide information necessary to conduct informed conversations about the economy and current local, state, national, and international events. This information will aid students in making connections between their lives and cultures and the lives and cultures of others.

Community Service

In addition to other place-based activities, students at the Sullivan County School of Choice will be expected to volunteer their time in the community. Student projects will be developed through teacher, parent, and student interests as well as community needs. These projects may be individual tasks, such as raking leaves for an elderly neighbor, or group tasks such as entertaining at a nursing home or cleaning up a section of the county or state roads. Students will learn firsthand about agencies and organizations that contribute to a community's life, as well as discover their own potential to improve the world they inhabit through relevant, hands-on service.

Science

Texts

The goal of the Science program is to teach important science concepts and develop observation and critical-thinking skills. Science will be taught using a student-centered learning approach incorporating kinesthetic or hands-on learning opportunities in addition to place-based learning experiences. SCSC, working with the faculty, will select grade-level texts from the approved state adoption list that will connect with the student-centered learning philosophy.

Place-Based Learning

Our rural community offers a variety of opportunities for students at the Sullivan County School of Choice to expand on the knowledge they gain in the classroom. Local community members will come to the school to elaborate on units of study. For example, Sullivan County has a relatively large horticultural base. Local horticulturists or producers of horticultural crops may give presentations to students in order to further explain the processes of plant growth and development. Local electricians could enhance the learning of students by demonstrating how to make a circuit board. Students might also create a circuit board of their own to demonstrate their knowledge of electricity. Personnel from the county health department or other local health care professionals can instruct students in a wide variety of health education concepts, from immunization programs to preparing their own healthy foods.

In addition to community members coming into the classroom, students will also take field trips to local points of interest. Excursions to the local power plant would reinforce the concepts of energy, conservation of energy, and nonrenewable resources. Visits to the Wabash River or the numerous creeks, streams, and watersheds within the county would demonstrate several biological concepts, such as life forms (animal, plant, etc.), ecology, and population biology. Visits to local farms would reinforce the concepts of plant science, geology, and soil science, as well as demonstrate the connection between technology and economics. A trip to local nature trails (or a nature trail constructed by students, with an accompanying trail guide or informational markers) would provide

hands-on experience in working with various native plant species. A trip to an operating mine or reclaimed area would allow observation and data collection on the process of energy production, erosion control, soil types, ecological succession, and pollution control techniques. Additional local resources for hands-on science education are Merom Bluff with access to 100+ feet of sandstone bluffs, Waapaahsiki Siipiiwi Mounds, and the Nature's Classroom© program of the Merom Conference Center.

Electives

Rationale

Teaching art, music, and physical education allow students to become visual thinkers and creative problem solvers in addition to learning physical fitness skills. It provides opportunities for visual, auditory, kinesthetic, and sensory experiences. The arts can supply intellectual, emotional, and physical components critical to children's development (Persellin, 2002).

The effects of including the electives in education carry over into the classroom. Lopez et al. (2000) conducted a study that focused on the relationship between arts education and academic achievement. The data collected showed a strong relationship between academic and artistic efficacy. This study's findings suggest a significant cognitive transfer from arts education to other academic areas.

Implementation

The electives will be in addition to class studies to enhance the curriculum and as a means for students to demonstrate their learning for assessment purposes. The electives will be offered for enrichment in the weekly school schedule. Again, using a student-centered learning approach while incorporating hands-on and place-based activities, volunteers and various local artists will present the arts to students. Sullivan County contains an abundance of artists and artisans. Some of the local artists will demonstrate and teach painting, poetry, quilting, sculpting, folk art, music, and various other artistic endeavors. Additionally, visits to local woodworking shops, art galleries, and cooperation with local art guilds will provide students with additional exposure to the arts. Creative writing will also be encouraged with the mentoring of local writers.

Performing arts (music, speech, dance, drama) as well as visual arts will also enhance the academic curriculum as students view films, attend plays (offered by local colleges and high schools or brought to the school), listen to live or recorded music, and hear gifted speakers present classic works or original presentations (such as first-person historical characters) on curricula topics. Additionally, teachers, parents, and local performing artists will enable students to participate in performing arts such as recitation, singing, skits and plays, dance, video production, and concerts, in the classroom and independent study projects as well as extracurricular venues. Through such participation, students will gain confidence, skills, and appreciation of these art forms.

Class and independent study projects will give the students an opportunity to express their own artistic creativity. For example, a 5th-grade unit on the Civil War may culminate in a PTO or community presentation of a period dance, performance of African American spirituals, recitation of Lincoln's Second Inaugural Address, and display of student-crafted period rag dolls, rubbings of local Civil War-era tombstones, and research and map of local Underground Railroad activity.

Students' art achievements will be displayed in community art galleries and through special school performances. Students will also be given opportunities to share various performing arts, projects, and exhibitions at monthly P.T.O. meetings.

Methodology

In addition to our use of student-centered learning with hands-on and place-based education, SCSC has identified several methodologies that we feel will enhance learning. These methodologies also will integrate well with the student-centered learning approach.

Multiple Intelligence

Rationale

Educational research indicates that learners differ in their preferences for learning mode and strategies (Fasko, 1992). Due to this factor, SCSC will implement Howard Gardner's Theory of Multiple Intelligences. Gardner's Theory of Multiple Intelligences focuses on seven forms of human competence. These seven forms include linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal intelligences.

At SCSC, students will be given many opportunities throughout their school day to experience learning in each of these intelligences. Students will soon learn what is their dominant intelligence is and will grow in their intelligences that are not dominant.

Research shows that by implementing the multiple intelligences theory academic achievement improves and inappropriate behavior decreases (Blake et al., 1999). Students' expressive and receptive language will show a significant improvement (Condis et al., 2000) students are more motivated (Fasko, 1992).

Implementation

At the Sullivan County School of Choice, students will be given many opportunities throughout their school day to experience learning in each of these intelligences. Students will soon learn what their dominant intelligence is and will grow in their intelligences that are not dominant. Examples of implementation of multiple intelligences theory include:

Linguistic – classroom and group discussions, oral presentations, interviewing local persons, as well as most written work.

Logical-mathematical – applicable in science and in language communication (rhetoric) as well as math

Spatial – diagrams and charts in all subjects, bulletin board displays, relevant artwork and art projects.

Bodily-kinesthetic – math manipulatives, science experiments and demonstrations, role-playing in language arts and social studies, historical children's games or dances.

Musical – era music presented or learned in history, music selection for video project, music played or available via headphones to enhance a desired classroom activity or environment.

Interpersonal – class and small group activities and discussions, including conflict resolution and group decision-making skills.

Intrapersonal – individual time for processing information and experiences, reflecting, journaling, personal decision-making; independent study time; independent study projects.

Cooperative Learning

Cooperative learning is an instructional strategy that allows small groups of students, approximately four in each group, to work cooperatively to complete a task. Each group member is responsible for completing some part of the task. By working cooperatively, the students complete their goals. As students gain in maturity and experience, they will be able to learn cooperatively with progressively less need for teacher involvement in any portion of the process.

This type of group work is carefully prepared, planned, and monitored. Creative thinking, critical thinking, decision-making, and problem-solving are four key thinking strategies present in cooperative learning (Lee, 1997). Cooperative learning promotes academic achievement, improved behavior, increased liking of class, better attendance, improved student motivation, and positive social and academic interaction (Foyle and Lyman, 1989).

Interdisciplinary Instruction

SCSC will augment learning by creating lessons that work together. Research indicates that using an interdisciplinary curriculum provides opportunities for more relevant, less fragmented, and more stimulating experiences for students (Furner, 1995).

History, literature, math, and science will focus on similar topics of interest. For example, students studying Indiana History in their social studies class will also look at Indiana authors, important literature during the growth of Indiana, use math to estimate the cost of groceries, timber, land, etc. during certain periods in Indiana's history, discuss the technology available to Indiana inhabitants during certain time periods in Indiana's history and how it has changed through the years. Art and music will also be discussed in accordance with its role in the development of Indiana.

Indiana History is one of many ways in which to show that subjects are related and work together. We want students at the Sullivan County School of Choice to realize the interconnectedness of all areas of education to better apply these areas of education to their world. Interdisciplinary education gives us that opportunity.

Differentiated Instruction

The individual strengths and weaknesses of students at the Sullivan County School of Choice will be recognized to create a community of learning where students learn at their own level. Instruction will be differentiated by the learning activities and materials presented. This differentiation will be based on different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves (Association for Supervision and Curriculum Development, 2000).

Due to the implementation of differentiated instruction, the classroom will be student-centered. The teacher will be the facilitator of learning rather than the provider of information and will guide

students on how to become self-reliant learners. A variety of instructional strategies and assessments will be implemented.

Teachers who have utilized differentiated instruction claim the benefits are many. According to Carol Tomlinson, Associate Professor of Educational Leadership, Foundations, and Policy, The Curry School of Education, University of Virginia, 1996, "The ultimate reward in differentiation is twofold. Successful learning occurs for students who have previously gone under-challenged or over-challenged. Also, it makes teachers feel more like creative professionals." Cory Berg who teaches math at Fort Defiance High School in Fort Defiance, Virginia states, "Suddenly the light bulb was going off-the kids who had never been able to do well now understood, and the kids who had done well suddenly found interest in some new things." (1996).

Common misperceptions about rural life, especially where the rural community does not mirror the dominant metropolitan view of the "good American life," often places rural students on the defensive and engenders a false sense of inferiority. Just as incorporating the place-based learning experiences encourages community and cultural pride, SCSCC believes that differentiated instruction will promote student self-reliance, self-confidence, and enthusiasm. We also expect improved testing scores due to these benefits as well as to the increased knowledge of content and skills enabled by differentiated instruction.

3. Methods of Pupil Assessment

Nationally Norm-Referenced and Criterion Reference Testing, iLearn & iRead3

Sullivan County School of Choice has chosen to administer the iReady assessments annually to all students at the Sullivan County School of Choice. Results of this test, as well as iLearn and iRead 3 results, will be kept as school records by the Superintendent and will be presented to the Board of Directors at its monthly meeting following the receipt of scores. A report of results will be included in the meeting's minutes. The reports will be reviewed by school faculty in a formal meeting and will be made available to parents, the PTO, and the general membership of the SCSC, and the community at large. These reports and records will allow the Board and the public to assess student progress.

Individual student scores on both the iReady assessment and the iLearn and iRead3 will be shared with parents by the student's teacher, preferably in a personal conference setting. Parents will receive a written copy of both tests' results, and a copy of each will also be kept with the student's school records. Student educational progress will thus be tracked and reported to parents, teachers, and students.

School-Specific Assessments

In addition, SCSC will assess student learning and mastery of standards using various tools according to the subject, as follows:

Mathematic skills, content, and application ability will be assessed using objective tests, in-class and homework assignments, and demonstrations of performance ability including use of manipulatives for primary students.

Language arts (i.e., reading, writing, spelling, and phonics) skills, content, and application ability will be assessed using objective tests, in-class and homework assignments, and student portfolios that may include writing samples, reading lists, book reports, student journals, individual and class projects and reports (summary and self-assessment) upon these, and independent study projects, as appropriate to grade level.

Social studies skills, concepts, content, and application and interpretation ability will be assessed using objective tests, in-class and homework assignments, and student portfolios that may include individual and class projects and independent study projects, as appropriate to grade level.

Science skills, concepts, content, and application and interpretation ability will be assessed using objective tests, in-class and homework assignments, and student portfolios that may include samples of “scientist’s notebook” (students’ notes, drawings, application of concepts, lab notes and reports), individual and class projects or experiments, and independent study or science fair projects, as appropriate to grade level.

Class projects, individual projects, and independent study projects are opportunities for students to integrate skills and knowledge across subjects in creative ways that reflect “real world” complexities. Components of such projects that may appear in a portfolio include charts and graphs; photographs and artwork; videos of interviews, verbal or musical performances, or other demonstrations; descriptive and expository writing; and students’ self-evaluation of work. The ability to move beyond specific skills and content to interpretation, evaluation, drawing logical conclusions, and ascertaining implications are critical to the SCSC’s commitment to student academic learning. Authentic assessments such as projects and portfolios provide a key means for measuring these kinds of abilities, as well as allowing students to apply enrichment skills in art, music, creative writing, video-computer technology, or other areas.

Enrichment

Music, physical education, and art will be taught as enrichment courses rather than curriculum based. Parents have committed to volunteering in the classroom as well as after school programs providing those enrichment opportunities in the 2023-2024 school year. As enrollment increases and the availability for a full-time faculty position specializing in those subjects will become financially feasible.

Letter Grading, Integrative Narratives, and Parent-Teacher-Student Conferences

While letter grades will be assigned to students in all required subject areas in accordance with the Indiana Department of Education not less than four times per year, student progress will also be tracked and reported through narrative reports by the student’s primary classroom teacher. These narrative reports, completed by mid-year and end-of-year, will integrate all aspects of the student’s growth – academic, physical, social, and personal – as assessed in the above manners and as observed by the teacher. The narrative report will be honest, realistic, positive, and proactive in nature. It will form the basis of the individualization of the student’s education.

The integrative narrative assessment may also form the basis of parent-teacher-student conferences, to be held twice annually. The conference will focus on achievement and strategies for improvement.

Student learning will also be demonstrated to parents and the wider community through student shows, exhibits, and presentations on display at the school or offered during a monthly PTO meeting or other special events.

4. Data Collection

Sullivan County School of Choice uses summative and formative assessments to collect data and instruction is adjusted based on the students' performance.

5. Board Satisfaction

The board of directors' reviews progress the students are making on a continuous basis. There has been no formal action or academic remediation taken to date.

6. Academic Reports

See attachment 6: School Performance Report

7. Culture

Sullivan County School of Choice is made up of a student base with diverse abilities, ranging from high ability to students who may struggle academically. The school is in a rural setting. The socioeconomic status of most students attending SCSC is low. Currently 100% of the students receive free and reduced lunch. Sullivan County School of Choice offers volleyball, basketball, cheer, Beta Club, Student Council, Dungeons and Dragons club, before and after school tutoring and Archery.

The students, families and teachers that make up Sullivan County School of Choice are a close-knit group. The teachers, aides and other members of the faculty know each student by name and are familiar with their strengths and weaknesses. One of the benefits of small class sizes is the opportunity for teachers and aides to get to know each student, learning their likes and dislikes and the learning methods that each student prefers. Because parents are asked to make a commitment of 20 service hours per school year, it is normal to see parents in and out of classrooms helping with class parties, school events or volunteering in the library, gym, or art and music rooms.

The parent teacher organization plans and hosts many events that benefit students and the school. In the past one of the more memorable events was a cow drop, raising over \$5000 for the PTO. Those funds went towards new uniforms for the basketball team, class parties, end of the year parties, the eighth-grade trip, and the formation of a student council. Moving forward, the parent teacher organization plans to add monthly family dinners with themed activities that showcase community resources.

8. Special Needs Students

At Sullivan County School of Choice, we offer a continuum of services to our students with special needs ranging from general education classroom with accommodations and support through resource room support. We have a highly qualified special education teacher on staff who is responsible for the development and implementation of IEPs. The special education teacher is also responsible for providing special education services for students. In addition to the special education teacher, there is an educational assistant who works with students in the resource room as well as the general education classrooms.

Most of the students with IEPs have high incident disabilities such as a specific learning disability, other health impairment, and speech language impairments and their needs can be met in the general education classroom 80% or more of the day with accommodations and supports.

All Sullivan County School of Choice students receive rigorous, standards-based interventions daily using highly effective, evidence-based practices. Students receive individualized interventions in both reading and math with the iReady Personalize Pathways. In addition to the iReady-individualized interventions, students also receive small group and/or one-on-one interventions as well, based on their needs.

Students with disabilities receive additional support according to their IEPs. They may receive the daily iReady Individualized Pathways interventions as well as small group and/or one-on-one interventions in the classroom with the general education teacher. If they have special education services requiring small groups or individualized interventions with the special education teacher, they usually will receive those services in the resource room. Depending on their IEP, students will sometimes receive their special education services in a “push-in” model within the general education classroom.

We also offer related services such as Occupational Therapy and Speech. A contractual service provider comes to our school each week and will work with the students on their OT or Speech goals in an individual or small group setting utilizing a “pull-out” model. We currently do not have any Physical Therapy needs but if we did, the services would be delivered in a similar manner as the OT and Speech services through a contractual provider using a “pull-out” model of service.

Sullivan County School of Choice takes pride in supporting the whole child! We do not limit the special education support that a student receives based on their disability category. For example, if a student has a speech disability and they are struggling with their academics, the IEP committee will determine if there is a need for the student to receive special education services in a one-on-one or small group setting with the special education teacher to address their skill deficits in their demonstrated area of weakness.

Students of all abilities receive the appropriate support they need at the Sullivan County School of Choice and thrive where they may otherwise struggle in a larger, traditional public school. There is strong collaboration between the general education teachers and the special education teacher as well as the service providers.

Title 1 Services

The Sullivan County School of Choice provides intense individualized interventions to struggling students who have been identified as qualifying for Title 1 services in grades K-4. The students are identified by a thorough data analysis, which consists of reviewing data collected from benchmark assessments such as Aimsweb and diagnostic assessments such as the i-Ready diagnostic assessment. In addition to the data analysis, teacher observations and input are also taken into consideration.

There are two Title 1 personnel who provide students with services daily to address reading and math skill deficits. The Title 1 Coordinator works with the two Title 1 employees to place each student in grades K-4 into three tiers. The Sullivan County School of Choice provides intense intervention services to the students with the bottom 25% performance. Tier 3 students are those with the largest skills deficits and they are typically in the bottom 25%. We service as many students as possible, so we are often able to give Title 1 intervention support to all tiers 3 students and as many tier 2 students as possible.

Individual goals are developed for each student receiving Title 1 services and progress towards their goal is documented. Every 30-40 days, the Title 1 Coordinator will work with the Title 1 personnel to review the data collected and determine if a student has mastered the goal. If they have mastered the goal, a new goal will be developed. If they have not mastered the goal, then the team will determine if they need to continue with the current goal or if the goal needs to be revised.

When students have met their goals and moved out of tier 3, new students may take their place and start receiving interventions. It is an ongoing process throughout the year.

Organization and Compliance

1. Operational Challenges

Through the years the current charter experienced a decline in enrollment due to multiple reasons, including economic hardship for families with transportation issues. Moving forward Sullivan County School of Choice wants to add additional bus stops to limit the negative impact of transportation issues on enrollment.

2. Compliance History

Rural Community Academy is currently in good standing with its Charter Authorizer, Ball State University, and all federal and state laws.

3. Litigation

To our knowledge the school has not been involved in any litigation or complaints.

Section II: School Finance

Attachment 10: Detailed 5-year Proforma

Attachment 11: Budget Narrative

Section III: Portfolio Review & Performance Record

1. Attachment 12: Academic Performance Workbook

2. Charter Revocations

The organizer has never had a charter revoked or non-renewed.

3. Performance Deficiencies Requiring Authorizer Intervention

There have been no performance deficiencies or compliance violations that have led to formal authorizer intervention.

ASHLEY STANTZ TROTTER

P.O. Box 207, Fairbanks, IN 47849 · (812) 691-4578
anstantz@hotmail.com

Seeking a fulfilling position as a member of a team where I can utilize my hands-on experience working with a diverse population and make a positive contribution to my community.

EXPERIENCE

NOVEMBER 2021 – PRESENT

PROPERTY MANAGER, WINTERWOOD, INC/HERRON PROPERTY MANAGEMENT

Responsibilities include overseeing daily operations of two tax credit apartment communities, tenant selection, apartment rent collection, communication with tenants, assisting tenants with aid application processes, accounts receivable, accounts payable, organization of files, correspondence, scanning files, copying files, faxing, answering prospective tenant or vendor questions by phone and e-mail, and preparation of monthly reports for management.

JULY 2021 – OCTOBER 2021

OFFICE MANAGER SUPERVISOR, DEPARTMENT OF NATURAL RESOURCES

Responsibilities included coordinating the administrative needs of a small DNR property, organizing work assignments of intermittent staff, overseeing gate operations, creating schedules, collecting revenue, preparing revenue reports, preparing deposits, guest interaction, and running point of sale program.

MARCH 2021 – JULY 2021

PROPERTY MANAGER, CAREER STRATEGIES, INC.

Responsibilities included overseeing daily operations of two Section 8 and tax credit apartment communities, tenant selection, apartment rent collection, communication with tenants, assisting tenants with aid application processes, accounts receivable, accounts payable, organization of files, correspondence, scanning files, copying files, faxing, answering prospective tenant or vendor questions by phone and e-mail, and preparation of monthly reports for management.

JULY 2017 – MARCH 2021

PROPERTY MANAGER, JUSTUS PROPERTY MANAGEMENT, INC.

Responsibilities included tenant selection, apartment rent collection, communication with tenants, assisting tenants with aid application processes, accounts receivable, accounts payable, organization of files, correspondence, scanning files, copying files, faxing, knowledge of Rural Development housing program, preparation of monthly reports for management, ordering office supplies and maintenance supplies. Interviewing and hiring prospective maintenance and cleaning personnel and weekly payroll input.

EDUCATION

MAY 2016

ASSOCIATE IN GENERAL STUDIES, LINCOLN TRAIL COLLEGE, ROBINSON, ILLINOIS.

ABOUT ME

As a mother of Five and an Oilfield wife- I spend most of my time creating meaningful moments and exploring the world around.

CONTACT

@ Bnasser12@gmail.com

(812)236-1606

Sullivan, IN



EDUCATION

 **SULLIVAN HIGH SCHOOL**
High School Diploma
2012

BAILEY POTTS

HOMEMAKER

OBJECTIVE

I plan to expand my experience in Marketing and use resources that I have- alongside knowledge I've already obtained to help promote the growth of small businesses.

EXPERIENCE

PERSONAL CARETAKER

(August 2018- December 2022)

My Memaw suffered from Dementia and when she became unable to care for herself she came to live in my home. My family and I spent the next several years taking care of her and helping to provide a safe, stable end of life environment.

SUBSTITUTE TEACHER

(August 2021-current)

I have worked in grades K-8 in all academic classes to help continuance of lesson plans as teachers were not able to be present. Rural Community Academy also gave me the opportunity to gain experience in the physical education department.

CERTIFIED NURSING ASSISTANT

(March 2016-June 2018)

After passing state exams I worked as a certified nursing assistant providing care to residents with various of needs. Long term care facilities is where the majority of my experience has come from and will always be a passion.

SKILLS





Cortney Rockwood

Lewis, IN 47858 8122401963 themoocowgirl@gmail.com

SKILLS

- Active Listening
- Household Operations
- Recreational Activities
- Event Oversight
- Budget Development
- Schedule Coordination

WORK HISTORY

HOUSEHOLD MANAGER

01/2013 to CURRENT

My Family Members | Our Home And 10 Acres.

Over the last 10 years my husband and I have been raising our family of four (ages 4-10) on our small farm in Lewis, Indiana. We have been involved in conventional farming over that time as well as gardening and raising livestock. Our children are now involved in 4H and BETA Club as well as archery, softball, baseball and dance. I coordinate our efforts to succeed in these ventures around our commitment to our faith and regular church attendance and making sure my family has adequate medical care and are provided healthy meals and a well cared for home and environment.

DISPATCHER

03/2009 to 07/2019

The Indiana Rail Road Company | Terre Haute, IN

As an Indiana Rail Road Company railroad dispatcher, I was responsible for the safe and timely movement of freight by crews involved in maintenance and train operation. It was my duty to communicate and coordinate with members of the transportation, rail maintenance, signaling, track condition, mechanical and operations departments, as well as other connecting railroads in order to expedite the transfer of freight and other commodities to their set locations using computer programs to issue authority of movement and maintenance. Crew calling and the scheduling of personal and sick time was also something I handled through the dispatcher's office as well as calls from the public to report damaged crossings or emergency situations.

FIELD OFFICER

06/2008 to 01/2009

Vigo County Community Corrections | Terre Haute, IN

As a Field Officer for Vigo County Community Corrections, I was tasked with tracking and monitoring the whereabouts of individuals sentenced to the work release and home monitoring in connection with the approved schedules of such. I traveled in a company vehicle and documented interactions and verifications I made using electronic monitoring devices implemented by the county to facilitate the tracking of these individuals in their homes and workplaces. It was also my responsibility to install and monitor the equipment used. I worked during scheduled shifts as well as when on call to the department.



CORRECTIONAL OFFICER

01/2007 to 05/2008

Federal Bureau Of Prisons | Terre Haute, IN

During my time as a Correctional Officer for the Federal Bureau of Prisons, I was trained in firearms and the monitoring of inmates housed in the facility to the extent of routine counts as well as in unit observation during normal movement and lockdowns. I was also tasked with inspecting the facility for damage and hidden contraband as well as the accountability of all equipment in my control. Inmate behavior and health was also important to observe and responding to altercations took immediate priority to ensure the safety of all staff and inmate population.

EDUCATION



Bachelor Of Science | Criminology

08/2005

Indiana State University, Terre Haute, IN



North Central High School, Farmersburg, IN

2001

COURTNEY M. BEDRAVA

Address: 2138 Leeland Avenue, Terre Haute, IN 47802 · Phone: 812-229-7529

Courtney.Bedrava@gmail.com

My career objective lies in creating a fun, safe, learning environment for middle school students while holding high expectations and state required standards. My goal is to provide the tools for competency in my classroom and the room for exceptionalism.

EXPERIENCE

2016 – 2021

LECTURER, INDIANA STATE UNIVERSITY AND ST. MARY OF THE WOODS COLLEGE

Courses: English 105 research writing, English 101, remedial English writing, English 305, technical writing, English 111, English and Experiential Writing

2021 – 2022

1ST GRADE TEACHER, RURAL COMMUNITY ACADEMY

Responsibilities included daily teaching according to Indiana standards, classroom management, testing preparation, and weekly assessment.

2021 – 2022

MIDDLE SCHOOL TEACHER, RURAL COMMUNITY ACADEMY

Responsibilities included daily teaching according to Indiana standards, classroom management, iLearn test preparation, iLearn proctoring and test administration, and organization of middle school schedules.

EDUCATION

MAY 2016

BS IN ENGLISH LANGUAGE ARTS, CREATIVE WRITING MINOR, INDIANA STATE UNIVERSITY

Graduated Summa Cum Laude, worked as vice president of the Creative Writing Society, and assisted with the publication of the literary journal *Allusions*

MAY 2018

MASTER'S DEGREE IN ENGLISH LITERATURE, INDIANA STATE UNIVERSITY

Achieved an almost perfect GPA, received a paid assistantship while earning my Master's degree, and took on additional coursework and classes when other professors or lecturers became unavailable during the school year.

SKILLS

- Several publications in the journals *Allusions* and *Tributaries* in the areas of fiction and poetry
- Received a rating of Highly Effective two years in a row at Rural Community Academy
- Hardworking and adaptable
- Scored above average in all licensing tests taken
- Team player with the best interests of the children in mind

ACTIVITIES

PUBLICATIONS:

FICTION:

2015 "The Roar." *Allusions*. Twelve page short story.

POETRY:

2016 "[If You are Shimmering Glass]." *Allusions*.

"Self." *Allusions*.

"Caress." *Allusions*.

"To the Brutal Destruction of Poor, Sweet Virginia." *Allusions*.

"I See Her." *Allusions*.

2016 "Home." *Omnibus*

2018 "Grave Water" *Tributaries*

SERVICE AND AWARDS:

2016 Academy of American Poetry Madelyn DeGaetano Memorial Prize Finalist

2016 Lions in Winter Festival Speaker

2017 Academy of American Poetry Madelyn DeGaetano Memorial Prize Winner

2018 Instructor Recognition Certificate from Indiana State University

2018-2020 Terre Haute Humane Society Foster and Volunteer

12645 S CR 500 W
Jasonville, IN 47438
[\(812\) 249- 6390](tel:(812)249-6390)
chancejackson2123@gmail.com

Chance Jackson

SKILLS

Leadership skills, problem solving skills, collaboration with other team members, safety and security, and decision making skills.

EXPERIENCE

Clay County Sheriff's Department – *Jailer/ Officer*

Current

- Worked with and alongside team members to ensure all needs were met
- Worked with inmates inside of a jail setting
- Supervised offenders in a jail setting to ensure all safety and security was being met
- Played a leadership role

Wabash Valley Correctional Facility – *Correctional Officer*

November 2019 - July 2020

- Worked with and alongside team members to ensure all needs were met
- Worked with mentally disabled offenders in a prison setting
- Supervised offenders in a prison setting to ensure all safety and security was being met
- Played a leadership role

Putnamville Correctional Facility – *Correctional Officer*

May 2017 - November 2019

- Worked with and alongside team members to ensure all needs were met
- Worked with mentally disabled offenders in a prison setting
- Supervised offenders in a prison setting to ensure all safety and security was being met
- Played a leadership role

EDUCATION

Ivy Tech Community College, Terre Haute – *Associate's Degree in Criminology/ Criminal Justice*

August 2017 - May 2019

Stone Coast Academy – *GED*

Earned December 2015

AWARDS

Received an achievement scholarship from Putnamville Correctional Facility in 2018.

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:
Sullivan County School of Choice & Rural Community Academy
2. Your full name:
Ashley Stantz Trotter
3. Your spouse's full name:
James Trotter

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):
Herron Property Management-Property Management
6. List the name(s) of your spouse's employer(s) and the nature of the business:
Wabash Valley Correctional Facility-State Prison
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Provide the name and describe the nature of the business:
Ashley Stantz Trotter- Founding member of LLC for SCSC.
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:
Ashley Stantz Trotter and Bailey Potts, founding members of LLC for SCSC as well as friends.

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
 No.
 Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 No.
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
 Not applicable.
 No.
 Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
 Not applicable.
 No.
 Yes. Provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
 Not applicable.
 No.
 Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
 No.
 Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
 No.
 Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Name and Title

Ashley Stantz Trotter, Board Chair

Signature

Ashley Stantz Trotter

Date

04/01/2023

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:
Sullivan County School of Choice
2. Your full name:
Bailey E. Potts
3. Your spouse's full name:
Zackery Potts

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):
Not currently employed, stay at home parent.
6. List the name(s) of your spouse's employer(s) and the nature of the business:
Pioneer Oil, Oil and gas industry.
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Provide the name and describe the nature of the business:
Bailey Potts, founding member of LLC for SCSC.
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:
Bailey Potts and Ashley Stantz Trotter founding members of LLC for SCSC as well as friends.

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Name and Title

Bailey Potts - Vice Chair

Date

04/01/2023

Signature

Bailey E. Potts

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:

Sullivan County School of Choice

2. Your full name:

Cortney A. Rockwood

3. Your spouse's full name:

Jedediah D. Rockwood

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): I am a stay at home mom to our four kids age 4, 6, 8, and 10, and we are supported by my husband's full time job with the Indiana Rail Road Company in Jasonville, IN.

6. List the name(s) of your spouse's employer(s) and the nature of the business: My husband is a train operator for the Indiana Rail Road Company.

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

9. Are you and/or your spouse an officer or director of a corporation?

No.

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

Yes, I plan to fill in at the school at times in whatever capacity necessary and would be willing to accept compensation for those duties.

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

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

Name and Title

Cortney Rockwood

Signature

Cortney Rockwood

Date

April 2, 2023

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: *School Choice*
2. Your full name: *Courtney Michelle Bedrava*
3. Your spouse's full name: *Steven Maxeiner Bedrava*

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): *Sarah Scott Middle School - school*
6. List the name(s) of your spouse's employer(s) and the nature of the business: *Treehouse of Terre Haute - restaurant*
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Provide the name and describe the nature of the business: *Treehouse of Terre Haute - restaurant*
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?
 No.
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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


<u>Name and Title</u>	<u>Date</u>
<p>Courtney Bedrava</p> <p><u>Signature</u></p> 	<p>4/2/2023</p>

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:

Sullivan County School of Choice

2. Your full name:

Chance Jackson

3. Your spouse's full name:

Kelsey Jewell

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

Clay County Jail- County Jail

6. List the name(s) of your spouse's employer(s) and the nature of the business:

Rural Community Academy, School

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Provide the name and describe the nature of the business:

Conflict of Interest Disclosures

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
- Kelsey Jewell, Teacher**
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
- Kelsey Jewell, Teacher**
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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

Name and Title

Chance Jackson

Signature

Chance Jackson

Date

04/03/2023

Sullivan County School of Choice

04/02/2023 Board Meeting

In attendance: Ashley Stantz Trotter, Bailey Potts, Jodie Akinbo & Courtney Bedrava-via Zoom.

The meeting was called to order at 4:00 p.m. by Ashley Stantz Trotter

Bailey Potts made a motion to submit the change in authorizer application to Indiana Charter School Board by 8 a.m. Monday April 3, 2023. Courtney Bedrava seconded the motion. All in favor.

Ashley Stantz Trotter made the motion to adjourn at 4:05 p.m., Bailey Potts seconded, all in favor.

Ashley Stantz Trotter

Ashley Stantz Trotter, Board Chair

Courtney Rockwood

Courtney Rockwood, Secretary

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

DEPARTMENT OF THE TREASURY

Date: JAN 15 2004

RURAL COMMUNITY SCHOOLS INC
2165 N STATE RD 63
SULLIVAN, IN 47882

Employer Identification Number:
32-0086856
DLN:
17053246006043
Contact Person:
DIANE M GENTRY ID# 31361
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a) (1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

RURAL COMMUNITY SCHOOLS INC

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

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

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Addendum

Internal Revenue Service
Director, EO Rulings & Agreements
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: September 4, 2003

RURAL COMMUNITY SCHOOLS INC
2165 N STATE RD 63
SULLIVAN, IN 47882

Employer Identification Number:
32-0086856

Document Locator Number:
17053-246-00604-3

Toll Free Number: 877-829-5500

FAX Number: 513-263-3756

Application Form: 1023

User Fee Paid: \$500.00

Acknowledgement of Your Request

We received your application for exemption from federal income tax. When communicating with us, please refer to the employer identification number and document locator number shown above.

What Happens Next?

Your application was entered into our computer system at our processing center in Covington, Kentucky, and has been sent to our Cincinnati office for initial review. We approve some applications based on this review. If this is the case, you will receive a letter stating that you are exempt from federal income tax.

If the initial review indicates that additional information or changes are necessary, your application will be assigned to an Exempt Organization Specialist who will call or write you. We assign applications in the order we receive them.

If the additional information indicates that you qualify for exemption, you will receive a letter stating that you are exempt from federal income tax. If you do not qualify for exemption, we will send you a letter telling you why we believe you do not qualify and will include a complete explanation of your appeal rights.

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

How long will this process take?

Normally, you may expect to hear from us within 120 days. If you do not, call our toll free number between the hours of 8 a.m. and 6:30 p.m. Eastern Time. Please have your identification numbers available so that we can identify your application. If you would rather write than call, please include a copy of this notice with your correspondence.

Articles of Incorporation



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R10/1-03) Corporate Form No. 384-1 (October 1994)
Approved by State Board of Accounts 1995

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-5576
Indiana Code 23-17-3-2
FILING FEE: \$30.00

RECEIVED
CORPORATIONS DIV.
03 JUL 20 10 35 56

- NOTES:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before consulting both agencies.
 2. Article VII must be completed appropriately. Please see (1) above.

APPROVED
AND
FILED

Todd Rokita
IND. SECRETARY OF STATE

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one (1) copy to the address in the upper right corner of this form.
 3. Please type or print.
 4. Please visit our office on the web at www.sos.in.gov.

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: (the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof):

Rural Community Schools, Inc.

Principal Office: The address of the principal office of the Corporation is:

Post office address:	City	Indiana	ZIP code
2165 N. SR. 63	Sullivan	Indiana	47882

ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax.

ARTICLE III - Type of Corporation (check only one)

The Corporation is a:

- public benefit corporation, which is organized for a public or charitable purpose;
 religious corporation, which is organized primarily or exclusively for religious purposes; or
 mutual benefit corporation (all others).

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

J. Scott Monroe

Address of Registered Office (street or building)

2165 N. SR. 63

City

Sullivan

Indiana

ZIP code

47882

ARTICLE V - Membership

Indicate if Corporation will have members:

- Yes No

(Continued on the reverse side)

ARTICLE VI - Incorporator(s)				
Name(s) and address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
Bruce C. Finkbiner	8251 W. PrRd. 150N	Sullivan	IN	47882
April D. Benda	4183 N. CoRd. 875W	Sullivan	IN	47882
Jennifer Amy-Dressler	2294 S. Third St.	Merom	IN	47861

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution.

Upon dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or the state or local government, for a public purpose.

* Please note this section must be completed.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein and true this 24th day of July, 2003.

Signature <i>Bruce C. Finkbiner</i>	Printed name BRUCE C. FINKBINER
Signature <i>April D. Benda</i>	Printed name April D. Benda
Signature <i>Jennifer A. Amy-Dressler</i>	Printed name Jennifer A. Amy-Dressler

This instrument was prepared by: (name)
Chera B. Steimel

Address 1614 N. CoRd.	City Sullivan	State IN	ZIP code 47882
--------------------------	------------------	-------------	-------------------

Initial Board of Directors of Rural Community Schools, Inc. July 2003:

J. Scott Monroe
2165 N. SR 63
Sullivan, IN 47882

J. Scott Monroe
7/24/03

Bruce C. Finkbiner
8251 W. PrRd 150N
Sullivan, IN 47882

Bruce C. Finkbiner
7-24-03

April D. Benda
4183 N. CoRd 875W
Sullivan, IN 47882

April D. Benda
7-24-03

Jennifer Amy-Dressler
2294 S. Third St.
Merom, IN 47861

Jennifer A. Amy-Dressler
7/24/03

Amanda J. Hampton
2316 N. StRd. 63
Sullivan, IN 47882

Amanda J. Hampton
7/25/03

Certificate of Incorporation

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of
RURAL COMMUNITY SCHOOLS, INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, July 31, 2003.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 31, 2003.

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE

**Bylaws of
Rural Community Schools, Inc.**

Amended November 17, 2020

**Article 1
General**

Section 1. Name

The name of the Corporation is Rural Community Schools, Inc. (the "Corporation").

Section 2. Principal Office

The principal office of the Corporation is located in Sullivan County, State of Indiana. The mailing address of the principal office is PO Box 85, Graysville, Indiana 47852; the physical address of the principal office is 2385 N. State Road 63, Sullivan, Indiana 47882. The registered agent at the time of this amendment is the President of the Board of Directors of Rural Community Schools, Inc.

Section 3. Other Offices

The Corporation may also have offices at such other places where it is qualified to do business, as its business and activities may require, and as the Board of Directors may, from time to time, designate.

Section 4. Fiscal Year

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

**Article 2
Nonprofit Purposes**

Section 1. IRS Section 501(c)(3) Purposes

This Corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2. Specific Objectives and Purposes

The specific objectives and purposes of this Corporation shall be:

- a. To operate establishments such as, but not limited to, charter schools or study centers, that the Corporation or its Board of Directors deem beneficial to the educational enhancement for the people of Sullivan and adjacent County(ies).
- b. To maintain a regularly enrolled student body, an established curriculum and a fulltime faculty;

- c. To maintain a level of education as prescribed by laws mandated by the Department of Education
- d. To have the normal functions, operations, programs and pursuits incidental to a fully recognized and operational nonprofit center of learning and education.

Section 3. Non-Discrimination

The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the state of Indiana.

Article 3 Directors

Section 1. Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws.

Subject to the provisions of the laws of this state and any limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved by the Members in Article 6 of this Corporation, the activities and affairs of this Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts that the Board of Directors deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board of Directors may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

Section 3. Number

The Corporation shall have 5 (five) Directors and collectively they shall be known as the Board of Directors (the "Board").

Section 4. Qualifications

Directors shall be of the age of majority in this state. Spouses of employees shall not be eligible to seek election to the Board. Other qualifications for Directors of this Corporation shall be as follows:

An individual is prohibited from serving on the Board if the individual has committed an offense as set forth in Indiana Code 20-26-5-11(b) or any successor statute, of any offense substantive equivalent to any of the offenses listed in Indiana Code 20-26-5- 11(b), unless such individual is authorized to sit on the Organizer's Board by the Executive Director of OCS.

At all times all directors of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the Directors of the Board of Directors shall, as of the date of election or appointment to the Board, be residents of any Indiana county of residence of one or more current students at the charter school operated by the Corporation.

Section 5. Members of the Board of Directors

The 5 (five) directors of the Board of Directors shall individually be given the titles of Community Representative 1, Community Representative 2, Parent Representative 1, Parent Representative 2, and Student Representative. The Board directors designated as community representatives shall represent the interests of the community members of the Corporation. The Board directors designated as parent representatives shall represent the interests of the parent members of the Corporation. The director designated as the student representative shall represent the interests of all students who receive any educational services or are in any way connected to the Corporation.

Section 6. Duties

It shall be the duty of the Directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation (the "Articles"), or by these Bylaws; specifically, the statutory responsibility, among others, to oversee and provide direction for the executive, fiscal, educational, administrative and management functions of the charter school;
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the Corporation;
- c. Supervise all officers, agents and employees of the Corporation to assure that their duties are performed properly;
- d. Meet at such times and places as required by these Bylaws;
- e. Register their addresses with the Secretary of the Corporation;
- f. All Directors must complete Board training through an approved program and develop Board governance policies that comply with the Authorizer's Policy Regarding Organizer Governance.
- g. Complete annually a 1) Conflict of Interest Statement (discussed as a section in these Bylaws and also listed as an identical separate Policy ORG001C); 2) a Confidentiality of Information document (noted as a separate procedure); and 3) of five years to complete the background check information (noted as a separate form) – all as required by the school's authorizer; to complete any additional documentation as required by the school's authorizer as requested from time to time.

Section 7. Term of Office

Each Director shall hold office for a period of 3 (three) years and until his or her successor is elected and qualifies; except the directors of the "First RCS Charter School Board" – 2004 elected at a meeting July 10, 2003. The initial student representative shall serve a term of one year. The initial Community Representative 1 and initial Parent Representative 2 shall serve a term of two years. The initial Community Representative 2 and Parent Representative 1 shall serve a term of three years. Following the replacement of the initial Board of Directors, all subsequent Board directors shall serve staggered three year terms. Directors shall be eligible for re-election for a full three-year term for a minimum of 3 (three) times. Once a director has served 3 (three) full 3 (three)-year terms, at least 1 (one) year must elapse before he or she again may be elected or appointed to the Board of Directors. The Corporation shall notify the Authorizer of the School promptly upon the election of any new director of the Board of Directors.

Section 8. Compensation

Directors shall serve without compensation. The Corporation may reimburse any director of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not requested to be reimbursed by the Corporation shall be construed as a gift to the Corporation.

Section 9. Place of Meetings

Meetings shall be held at the principal office of the Corporation unless otherwise provided by the Board or at such other place as may be designated from time to time by motion of the Board of Directors with approval of the school's authorizer.

Section 10. Quorum

A quorum shall consist of the majority of the directors of the Board of Directors. Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is not present, and the only motion which the presiding officer shall entertain at such meeting is a motion to adjourn. Directors may participate in a meeting of the Board of Directors via telephone in accordance with Indiana's Open Door Law in order to be counted in a quorum. When specified by the Indiana Department of Health, electronic means of conducting meetings to the public will be allowed.

Section 11. Majority Action as Board Action

Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater percentage or different voting rules for approval of a matter by the Board.

Section 12. Compliance with Indiana Open Door Law

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular, executive or special meetings of the Board of Directors. Without limiting the foregoing, the Board of Directors shall post notice of any regular,

executive or special meeting not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting and publication as required under the Indiana Open Door Law.

Section 13. Protocol. The Board of Directors shall use Robert's Rules of Order, including the preparation and Board approval of minutes of meetings of the Board of Directors.

Section 14. Vacancies

Vacancies on the Board of Directors shall exist on the death, resignation or removal of any Director.

- a. The death of any Director is received as creating a vacancy.
- b. Any Director may resign effective upon giving written notice to the President, the Secretary or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.
- c. A Director may be removed for cause by a majority of the Directors then in office. Cause shall include, but shall not be limited to:
 1. Violations of applicable law, including (but not limited to):
 - a) Violations of the Indiana Charter School Law; and
 - b) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
 2. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
 3. Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
 4. Inadequate attendance at meetings of the Board of Directors, defined as absence from 4 (four) consecutive meetings or from at least 33% (thirty-three percent) of such meetings within 1 (one) calendar year.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws or provisions of law, vacancies on the Board may be filled by approval of the Board of Directors. If the number of Directors then in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Directors then in office or by a sole remaining Director. A person selected to fill a vacancy on the Board shall hold office until the term of the vacating Board director expires.

Section 15. Conduct of Meetings

Meetings of the Board of Directors shall be presided over by the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Directors present at the meeting. The Secretary of the Corporation shall act as secretary of all

meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 16. Minutes

Secretary shall be responsible for recording, publishing, and posting the minutes of all regular, executive and special meetings. These shall be available to any member of the Corporation, within ten business days of any meeting.

Section 17. Absence from Meetings

If a Director is not present at the meeting, it shall be noted.

Section 18. Meetings

There are 3 (three) kinds of meetings that the Board of Directors may hold:

- a. Regular meetings of Directors shall be held at a time and frequency decided by the Board. Frequency of regular meetings is a minimum of 6 (six) per year. These meetings are determined in advance at a public meeting at the last Board Meeting of the fiscal year by an annual meeting calendar as approved by the Directors. Meetings shall be open to the public. All actions of the Board must be taken at a public meeting of the Board and not by written consent outside of a public Board meeting. All Regular Meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty.
- b. The Board of Directors may meet in Executive Session for the purposes of discussing confidential information or other matters deemed appropriate as designated by the Open Door Law. Any Board director may call an Executive Session concerning personnel or other matters permitted under the Indiana Open Door Law. All persons except Board Directors may be excluded from such Executive Sessions. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session. No action may be taken in an Executive Session.
- c. Special Meetings of the Board of Directors, defined as any meeting of the Board, for any lawful purpose, election of directors of the Board of Directors, may be called by the President and at least 1 (one) other director of the Board of Directors, or by any 2 (two) Directors, or, if different, by the persons specifically authorized under the laws of this state to call such meetings of the Board. All actions of the Board must be taken at a public meeting of the Board and not by written resolution outside of a public Board meeting. The Special Meeting shall be held at such date and time as specified in the notice of the meeting. All Special Meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty. A different location, as deemed as appropriate by the in which event special meetings shall be held at such location as may be approved in advance by the school's authorizer.

Section 19. Notice of Meetings

Unless otherwise provided by the Articles of Incorporation, these Bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the Board of Directors:

- a. Regular Board Meetings are determined in advance at a public meeting at the last Board Meeting of the fiscal year by an annual meeting calendar as approved by the Directors. Notice of each Regular Meeting will be posted at a designated place for any Regular Meeting of the Board of Directors and by publication according to the Open Door Law a minimum of 2 (two) business days prior to the meeting.
- b. Executive Sessions shall be communicated via oral, electronic, telefax or written notice of the date, time, and place of each Executive Session of the Board of Directors. These meetings may be determined at a public meeting or communicated by the Secretary of the Corporation, or by the person or persons calling the meeting, to each director of the Board of Directors so that such notice is effective at least 2 (two) business days before the date of the meeting. Notice will be posted at a designated place for any Executive Session of the Board of Directors and by publication according to the Open Door Law.
- c. Special Meetings shall be communicated via oral, electronic, telefax or written notice of the date, time, and place of each Special Meeting of the Board of Directors. These meetings shall be communicated by the Secretary of the Corporation, or by the person or persons calling the meeting, to each director of the Board of Directors so that such notice is effective at least 2 (two) business days before the date of the meeting. Notice will be posted at a designated place for any Special Meeting of the Board of Directors and by publication according to the Open Door Law. The notice need not describe the purpose of the Special Meeting.

A waiver of notice of a meeting is required to be given to any Director of this Corporation under provisions of the Articles of Incorporation, these Bylaws or the law of this state, a waiver of notice in writing signed by the Director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Article 4 Officers

Section 1. In General

The officers of the Corporation shall consist of a President, a Secretary, and a Treasurer. The officers of the Corporation shall be elected annually from among and by the Board of Directors no later than its first regular meeting of the Board of Directors in the new fiscal year. An officer may not simultaneously hold more than 1 (one) office. Each officer shall be elected by the Board of Directors and shall serve for 1 (one) year, or such other period as prescribed by the Directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors at any time for cause by an affirmative vote of the majority of the directors of the Board of Directors as that term is defined herein in Article 3, Section 14. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to

fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Duties of President

The President shall supervise and control the affairs of the Corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation or by these Bylaws or which may be prescribed from time to time by the Board of Directors. The President shall preside at all meetings of the Board of Directors and, if this Corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the Articles of Incorporation or by these Bylaws, he or she or another agent as selected by the Board of Directors shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, or other instruments which may from time to time be authorized by the Board of Directors.

Section 3. Duties of Vice President

In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation or by these Bylaws or as may be prescribed by the Board of Directors.

Section 4. Duties of Secretary

The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial record or a copy, of these Bylaws as amended or otherwise altered to date. The Secretary will certify and keep at the principal office of the Corporation the original, or a copy a book of minutes of all Corporation meetings of the Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall be custodian of the records and of the seal of the Corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the Corporation the Secretary shall perform the duties usual to such position and such other duties as the Board of Directors may prescribe. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Section 5. Duties of Treasurer

The Treasurer, or his or her agent, will keep at the principal office of the Corporation a membership list containing the name and address of each and any members, and, he or she shall record such fact in the membership list together with the date on which such membership renewed with approval of the Board. The Treasurer, or his or her agent, will have charge and be responsible for all Corporation funds including any depository accounts, giving receipts for monies due and payable from any source and depositing such funds. The Treasurer, or his or her agent, will disburse or cause to be disbursed the funds of the Corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements. Any and all financial records will be kept at the

principal office of the Corporation and exhibited at all reasonable times the books of account and financial records to any Director or member of the Corporation, or to his or her agent or attorney, on request therefore. In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the Corporation or by these Bylaws or other requests which may be assigned to him or her from time to time by the Board of Directors.

Article 5 Committees

Section 1. Meetings and Action of Committees

Meetings and action of committees shall be governed by the Board of Directors. The Board of Directors may also adopt policies, rules and regulations pertaining to the conduct of meetings of committees. The Board of Directors may establish advisory committees having such responsibilities as the Board of Directors shall specify. Members of such committees may, but need not, be directors of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause. All committee meetings from this group must comply with the Indiana Open Door Law.

Section 2. Parent-Teacher Organization

As approved by the Board, there shall be established a Parent-Teacher Organization (PTO). The PTO shall be considered a standing committee within the organization. This committee shall elect its own officers and will be directly under the Board of Directors. The PTO shall elect officers at annual elections of the General Membership Meeting (described in Article 7, Section 2). The PTO will consist of parents, staff and community members of the Corporation (as defined in these Bylaws) who are interested in working to further the goals of the Corporation. The School Leader of Rural Community Academy will function as a liaison between the PTO and the Board of Directors and will attend meetings of the PTO as non-voting member. Parent-Teacher meetings need not comply with the Indiana Open Door Law.

Article 6 Members

Section 1. Determination and Rights of Members

The Corporation shall have three classes of members. No member shall hold more than one membership in the Corporation. Except as expressly provided in or authorized by the Articles of Incorporation, the Bylaws of this Corporation or provisions of law, all memberships shall have the same rights, privileges, restrictions and conditions.

Section 2. Qualifications of Members

The qualifications for membership in this Corporation are as follows:

- a. Any and all Legal Guardians with a child enrolled in any school operated by or under the direct control of the Corporation shall be members of the Corporation.

- b. Community Members or all legal residents of Indiana, who are of legal voting age, may become members of the Corporation upon petition to the Board of Directors or its duly authorized representatives.
- c. Any member from the above mentioned classes, subject to Article 3. Section 2 as described within these Bylaws, may become a director of the Board of Directors of the Corporation by being elected by the majority of members present at a meeting scheduled for this purpose. Each director of the Board of Directors shall have one vote per person.
- d. All individuals directly employed by the Corporation shall be Employee Members of the Corporation. Spouses of Employee Members are not automatically members but shall be considered Community Members.

Section 3. Admission of Members

- a. Membership of Legal Guardians is in effect as long as their children(ren) are enrolled at the time of the membership meeting.
- b. Membership of Employee Members is in effect as long as their at-will letter is in effect.
- c. Membership of Community Members is based upon the receipt of their dues during the fiscal year.
- d. All membership must be in effect by the last Board meeting before a General Membership Meeting.

Section 4. Dues

- a. The annual fiscal dues payable to the Corporation by members shall be: \$10.00
- b. Legal Guardian and Employee Members as defined in Section 2 are exempt from fees and dues.

Section 5. Number of Members

There is no limit on the number of members the Corporation may admit.

Section 6. Membership List

The Corporation shall keep a membership list containing the name and address of each member. Eligibility of the membership of any member shall be recorded in the list, together with the date of eligibility of such membership. Such list shall be kept at the Corporation's principal office. Said list will be present at each General Membership Meeting for signature along with some means of identification.

Section 7. Nonliability of Members

A member of this Corporation is not, as such, personally liable for the debts, liabilities or obligations of the Corporation.

Section 8. Nontransferability of Memberships

No member may transfer a membership or any right arising therefrom. All rights of membership cease upon the member's death.

Section 9. Termination of Membership

Membership of legal guardians will terminate whenever their child(ren) are no longer enrolled.

Membership of employees will terminate whenever their at-will letter of employment is no longer valid.

Membership of community members will terminate upon delinquent dues not paid by the last Board meeting before a General Membership Meeting.

Article 7 Meetings of Members

Section 1. Place of Meetings

Meetings of members shall be held at the principal office of the Corporation or at such other place or places as may be designated from time to time by resolution of the Board of Directors and with the approval of the authorizer.

Section 2. General Membership Meeting

An annual meeting of members shall be held during the months of May or June with date and time determined by the Board for the purpose of electing Directors and transacting other business as may come before the meeting. In the event some event does not allow for the meeting to be held in the designated timeline, an approval from the Authorizer will be requested. The candidates receiving the highest number of votes up to the number of Directors to be elected shall be elected. Each voting member shall cast one vote, with voting being by ballot only. The date for the installation of newly elected directors of the Board of Directors will be the first day of the new fiscal year immediately following the General Membership meeting at which the Directors were elected.

Section 3. Special Meetings of Members

Special meetings of the members shall be called by a majority vote of the Board of Directors.

Section 4. Notice of Meetings

Unless otherwise provided by the Articles of Incorporation, these Bylaws or provisions of law, notice stating the place, day and hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not less than ten (10) nor more than fifty (50) days before the date of the meeting, either personally, by mail, or electronically to each member entitled to vote at such meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail addressed to the member at his or her address as it appears on the records of the Corporation, with postage prepaid. Personal notification includes notification by telephone, electronically, or by facsimile machine. The notice of any meeting of members at which Directors are to be elected shall also state the Board positions that are up for election at the time notice is given.

Whenever any notice of a meeting is required to be given to any member of this Corporation under provisions of the Articles of Incorporation, these Bylaws or the law of

this state, a waiver of notice in writing signed by the member, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Section 5. Quorum for Meetings

A quorum shall consist of 15 percent of the voting members of the Corporation. Except as otherwise provided under the Articles of Incorporation, these Bylaws or provisions of law, no business shall be considered by the members at any meeting at which the required quorum is not present, and the only motion which the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of all of these persons, by a Chairperson chosen by a majority of the voting members present at the meeting, which shall be entertained at such meeting is a motion to adjourn. The Secretary of the Corporation shall act as Secretary of all meetings of members, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 6. Majority Action as Membership Action

Every act or decision done or made by a majority of voting members present in person at a duly held meeting at which a quorum is present is the act of the members, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater number.

Section 7. Voting Rights

Only those who are members will be allowed admittance to the General Membership Meeting. Before entrance to the General Membership Meeting is gained, each member shall produce photo identification, unless generally known, and sign on the membership list. Each parent and community member is entitled to one vote on each matter submitted to a vote by the members. Voting at duly held meetings shall be by voice vote. Election of Directors, however, shall be by written ballot. Members unable to attend the General Membership Meeting will not be granted a proxy vote.

Section 8. Conduct of Meetings

Meetings of members shall be presided over by the President of the Corporation or, in his or her absence, by the Vice President of the Corporation or, in the absence of all of these persons, by a Chairperson chosen by a majority of the voting members present at the meeting. The Secretary of the Corporation shall act as Secretary of all meetings of members, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 9. Protocol

The annual General Membership Meeting shall use Robert's Rules of Order, including the preparation and Board approval of minutes of the meeting shall apply insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws or with provisions of law. The Board will set up election procedures in a separate document. The meeting will follow the agenda set forth prior to the meeting.

Article 8

Corporate Records, Reports, and Seal

Section 1. Maintenance of Corporate Records

The Corporation shall keep at its principal office:

- a. Minutes of all meetings of Directors, committees of the Board and, if this Corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given and the names of those present and the proceedings thereof and available to any Director or member of the Corporation;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the Corporation at all reasonable times during office hours.

Section 2. Corporate Seal

The Board of Directors may adopt, use and at will alter, a corporate seal. Such seal shall be kept at the principal office of the Corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Directors' Inspection Rights

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

Section 4. Members' Inspection Rights

If this Corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- a. To inspect and copy the record of all members' names, addresses and voting rights, at reasonable times, upon written demand on the Secretary of the Corporation, which demand shall state the purpose for which the inspection rights are requested.
- b. To obtain from the Secretary of the Corporation, upon written demand, and payment of a reasonable charge to, the Secretary of the Corporation, a list of the names, addresses and voting rights of those members entitled to vote for the election of Directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available within a reasonable time after the

- demand is received by the Secretary of the Corporation or after the date specified therein as of which the list is to be compiled.
- c. To inspect at any reasonable time the books, records or minutes of proceedings of the members or of the Board or committees of the Board, upon written demand on the Secretary of the Corporation by the member, for a purpose reasonably related to such person's interests as a member.
 - d. Members shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws and provisions of law.

Section 5. Right to Copy and Make Extracts

Any inspection under the provisions of this Article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts for a reasonable charge.

Section 6. Periodic Report

The Board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, upon request, of this Corporation, to be so prepared and delivered within the time limits set by law.

Section 7. Indiana Access to Public Records Act

All requests for information cannot exceed those of the Indiana Access to Public Records Act regarding personnel issues or files not allowed under law.

Article 9

Conflict of Interest and Disclosure of Certain Interests (Policy ORG001C)

Rural Community Schools, Inc. understands the importance of avoiding conflicts of interest. Additionally, RCSI is keenly aware that its location in a rural community makes the organization particularly vulnerable to apparent and actual conflicts of interest. Rural communities tend to have very close-knit and interconnected populations. Turman and Gill Townships, the area that the Rural Community Academy is designed to serve, has a population of approximately 2,200 individuals. Most individuals in this community share similar employment, attend common churches, or share a genetic bond. Many have spent their entire lives in the community, and are familiar with most of the other residents. Given the interconnected nature of a rural community, apparent conflicts of interest must be given special attention. Therefore, RCSI will adhere to the following policy:

This conflict of interest policy is designed to help the directors, officers, and employees of Rural Community Schools Inc. identify situations that present potential conflicts of interest and to provide Rural Community Schools Inc. with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a director, officer or employee has or may have a conflict of interest with respect to the transaction. The policy is intended to comply with the Indiana Statutes governing conflicts of interest for directors of nonprofit corporations. In the event there is an

inconsistency between the requirements and procedures prescribed herein and the Indiana Statutes, the statutes shall control.

1. Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create Conflicts of Interest:

a. Outside Interests.

- (i) A Contract or Transaction between Rural Community Schools Inc. and a Responsible Person or Family Member.

A Contract or Transaction between Rural Community Schools Inc. and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

b. Outside Activities.

- (i) A Responsible Person competing with Rural Community Schools Inc. in the rendering of services or in any other Contract or Transaction with a third party.

- (ii) A Responsible Person having a Material Financial Interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Rural Community Schools Inc. in the provision of services or in any other Contract or Transaction with a third party.

c. Gifts, Gratuities and Entertainment. A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that:

- (i) does or is seeking to do business with, or is a competitor of Rural Community Schools Inc.; or
- (ii) has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from Rural Community Schools Inc.; is a charitable organization operating in Indiana; under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value, which are not related to any particular transaction, or activity of Rural Community Schools Inc.

2. Definitions.

- a. A "Conflict of Interest" is any circumstance described in Part 1 of this Policy.
- b. A "Responsible Person" is any person serving as an officer, employee or director of the Board of Directors of Rural Community Schools Inc.
- c. A "Family Member" is a spouse, domestic partners, ancestor or descendant, whether by whole- or half-blood, marriage, or step relations of a Responsible Person.

- d. A "Material Financial Interest" in an entity is a financial interest of any kind, which, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect a Responsible Person's or Family Member's judgment with respect to transactions to which the entity is a party. This includes all forms of compensation except to the reimbursement of expenses incurred by a Responsible Party where such expenditure is for the benefit of Rural Community Schools, Inc. and which has been duly approved by the Organizer's governing body.
- e. A "Contract or Transaction" is any agreement or relationship involving the sale or purchase of goods, services, or rights of any kind, the providing or receipt of a loan or grant, the establishment of any other type of pecuniary relationship, or review of a charitable organization by Rural Community Schools Inc. The making of a gift to Rural Community Schools Inc. is not a Contract or Transaction.

3. Procedures.

- a. Prior to board or committee action on a Contract or Transaction involving a Conflict of Interest, a director or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting and the following items must be described in writing:
 - (i) describing the exact conflict of interest, including possible pecuniary interest
 - (ii) affirming under penalties of perjury
 - (iii) acceptance in a public meeting under I.C. 5-14-1.5 et seq, prior to final action on the conflict
 - (iv) with a copy to the Ball State University, Office of Charter Schools
- b. A director or committee member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the chair of the meeting all facts material to the Conflict of Interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
- c. A person who has a Conflict of Interest shall not participate in or be permitted to hear the board's or committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
- d. A person who has a Conflict of Interest with respect to a Contract or Transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote. The person having a conflict of interest may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a director of the Board of Directors of Rural Community Schools Inc. has a

- Conflict of Interest when he or she stands for election as an officer or for re-election as a director of the Board of Directors.
- e. Responsible Persons who are not directors of the Board of Directors of Rural Community Schools Inc., or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of Board or committee action, shall disclose to the Chair or the Chair's designee any Conflict of Interest that such Responsible Person has with respect to a Contract or Transaction. Such disclosure shall be made as soon as the Conflict of Interest is known to the Responsible Person. The Responsible Person shall refrain from any action that may affect Rural Community Schools Inc. participation in such Contract or Transaction. In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to the Chairperson or the Chairperson's designee, who shall determine whether there exists a Conflict of Interest that is subject to this policy.
 4. Violation of Procedures. If a Responsible Party violates the proposed policy, the violation shall be reported in writing to the Ball State University, Office of Charter Schools, and the violation shall provide the basis for disciplining of the Responsible Party up to and including possible termination from office, as a director, or as an employee of Rural Community Schools, Inc.
 5. Confidentiality. Each Responsible Person shall exercise care not to disclose confidential information acquired in connection with such status or information the disclosure of which might be adverse to the interests of Rural Community Schools Inc. Furthermore, a Responsible Person shall not disclose or use information relating to the business of Rural Community Schools Inc. for the personal profit or advantage of the Responsible Person or a Family Member.
 6. Review of policy.
 - a. Each new Responsible Person shall be required to review a copy of this policy and to acknowledge in writing that he or she has done so.
 - b. Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Rural Community Schools Inc. Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.
 - c. Each director of the Board of Directors shall review this policy annually. Any changes to the policy shall be communicated immediately to all Responsible Persons.

Section 1. General Policy

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

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

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

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

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

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

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its Directors, officers, or employees to comply with the

conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

Article 10

IRS 501(c)(3) Tax Exemption Provisions

Section 1. Limitations on Activities

No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, this Corporation shall not carry on any activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. Prohibition against Private Inurement

No part of the net earnings of this Corporation shall inure to the benefit of, or be distributable to, its members, Directors or trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this Corporation.

Section 3. Distribution of Assets

In accordance with IC 20-5.5-3-3.1, upon dissolution of the Corporation, following retirement of all accounts payable, all remaining assets of the Corporation shall be distributed to the Turman Township Youth Foundation 2000, Ltd., a tax-exempt nonprofit organization under section 501(c)3 of the Internal Revenue Code. Remaining funds received from the Indiana Department of Education shall be returned to the department not more than thirty days following dissolution.

The mission of the Turman Township Youth Foundation as described in their Constitution as follows:

Turman Township Youth Foundation is organized and shall be operated exclusively for educational and recreational purposes to assist in developing and augmenting the facilities and carrying out those functions of the Turman Township and Graysville School youth, to the end that there may be provided in the community broader educational and recreational opportunities for and service to the students and youth of such township. and the citizens of this State and Nation; to acquire by any lawful means properties of any character, and subject to

such restrictions as may be imposed by the donor or transferor, to manage, administer and dispose of the same for any and all such purposes; in aid of such purposes to provide funds by campaign or other appropriate means and to encourage the making of loans, gifts, grants, devises or bequests of money or property for research and instruction, the establishment of endowments, scholarships, and for buildings, equipment, and all other facilities of said Township, including fits or loans of property, works of art, historical papers and documents and museum specimens having educational, artistic, historical, literary or cultural value; to act in a fiduciary capacity in order to carry out any of the foregoing purposes; and to exercise any and all powers now or hereafter granted by the General Not-For-Profit Corporation Act of the State of Indiana which may be necessary or appropriate to effectuate any and all of the foregoing purposes and to aid and assist in general the cause of education and youth recreation in said Township.

Section 4. Private Foundation Requirements and Restrictions

In any taxable year in which any of this Corporation's activities are determined to be a private foundation as described in Section 509(a) of the Internal Revenue Code, the Corporation 1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; 2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; 3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; 4) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue Code; and 5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article 11

Execution of Instruments and Contracts, Property, Checks, Loans, Deposits and Gifts

Section 1. Execution of Instruments and Contracts

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Property

The property of the Corporation shall be held and applied in promoting the general purposes of the Corporation. No property, including real estate, belonging to the Corporation shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the President in

the name of the Corporation, and such instrument shall be duly approved by the Secretary or Treasurer of the Corporation.

Section 3. Checks

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time. Such designation may be general or confined to specific instances.

Section 4. Loans

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

Section 5. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select. Such designation may be general or confined to specific instances.

Section 6. Gifts

The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, grant, fund or devise for the nonprofit purposes of this Corporation.

Article 12 Indemnification

Section 1. Nonliability of Directors

The Directors shall not be personally liable for the debts, liabilities or other obligations of the Corporation.

Section 2. Indemnification by Corporation of Directors and Officers

The Directors and officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible under the laws of this state.

a. Indemnification by the Corporation.

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article 12) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with

respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of *nolo contendere* or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article 12.

b. Definitions.

- 1) As used in this Article IX, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other Corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
 - a) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any Corporation where he or she served as such at the request of the Corporation, or
 - b) By reason of his or her acting or having acted in any capacity in a Corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - c) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- 2) As used in this Article 12, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- 3) As used in this Article 12, the term “wholly successful” shall mean
 - a) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,
 - b) approval by a court, with knowledge of the indemnity provided in this Article 12, of a settlement of any action, suit, or proceeding, or
 - c) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

- c. Entitlement to Indemnification. Every person claiming indemnification under this Article 12 (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver

- to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article 12 and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.
- d. Relationship to Other Rights. The right of indemnification provided in this Article 12 shall be in addition to any rights to which any person may otherwise be entitled.
 - e. Extent of Indemnification. Irrespective of the provisions of this Article 12, the Board of Directors may, at any time and from time to time, approve indemnification of Directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.
 - f. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.
 - g. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article 12 and insurance protecting the Corporation's Directors, officers, employees, agents, or other persons.
 - h. Insurance for Corporate Agents
Except as may be otherwise provided under provisions of law, the Board of Directors shall adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a Director, officer, employee or other agent of the Corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law.

Article 13 Construction and Terms

Section 1. Conflict of Bylaws and Articles of Incorporation

If there is any conflict between the provisions of these Bylaws and the Articles of Incorporation of this Corporation, the provisions of the Articles of Incorporation shall govern. Should any of the provisions or portions of these Bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these Bylaws shall be

unaffected by such holding. All references in these Bylaws to the Articles of Incorporation shall be to the Articles of Incorporation, Articles of Organization, Certificate of Incorporation, Organizational Charter, Corporate Charter or other founding document of this Corporation filed with an office of this state and used to establish the legal existence of this Corporation. All references in these Bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

**Article 14
Amendment of Bylaws**

The power to make, adopt, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws and any amendment to the Articles of Incorporation of the Corporation must be approved in writing by the school's Authorizer prior to the Board of Directors of the Corporation before these Bylaws are officially adopted.

Certificate of Adoption

We, the undersigned, as Directors of Rural Community Schools, Inc., consent to, and hereby do, certify that these revised and amended Bylaws were duly adopted as the Bylaws of this Corporation. These Bylaws, as revised, will be filed with an Amendment to Charter Contract with the Authorizer, Ball State University and will not become enforceable until such time a signed Amendment is returned and present at a public Board of Directors Meeting.

Dated: November 17, 2020

Darin Cox, Director

Meleah Sullivan, Director

Darin May, Director

Stephanie Sylvester, Director

Susie Pierce, Director

Sullivan County School of Choice

ORG 001C – CONFLICT OF INTEREST POLICY AND DISCLOSURE OF CERTAIN INTERESTS

Sullivan County School of Choice understands the importance of avoiding conflicts of interest. Additionally, SCSC is keenly aware that its location in a rural community makes the organization particularly vulnerable to apparent and actual conflicts of interest. Rural communities tend to have very close-knit and interconnected populations. Sullivan County, the area that the Sullivan County School of Choice is designed to serve, has a population of approximately 20,000 individuals. Most individuals in this community share similar employment, attend common churches, or share a genetic bond. Many have spent their entire lives in the community and are familiar with many of the other residents. Given the interconnected nature of a rural community, apparent conflicts of interest must be given special attention. Therefore, SCSC will adhere to the following policy:

This conflict of interest policy is designed to help the directors, officers, and employees of Sullivan County School of Choice identify situations that present potential conflicts of interest and to provide Sullivan County of Choice with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a director, officer or employee has or may have a conflict of interest with respect to the transaction. The policy is intended to comply with the Indiana Statutes governing conflicts of interest for directors of nonprofit corporations. In the event there is an inconsistency between the requirements and procedures prescribed herein and the Indiana Statutes, the statutes shall control.

1. Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create Conflicts of Interest:

a. Outside Interests.

- (i) A Contract or Transaction between Sullivan County School of Choice and a Responsible Person or Family Member.

A Contract or Transaction between Sullivan County School of Choice and an entity in which a Responsible Person or Family Member has a Material Financial Interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator, or other legal representative.

b. Outside Activities.

- (i) A Responsible Person competing with Sullivan County School of Choice in the rendering of services or in any other Contract or Transaction with a third party.
- (ii) A Responsible Person having a Material Financial Interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Sullivan County School of Choice Corporation in the

Sullivan County School of Choice

provision of services or in any other Contract or Transaction with a third party.

- c. Gifts, Gratuities and Entertainment. A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that:
- (i) does or is seeking to do business with, or is a competitor of Sullivan County School of Choice Corporation; or
 - (ii) has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from Sullivan County School of Choice Corporation; is a charitable organization operating in Indiana; under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value, which are not related to any particular transaction, or activity of Sullivan County School of Choice Corporation

2. Definitions.

- a. A "Conflict of Interest" is any circumstance described in Part 1 of this Policy.
- b. A "Responsible Person" is any person serving as an officer, employee or member of the Board of Directors of Sullivan County School of Choice Corporation
- c. A "Family Member" is a spouse, domestic partners, ancestor or descendant, whether by whole- or half-blood, marriage, or step relations of a Responsible Person.
- d. A "Material Financial Interest" in an entity is a financial interest of any kind, which, in view of all the circumstances, is substantial enough that it would, or reasonably could, affect a Responsible Person's or Family Member's judgment with respect to transactions to which the entity is a party. This includes all forms of compensation except to the reimbursement of expenses incurred by a Responsible Party where such expenditure is for the benefit of Rural Community Schools, Inc. and which has been duly approved by the Organizer's governing body.
- e. A "Contract or Transaction" is any agreement or relationship involving the sale or purchase of goods, services, or rights of any kind, the providing or receipt of a loan or grant, the establishment of any other type of pecuniary relationship, or review of a charitable organization by Sullivan County School of Choice Corporation. The making of a gift to Sullivan County School of Choice Corporation is not a Contract or Transaction.

3. Procedures.

- a. Prior to board or committee action on a Contract or Transaction involving a Conflict of Interest, a director or committee member having a Conflict of Interest and who is in attendance at the meeting shall disclose all facts material to the Conflict of Interest. Such disclosure shall be reflected in the minutes of the meeting and the following items must be described in writing:

Sullivan County School of Choice

- (i) describing the exact conflict of interest, including possible pecuniary interest
 - (ii) affirming under penalties of perjury
 - (iii) acceptance in a public meeting under I.C. 5-14-1.5 et seq, prior to final action on the conflict
 - (iv) with a copy to the Indiana Charter School Board
 - b. A director or committee member who plans not to attend a meeting at which he or she has reason to believe that the board or committee will act on a matter in which the person has a Conflict of Interest shall disclose to the chair of the meeting all facts material to the Conflict of Interest. The chair shall report the disclosure at the meeting and the disclosure shall be reflected in the minutes of the meeting.
 - c. A person who has a Conflict of Interest shall not participate in or be permitted to hear the board's or committee's discussion of the matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.
 - d. A person who has a Conflict of Interest with respect to a Contract or Transaction that will be voted on at a meeting shall not be counted in determining the presence of a quorum for purposes of the vote. The person having a conflict of interest may not vote on the Contract or Transaction and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. Such person's ineligibility to vote shall be reflected in the minutes of the meeting. For purposes of this paragraph, a member of the Board of Directors of Sullivan County School of Choice Corporation has a Conflict of Interest when he or she stands for election as an officer or for re-election as a member of the Board of Directors.
 - e. Responsible Persons who are not members of the Board of Directors of Sullivan County School of Choice Corporation, or who have a Conflict of Interest with respect to a Contract or Transaction that is not the subject of Board or committee action, shall disclose to the Chair or the Chair's designee any Conflict of Interest that such Responsible Person has with respect to a Contract or Transaction. Such disclosure shall be made as soon as the Conflict of Interest is known to the Responsible Person. The Responsible Person shall refrain from any action that may affect Sullivan County School of Choice Corporation participation in such Contract or Transaction. In the event it is not entirely clear that a Conflict of Interest exists, the individual with the potential conflict shall disclose the circumstances to the Chair or the Chair's designee, who shall determine whether there exists a Conflict of Interest that is subject to this policy.
4. Violation of Procedures. If a Responsible Party violates the proposed policy, the violation shall be reported in writing to the Indiana Charter School Board, and the violation shall provide the basis for disciplining of the Responsible Party up to and including possible termination from office, as a director, or as an employee of Sullivan County School of Choice Corporation.
5. Confidentiality. Each Responsible Person shall exercise care not to disclose confidential information acquired in connection with such status or information the disclosure of which

Sullivan County School of Choice

might be adverse to the interests of Sullivan County School of Choice. Furthermore, a Responsible Person shall not disclose or use information relating to the business of Sullivan County School of Choice Corporation for the personal profit or advantage of the Responsible Person or a Family Member.

6. Review of policy.
 - a. Each new Responsible Person shall be required to review a copy of this policy and to acknowledge in writing that he or she has done so.
 - b. Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions, or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Sullivan County School of Choice Corporation. Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Chair, the Executive Director, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure is necessary in connection with the implementation of this Policy.
 - c. Each member of the Board of Directors shall review this policy annually. Any changes to the policy shall be communicated immediately to all Responsible Persons.

Code of Ethics for Staff of Sullivan County School of Choice

OVERVIEW

Staff strives to create a learning environment that nurtures to fulfillment the potential of all students.

Staff acts with conscientious effort to exemplify the highest ethical standards.

Staff responsibly accepts that every child has a right to an uninterrupted education.

PRINCIPLE I: Ethical Conduct toward Students

Staff accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self.

Staff, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

1. Staff deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
2. Staff does not intentionally expose the student to disparagement.
3. Staff does not reveal confidential information concerning students, unless required by law.
4. Staff makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. Staff endeavors to present facts without distortion, bias, or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance

Staff assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

Staff endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.

1. Staff applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
2. Staff maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
3. Staff continues professional growth.
4. Staff complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. Staff does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
6. Staff honestly accounts for all funds committed to his or her charge.
7. Staff does not use institutional or professional privileges for personal or partisan advantage.

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

Staff, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. Staff does not reveal confidential information concerning colleagues unless required by law.
2. Staff does not willfully make false statements about a colleague or the school system.
3. Staff does not interfere with a colleague's freedom of choice and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

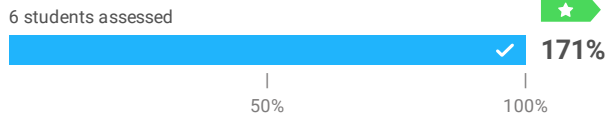
PRINCIPLE IV: Ethical Conduct toward Parents and Community

Staff recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. Staff makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. Staff endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. Staff manifests a positive and active role in school/community relations.

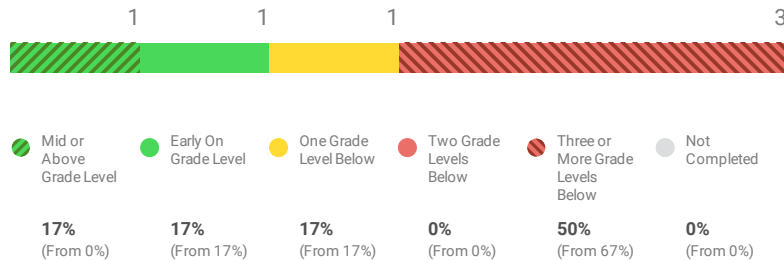
Subject Math
Teacher All Teachers
Class/Report Group 8
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



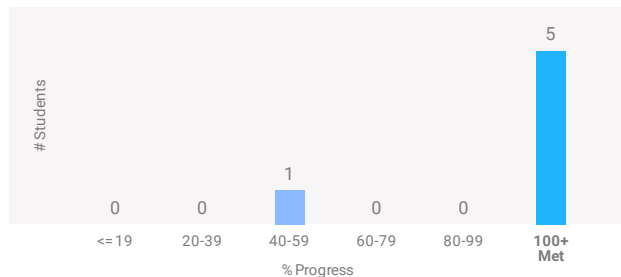
The median percent progress towards Typical Growth for this group is 171%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

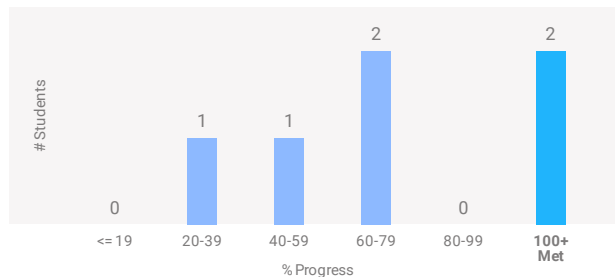


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Math
Teacher All Teachers
Class/Report Group - 8
Comparison Diagnostic EOY

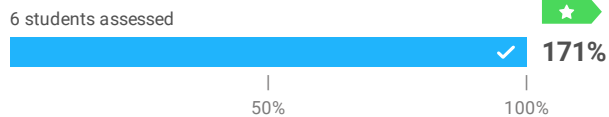
Showing 6 of 6

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	244%	22/9	105%	22/21	● Early 8 (534)	● Mid 8 (556)
Student	133%	12/9	55%	12/22	● Grade 7 (508)	● Early 8 (520)
Student	267%	32/12	103%	32/31	● Grade 4 (463)	● Grade 7 (495)
Student	167%	20/12	65%	20/31	● Grade 4 (450)	● Grade 5 (470)
Student	175%	21/12	68%	21/31	● Grade 3 (438)	● Grade 4 (459)
Student	58%	7/12	23%	7/31	● Grade 3 (449)	● Grade 4 (456)



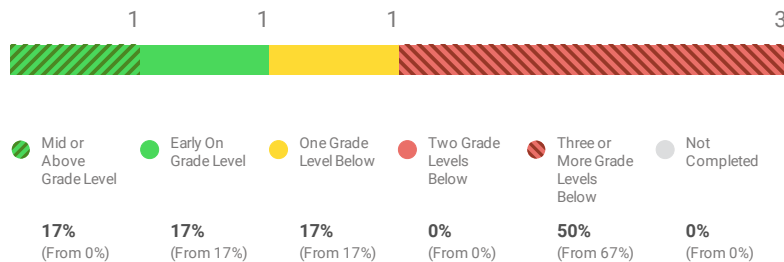
Subject Math
Teacher All Teachers
Class/Report Group - 8
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



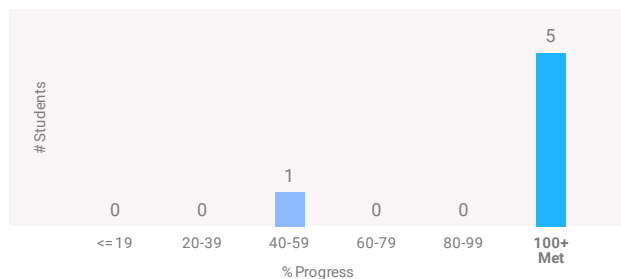
The median percent progress towards Typical Growth for this group is 171%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

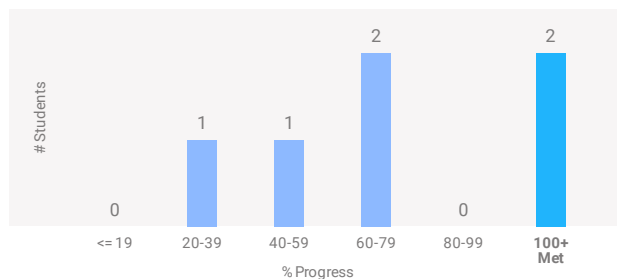


Progress Distributions

Distribution of Progress to Annual Typical Growth























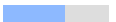



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Math
Teacher All Teachers
Class/Report Group - 8
Comparison Diagnostic EOY

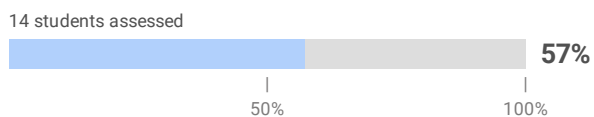
Showing 6 of 6

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	 244%	22/9	 105%	22/21	 Early 8 (534)	 Mid 8 (556)
Student	 133%	12/9	 55%	12/22	 Grade 7 (508)	 Early 8 (520)
Student	 267%	32/12	 103%	32/31	 Grade 4 (463)	 Grade 7 (495)
Student	 167%	20/12	 65%	20/31	 Grade 4 (450)	 Grade 5 (470)
Student	 175%	21/12	 68%	21/31	 Grade 3 (438)	 Grade 4 (459)
Student	 58%	7/12	 23%	7/31	 Grade 3 (449)	 Grade 4 (456)



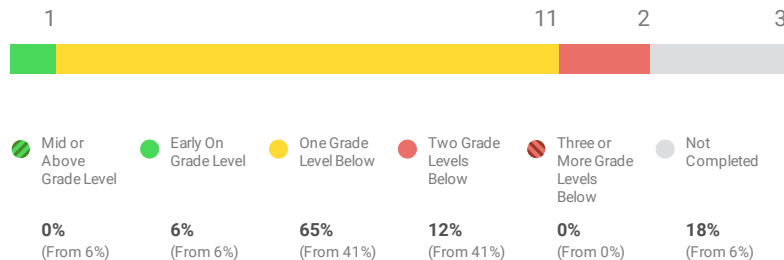
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: -2
 Grade: 2
 Comparison Diagnostic: EOY

Progress to Annual Typical Growth (Median)



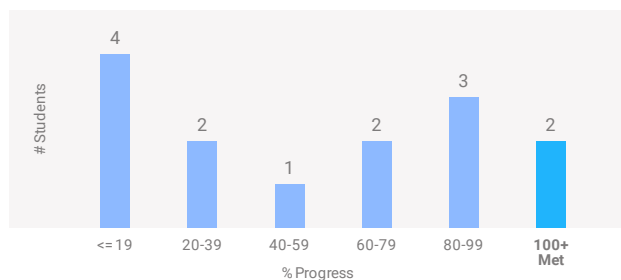
The median percent progress towards Typical Growth for this group is 57%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

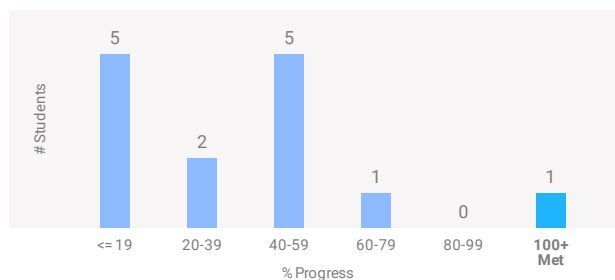


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: -2
 Grade: 2
 Comparison Diagnostic: EOY



Showing 17 of 17

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	81%	21/26	58%	21/36	● Grade 1 (412)	● Early 2 (433)
Student	0%	0/22	0%	0/35	● Early 2 (434)	● Grade 1 (423)
Student	81%	21/26	58%	21/36	● Grade 1 (398)	● Grade 1 (419)
Student	248%	72/29	150%	72/48	● Grade K (346)	● Grade 1 (418)
Student	23%	6/26	17%	6/36	● Grade 1 (412)	● Grade 1 (418)
Student	42%	11/26	31%	11/36	● Grade 1 (396)	● Grade 1 (407)
Student	31%	8/26	22%	8/36	● Grade 1 (396)	● Grade 1 (404)
Student	72%	21/29	44%	21/48	● Grade K (383)	● Grade 1 (404)
Student	72%	21/29	44%	21/48	● Grade K (382)	● Grade 1 (403)
Student	0%	0/21	0%	0/32	● Mid 1 (420)	● Grade 1 (398)
Student	0%	0/26	0%	0/36	● Grade 1 (396)	● Grade 1 (395)
Student	86%	25/29	52%	25/48	● Grade K (365)	● Grade 1 (390)
Student	0%	0/27	0%	0/43	● Grade 1 (390)	● Grade K (380)



Diagnostic Growth

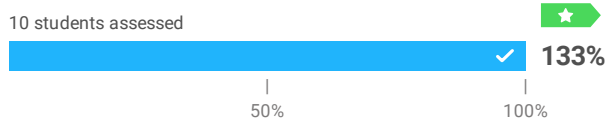
School RURAL COMMUNITY ACADEMY
Subject Math
Class/Report Group -2
Grade 2
Comparison Diagnostic EOY

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	 117%	34/29	 71%	34/48	● Grade K (341)	● Grade K (375)
Student	-	-/26	-	-/36	● Grade 1 (407)	-
Student	-	-/29	-	-/48	● Grade K (384)	-
Student	-	-	-	-	-	-



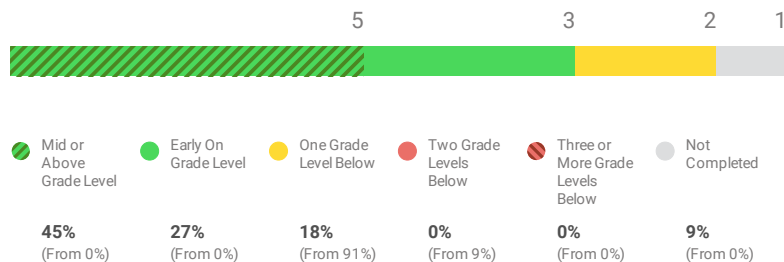
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 1
 Grade: 1
 Comparison Diagnostic: EOY

Progress to Annual Typical Growth (Median)



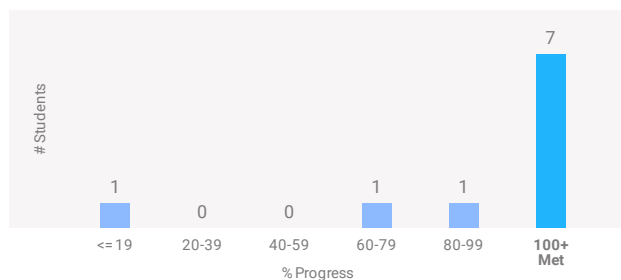
The median percent progress towards Typical Growth for this group is 133%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

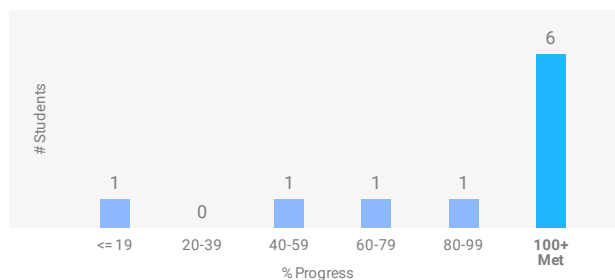


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 1
 Grade: 1
 Comparison Diagnostic: EOY

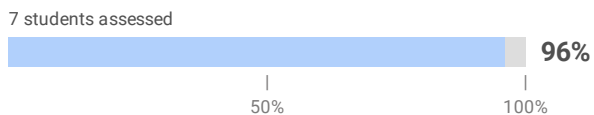
Showing 11 of 11

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	325%	117/36	205%	117/57	● Emerging K (316)	● Mid 1 (433)
Student	93%	27/29	73%	27/37	● Grade K (401)	● Mid 1 (428)
Student	138%	40/29	108%	40/37	● Grade K (387)	● Mid 1 (427)
Student	217%	63/29	170%	63/37	● Grade K (351)	● Mid 1 (414)
Student	107%	31/29	84%	31/37	● Grade K (382)	● Mid 1 (413)
Student	145%	42/29	114%	42/37	● Grade K (365)	● Early 1 (407)
Student	166%	48/29	130%	48/37	● Grade K (355)	● Early 1 (403)
Student	128%	37/29	100%	37/37	● Grade K (365)	● Early 1 (402)
Student	66%	19/29	51%	19/37	● Grade K (376)	● Grade K (395)
Student	7%	2/29	5%	2/37	● Grade K (374)	● Grade K (376)
Student	-	-/29	-	-/37	● Grade K (368)	-



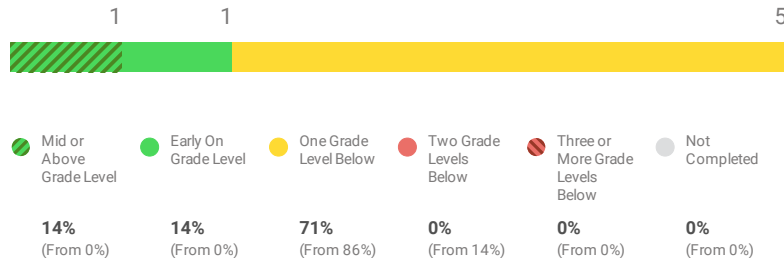
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: 3
 Grade: 3
 Comparison Diagnostic: EOY

Progress to Annual Typical Growth (Median)



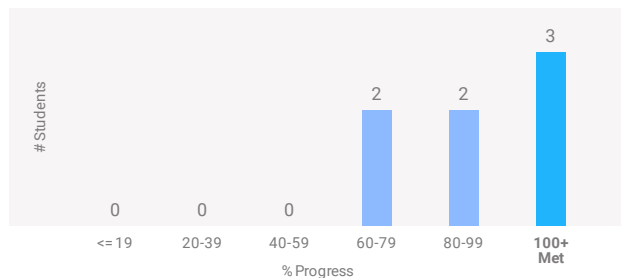
The median percent progress towards Typical Growth for this group is 96%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

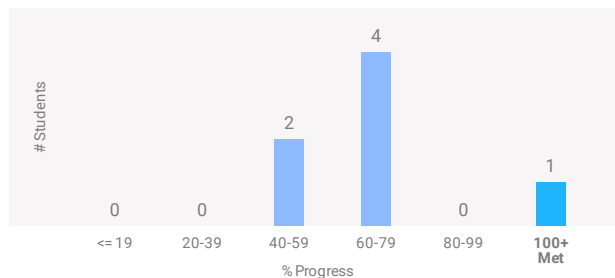


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 3
 Grade: 3
 Comparison Diagnostic: EOY

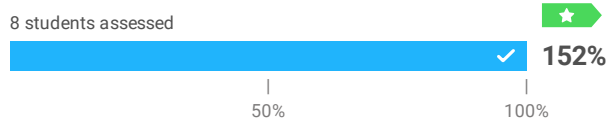
Showing 7 of 7

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	135%	35/26	100%	35/35	● Grade 2 (431)	● Mid 3 (466)
Student	104%	27/26	77%	27/35	● Grade 2 (433)	● Early 3 (460)
Student	96%	25/26	71%	25/35	● Grade 2 (421)	● Grade 2 (446)
Student	122%	33/27	77%	33/43	● Grade 1 (410)	● Grade 2 (443)
Student	65%	17/26	49%	17/35	● Grade 2 (425)	● Grade 2 (442)
Student	88%	23/26	66%	23/35	● Grade 2 (413)	● Grade 2 (436)
Student	65%	17/26	49%	17/35	● Grade 2 (418)	● Grade 2 (435)



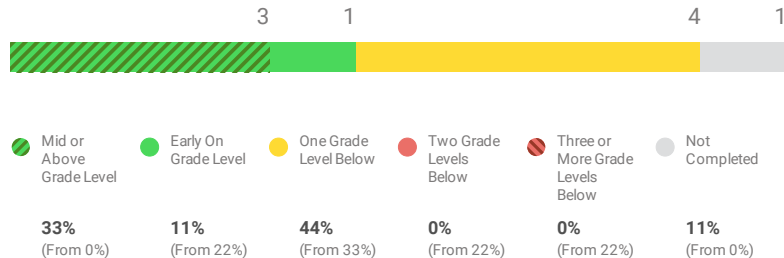
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 4
 Grade: 4
 Comparison Diagnostic: EOY

Progress to Annual Typical Growth (Median)



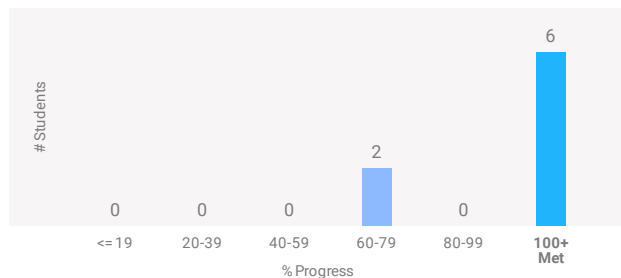
The median percent progress towards Typical Growth for this group is 152%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

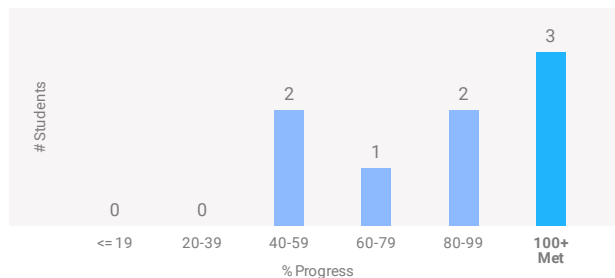


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 4
 Grade: 4
 Comparison Diagnostic: EOY

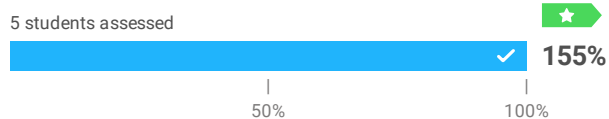
Showing 9 of 9

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	152%	35/23	103%	35/34	● Grade 3 (452)	● Mid 4 (487)
Student	61%	14/23	42%	14/33	● Early 4 (471)	● Mid 4 (485)
Student	78%	18/23	55%	18/33	● Early 4 (466)	● Mid 4 (484)
Student	152%	35/23	103%	35/34	● Grade 3 (436)	● Early 4 (471)
Student	157%	36/23	88%	36/41	● Grade 2 (424)	● Grade 3 (460)
Student	192%	46/24	98%	46/47	● Grade 1 (411)	● Grade 3 (457)
Student	225%	54/24	115%	54/47	● Grade 1 (402)	● Grade 3 (456)
Student	117%	27/23	66%	27/41	● Grade 2 (425)	● Grade 3 (452)
Student	-	-/23	-	-/34	● Grade 3 (460)	-



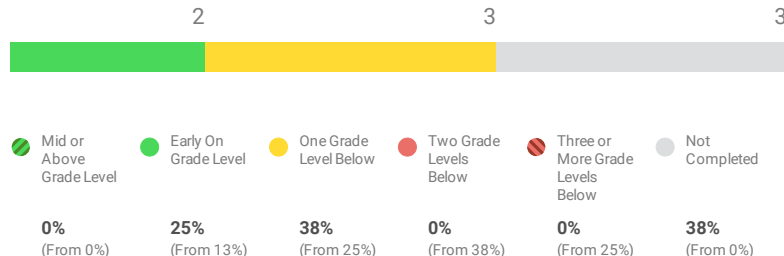
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 5
 Grade: 5
 Comparison Diagnostic: EOY

Progress to Annual Typical Growth (Median)



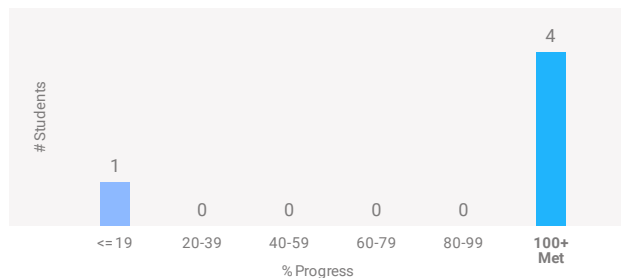
The median percent progress towards Typical Growth for this group is 155%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

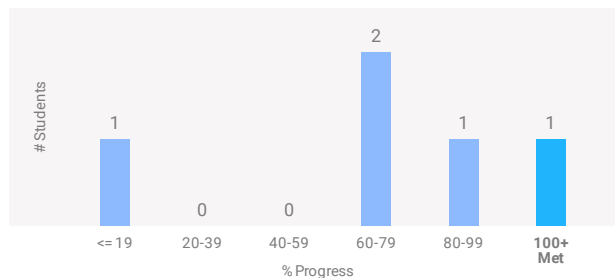


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 5
 Grade: 5
 Comparison Diagnostic: EOY

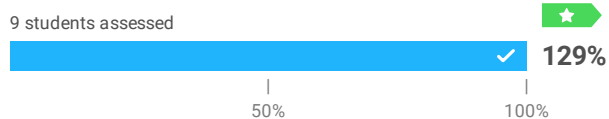
Showing 8 of 8

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	172%	31/18	100%	31/31	● Grade 4 (466)	● Early 5 (497)
Student	6%	1/18	3%	1/29	● Early 5 (489)	● Early 5 (490)
Student	178%	32/18	91%	32/35	● Grade 3 (445)	● Grade 4 (477)
Student	150%	27/18	77%	27/35	● Grade 3 (444)	● Grade 4 (471)
Student	155%	31/20	76%	31/41	● Grade 2 (431)	● Grade 4 (462)
Student	-	-/18	-	-/31	● Grade 4 (451)	-
Student	-	-/20	-	-/41	● Grade 1 (402)	-
Student	-	-/18	-	-/35	● Grade 3 (449)	-



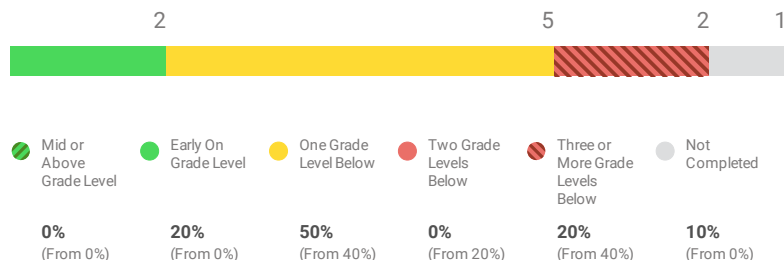
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 6
 Grade: 6
 Comparison Diagnostic: EOY

Progress to Annual Typical Growth (Median)



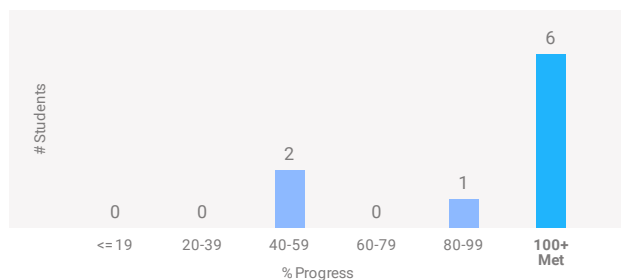
The median percent progress towards Typical Growth for this group is 129%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

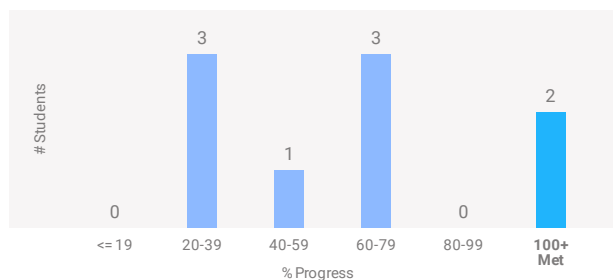


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: - 6
 Grade: 6
 Comparison Diagnostic: EOY

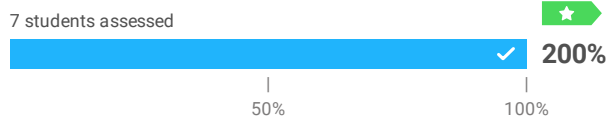
Showing 10 of 10

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	129%	18/14	69%	18/26	● Grade 5 (487)	● Early 6 (505)
Student	236%	33/14	110%	33/30	● Grade 4 (464)	● Early 6 (497)
Student	157%	22/14	73%	22/30	● Grade 4 (461)	● Grade 5 (483)
Student	43%	6/14	23%	6/26	● Grade 5 (471)	● Grade 5 (477)
Student	57%	8/14	31%	8/26	● Grade 5 (468)	● Grade 5 (476)
Student	160%	24/15	69%	24/35	● Grade 3 (447)	● Grade 5 (471)
Student	262%	34/13	103%	34/33	● Grade 2 (432)	● Grade 5 (466)
Student	92%	12/13	36%	12/33	● Grade 2 (430)	● Grade 3 (442)
Student	107%	16/15	46%	16/35	● Grade 2 (425)	● Grade 3 (441)
Student	-	-/14	-	-/26	● Grade 5 (494)	-



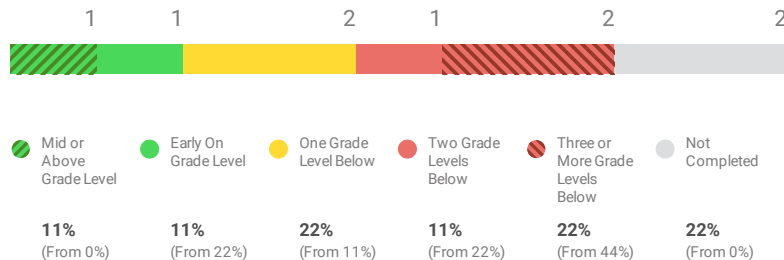
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: -7
 Grade: 7
 Comparison Diagnostic: EOY

Progress to Annual Typical Growth (Median)



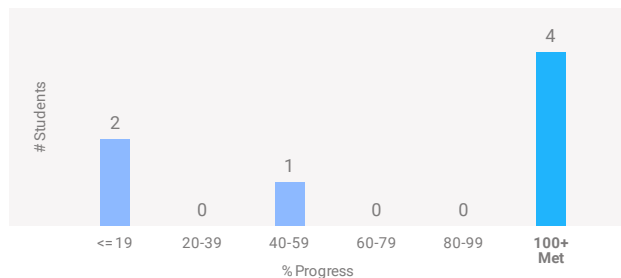
The median percent progress towards Typical Growth for this group is 200%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

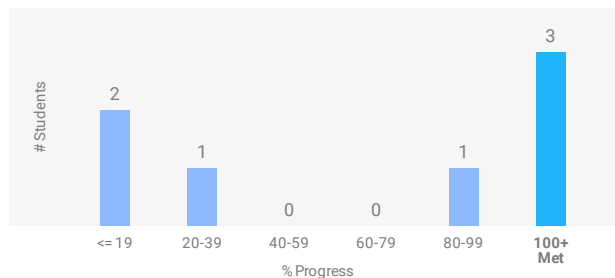


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Class/Report Group: -7
 Grade: 7
 Comparison Diagnostic: EOY

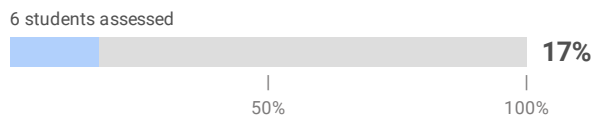
Showing 9 of 9

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	250%	30/12	136%	30/22	● Early 7 (511)	● Mid 7 (541)
Student	200%	24/12	104%	24/23	● Grade 6 (490)	● Early 7 (514)
Student	215%	28/13	112%	28/25	● Grade 5 (472)	● Grade 6 (500)
Student	0%	0/12	0%	0/22	● Early 7 (511)	● Grade 6 (499)
Student	46%	6/13	24%	6/25	● Grade 5 (465)	● Grade 5 (471)
Student	231%	30/13	91%	30/33	● Grade 2 (431)	● Grade 4 (461)
Student	0%	0/13	0%	0/33	● Grade 2 (415)	● Grade 1 (400)
Student	-	-/13	-	-/33	● Grade 2 (421)	-
Student	-	-/13	-	-/33	● Grade 4 (459)	-



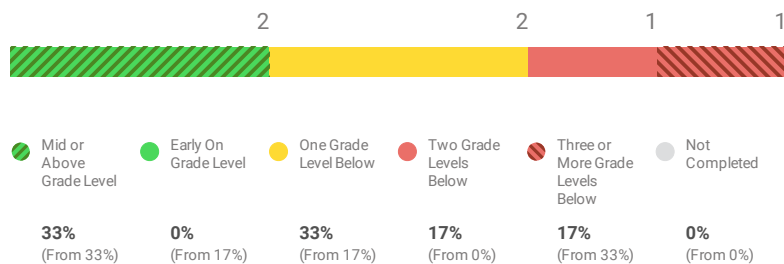
Subject Reading
Teacher All Teachers
Class/Report Group - 8
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



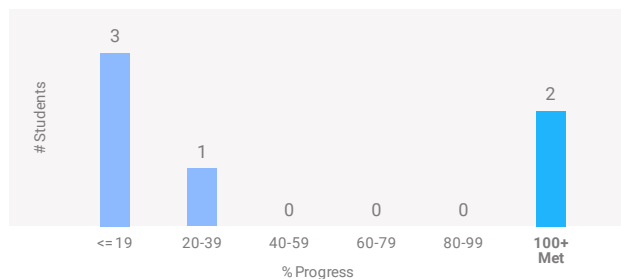
The median percent progress towards Typical Growth for this group is 17%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

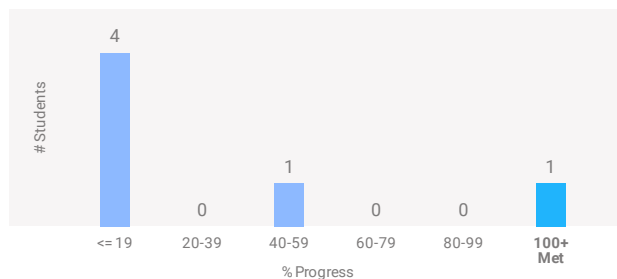


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group - 8
Comparison Diagnostic EOY

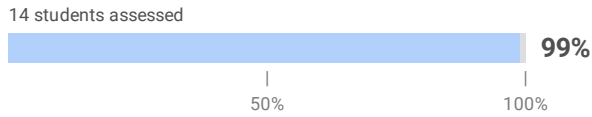
Showing 6 of 6

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	775%	31/4	238%	31/13	🟢 Late 8 (678)	🟢 Grade 10 (709)
Student	0%	0/4	0%	0/13	🟢 Mid 8 (665)	🟢 Mid 8 (646)
Student	0%	0/4	0%	0/22	🟢 Early 8 (633)	🟡 Grade 7 (612)
Student	33%	3/9	12%	3/25	🟡 Grade 7 (605)	🟡 Grade 7 (608)
Student	122%	22/18	44%	22/50	🔴 Grade 5 (570)	🔴 Grade 6 (592)
Student	0%	0/18	0%	0/50	🔴 Grade 5 (573)	🔴 Grade 4 (563)



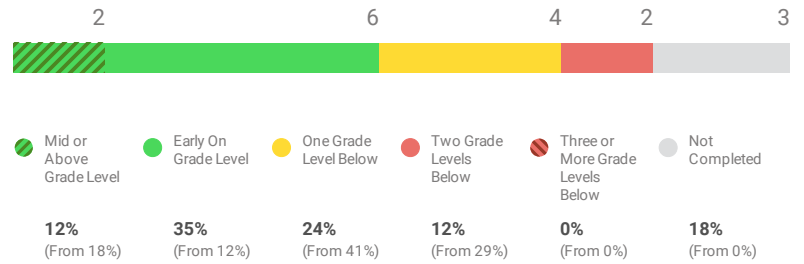
Subject Reading
Teacher All Teachers
Class/Report Group -2
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



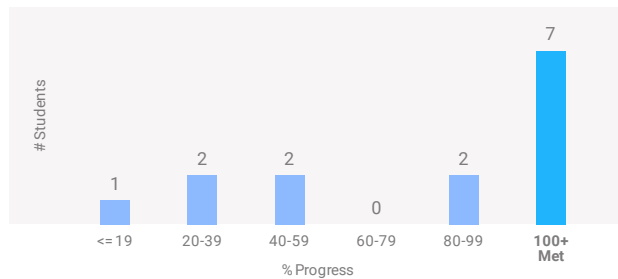
The median percent progress towards Typical Growth for this group is 99%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

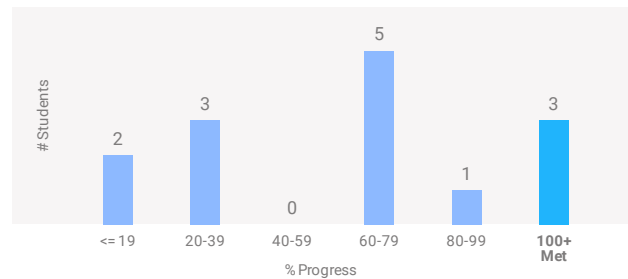


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group -2
Comparison Diagnostic EOY

Showing 17 of 17

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	259%	57/22	211%	57/27	🟢 Mid 2 (523)	🟢 Grade 3 (580)
Student	103%	30/29	70%	30/43	🟢 Early 2 (500)	🟢 Mid 2 (530)
Student	105%	41/39	77%	41/53	🟡 Grade 1 (463)	🟢 Early 2 (504)
Student	164%	64/39	121%	64/53	🟡 Grade 1 (438)	🟢 Early 2 (502)
Student	21%	6/29	14%	6/43	🟢 Early 2 (494)	🟢 Early 2 (500)
Student	28%	11/39	21%	11/53	🟡 Grade 1 (484)	🟢 Early 2 (495)
Student	230%	101/44	125%	101/81	🔴 Grade K (392)	🟢 Early 2 (493)
Student	0%	0/37	0%	0/44	🟢 Late 1 (520)	🟢 Early 2 (490)
Student	180%	79/44	98%	79/81	🔴 Grade K (409)	🟡 Grade 1 (488)
Student	95%	37/39	70%	37/53	🟡 Grade 1 (446)	🟡 Grade 1 (483)
Student	42%	14/33	22%	14/63	🔴 Grade 1 (450)	🟡 Grade 1 (464)
Student	92%	36/39	68%	36/53	🟡 Grade 1 (427)	🟡 Grade 1 (463)
Student	43%	19/44	23%	19/81	🔴 Grade K (387)	🔴 Grade K (406)
Student	127%	56/44	69%	56/81	🔴 Grade K (340)	🔴 Grade K (396)

Diagnostic Growth

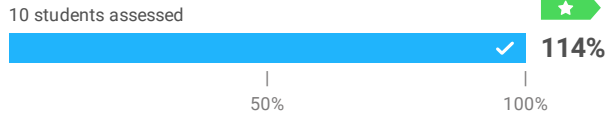
Subject Reading
Teacher All Teachers
Class/Report Group -2
Comparison Diagnostic EOY

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	-	-/39	-	-/53	● Grade 1 (465)	-
Student	-	-/39	-	-/53	● Grade 1 (466)	-
Student	-	-/22	-	-/27	● Mid 2 (532)	-



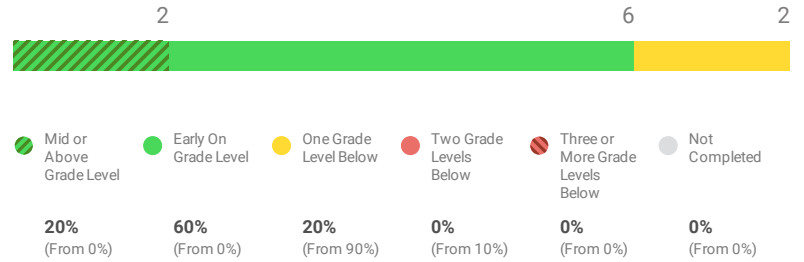
Subject Reading
Teacher All Teachers
Class/Report Group Reading 1 EOY
Comparison Diagnostic

Progress to Annual Typical Growth (Median)



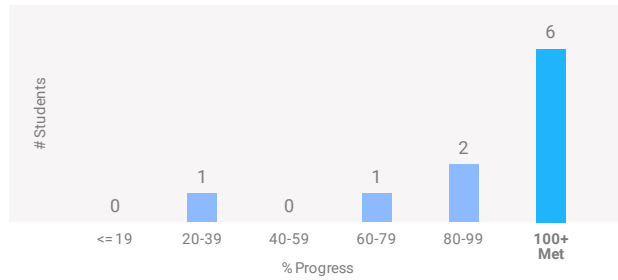
The median percent progress towards Typical Growth for this group is 114%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

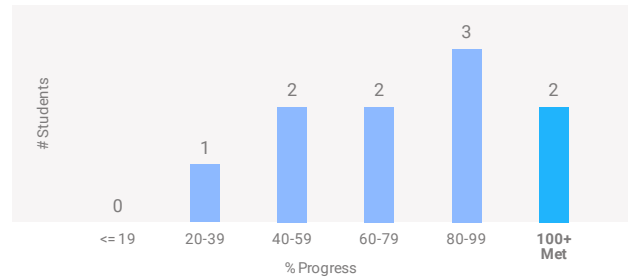


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group Reading 1
Comparison Diagnostic EOY

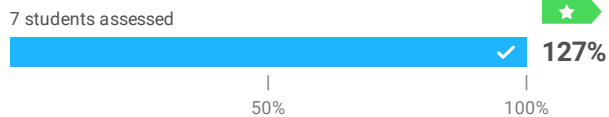
Showing 10 of 10

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	112%	55/49	82%	55/67	● Grade K (408)	● Mid 1 (463)
Student	120%	59/49	88%	59/67	● Grade K (399)	● Mid 1 (458)
Student	159%	78/49	116%	78/67	● Grade K (376)	● Early 1 (454)
Student	180%	88/49	131%	88/67	● Grade K (363)	● Early 1 (451)
Student	116%	57/49	85%	57/67	● Grade K (391)	● Early 1 (448)
Student	35%	17/49	25%	17/67	● Grade K (430)	● Early 1 (447)
Student	86%	42/49	63%	42/67	● Grade K (401)	● Early 1 (443)
Student	80%	39/49	58%	39/67	● Grade K (403)	● Early 1 (442)
Student	73%	36/49	54%	36/67	● Grade K (397)	● Grade K (433)
Student	115%	62/54	65%	62/96	● Emerging K (344)	● Grade K (406)



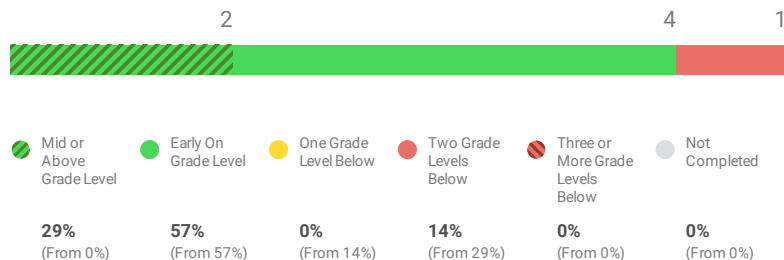
Subject Reading
Teacher All Teachers
Class/Report Group - 3
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



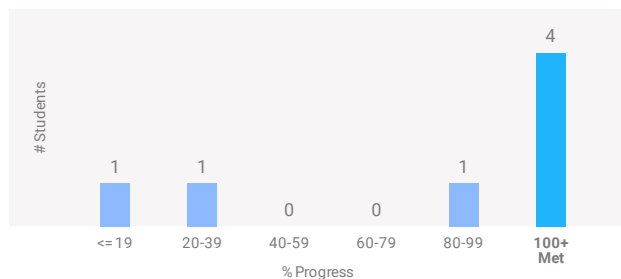
The median percent progress towards Typical Growth for this group is 127%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

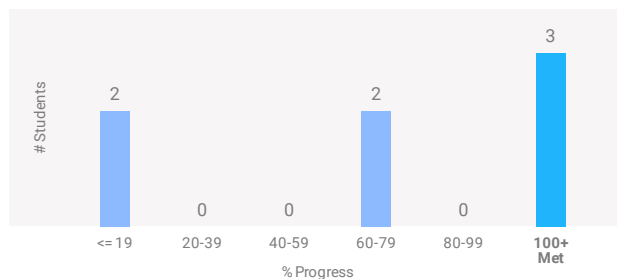


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group - 3
Comparison Diagnostic EOY

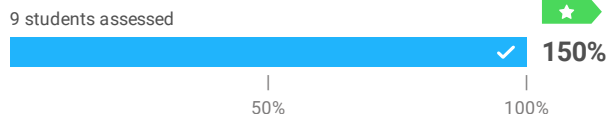
Showing 7 of 7

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	400%	88/22	226%	88/39	● Early 3 (512)	● Late 3 (600)
Student	227%	50/22	128%	50/39	● Early 3 (536)	● Late 3 (586)
Student	32%	7/22	18%	7/39	● Early 3 (534)	● Early 3 (541)
Student	92%	24/26	60%	24/40	● Grade 2 (500)	● Early 3 (524)
Student	194%	64/33	102%	64/63	● Grade 1 (458)	● Early 3 (522)
Student	0%	0/22	0%	0/39	● Early 3 (536)	● Early 3 (522)
Student	127%	42/33	67%	42/63	● Grade 1 (430)	● Grade 1 (472)



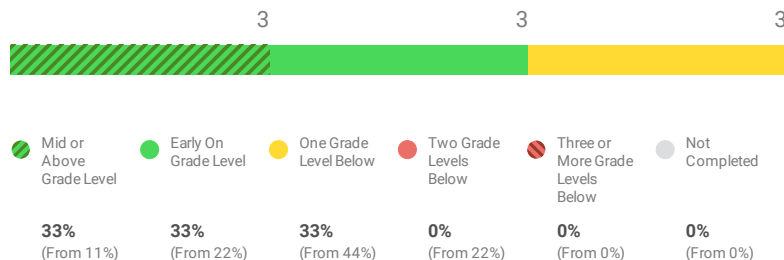
Subject Reading
Teacher All Teachers
Class/Report Group - 4
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



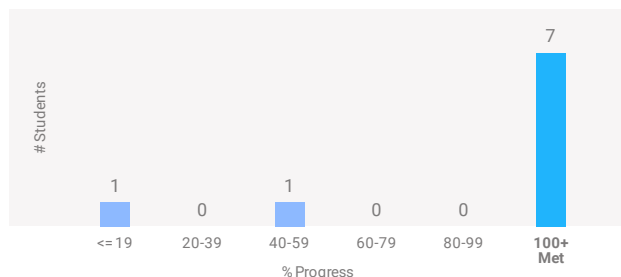
The median percent progress towards Typical Growth for this group is 150%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

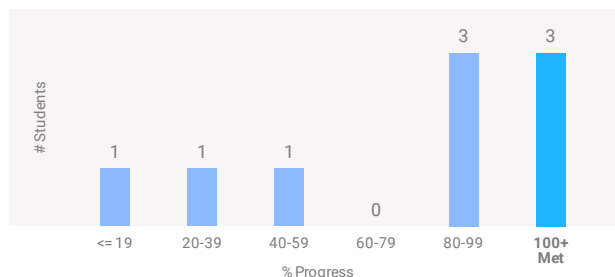


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group - 4
Comparison Diagnostic EOY

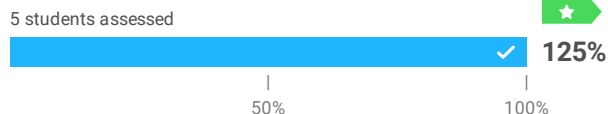
Showing 9 of 9

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	133%	16/12	80%	16/20	🟢 Late 4 (612)	🟢 Late 4 (628)
Student	215%	43/20	119%	43/36	🟡 Grade 3 (547)	🟢 Mid 4 (590)
Student	41%	7/17	26%	7/27	🟢 Early 4 (577)	🟢 Mid 4 (584)
Student	160%	32/20	89%	32/36	🟡 Grade 3 (527)	🟢 Early 4 (559)
Student	150%	30/20	83%	30/36	🟡 Grade 3 (529)	🟢 Early 4 (559)
Student	6%	1/17	4%	1/27	🟢 Early 4 (557)	🟢 Early 4 (558)
Student	291%	67/23	134%	67/50	🔴 Grade 2 (476)	🟡 Grade 3 (543)
Student	226%	52/23	104%	52/50	🔴 Grade 2 (489)	🟡 Grade 3 (541)
Student	100%	20/20	56%	20/36	🟡 Grade 3 (516)	🟡 Grade 3 (536)



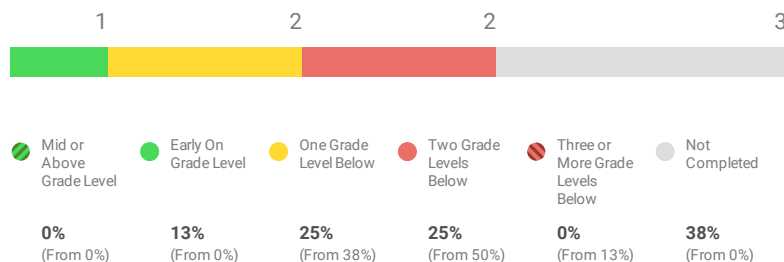
Subject Reading
Teacher All Teachers
Class/Report Group - 5
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



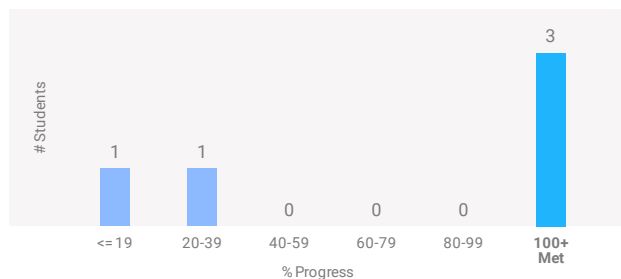
The median percent progress towards Typical Growth for this group is 125%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

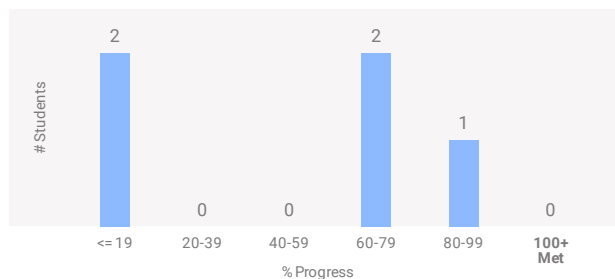


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group - 5
Comparison Diagnostic EOY

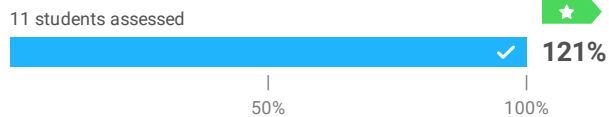
Showing 8 of 8

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	25%	4/16	13%	4/30	● Grade 4 (577)	● Early 5 (581)
Student	125%	20/16	67%	20/30	● Grade 4 (546)	● Grade 4 (566)
Student	140%	28/20	60%	28/47	● Grade 3 (523)	● Grade 4 (551)
Student	195%	39/20	83%	39/47	● Grade 3 (502)	● Grade 3 (541)
Student	0%	0/20	0%	0/47	● Grade 3 (517)	● Grade 3 (506)
Student	-	-/20	-	-/47	● Grade 3 (503)	-
Student	-	-/26	-	-/61	● Grade 1 (453)	-
Student	-	-/16	-	-/30	● Grade 4 (543)	-



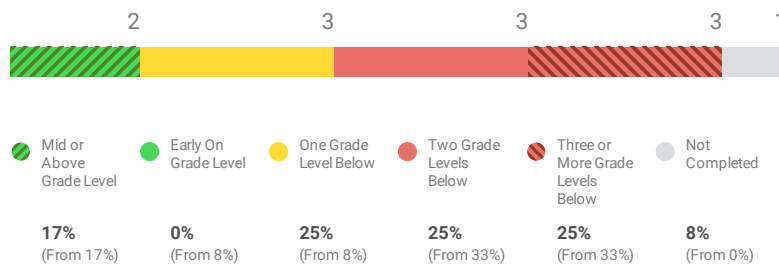
Subject Reading
Teacher All Teachers
Class/Report Group - 6
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



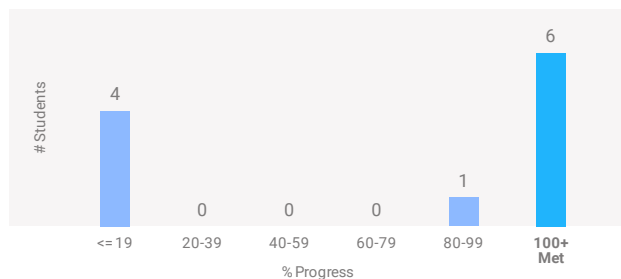
The median percent progress towards Typical Growth for this group is 121%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

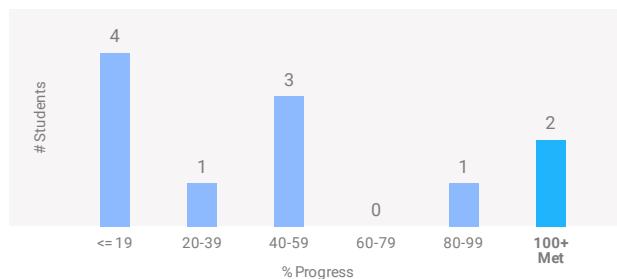


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group - 6
Comparison Diagnostic EOY

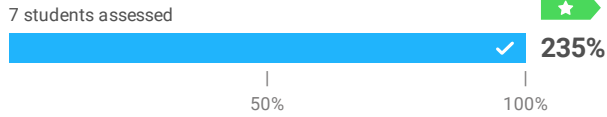
Showing 12 of 12

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	675%	27/4	180%	27/15	Mid 6 (631)	Grade 7 (658)
Student	233%	28/12	108%	28/26	Grade 5 (593)	Mid 6 (621)
Student	0%	0/9	0%	0/25	Early 6 (615)	Grade 5 (594)
Student	236%	33/14	87%	33/38	Grade 4 (551)	Grade 5 (584)
Student	150%	21/14	55%	21/38	Grade 4 (546)	Grade 5 (567)
Student	122%	22/18	44%	22/50	Grade 5 (570)	Grade 6 (592)
Student	121%	23/19	45%	23/51	Grade 3 (538)	Grade 4 (561)
Student	0%	0/14	0%	0/38	Grade 4 (560)	Grade 4 (558)
Student	0%	0/18	0%	0/50	Grade 5 (573)	Grade 4 (563)
Student	0%	0/14	0%	0/38	Grade 4 (559)	Grade 3 (527)
Student	82%	14/17	28%	14/50	Grade 3 (497)	Grade 3 (511)
Student	-	-/4	-	-/15	Mid 6 (617)	-



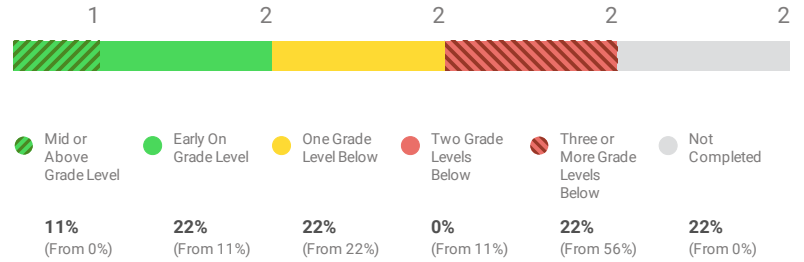
Subject Reading
Teacher All Teachers
Class/Report Group - 7
Comparison Diagnostic EOY

Progress to Annual Typical Growth (Median)



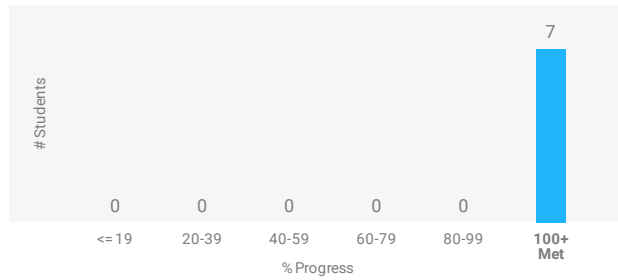
The median percent progress towards Typical Growth for this group is 235%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Current Placement Distribution

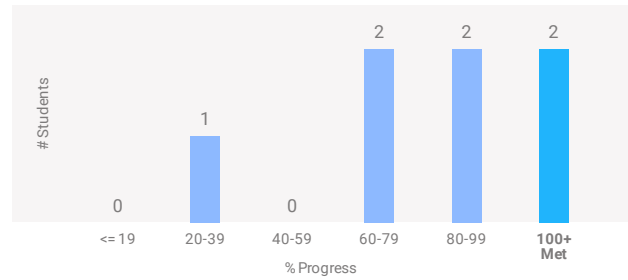


Progress Distributions

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Diagnostic Growth

Subject Reading
Teacher All Teachers
Class/Report Group - 7
Comparison Diagnostic EOY

Showing 9 of 9

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Student	550%	33/6	143%	33/23	● Early 7 (617)	● Mid 7 (650)
Student	370%	37/10	148%	37/25	● Grade 6 (590)	● Early 7 (627)
Student	160%	16/10	64%	16/25	● Grade 6 (595)	● Early 7 (611)
Student	235%	40/17	80%	40/50	● Grade 4 (564)	● Grade 6 (604)
Student	250%	30/12	81%	30/37	● Grade 5 (566)	● Grade 6 (596)
Student	218%	37/17	74%	37/50	● Grade 1 (452)	● Grade 2 (489)
Student	112%	19/17	38%	19/50	● Grade 1 (464)	● Grade 2 (483)
Student	-	-/17	-	-/50	● Grade 1 (434)	-
Student	-	-/17	-	-/50	● Grade 2 (475)	-

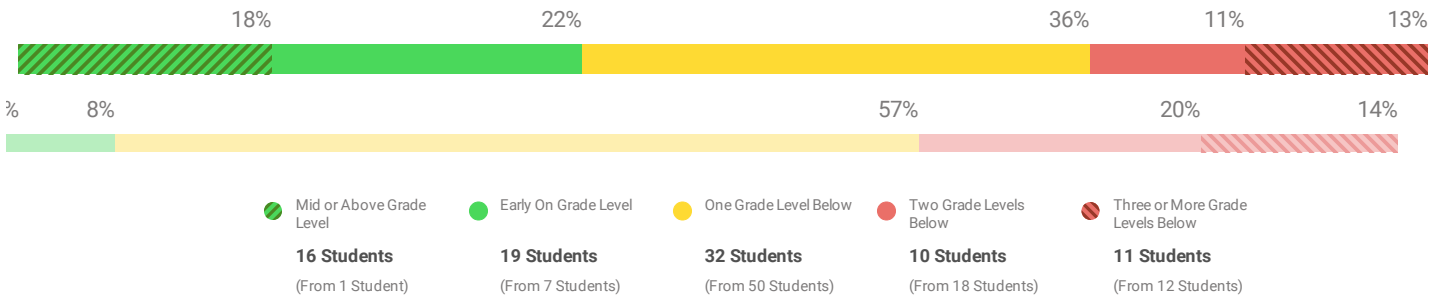


Diagnostic Results

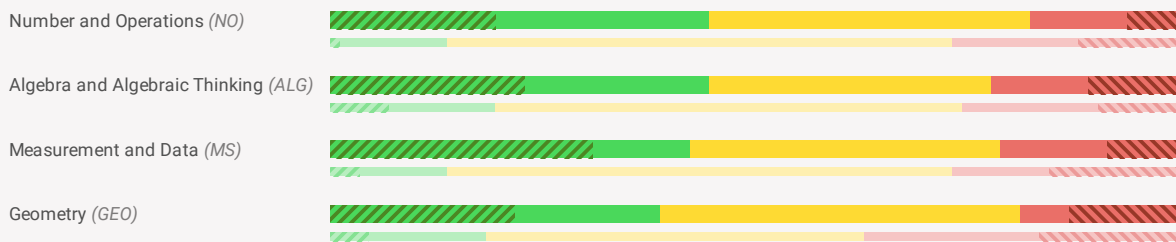
School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Final Diagnostic
 Prior Diagnostic: BOY

Overall Placement

Students Assessed/Total: **88/92**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Final Diagnostic		38%	25%	38%	0%	0%	16/16
	BOY		0%	0%	100%	0%	0%	
Grade 1	Final Diagnostic		100%	0%	0%	0%	0%	2/2
	BOY		0%	0%	100%	0%	0%	



Diagnostic Results

School: RURAL COMMUNITY ACADEMY
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Final Diagnostic
 Prior Diagnostic: BOY

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 2	Final Diagnostic		20%	20%	50%	10%	0%	10/10
	BOY		0%	10%	70%	20%	0%	
Grade 3	Final Diagnostic		10%	30%	40%	20%	0%	10/11
	BOY		0%	10%	70%	20%	0%	
Grade 4	Final Diagnostic		0%	11%	44%	22%	22%	9/9
	BOY		0%	0%	33%	44%	22%	
Grade 5	Final Diagnostic		13%	31%	44%	13%	0%	16/16
	BOY		6%	13%	56%	25%	0%	
Grade 6	Final Diagnostic		22%	0%	33%	11%	33%	9/10
	BOY		0%	22%	11%	33%	33%	
Grade 7	Final Diagnostic		10%	30%	10%	10%	40%	10/11
	BOY		0%	10%	40%	10%	40%	
Grade 8	Final Diagnostic		0%	17%	33%	17%	33%	6/7
	BOY		0%	0%	17%	33%	50%	

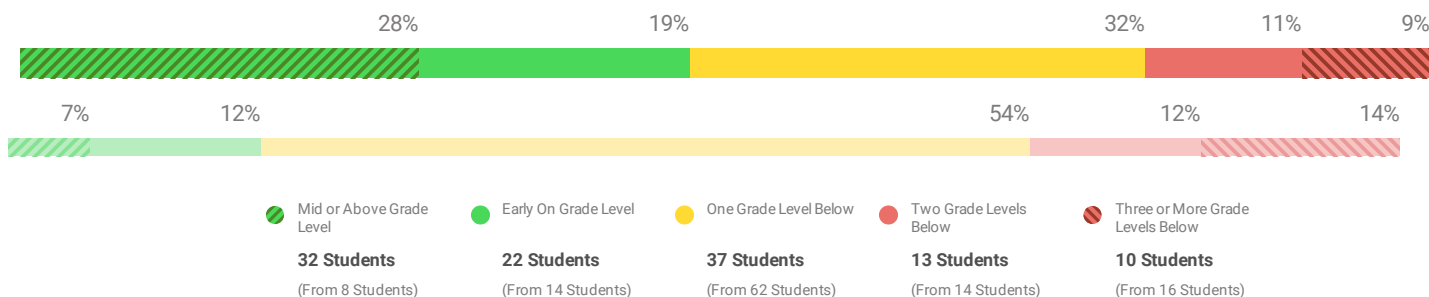


Diagnostic Results

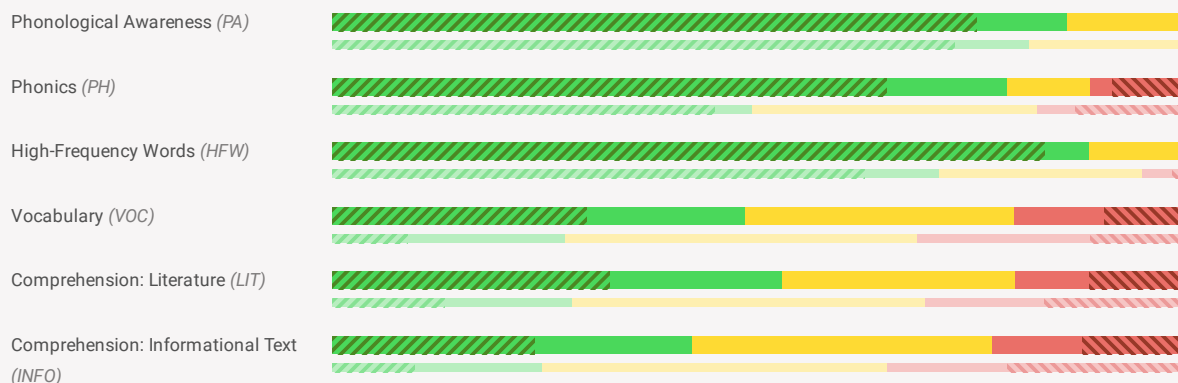
School: RURAL COMMUNITY ACADEMY
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Final Diagnostic
 Prior Diagnostic: BOY

Overall Placement

Students Assessed/Total: 114/119



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 9 of 9

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	
Grade K	Final Diagnostic		44%	39%	17%	0%	0%	18/18
	BOY		6%	11%	83%	0%	0%	



Diagnostic Results

School: RURAL COMMUNITY ACADEMY
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Final Diagnostic
 Prior Diagnostic: BOY

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Final Diagnostic		50%	11%	39%	0%	18/19
	BOY		11%	17%	72%	0%	
Grade 2	Final Diagnostic		31%	23%	46%	0%	13/13
	BOY		8%	15%	77%	0%	
Grade 3	Final Diagnostic		30%	30%	20%	20%	10/11
	BOY		0%	40%	40%	20%	
Grade 4	Final Diagnostic		0%	0%	56%	22%	9/9
	BOY		0%	0%	33%	22%	
Grade 5	Final Diagnostic		13%	25%	50%	13%	16/16
	BOY		6%	6%	50%	25%	
Grade 6	Final Diagnostic		33%	0%	22%	11%	9/10
	BOY		0%	0%	33%	33%	
Grade 7	Final Diagnostic		17%	25%	17%	33%	12/13
	BOY		17%	8%	25%	17%	



Diagnostic Results

School RURAL COMMUNITY ACADEMY
Subject Reading
Academic Year 2021 - 2022
Diagnostic Final Diagnostic
Prior Diagnostic BOY








Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 8	Final Diagnostic		11%	0%	22%	22%	44%	9/10
	BOY		11%	11%	33%	11%	33%	



Exhibit D

Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of Indiana Code ("IC") § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients receiving federal Charter School Program Grant funds will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

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

Name and Title

Ashley Stantz Trotter, Board Chair

Date

04/01/2023

Signature

Ashley Stantz Trotter

Attachment 11: Budget Narrative

The Sullivan County School of Choice plans to utilize state and federal funds to cover all expenditures. We believe that by proper appropriation of funds it will be sufficient to cover projected expenditures. The board of directors does plan to pursue variable funding through grants, fundraising and soliciting community partnerships.

The board of directors will work with school leadership to determine projected enrollment and academic needs for each year. Revenue streams will include Title I, CEP program, state per pupil revenues and various other state sources of funding.

The 5-year Proforma is attached. There have not been any financial compliance issues or concerns from the current authorizer. At the end of the 2022-2023 school year there will be roughly \$240,000 to carry over to the 2023-2024 school year. When figuring the monthly revenue, we did not include any grants or sources of income that were guaranteed but we do anticipate receiving a substantial amount of additional funding through grants and other sources. Instructional supplies and resources totaled \$2,266.66 per month. The costs of each line item were averaged over the current year's expenditures. Administrative resources and governing board expenses have not been normal recurring expenses. Purchased or Other Services includes \$10,000 in estimated audit expenses, payroll and financial accounting services are on one line as they are provided by Greggs & Reid CPA firm for a combined total of roughly \$5,000 per year. Facilities Expenses include \$12,000 of rent expenses and there are no principal payments, interest payments or interest expenses.

Contingency plans if enrollment targets are not met would be looking at combining classes and reducing the number of support staff. Moving forward the board plans to explore the addition of an accredited preschool and expanding before and after school programs in order eliminate transportation issues for families that have been negatively impacted by the current transportation constraints.

Our target fundraising goal for the first year of operation as SCSC is \$30,000. We plan to hold multiple events and partner with community organizations that have been strong supporters in the past. One of our more memorable fundraisers was a Cow Drop Bingo, that fundraiser netted over \$5000 in profit.

Moving forward with marketing, there is an employee on staff that specializes in marketing and has previous experience marketing in New York. Our goals are to expand our online presence and target audience, increase organic online traffic to webpage, increase enrollment, provide user friendly website and application, and increase community presence and awareness.

The decision that was made by the existing RCA School Board to withdraw the charter renewal application with Ball State came as a shock to our school community. Many were in

disbelief and did not agree with the decision as it could be perceived as being a premature decision made by a small majority of the existing RCA School Board (3 out of 5). The timing of this decision came late in the year which has left a very small window of time for the formation of a new school board and the application process to secure a new authorizer to continue meeting the educational needs of our students for the upcoming 2023-2024 school year. Under these circumstances and time constraints, the application has been completed and submitted to the Indiana Charter School Board to move into a new and exciting future for our students and staff with the approval for the Sullivan County School of Choice. The individuals who have spent countless hours and sleepless nights preparing the application had little to no previous knowledge of this process and there will certainly be areas of the application that may not be the best representation of the high-quality education and amazing opportunities that our students receive. There is also a possibility that the financial stability to operate will not be highlighted enough within the pages of this application and budget narrative. We are happy to provide any additional information needed or answer questions related to the finances as we can assure you that the funds are sufficient for moving forward. The anticipated revenue is based on the minimum funds available but there will certainly be additional funding received through additional grants, increased enrollment, fund raising, and community partnerships.

Sullivan County School of Choice

2023-24
Organizational Chart

