



Charter School of the Dunes

Change in Authorizer Application

2023

Charter School of the Dunes	1
Change in Authorizer Application	1
2023	1
Application Overview	4
Executive Summary	5
Mission and Vision of Charter School of the Dunes	5
Growth Plan and Capacity	6
Recruitment and Retention of Highly Effective Teachers	8
Supplemental Programming	9
Summer School	9
After-School	9
Brain Lab	9
Crown Counseling	9
Clubs/Athletics	10
Student Recruitment and Enrollment	10
Student Discipline	10
Parents and Community	11
SWOT	12
Governance and Leadership	13
Education Plan/School Design	13
Current Financial Health	15
Past Academic Performance	15
Change in Authorizers	16
Section 1: School Overview	16
School Governance	16
Board Members	16
Governance Model	21
BOARD AUTHORITY	21
BOARD POWERS	21
Selection of Superintendent	22
BOARD MEMBER AUTHORITY	22
Procedures	23
REGULAR MEETINGS	23
SPECIAL MEETINGS	23
EMERGENCY MEETINGS	23
MEETING OF THE BOARD DEFINED	23
NOTICE OF BOARD MEETINGS	23
NOTICE OF REGULAR MEETINGS	24
Ethics and Conflicts of Interest	24

BOARD MEMBER ETHICS	24
CONFLICT OF INTEREST	26
Grievance Process	27
PUBLIC COMPLAINTS AND CONCERNS	27
Network Management	30
School Management	31
Leadership and Management Structure	31
Education Plan/ School Design	34
Educational Philosophy	34
Curriculum	35
Evidence-Based Instructional Strategies	37
Marzano’s High-Reliability Schools Model	37
Marzano New Art and Science of Teaching Framework	38
MTSS	38
Pupil Performance Standards	42
Interim Assessments	42
Data	43
Board / Student Academic Data	44
School Culture	44
Special Education	45
English Language Learners	46
High Ability	47
Organization and Compliance	49
Operational or Organizational Challenges	49
Litigation	50
Section II: School Finance	50
High-Level Budget Narrative	50
Section III: Portfolio Review and Performance Record	51
Section IV: Written Acknowledgment of Request	52
Section V: Additional Information Required for Schools Who Have Received Notice of Charter Termination or Non Renewal	52
Submission of Full Application	52

Application Overview

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Type of Submission: Existing charter has not been revoked and organizer has not been informed that its charter will not be renewed by its current authorizer.
 Existing charter has been revoked or Organizer has been informed that its charter will not be renewed by its current authorizer.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

School Address(es): 7300 Melton Rd. Gary, IN 46403
7200 Melton Rd. Gary, IN 46403

Name of Board Chair: Thomas Cera

Contact Information: tcera@csdunes.org

Name of Head of School/Principal(s): Justin Stok

Contact Information: jstok@csdunes.org

Year School(s) Opened: 2003

Name of Current Authorizer: Calumet College of St. Joseph

Name of Education Service Provider (ESP) (if applicable): N/A

Current School Information:

School Name(s)	Year Opened	School Address
Charter School of the Dunes	2003	7300 Melton Rd. Gary, IN 46403

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	80	100	100	100	100	
1	80	100	100	100	100	
2	80	100	100	100	100	
3	85	78	100	100	100	
4	74	78	78	100	100	
5	74	78	78	78	100	
6	66	78	78	78	78	
7	86	78	78	78	78	
8	75	78	78	78	78	
9						
10						
11						
12						
Yearly Enrollment:	700	768	790	812	834	900

[School Enrollment Plan](#)

Executive Summary

Mission and Vision of Charter School of the Dunes

Mission- *Through our belief that every student can succeed, we cultivate students with the ability to solve problems, set goals, accept responsibility, and become active partners in the community.*

Vision- *The Charter School of the Dunes will be the school of choice for our community, with a reputation for excellence built on high academic standards, expectations, and achievement in a safe and welcoming environment.*

Our professional educators will commit to creating a culture of life-long learning and collaboration in which all students meet or exceed high academic standards.

Charter School of the Dunes is located in Gary, Indiana. The city of Gary is in Lake County, which is in the Northwest corner of the state. The current building was built in 2013 and was built to be more environmentally friendly than other structures. Our existing building holds approximately 675 students at full capacity. During the past six years, we have increased enrollment to maximize student enrollment. The Charter School of the Dunes' school board and leadership see a need to expand facilities to continue growing enrollment.

Charter School of the Dunes serves Kindergarten - 8th grade with a plan to start a pre-k with the addition of the future building. Charter School of the Dunes dropped its high school program in 2015, and the current leadership team does not feel it is the right time to revive the program. The current leadership team wants to bring a top-tiered program for all students in grades K-8 before considering a high school expansion. The decision to add a Pre-K program is due to our kindergarten students starting school without the prerequisite knowledge needed. A Pre-K program would allow students to learn the

academic skills necessary to begin in Kindergarten. This expansion would also enable Charter School of the Dunes to begin a feeder program to increase enrollment in grades K-8.

The early learning center will house students in grades Pre-K-2 in a new facility opening in August 2024. Charter School of the Dunes received over \$9 million in ESSER funding, which was to construct the new building. The school board and leadership concluded that a new Pre-K - 2 building would be the best use of new funding. This new facility will be able to educate about 350 students in grades Pre-K-2 and will increase capacity to nearly 1000 students in grades Pre-K-8. Based on data from incoming Kindergarten students, the decision was made to open a pre-k grade level to ensure students are kindergarten-ready. Many kindergarten students are starting their education behind academically as well as socially and emotionally.

The analysis of the geographic area, student performance, and conversations in the community have provided evidence of the need for Charter School of the Dunes and its future expansion. Charter School of the Dunes' team has worked diligently to create a safe learning environment for students in grades K-8. Charter School of the Dunes is positioned to create educational opportunities for those students who are often underserved.

- 78.5 % of Gary residents identify as African-American.
- The median household income (2015-2019) was \$31,936.
- 30.6% of residents in Gary, IN, live under the poverty line.

<https://www.census.gov/quickfacts/fact/table/garycityindiana#>

Nearby schools

School	Enrollment	Race/Ethnicity	Economically Disadvantaged	Sped/ELL Population
Banneker K-5	396	90.9% African American 4.8% Hispanic 2.8% Multi-racial 1.3% White .3% Native American	100%	SPED - 11.1% ELL 0.3%
Gary Middle School 6-8	458	92.1 % African American 3.3% Hispanic 3.7% Multiracial 0.9% White	100%	SPED - 17% ELL N/A

Growth Plan and Capacity

The following Projections are based on the following:

1. A new building is constructed and ready to open for students at the beginning of the 2024-2025 school year.
2. Capacity for four sections of each grade level K-8.
3. Enrollment trends for the past six years.

The current facility is at maximum capacity with 675 students.

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	80	100	100	100	100	
1	80	100	100	100	100	
2	80	100	100	100	100	
3	85	78	100	100	100	
4	74	78	78	100	100	
5	74	78	78	78	100	
6	66	78	78	78	78	
7	86	78	78	78	78	
8	75	78	78	78	78	
9						
10						
11						
12						
Yearly Enrollment:	700	768	790	812	834	900

Due to the influx of funding through ESSER, Charter School of the Dunes received approximately \$9 million. As the current facility is at capacity, the board and leadership team review options to construct a new building. The decision was not to add a high school but, instead, a pre-K while focusing on grades K-8. Charter School of the Dunes enrollment is 674 students in grades K-8.

Increasing enrollment:

Construct a new building- The new building, Charter School of the Dunes Early Learning Academy, will educate a maximum of 340 students in grades Pre-K-2. It will also house a “district” office suite to alleviate the lack of space in the current building. This building will allow Charter School of the Dunes a pre-k option. Students entering kindergarten at CSD are behind where they need to be academically, and a pre-k option will ensure students are ready to start kindergarten. Pre-K will be funded through grants while continuing to watch for federal funding.

Charter School of the Dunes has been building a foundation to be successful in future years. When new leadership took over in 2017, a complete school turnaround was estimated to be 3-5 years. The impact of COVID-19 has forced school leaders to reevaluate the timeline. However, even with the pandemic, CSD is in a better position today than in 2017. The school’s financial standing is in a strong position due to the increase in enrollment and sound financial practices. The school’s financial resources have been used for various projects to improve the quality of education.

The school’s long-term success can be attributed to a solid leadership team. The superintendent, COO, and 3-8 principal have all been dedicated to the success of CSD since the change in leadership over six years ago. The school board also has three long-term (10+ years) members who continue to lead the school toward success. In 2021, CSD created a human resources position to ensure the recruitment of passionate, qualified educators. The consistency of leadership and recruitment of top educators will be a driving factor in the success at CSD.

Since 2020, Charter School of the Dunes has been named a Family Friendly School by the IDOE. The team at CSD has put in a lot of time creating solid relationships with families and the community. CSD has partnered with many different organizations to gain resources for our students. To provide a

top-notch educational experience, we must have strong relationships with our families and be active partners in the community.

Last year, CSD promoted a teacher to be Dean of Students. There were also two paraprofessionals promoted to full-time classroom teacher positions. The grow-from-within philosophy will help strengthen the culture at CSD. CSD's vision states that its educators will be committed to lifelong learning. The leadership at CSD takes this responsibility seriously and has encouraged many individuals to complete or continue their education. We aim to train our staff to the best of our ability to ensure we have top talent teaching our students. The more educators learn and implement, the better academics for our students.

CSD has taken great care in planning for a solid academic program. The following items have been implemented or will be implemented, which will establish long-term success.

- The curriculum has been replaced with a research-based curriculum from CKLA, Benchmark, and Savvas.
- To supplement the core curriculum, IREADY is a computer-based program to enhance learning.
- CSD is one-to-one with Chromebooks and provides internet for those families in need.
- A focus on core state standards and mastery of those standards is key to teaching students the most important information.
- Teachers create curriculum maps to focus on the most important state standards.
- Trailblazer time is an additional 30 minutes of differentiated instruction in small groups.
- Common formative assessments to ensure mastery of standards
- Data deciphering and continuous learning happen in weekly PLC meetings.

Recruitment and Retention of Highly Effective Teachers

Recruitment and retention of high-quality teachers is of the highest priority at Charter School of the Dunes. The leadership team understands the importance of stable staff and works hard to limit turnover. It is also evident that we must address the teacher shortage of qualified teachers and intense competition with neighboring schools with a comprehensive retention program.

As the student population has risen, so has the need for highly qualified teachers. To fill these positions, Charter School of the Dunes created and hired a Human Resources Director during the 2020-2021 school year. This position works closely with school administrators to recruit quality candidates for open positions.

<p>Recruitment Activities:</p> <ul style="list-style-type: none"> ● Job Fairs ● Partnerships with local colleges and universities ● Nimble ● Indeed ● Handshake ● Referral bonus ● Promotion from within 	<p>Retention Activities:</p> <ul style="list-style-type: none"> ● Competitive Pay ● Bonuses ● Yearly Raises ● Professional Development ● Instructional Support ● Recognition ● Mentor Program
---	--

Supplemental Programming

Summer School

Summer School is offered for at least three weeks in June, Monday through Friday, 8:00 AM - 12:00 PM. Students are referred to summer school based on various data points, including grades, NWEA/ IREADY scores, teacher observations, and state assessments. Students who do not pass IREAD-3 are automatically enrolled in summer school to receive reading remediation. Beginning the 2021 school year, Charter School of the Dunes started a kindergarten kickoff program to give students a jump start on their K-12 education. Summer School is funded through the state summer school reimbursement program and the school's general fund.

After-School

The afterschool program runs every school day from 3:00-6:00. Students receive homework help, tutoring, exercise, and supplemental educational activities. Students also will have time to work within our online applications, such as IREADY, to improve their academic performance in reading and math. Our after-school program is free to families and is available on a first-come-first-serve basis. The afterschool program is funded through the school's general fund as well as donations from a variety of sources.

Brain Lab

Goals:

- To enhance our students' cognitive, emotional, and social well-being.
- Educate students about how their brain works.
- Support students as they explore their thinking and feelings.
- Helping students regroup, reset, and refocus.
- A unique, alternative, proactive approach towards discipline.

The Brain Lab is a student and teacher-friendly environment that focuses on metacognition (awareness and understanding of one's thought process). Students can develop their skills in self-reflection by paying attention to emotional regulation.

Crown Counseling

Licensed Social Workers are available on-site to all CSD students and staff during each school day for the entirety of the school year. Referrals for services can be made by school staff, parents/guardians, or self-referred. These skilled mental health professionals utilize several therapeutic approaches and services, including but not limited to individual therapy, group therapy, family support, risk assessment, and crisis response. Our staff and students are assisted in identifying negative thoughts/beliefs and inappropriate coping mechanisms, as well as overcoming various interpersonal and social/emotional challenges. Additionally, the social workers at CSD aid in the IEP process for students needing additional behavioral and emotional support in their educational settings. This includes attending IEP case conferences, behavioral support, professional recommendations, and interprofessional collaboration. The combination of these services provides students and staff at CSD with insight and tools they may need to overcome personal, professional, and educational barriers and obtain positive mental health and success.

Clubs/Athletics

<ul style="list-style-type: none"> ● Spanish Club ● Drama/Theater Club ● Creative Writing Club ● Art/Book Club ● National Junior Honor Society ● Science ● Student Council ● Anti-Bullying Council 	<ul style="list-style-type: none"> ● Volleyball ● Cheerleading ● Pep Squad ● Dance ● Girls Basketball ● Boys Basketball ● Track & Field
--	--

Student Recruitment and Enrollment

Student enrollment is the primary source of funding for charter schools. We have increased enrollment from 463 students in 2017 to 674 students during the 23-24 school year. The team actively markets and recruits students through a variety of avenues.

- Facebook Ads
- Billboards
- Mailers
- Vendors at local events
- Professional Commercial- <https://elocallink.tv/e/cp.php?v=psv#size=xtlrg&ap=1>
- Recruitment Fairs
- Partner with local preschools
- Tours of the school
- Updated marketing materials and logos
- Updated website (2023)

Student Discipline

Charter School of the Dunes expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes CSD's philosophy of providing a high school and college-preparatory education for all students. Charter School of the Dunes believes in forming strong relationships with students and families to promote a positive environment. Charter School of the Dunes' staff is trained in cultural awareness and restorative justice, which assist in a positive discipline policy.

This discipline code applies to the actions of students during school hours, before and after school, while on school property, at all CSD-sponsored events, and when the actions affect the mission of CSD. Students may also be disciplined for severe acts of misconduct, which occur either off-campus or during non-school hours when the misconduct disrupts the orderly educational process at CSD.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The Charter School of the Dunes' staff shall consider all mitigating circumstances before disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student
- Prior conduct
- The attitude of a student
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program
- Special needs

Parents and Community

Charter School of the Dunes value the input and participation of our families. CSD believes that it takes a village to raise a child. Having consistent parent involvement is pivotal. During the pandemic, we began monthly virtual family activities in each grade level. Parents' willingness to participate virtually increased parent involvement. Charter School of the Dunes has been recognized by the IDOE as a Family Friendly School four years in a row. Below are some examples of parent participation at Charter School of the Dunes.

- Parent-School Compact
- Back to School Night
- Parent-Teacher Conferences
- 21st Century Scholars support events
- High school transition events
- Math/Literacy/Art Night
- Field trip chaperones
- Support with clubs and athletics
- Panorama, Marzano, and other quality assurance surveys
- Trunk-or-Treat and other celebratory events
- Community Clean-up days
- High Ability Broad-Based Planning Committee
- School Improvement Planning Committee

SWOT

Strengths	Weaknesses	Opportunities	Threats
Leadership Team	Qualified Teachers	Enrollment Growth	ILEARN
Financial standing	ILEARN test scores	Pre-K	Gary Community Schools
Enrollment	Transportation	Promote from within	Other Charter Schools
1 to 1 technology	Middle school programs	ESSER Funding	Transient Student Population
New curriculum		New facilities	Teachers leaving CSD
Community relationships			Charter Label
Marketing			Homeschooling
Growth on NWEA			

ILEARN- The ILEARN state standardized test was implemented in 2018. Most students at CSD are below proficiency, according to ILEARN, and will be further behind after the pandemic. Students need to be recruited at a young age, and they need to be retained to be fully educated at CSD. Opening Pre-K sections would increase opportunities for students to learn the state standards and be ready for K-8. During the next three years, the focus should be on growth instead of proficiency to improve student confidence and teacher efficacy.

Gary Community Schools/ Other Charter Schools- Competition is a given in any industry and is more prevalent in education when charter schools are in the area. Gary community schools have seen an influx of funding through a passed referendum and ESSER. The local charter schools have also seen an increase in funds through ESSER. Charter School of the Dunes also received a large sum of money through ESSER. To stay ahead of the competition, CSD will use the funds to build a new facility, allowing us to grow enrollment while starting a pre-k to improve academics in the long run. CSD also benefits from the location in Miller. CSD is the only charter school east of I65, which limits the competition for students in the area. Gary Community School has an elementary and middle school in close proximity. It is the job of CSD to perform better than the Gary schools in all aspects of students' education.

Transient Student Population- 49.4% of Gary residents are renters, which is the main reason for the transient population. CSD must retain the majority of its students and families each year to limit the amount of recruitment that is needed. CSD can also market to Gary through billboards, Facebook, face-to-face, and enrollment fairs. Through these marketing strategies, we can increase enrollment to make up for those families that leave the area.

Charter Label- There is a lot of misinformation about charter schools and the funding of charter schools. It is the responsibility of the board and leadership to engage in conversations to educate the public and potential CSD families. As we form relationships in the community, we can spread the word about public charter schools. We also must have an open door for people to see what is happening in the school. CSD's parent liaison will work to get parents involved in speaking about the positive aspects of the school.

Homeschooling - Due to the fear of COVID-19, some families have withdrawn students to homeschool. Homeschooling can be a daunting task for many parents. CSD proactively communicates to parents the measures we take to keep the school safe and sanitized. The cleanliness of the building and the presence of maintenance staff at all hours that the building is open are meant to assure parents that preventing illnesses from circulating is a high priority. The school has also invested in air purification systems to be added to our HVAC units to minimize the spread of illnesses. In addition to germs and viruses, CSD employs two full-time School Resource Officers (SROs) to enhance school safety and student well-being.

Teachers leaving/Turnover - Teacher turnover is a nationwide problem that does affect CSD. We are looking to keep employees long-term and give them a way to fulfill their goals. Our team has put many things into place to ensure qualified teachers stay with our school. We have implemented a mentor program, ongoing PD, yearly raises, and a support team for our teachers. These initiatives have kept turnover low while keeping the higher-performing teachers in classrooms at CSD.

Governance and Leadership

Charter School of the Dunes is a nonprofit organization fully tax-exempt pursuant to section 501c of the Internal Revenue Code. The school is governed by a volunteer Board of Directors that functions according to Bylaws and Indiana state law. Currently, there are five members on the board, and there is an active search for a parent representative to sit as the seventh board member. Each board member brings unique professional experience and a passion for Charter School of the Dunes to succeed. The school board is responsible for the mission and vision oversight and the hiring and firing of the school superintendent.

The superintendent oversees the school's instructional leadership, program development, operations, and fiscal management. The superintendent manages the leadership team at Charter School of the Dunes, which consists of the Chief Operating Officer, Principal, HR Director, and Special Education Director. The leadership team has the autonomy to make day-to-day decisions in alignment with the mission and vision of Charter School of the Dunes.

Education Plan/School Design

Core Curriculum

Curriculum

Mathematics

- Savvas enVision Mathematics Indiana
- Savvas Realize

Reading

- CKLA
- Benchmark Literacy
- Savvas myPerspectives English Language Arts (ELA Curriculum)

Phonics

- Benchmark Phonics and Word Work Boxes

Science

- Picture-Perfect Science (K-5)
- Savvas Science (6-8)

Writing

- Smekens Writing (K-8) Main program
- Benchmark Writing (K-6) supplemental program
- Think Certa (7-8)

Social Studies

- Lakeshore Kit (K-5)
- Sava SS (6-8)

Marzano

<https://www.marzanoresources.com/hrs/high-reliability-schools>

MTSS[MTSS Framework](#)

Tier 1 – Universal or primary – Majority of students (75-90%)

As the largest tier and the foundation for the entire framework, Tier 1 encompasses the whole school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2. (PBISRewards.com)

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2, that these individuals receive that help. Often, these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are usually a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

Tier 3- Tertiary – Individual students (< 10%)

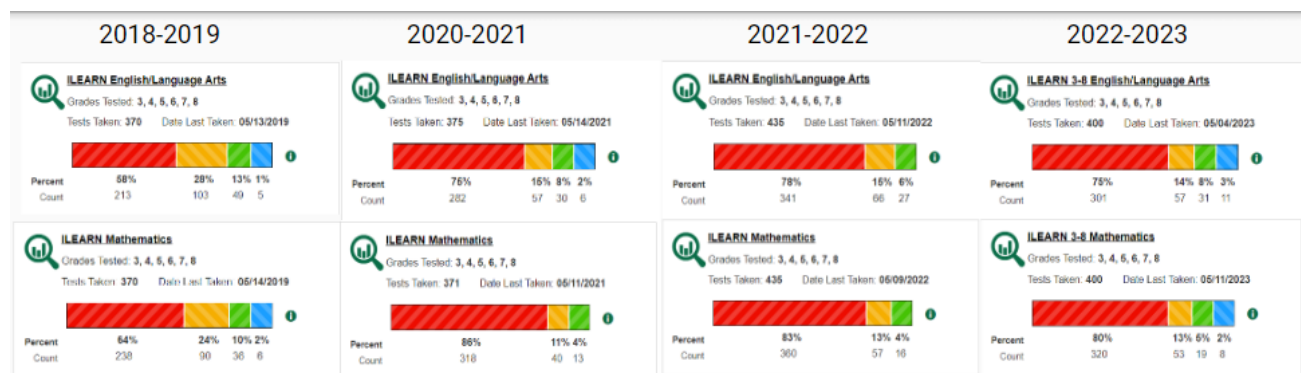
A subset of students have significant challenges that do not respond to the interventions and support in Tier 1 or 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.

Current Financial Health

CSD budgets sustainably and operates within revenues for any given year. The construction of a new Early Learning Academy started last year, designed to have a separate building for our youngest students and increase enrollment; this project is almost completed with an estimated completion date of December 2023 and has been done without taking on any additional debt. The project was primarily funded by the ESSER grants (\$9.3 million), with the school financing the difference of the total project cost (\$13.4 million) with reserves in our operating budget set aside for just this purpose. The ESSER grants have likely expedited a project that would have been at least five years away. The school has no liquidity issues, carrying 30 days of operating expenses in a reserve account and earning interest on another 60 days' worth of expenses from a money market account. After the completion of the building, there will be a period of 7 months (January to July) where the facility will not generate any revenue, after which the new building will play an important role in growing enrollment, bringing the total capacity of the school to educate 900 students. Our enrollment plan shows a slow and conservative growth of students; however, the best-case scenario is that CSD can hit the full enrollment number in as little as three years, starting from SY 2024-25.

Past Academic Performance

Academic achievement is a top priority at Charter School of the Dunes. While many factors affect academic achievement, none had the impact that COVID-19 did on our students. IREAD passing percentages which were above 60% before Covid and then, fell to around 40% in 2021 and 2022. In 2023, 48.6% of students passed IREAD, which is a 7% improvement over 2022. The team at CSD understands the importance of students reading on grade level by 3rd grade and is working to see higher achievement on IREAD. The same trend is seen in ILEARN scores. Many more of our students have been performing at “below proficiency” since the COVID-19 closures. While there are still too many students struggling with academics, they are moving in the right direction. CSD saw 3% of students move out of the below proficiency category in 2022-2023. There were also 3% of students in ELA and 2% of students in math scoring “above proficiency,” while there was 0 in either category the previous year. While the academic performance of our students is not reflected in proficiency on state standardized tests, there has been significant growth in ILEARN and NWEA testing. Our team continues to focus on growing our students academically to reach proficiency on state testing.



22-23 EOY Data can be viewed at the following link: [22-23 EOY Data](#)

Change in Authorizers

Charter School of the Dunes has been authorized by Calumet College of St. Joseph since 2014. We have a strong relationship with the college; however, there are aspects of the authorization that led us to the decision to apply to ICSB. The past two authorization approvals have been for three years each. The CSD board and leadership seek a long-term authorization of 7-15 years to ensure stability and growth. Calumet College of St. Joseph charges a 3% fee, which is too expensive compared to ICSB's .75% fee. These savings can be passed on to educating students, which is our top priority. The school board and leadership team are also looking for an authorizer with more experience in authorizing charter schools. ICSB has this experience, and their staff has experience in all aspects of running a charter school. Finally, the board agrees that ICSB's core principles of students first, high expectations, excellence in leadership, commitment to innovation, and rigorous and transparent accountability match up with their expectations.

Section 1: School Overview

School Governance

Board Members

Charter School of the Dunes was founded in 2003; however, there are currently no founding members presently involved in any aspect of the school. The current organization includes six board of directors who either live in Gary or are interested in improving the school and the city. The school board directly oversees the management and works closely with the administration to ensure success in all aspects of the school. Three of the current board members are long-standing members, each with over ten years sitting on the board. Tom Cera has volunteered for ten years as a board member and serves as board president. Paul Orner is presently in his thirteenth year as a CSD board member and serves as the board's vice president. Shalonda Drayton is in her eleventh year as a volunteer board member and currently serves as the board treasurer. George Rogge has been on the board since 2018, Tamika White has been on the board since 2019, and Jamika Smith joined the board in 2023.

Tom Cera: President

Tom Cera is the owner of South Shore Metals LLC Consulting Services, providing professional services and guidance to investors, executives, and operators utilizing his over 40 years of experience in the global steel industry. Tom provides expertise for steel, steel-related, and other materials customers in the areas of product quality, customer service, site selection, due diligence, project management, and cost reduction. He also provides insight to investor-related customers regarding steel industry-related trends, benchmarking, costs, raw materials, and other topics.

Recent projects include site selection for a new manufacturing plant in the United States, implementing a global purchasing organization for an international ferroalloy company, providing operations guidance for a major integrated steel company, acting as an expert witness for a steel service center, conducting due diligence on a medium-sized manufacturing company, providing manufacturing process assistance to a plastics company and providing executive guidance for lenders in a steel-related venture

Previously, Tom was in operating and executive roles at several large global steel companies, including U. S. Steel, ArcelorMittal, Severstal and RG Steel. Before the startup of South Shore Metals, LLC in 2013, Tom was responsible for two integrated steel plants, a coke manufacturing plant, and a subsidiary steel products company at RG Steel. Prior to that, Tom was the first COO of family-owned Court Holdings Limited, where he was responsible for the implementation of a management organization and professional management systems to integrate all plants into two cohesive business units, the global manufacturing group (automotive and rail components) and the roll services group, which included 31 plants servicing steel plants on five continents.

From 2007 to 2009, he worked for OAO Severstal, most recently as Chief Operating Officer with responsibility for all North American operations, including four integrated steel plants, quality, engineering, and operations planning for 10 million tons of annual capacity and \$10 billion of annualized revenues.

From 2003 to 2007, Tom worked at ArcelorMittal. He held the position of Plant Manager of Hot Rolling and Finishing Operations at Indiana Harbor, where he spearheaded the consolidation of the former Inland Steel and LTV Steel plants into one cohesive operation. He also held the position of Vice President of Plate and Rail product lines at the company. He was responsible for manufacturing, sales, and P&L for the plate, rail, bloom, and ingot product lines of the company and successfully combined the plate businesses of the U. S. Steel Corporation and International Steel Group into the largest, most diverse of its kind in the United States.

Prior to that experience, Tom worked at U. S. Steel for 23 years, starting as a shift manager and taking on progressively more responsible roles throughout his career, including Division Manager of Coke, Division Manager of Hot Rolling, Plant Manager of Finishing Operations, and General Manager of Plate Products. Tom led teams that set world hot strip mill production records, quality records, and safety records. He led efforts to improve environmental performance. He worked closely with automotive companies to improve quality, customer service, and product offerings.

Tom is currently involved in the local community, including a land trust board, the city Planning Commissions, and park improvements.

Tom is a graduate of Calumet College of St. Joseph with a Bachelor of Science in Management and a graduate of Indiana University with a Master of Business Administration.

The various roles described above demonstrate and emphasize the importance of training and coaching that is required to be successful in any organization and always to seek continuous improvement. He brings leadership, vision, team building, and conceptual skills to the Charter School of the Dunes as Board President.

Tom resides in Gary, Indiana, USA, with his wife, Theresa.

Paul Orner: Vice President

Paul graduated from the University of Evansville in 1981 with a bachelor's degree in Business, majoring in Finance and Economics. He began his commercial banking career in 1986 and has 37 years of experience as a credit analyst and middle market lender, with extensive knowledge and experience in Treasury Management products and services. Before he was a Board member, Paul was CSOD's first banker, having worked closely with the founders and the original management company to help get the school established and running in 2003. He brings his knowledge and experience of finance, accounting, and best business practices to the Board. He is also active in the community, volunteering several hours each month at Restoration House Ministries in Gary and serving as Treasurer of the Rotary Club of Gary.

Shalonda Drayton- Secretary

Shalonda Drayton is a former parent of three graduates of Charter School of the Dunes. Drayton originally joined the Board to provide a "Parent Perspective". Drayton's passion for the development of children's education has kept her engaged with the school. Drayton brings 30+ years of Finance and Administrative Management, which includes oversight of office operations, developing, implementing, and/or amending policies and procedures, and managing all fiscal functions of an organization including accounts payable, accounts receivable, payroll, purchasing, grant funds, budget allocations and maintaining records all in accordance with GAAP. Drayton is active in the community and spends numerous hours volunteering with various organizations.

Tamika White- Member

Tameka White is the Program Manager – CISTL at Indiana University Northwest in Gary, Indiana.

She assists faculty and staff in professional development, as well as media production and programming. She also facilitates and organizes workshops, coordinates daily departmental operations and plans department programming and activities. In addition, Tameka maintains data for the Center records, prepares faculty contracts; maintains the departmental budget, and processes all Purchasing documentation. Prior to her work at Indiana University, Tameka was the Childcare Executive Director at the YMCA in Hammond Indiana, where she managed development, planning, and implementation of all programming.

Tameka has been engaged in the community in several areas, including:

- Founder and CEO of Supporting Our Community's Empowerment Inc.
- Fundraiser with the March of Dimes' Walk for Babies (2006-2019)
- Program Director of WIUN Radio - IU Northwest (2009-2011)
- Member of the Planning Committee for the March for Babies in NWI (2010)
- President- IU Northwest Communication Association (2008-2009)
- Member of the IUN Student Alumni Association (2009-2011)
- Participant with Breast Cancer Walk at Hidden Lake - Merrillville, IN (Annually)

Tameka is a graduate of Indiana University Northwest with a Bachelor of Arts in Communication. She subsequently completed an Online Learning Consortium in Instructional Design Certification.

Tameka is passionate about supporting learning, growth and development. She has been on the Board since 2019 and a strong supporter and advocate of Charter School of the Dunes. She remains excited about her service to the Board and the growth of the school.

George Rogge- Member

George A. Rogge is dedicated to the development and progress of Gary and its neighboring lakeshore communities. These areas could be, should be, and will be the garden spot to live, play, raise a family, and do business in the Midwest.

George Rogge has a proven track record with his experience in parks, education, law enforcement, community leadership, business, and documented legislative ability by making certain that no homeowner in the State of Indiana pays more than 1% of the home's assessed valuation in property taxes.

- City of Birth: Gary, IN
- Current Residence: Miller Beach section of Gary, IN.
- Education: Lew Wallace Grade School- (Gary); Lew Wallace High School-1965 (Gary); Graduate of Indiana State University-1969
- Employment: President of The George C. Rogge Agency, Inc., where he pioneered Classic Auto Insurance to provide affordable auto insurance to all Indiana drivers
- Rogge Boxing, LLC: where he developed Mary McGee to become the Champion of the world

Civic/Community Activities:

- Former Commissioner- Lake County Sheriff's Merit Board-7 years
- Former Commissioner-Lake County Park Department-1 year
- Former President-Gary Board of Parks Commissioner-20+ years
- President-Miller Citizens Corporation
- Founder and President-Society for the Restoration of the Gary Bathing Beach Aquatorium and Octave Chanute's Place in History, Inc.
- President-Miller Beach Business Association
- Former Board Member-Gary City Wide Development Corporation
- Board Member-Marquette's Kids Park
- Former Member-Gary Police Foundation
- Former Vice President-Gary Jaycees
- Former National Race Chairman & Former Regional Executive-Indiana Northwest Region, Sports Car Club of America
- Member-University Club of Chicago
- Co-Founder- Nelson Algren Museum of Miller Beach, LLC
- Board Member- Indiana Landmarks
- Board Member-Charter School of the Dunes
- Board Member-Gary Redevelopment Commission
- Member- Gary Rotary
- Former Member- Calumet National Heritage Area Initiative
- Former Member- NWI Trade Alliance
- Donor- George A. Rogge and Susan M. Rutsen Miller Beach Fund and George A. Rogge RMD Birthday Gift Fund/ Legacy Foundation
- Member- Miller Historical Society

Professional

- Leadership Council-National Federation of Independent Business
- Indiana Former State Director-Independent Insurance Agents of Indiana-District #01
- Former President-Independent Insurance Agents Association of Northwest Indiana
- Former Board Member-Indiana State University Foundation
- Former Board Member-Gary Chamber of Commerce
- Former Member-Merrillville Chamber of Commerce
- Former Member-Indiana Chamber of Commerce
- Former Vice President-Alpha Phi Omega Fraternity, I.S.U
- Former Board member- Indiana Lincoln Highway Association
- Member-Chicago Historical Museum
- Member-Indiana Landmarks Foundation
- Member-Chicago Architecture Foundation
- Former Member-Chicago Council on Global Affairs

George has been both a Republican and a Democrat: "I wish to vote for people, not political parties."

George Rogge brings problem-solving skills honed over five decades to the Board of Directors of Charter School of the Dunes.

"Solving problems to make things happen."

Jamika Smith- Member

As a Human Servant, Jamika Smith inspires those to live a more fulfilling, loving, and joyful life by assisting them in reconnecting with their inner wisdom and life purpose in order to discover what they really want in life and achieve it with ease and grace. As a seasoned mentor and trainer, Mrs. Smith graduated from the University of Tennessee at Martin with a B.A. in Human Environmental Sciences and later earned a M.A. in Community Development from North Park University in Chicago.

Mrs. Smith is currently the CEO and Founder of Teena's Legacy a not-for-profit charitable organization whose mission is to create a safe space for young women and women in general to explore their authentic self, using upholstery as a conduit for self-reflection, self-expression, and economic transformation, and the CEO and owner of Affirm My Design where she provides a holistic approach to the upholstery and home décor industry.

As the current parent representative on the Charter School of the Dunes board, Mrs. Smith listens to her child and others, giving her a different perspective to offer to the Board. Jamika's employment background, including Support Specialist for children and Parent Educator, allows her to better understand the needs of other parents and students at the school.

Has there been any recent significant board member turnover? No, three board members have been on the CSD board for 10+ years. Two board members have been on the board for over two years, and we added a parent board member this school year.

How long has the current board chair been in his or her role? Tom Cera has held the position of President of the Board for the past ten years.

[Attachment 1- Board Member Resumes](#)

[Attachment 2- Statement of Economic Interest and Conflict of Interest Form](#)

[Attachment 3- Copy of the board minutes for the last three board meetings](#)

Governance Model

BOARD AUTHORITY

The supervision of this Corporation shall be conducted by the School Board of Directors, hereinafter sometimes referred to as the "Board", which is constituted and is governed by the laws of the State of Indiana.

BOARD POWERS

The School Corporation shall be a body corporate, and, as such, capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing and disposing of real and personal

property, and taking and holding in trust for the use and benefit of the Corporation, any grant or devise of land and any donation or bequest of money or other personal property.

The Board shall exercise all powers expressly granted to the Corporation by statute or through rules adopted by the State Board of Education and those powers necessary or desirable in the conduct of the Corporation's affairs, even if the power is not granted by statute or rule. The Board may exercise any power the Corporation possesses to the extent that the power is not expressly denied by the State Constitution, statute, or State Board rule and is not expressly granted to another entity.

The Board shall retain the power to act, through written policies, in situations in which there is no Constitutional or statutory provision requiring a specific manner for the Corporation to exercise power and no Constitutional or statutory prohibition to the exercise of that power.

The School Board shall have the management and control of all facilities and programs in the Corporation and the employees, students, and other persons entering upon its premises.

Selection of Superintendent

The School Board shall exercise its executive power in part by the appointment of a Superintendent/Principal who shall enforce the statutes of the State of Indiana, administrative guidelines of the State School Board, and the policies of this Board.

Before entering into a contract of employment with a Superintendent, the Board shall comply with the requirements of I.C. 20-26-5-4.3 regarding notice and hearing. See also Board Policy 1220 regarding Employment of the Superintendent. After entering into a contract of employment with the Superintendent, the Board shall comply with the requirements of I.C. 20-26- 5-4.3 regarding posting the Superintendent's contract.

BOARD MEMBER AUTHORITY

Individual members of the Board do not possess the powers that reside in the School Board, but no member of the Board shall be denied documents or information to which s/he is legally entitled and which are required in the performance of his/her duties as a Board member.

Access to Corporation personnel records shall be subject to the following guidelines:

- A. Examination of school employee personnel records by the School Board shall be conducted only at executive sessions of the Board. Any Board member may request that the Superintendent bring the personnel records of a designated employee(s) to an executive meeting of the Board.
- B. Personnel records shall, in their entirety, be returned to the custody of the Superintendent at the conclusion of the executive session of the Board.
- C. Information obtained from employee personnel records by members of the Board shall be used only for the purpose of aiding the members in fulfilling their legal responsibilities in making decisions in matters such as appointments, assignments, promotions and demotions, remuneration, discipline, and dismissal or to aid the development and implementation of

personnel policies, or for such other uses as are necessary to enable the Board to carry out its legal responsibilities.

Procedures

REGULAR MEETINGS

The Board shall hold a meeting on a date and at a time and place determined annually by a resolution of the Board.

In the event the date, time, or place of a meeting needs to be changed, which change is in the best interest of the Board and/or the Corporation, such change may be made by the action of the Board, provided that the proper notice is given.

SPECIAL MEETINGS

Special meetings of the Board may be called by the President or the Superintendent provided there is compliance with the notice provision of these Bylaws.

EMERGENCY MEETINGS

In the event of a severe and imminent threat to the health, safety, or welfare of the Corporation, its employees, or students, any member of the Board, or the Superintendent may call an emergency session if it can be shown that delay would be detrimental to efforts to lessen or respond to the threat. No formal notice to Board members of any emergency meeting shall be required, but the press and public shall be notified.

MEETING OF THE BOARD DEFINED

As used in these by-laws, "meeting" means a gathering of a majority of Board members for the purpose of taking "official action" as defined at I.C. 5-14-1.5-2(d) on public business. The term "meeting" does not include the following:

- A. A social or chance gathering not intended to avoid the principles of the Indiana Open Door law set forth in I.C. 5-14-1.5-1.
- B. An on-site inspection of a project, program, or facility of applicants for incentives or assistance from the Board.
- C. Traveling to and attending meetings of organizations devoted to the betterment of government.
- D. A caucus as defined at I.C. 5-14-1.5-2(h).
- E. A gathering to discuss an industrial or a commercial prospect that does not include a conclusion as to recommendations, policy, decisions, or final action on the terms of a request or an offer of public financial resources.
- F. An orientation of members of the Board on their role and responsibilities as public officials, but not for any other official action.
- G. A gathering of Board members for the sole purpose of administering the oath of office specified in I. C. 20-26-4-2 to a Board member or members.

NOTICE OF BOARD MEETINGS

The Board will give notice of regular, special, and emergency Board meetings to Board members, news media, and the general public in compliance with Indiana law on the organization and operation of the governing body of a school corporation and the Open Door Law.

As used in this bylaw, "legal holiday" means a day listed in I. C. 1-1-9-1.

Notice of any meeting of the Board shall also contain the following statement:

"The Board's meeting site is fully accessible to all persons. Any person requiring further accommodation should contact the school's Superintendent/Principal or the School Corporation's administrative office at 219-939-9690."

NOTICE OF REGULAR MEETINGS

As used in this bylaw, "regular meeting" means a meeting of the Board held in compliance with a schedule of meetings approved by the Board at its annual organizational meeting. Notice need not be given to a Board member for holding or taking any action at a regular meeting.

Public notice of regular Board meetings will be given only once a year by posting a copy of the notice at the administrative offices of the School Corporation and delivering notice to all news media which submit an annual written request for such notice for the next calendar year to the Board on or before December 31 of the preceding calendar year.

In addition to the notice of regular meetings to the news media, the Board shall give public notice to persons who give the Board a written request for notice of meetings not later than December 31 of the preceding calendar year. The Board shall give this notice by e-mail or by publishing notice of regular meetings on the Board's Internet website at least forty-eight (48) hours in advance of the meeting excluding Saturdays, Sundays, and legal holidays.

Changes in the Date, Time, or Place of a Regular Meeting and Notice Required; Notice of Executive Sessions and Reconvened Meetings

Additional notice of a regular meeting shall be given by the Board of the date, time, or place of a regular meeting is changed. Notice to the public of a change in the date, time, or place of a regular Board meeting, executive session, or any rescheduled or reconvened meeting shall be given at least forty-eight (48) hours (excluding Saturdays, Sundays, and legal holidays) before the meeting is to convene by posting a copy of the notice at the administrative offices of the School Corporation and delivering notice to all news media which submit an annual written request for such notice for the next calendar year to the Board on or before December 31st of the preceding calendar year. With the exception of executive sessions, this requirement does not apply to reconvened meetings where the announcement of the date, time, and place of the reconvened meeting is made at the original meeting and recorded in the memoranda and minutes of the meeting if there is no change in the agenda.

Ethics and Conflicts of Interest

BOARD MEMBER ETHICS

A School Board member should honor the high responsibility which his/her membership demands by:

- A. thinking always in terms of "children first";

- B. understanding that the basic function of the School Board member is "policy-making" and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;
- C. accepting the responsibility along with his/her fellow Board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools;
- D. refusing to "play politics" in either the traditional partisan or in any petty sense;
- E. representing at all times the entire school community;
- F. accepting the responsibility of becoming well informed concerning the duties of Board members, and the proper functions of public schools;
- G. recognizing responsibility as a State official to seek the improvement of education throughout the State.

A School Board member should respect his/her relationships with other members of the Board by:

- A. recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;
- B. recognizing the integrity of his/her predecessor and associates and the merit of their work;
- C. refusing to make statements or promises as to how s/he will vote on any matter which should properly come before the Board as a whole;
- D. making decisions only after all facts bearing on a question have been presented and discussed;
- E. respecting the opinion of others and by graciously conforming to the principle of "majority rule";
- F. refusing to participate in irregular meetings such as "secret" or "star chamber" meetings, which are not official and which all members do not have the opportunity to attend;
- G. attempting to fairly appraise both the present and future educational needs of the community.

A School Board member should maintain desirable relations with the Superintendent/Principal of Schools and his/her staff by:

- A. striving to procure, when the vacancy exists, the best professional leader available for the head administrative post;
- B. giving the Superintendent/Principal full administrative authority for properly discharging his/her professional duties, and also by holding him/her responsible for acceptable results;
- C. acting only upon the recommendation of the Superintendent/Principal in matters of employment or dismissal of school personnel;
- D. having the Superintendent/Principal present at all meetings of the Board except when his/her contract and salary are under consideration;
- E. referring all complaints to the proper administrative office and by discussing them only at a regular meeting after the failure of an administrative solution;
- F. striving to provide adequate safeguards around the Superintendent/Principal and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis;
- G. presenting personal criticisms of any employee directly to the Superintendent/Principal.

A School Board member should meet his/her responsibilities to his/her community by:

- A. attempting to appraise fairly both the present and future educational needs of the community;
- B. regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools of the community;
- C. insisting that all school business transactions be on an open, ethical, and above-board basis;
- D. vigorously seeking adequate financial support for the schools;
- E. refusing to use his/her position on a School Board in any way whatsoever for personal gain or personal prestige;
- F. refusing to discuss personnel matters or any other confidential business of the Board in his/her home, on the street, or in his/her office;
- G. winning the community's confidence that all is being done in the best interests of school children.

CONFLICT OF INTEREST

Board directors shall utilize the authority of their position solely for the benefit of the school community. To this end:

A. Conflict of Interest Disclosure

If a Board director or a spouse or dependent has a pecuniary interest in a contract or purchase to be approved by the Board, or a Board director or a spouse or dependent will profit from a contract or purchase to be approved by the Board, the Board director shall submit a written Conflicts of Interest disclosure on State Board of Accounts Form 236.

When a Board director makes a Conflicts of Interest disclosure as provided above, the disclosure shall be submitted for approval by the Board before the Board considers approval of the contract or purchase addressed in the disclosure, provided the contract or purchase will be funded entirely by funds other than those received from a Federal grant or award.

The Board director shall not participate in the discussion or vote on the acceptance of his/her disclosure or approval of the contract or purchase, and the role played by this Board director shall be described in the minutes of the meeting.

A written conflict of interest disclosure on State Board of Accounts Form 236 that is approved by the Board shall be filed by the Superintendent with the State Board of Accounts and the Clerk of the Circuit Court within fifteen (15) calendar days after approval by the Board. I.C. 35-44.1-1-4

B. Profiteering From Public Service

For one (1) year after leaving the Board, a director of the Board shall not obtain a pecuniary interest in any contract or purchase which was approved by the Board during his/her Board service unless the former director:

1. was screened from any participation in the contract or purchase
2. has not and will not receive a part of any profit from the contract or purchase by the Board; and
3. promptly gives notice to the Board of his/her interest in the contract or purchase.

This limitation does not apply if the Board director receives less than \$250.00 of the profits from the contract or purchase.

Grievance Process

PUBLIC COMPLAINTS AND CONCERNS

Any person or group having a legitimate interest in the operations of this Corporation shall have the right to present a request, suggestion, complaint, or concern relating to Corporation personnel, the program, or the operations of the Corporation. At the same time, the School Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint and concern in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the Corporation by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, complaints, or concerns reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration according to the following procedure.

Matters Regarding a Professional Staff Member

A. First Level

If it is a matter specifically directed toward a professional staff member, the matter must be addressed, initially, to the concerned staff member who shall discuss it promptly with the complainant and make every effort to provide a reasonable explanation or take appropriate action within his/her authority and Corporation administrative guidelines.

This level does not apply if the matter involves suspected child abuse, substance abuse, or any other serious allegation which may require investigation or inquiry by school officials prior to approaching the professional staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the School Principal

B. Second Level

If the matter cannot be satisfactorily resolved at the First Level, it shall be discussed by the complainant with the staff member's supervisor.

C. Third Level

If a satisfactory solution is not achieved by discussion with the direct supervisor and/or the staff member, a written request for a conference shall be submitted to the Superintendent. The complaint form can be obtained in the school office or on the school website.

This request should include:

1. the specific nature of the complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
3. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

Should the matter be resolved in conference with the Superintendent, the Board may be advised of the resolution.

D. Fourth Level

Should the matter still not be resolved, or if it is one beyond the Superintendent's authority and requires a Board decision or action, the complainant shall contact the board president by email. The Board, after reviewing all material relating to the case, shall provide the complainant with its decision by email, phone, or mailed letter.

The Board's decision on the matter will be final, and it will not provide a hearing to other complainants on the same issue.

If the complainant contacts an individual Board member to discuss the matter, the Board member shall inform the complainant that s/he has no authority to act in his/her individual capacity and that the complainant must follow the procedure described in this policy.

Matters Regarding the Superintendent

Should the matter be a concern regarding the Superintendent which cannot be resolved through discussion with the Superintendent, the complainant may submit a written request or email to the Board. This request should include:

- A. the specific nature of the complaint and a brief statement of the facts giving rise to it;
- B. the respect in which it is alleged that the complainant (or child of the complainant) has been affected adversely;
- C. the reason that matter was not able to be resolved with the Superintendent;
- D. the action which the complainant wishes taken and the reasons why it is felt that such action should be taken.

The Board, after reviewing the request, may grant a hearing before the Board or a committee of the Board or refer the matter to an executive session.

The complainant shall be advised, in writing, of the Board's decision within thirty (30) business days. The Board's decision will be final and not subject to appeal.

Matters Regarding an Administrative Staff Member

Since administrators are considered members of the Corporation's professional staff, the general procedure specified in "Matters Regarding a Professional Staff Member" shall be followed.

Matters Regarding a Support Staff Member

In the case of a support staff member, the same procedure is to be followed as for "Matters Regarding a Professional Staff Member".

Matters Regarding Corporation Services or Operations

If the request, suggestion, complaint, or concern relates to a matter of Corporation procedure or operation, it should be addressed, initially, to the Principal and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding the Educational Program

If the request, suggestion, complaint, or concern relates to a matter of the Corporation program, it should be addressed, initially, to the Principal and then brought, in turn, to higher levels of authority in the manner prescribed in "Matters Regarding a Professional Staff Member."

Matters Regarding Instructional Materials

The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials and the procedure for completing such an inspection.

If the request, suggestion, complaint, or concern relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the Corporation, the following procedure shall be followed:

- The criticism is to be addressed to the Superintendent in writing, and shall include:
 - author;
 - title;
 - publisher;
 - the complainant's familiarity with the material objected to;
 - sections objected to, by page and item;
 - reasons for the objection.
- Upon receipt of the information, the Superintendent may appoint a review committee which may consist of:
 - one (1) or more professional staff members including a school administrator
 - one (1) or more Board members;
 - one (1) or more laypersons knowledgeable in the area.
- The Superintendent shall be an ex officio member of the committee.
- The committee, in evaluating the questioned material, shall be guided by the following criteria:
 - the appropriateness of the material for the age and maturity level of the students with whom it is being used
 - the accuracy of the material
 - the objectivity of the material
 - the use being made of the material
- The material in question may be withdrawn from use pending the committee's recommendation to the Superintendent.
- The committee's recommendation shall be reported to the Superintendent in writing within ten business days following the formation of the committee. The Superintendent will advise the complainant, in writing, of the committee's recommendation and advise the Board of the action taken or recommended.

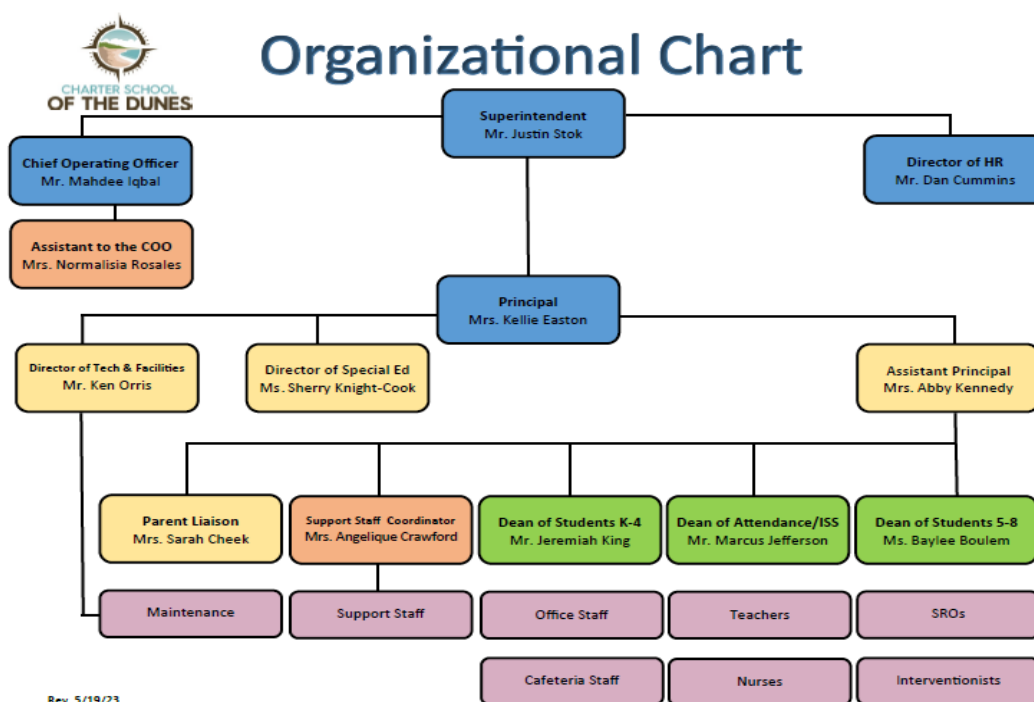
How does the chosen governance model support quality oversight of the school, including the monitoring of academic outcomes, financial health, organizational compliance, and school leadership performance?

The school board and leadership team worked to create the mission and vision at Charter School of the Dunes. The superintendent is given autonomy to make operational decisions while the school board provides oversight and accountability for academics, financial management, compliance, and leadership performance. The school board meets monthly to receive updates on how the school is performing and to ensure the school is on the right trajectory. These monthly public meetings provide the board with an overview of school operations and actions the school is taking to continuously show improvement. During these public meetings, the school administration discusses ongoing issues (if any), updates the board on any compliance items, professional developments, academic achievement and overall operations of the school. The board members are provided with Year-to-Date profit and loss statement, balance sheet, cash flow projections for the next 12 weeks, list of all payments issued by the school, a

summary of all changes in personnel and updates on special items such as the progress of any ongoing construction projects. Members of the public, including parents, are welcome during board meetings to voice any concerns or complaints they have. This governance model provides oversight of building administrators to run the day-to-day operations while holding all parties accountable.

Network Management

Organizational chart listing governance and operational responsibilities for the organizer and the school



Function	Network/ Management Org. Decision Making	School Decision Making
Performance Goals	Superintendent	Principal
Curriculum	Superintendent	Principal
Professional Development	Superintendent	Principal
Data Mgmt and Interim Student Assessments	Superintendent	Principal
Grade Level Promotion Criteria	Superintendent	Principal
Culture	Superintendent	Principal

Budgeting, Finance, Accounting	COO	COO
Student Recruitment	Superintendent/COO	Superintendent/COO
Staff Recruitment and Hiring	Superintendent/HR/Principal	HR/Principal
HR Services (payroll, benefits, etc)	HR/COO	HR/COO
Development	HR	Principal
Community Relations	Superintendent/COO	Superintendent/COO/Principal
Information Technology	COO	Technology Director
Facilities Mgmt	COO	Technology Director
Vendor Mgmt/ Procurement	COO	COO
Other operational functions	Office Manager	Office Manager

[Attachment 4- Copies of the school's governance documents](#)

- [The organizer's 501\(c\)\(3\) Determination letter from the IRS](#)
- [Articles of incorporation](#)
- [Bylaws](#)
- [Conflict of Interest](#)
- [Code of Ethics Policy](#)

School Management

Leadership and Management Structure

Justin Stok: Superintendent

Justin Stok has been in education for over 15 years after a career change from personal finance. His educational career has been in high-poverty urban areas in East Chicago and Gary, IN. He has held positions as a paraprofessional, teacher, assistant principal, and principal. He has been in the school leader position at Charter School of the Dunes since March 2017 and currently serves as superintendent. He is a graduate of IPLI, holds an Ed.S. in educational leadership, and is currently working on his dissertation to achieve a Ph.D. from Indiana State University. Since his time at Charter School of the Dunes, Justin has taken on roles to improve his leadership skills while moving the school forward. Over the past six years, Justin has been involved with the IASP Legislative Committee, IPCSL board, and IDOE charter school advisory board, along with being a member of other educational organizations.

Mahdee Iqbal: Chief Operations Officer

Mahdee Iqbal graduated from Purdue University in 2013 with a Master's degree in accounting. Iqbal served as the business manager at HAST and a lecturer at Purdue Northwest before joining Charter School of the Dunes as Director of Finance, now Chief Operations Officer. Iqbal is a certified public accountant in Indiana and a graduate of the IASBO Leadership Academy, a cohort of 2019-21. Since being hired at CSD, Iqbal has been connected directly to improved relations with lending institutions, effective deployment of grants, and overall improvement of the financial health of the school. Iqbal currently oversees all budgetary functions of the school, such as payables, receivables, payroll, accounting, debt service management, grant management, pension plans, and benefits. Additionally, as the COO, Iqbal also oversees food service operations and transportation services. Iqbal is also active in community outreach and student enrollment and is a member of the Gary Rotary Club and the Miller Citizens Corporation.

Kellie Easton: 3-8 Principal

Kellie Easton, a native and resident of the Miller neighborhood in Gary, comes from a family of educators and active community members. Her mother was a biology teacher at Wirt High School and her father served as an administrator at Pulaski Middle School, Horace Mann, and Lew Wallace High School. In addition to being from a family with deep roots in education, Kellie earned a bachelor's degree in Biology from Earlham College in Richmond, IN; and in 2001 she began teaching botany, zoology, and biology at Morton High School. In 2008, Kellie launched Morton's *Project Lead the Way* Program for students that were interested in the pursuit of medical careers. As a result of this program, Morton High School drastically increased the number of graduates in pursuit of a medical career. To ensure that Morton students were exposed to concepts beyond the core curriculum, Kellie served as the Fine Arts Club and Dance Team sponsors. It was the time with students beyond the classroom that allowed her to build deeper connections with students at Morton High School.

As a result of her excellent instructional capacity and ability to reach all levels of learners, Mrs. Easton was promoted to Instructional Coach in 2010. In this role she led building wide initiatives and strategies to increase teacher competency and student outcomes.

In 2015, Mrs. Easton earned a Master's degree in Educational Leadership from Ball State University. In 2017 she came to Charter School of the Dunes as the Assistant Principal, and the next year was awarded District 1 Assistant Principal of the Year by the Indiana Association of School Principals. In 2020 she became principal and is working on her educational specialist degree (Ed.S) at Indiana State University. This is her 7th year at Charter School of the Dunes.

Abigail Kennedy - Prek-2 Principal

Abby Kennedy was born and raised in the Region. After graduating from Griffith High School, Abby attended Saint Mary's College in Notre Dame, IN. There, she earned her BA in social work. Instead of pursuing her master's in social work, she decided to join Teach for America Indianapolis and became a middle school reading teacher while simultaneously earning her MA in Teaching at Marian University.

After her two years in Indianapolis, Abby returned home and started teaching reading at East Chicago Lighthouse Charter School. Her hard work and dedication to students paid off, and in 2011, she was awarded the Highest Achieving Teacher Award for greatest ELA student growth in the Lighthouse Network, as measured by NWEA. After two years at Lighthouse, she transitioned to Thea Bowman Leadership Academy, where she became the secondary school's first Literacy Coach. She collaborated with teachers and staff to align instructional resources and curriculum, resulting in an increase in English 10 End of Course Assessment passing rates from 49% to 74%.

Abby completed her MAE from Ball State University and accepted her first school leadership position at Morton High School in Hammond, IN, as the Dean of Students. She remained in this position for over seven years. While her title was Dean, she operated like an assistant principal. She monitored the Freshman Academy, developed and implemented PBIS, evaluated teachers, and presented staff development sessions. In 2021, Abby left Morton and went to Wilbur Wright Middle School in Munster, IN, where she supervised the counseling and social work staff, was the 504 and ELL coordinator, school test coordinator, and RTI coordinator, amongst various other responsibilities.

She joined CSD in the 2022-23 school year as the Assistant Principal and is overjoyed to be the PreK-2 Principal of the Early Learning Center opening in August 2024.

Sherry Knight-Cook: Director of Special Education/MTSS & High Ability Coordinator

Sherry Knight-Cook, M.S.Ed., is in her third year with Charter School of the Dunes. She serves as the Director of Special Education, MTSS Coordinator, and High Ability Coordinator. She is also a member of PBIS. She currently possesses a Master of Science in School Administration as well as Mild Interventions. Mrs. Knight-Cook has sixteen years of experience as an educator in the public and charter school settings. Her teaching philosophy is, "I believe that all children are unique and have something special that they can bring to their education. I will assist students to express themselves and accept themselves for who they are, as well as embrace the differences of others." Knight-Cook is a strong believer in the power of positive thinking in the workplace. Also, developing relationships is the foundation of everything she does, both professionally and personally. She enjoys vacationing and spending time with my family.

Dan Cummins: HR Director

Dan Cummins is a graduate of Indiana State University where he completed a Bachelor's Degree in Music Education and a Master's Degree in School Administration and Supervision. He is an active school leader, conductor, and trumpet player from Hammond, Indiana, who enjoys working with young people to develop their passion for the arts while creating reflective participants in the community. As a musician, Mr. Cummins has performed with numerous orchestras including the Columbus Philharmonic Orchestra and South Shore Chamber Orchestra, and with prominent artists in multiple genres. In addition to his US appearances, in 2013 Mr. Cummins toured China as a performer in the premier musical, "Rhapsody in Swing." Returning to China in the Summer of 2017, Mr. Cummins escorted faculty and students of the Hammond Academy for the Performing Arts to study Chinese music and culture at the Central Conservatory of Music in Beijing.

As a teacher, Mr. Cummins has worked with numerous school arts programs across the Midwest; instructing marching bands, concert bands, jazz ensembles, and teaching privately. As an administrator, Mr. Cummins focuses his energy on restorative practices, conflict resolution, and developing young people to think about their actions and reactions. He is currently the Dean of Students at the Charter School of the Dunes; Director of Music at Calumet College of St. Joseph; and the Director of the Midwest Youth Band with the nonprofit Books, Brushes, and Bands for education.

Describe the school's leadership and management structure. The school's leadership and management structure is led by a superintendent who leads Charter School of the Dunes. The COO is responsible for ensuring that the school is in compliance with state and federal laws while practicing financial responsibility. The HR director is responsible for hiring employees and dealing with all of the functions of a human resource office. The school principals are responsible for running the day-to-day operations and being academic leaders while striving for the vision created by the board of directors and leadership.

How does this support the school design, as well as the effective operations of the school? Charter School of the Dunes has a strong team in place, structured by functional departments, and everyone knows their function. Every instructional (e.g., special education or high ability) department eventually reports to the principals, who report to the superintendent. Operational departments like transportation, facilities, and food service have departmental managers who ultimately report to the superintendent. Because of this, the school operates effectively in all aspects, including academics, finances, and compliance.

Has there been any significant leadership turnover at the school? The school's leadership is strong, and there has not been any significant turnover. The superintendent, COO, and 3-8 principal have been at Charter School of the Dunes for over six years. The director of HR and Pre-K - 2 principal are relatively new positions that experienced and dedicated educational professionals have filled.

Attachment 5 does not apply to Charter School of the Dunes

Education Plan/ School Design

Educational Philosophy

The CSD Mission and Vision is our guide to make decisions based on what is best for our students.
Our Mission

Through our belief that every student can succeed, we cultivate students with the ability to solve problems, set goals, accept responsibility, and become active partners in the community.

Our Vision

The Charter School of the Dunes will be the school of choice for our community, with a reputation for excellence built on high academic standards, expectations, and achievement in a safe and welcoming environment.

Our professional educators will commit to creating a culture of life-long learning and collaboration in which all students meet or exceed high academic standards.

The educational philosophy at Charter School of the Dunes can best be described as high expectations/high support. We believe that all students can learn, and it is our job to create the right environment for learning to happen. These supports start with the school board and leadership creating a vision of what our school should be. The CSD leadership team is comprised of educational professionals who strive for excellence with a school board that brings a diverse set of skills to the table. Charter School of the Dunes ensures that students are supported in academics and social-emotional learning. We strive to hire and retain the best educators for our students. High-quality teachers, paraprofessionals, and instructional coaches work together to strive toward the vision of excellence. Counselors, social workers, and other support staff work together to meet the social and emotional needs of our students, so they have the capacity to focus on academics. We also believe that families may need support as well to help their children be successful. CSD hires a full-time family liaison to help families meet their needs, which may be a detriment to their child's success. Two full-time Gary Police Officers work at Charter School of the Dunes as school resource officers to ensure safe learning environments for all students and staff. All of these supports are in place for students to succeed academically and socially/emotionally.

Charter School of the Dunes currently serves Kindergarten through eighth grade in one building. We currently have three sections at each grade level with a maximum capacity of 26 students in each section unless there are extenuating circumstances that may raise the capacity. We also have one section of self-contained special education students. To deepen teacher content knowledge and increase efficacy, third through eighth-grade classes are departmentalized according to subject.

Future plans consist of adding pre-k at Charter School of the Dunes. Data shows that many of our students enter kindergarten unprepared to learn Indiana state standards. Charter School of the Dunes can begin to address this problem by starting students earlier in a structured educational environment. We field-tested this hypothesis by inviting incoming kindergarteners to summer school before the start of the 21-22 school year and have continued a Pre-K summer program ever since. Students who usually struggle with social skills and other foundational skills have been performing at a more age-appropriate level. For example, students who could not write their names or adapt socially to a school setting during summer school could write their names and avoid an emotional crisis by the start of the school year.

To incorporate Middle Schools' additional instructional requirements (ie-Computer Science and Career Readiness instruction, 2023 addition of consumer science), we will be building a new facility to shift students to accommodate these instructional needs.

Curriculum

All adopted curricula at Charter School of the Dunes are aligned with Indiana state standards. Teachers use this curriculum and supplemental materials with fidelity so students can master the standards.

Mathematics

Savvas enVision Mathematics Indiana math program is used in Grades K-8. It includes problem-based learning, critical thinking, and visual learning to develop a conceptual understanding of math. The program helps students develop an understanding of math concepts through small-group interventions with a focus on reasoning and modeling.

Savvas Realize is the online math platform used for digital content, assessments, student data, and tools that are used to easily customize lessons and integrate into Google Classroom.

Reading

CKLA- Grounded in the Science of Reading and following the Core Knowledge approach, Amplify CKLA PreK–5 curriculum combines rich, diverse content knowledge in history, science, literature, and the arts with systematic research-based foundational skills instruction.

Benchmark Literacy is a comprehensive, research-proven program that empowers teachers with tools for vertically aligned K-6 reading, writing, speaking, listening, and language instruction. It builds foundational skills such as phonics, word study, and fluency, scaffolds ALL students to access complex informational and literary texts, and guides students to use text evidence in close reading. It also provides opportunities for students to develop collaborative conversations.

Savvas myPerspectives English Language Arts (ELA Curriculum) is used for Grades 6-8. This program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. It encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

CSD is waiting for the approved IDOE list of reading curriculum based on the science of reading to adopt for grades 4-8.

Phonics

Benchmark Phonics and Word Work Boxes

Students receive explicit, systematic daily instruction in phonological and phonemic awareness to ensure a solid foundation for reading and writing.

Kids Lips Sound Walls

Sound walls align with the science of reading. The goal is to elevate daily tier 1 instruction by reviewing the 44 speech sounds and the options for spelling each of the sounds. By doing this daily review, it becomes automatic for students to access sounds and know how to match spelling to each sound.

Science

Picture-Perfect Science (K-5)

Lessons convey how science, technology, engineering, and mathematics intersect in the real world. They embed reading-comprehension strategies that integrate the STEM subjects and English language arts through high-quality picture books. Through these lessons and activities, all young students, including reluctant scientists and struggling readers, will quickly find themselves absorbed in STEM-related discovery.

Savas Science (6-8)

Lessons engage students in scientific inquiry; STEM activities; and problem-based, hands-on learning. Blended print and digital experiences engage students and support Next Generation Science Standards (NGSS)*. *Interactive Science* includes strong literacy connections for elementary learners. High-quality science resources, strategies, and guidance help teachers awaken students' sense of curiosity as they learn about science.

Writing

Smekens Writer's Workshop (K-8) Main program

1. Strategies to establish the writer's workshop environment through routines, procedures, and expectations.
2. Methods to define the ingredients of quality writing so everyone is using a common language.

3. Foundation-building mini-lesson ideas that teach students how to

Benchmark Writing (K-6) supplemental program

Print + Digital • English & Spanish

Writing diverse genres turns students into authors who understand other authors.

Genre-based writing programs give teachers the tools they need to be effective writing mentors.

Genre analysis teaches essential skills, mandated by state standards. Modeling genre features build reading comprehension and writing fluency. Differentiated strategies support English Learners, struggling writers, and advanced writers.

Think Cerca (7-8) To be prepared for the world ahead, research shows students need regular writing practice across subjects. With ThinkCERCA, students learn how to consume information, think about it critically, and express their thoughts effectively in ELA, social studies, science, and math.

Social Studies

Lakeshore Kit (K-5)

Our students experience hands-on social studies lessons that integrate reading and writing! Each resource box has props that provide a tactile and visual sense of important topics—from a replica of the Liberty Bell to an authentically detailed totem pole.

Savvas SS (6-8)

Social studies focuses on democratic values, community, and cultural diversity.

Evidence-Based Instructional Strategies

Marzano's High-Reliability Schools Model

Level 1: Safe, Supportive, and Collaborative Culture

Level 1 Leading Indicators

- The faculty and staff perceive the school environment as safe, supportive, and orderly.
- Students, parents, and the community perceive the school environment as safe, supportive, and orderly.
- Teachers have formal roles in the decision-making process regarding school initiatives.
- Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- The school acknowledges the success of the whole school well as individuals within the school.

- The school manages its fiscal, and operational, and technological resources in a way that directly supports teachers.

Level 2: Effective Teaching in Every Classroom

Level 2 Leading Indicators

- The school communicates a clear vision as to how teachers should address instruction.
- The school supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- The school is aware of and monitors predominant instructional practices.
- The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.
- Teachers have opportunities to observe and discuss effective teaching.

Level 3: Guaranteed and Viable Curriculum

Level 3 Leading Indicators

- The school curriculum and accompanying assessments adhere to state and district standards.
- The school curriculum is focused enough that teachers can adequately address it in the time they have available.
- All students have the opportunity to learn the critical content of the curriculum.
- The school establishes clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.
- The school analyzes, interprets, and uses data to regularly monitor progress toward school achievement goals.
- The school establishes appropriate school- and classroom-level programs and practices to help students meet individual achievement goals when data indicate interventions are needed.

Marzano New Art and Science of Teaching Framework

https://docs.google.com/document/d/11cUvO8So3yDrFz_amsq8nWFsocsM11vqGPriqxIMMW4/edit?usp=sharing

MTSS

Tier 1 - Tier 1 – Universal or primary – Majority of students (75-90%)

As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a

supportive atmosphere. Students who do not respond to these interventions may move into Tier 2. (PBISRewards.com)

- Building-wide:

-All students will be involved in school-wide celebrations, including attendance incentives and attendance competitions

- *Monthly assemblies celebrating student success

-All students will be trained on the school-wide Matrix

- *PBIS Matrix training schedule that ensures all students have access to school-wide expectations.

-All students will attend a classroom that has a Culture and Climate plan

- *Deans will provide all teachers with a framework and training on how to use the framework and build a culture and climate plan. This plan will entail expectations, incentives, and behavior modification.

-All students will participate in the monthly SEL focus

- *Every month the Life Coach/Brain Lab and Therapist will lead with an SEL focus. (Brain Lab/Therapist)

- *All students will receive an SEL Screener

-All students will have access to teachers who have access to the PBIS Resource and SEL Library

- *The deans will assign every Grade-level team a PBIS representative

- *During the staff meetings, time will be set aside to discuss PBIS/resources

-All parents/guardians will have access to CSD's School-wide Matrix

- *Parent meetings will be held to discuss the School-wide Matrix

- Classroom:

-All students will be involved in classroom celebrations

- *Each classroom will develop a plan on how it will regularly celebrate students and classroom accomplishments.

-All students will be acknowledged for their efforts

- *Each classroom will develop a plan on how students will be celebrated for their work and effort.

-All students will be trained on classroom expectations

*Each classroom will develop a plan on how students will be taught and regularly trained on classroom expectations, and how they will be actively involved in ensuring expectations shape culture and climate. (Deans/Taylor)

-All students will receive classroom training and support around SEL, including Restorative Justice, Social-Emotional Learning, Trauma-Informed Practices, and Growth Mindset

*Weekly- students will receive support around SEL, Restorative Justice, Social-Emotional Learning, Trauma-Informed Practices, SEL, and Growth Mindset. (Taylor and Therapist)

-All students will have access to teachers who are knowledgeable about and employ researched-based behavioral interventions

*Interventions and discussions around interventions are available on the CSD Command Center under Culture and Climate Strategies. (Deans)

*Each grade-level team will receive a copy of the Behavior Intervention Handbook to use to target specific behaviors. (Deans)

*Each grade-level team will meet twice a month with Deans to discuss how to incorporate behavior interventions using the Behavior Intervention Manual. (Deans).

-All students will have access to Culture and Climate stations where they will be taught to address SEL concerns, resolve minor conflicts, and work on specific behavior and soft skills.

*Each teacher will receive training and resources on how to build Culture and Climate Stations. (Deans/Taylor)

Tier 2

Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often, these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

Guided Questions:

Does evidence exist that demonstrates current support systems/programs are effective?

What changes (if any) should be considered for 2021-22?

- Building-wide:

** An organized structure of support: Each support system will provide small group support to identified students for the purpose of a) behavior modification, b) soft skill development, c) conflict resolution, d) character development, e) grit, and f) mindset reflection.

** Using several data points, including SWIS, Universal SEL Screener, Grade-level Team Recommendations and Dean recommendation, a list of students will be identified for Tier-2 support.

Tier 2 Team (organized structure of support)

- Classroom:
 - Students in this Tier will have access to Culture and Climate Stations designed for self-assessment, behavior modification support, soft skill development, conflict resolution, character development, and mindset reflection. (small group work)

Tier 3

Tier 3- Tertiary – Individual students (< 10%)

A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 or Tier 2. Tier 3 gives these students individualized support and can include assistance from outside agencies such as behavioral counselors or family therapists.

Guided Question:

1. What external partners are available to assist with this work?
2. Who are CSD's current external partners, and have we evaluated the relationship?

- Building-wide:

**Students at this Tier will have access to a Social Worker, School Resource Officers, Brain Lab, PBIS Training, and access to a Dean

- Classroom:

- Students in this Tier will have access to Culture and Climate Stations designed for behavior modification support, soft skill development, conflict resolution, character development, and mindset reflection. (INDIVIDUAL reflection)

Things to consider:

- How will students be identified:

SWIS Data, SEL Screener, grade level teachers, and staff recommendations

Staff Development Plan:

Guided question:

Are we currently using teachers' time effectively/productively?

- Staff meetings
- PLC time
- Grade Level meeting

Challenges:

1. Teacher Buy-in
2. Staff development time
3. Administration's mindset
4. Deans cannot spend hours investigating minor offenses

5. Building-wide, moving from a reactive mindset to the proactive thinking process
6. Incentives

Pupil Performance Standards

To be promoted from one grade to the next, students should demonstrate knowledge of the Indiana State Academic Standards identified as critical.

Knowledge of these standards will be assessed by a combination of the following:

- IREADY
- ILEARN Growth and/or proficiency
- IREAD (Grade 3)
- Classroom Grades
- Teacher Observation

If a student has the potential to be retained, CSD will:

1. Go through the MTSS process
2. Review all student data
3. Meet with the classroom teacher
4. Meet with parent and student

Other Considerations:

- Age
- Maturity
- Attendance
- Previous retentions
- Special Education identification
- Summer School

Initial parent meetings should take place no later than the beginning of the second semester to identify possible retentions and plan to rectify academic deficiencies.

Following the meetings, retention will be determined on a case-by-case basis.

Please See Attachment 12 for 8th grade Indiana State Standards.

Interim Assessments

i-Ready Diagnostic is the heart of the [*i-Ready Assessment*](#) suite. This diagnostic assessment platform is designed with teachers in mind, to work on its own or with other *i-Ready* programs. The Grades K–12 diagnostic testing assessments manifests our core belief that all students can grow and achieve grade-level expectations. Use these diagnostic assessment tools to help educators see where students are, set high—but achievable—expectations for growth, and connect the right instructional tools to help them get there.

DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.

The measures are consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills. When implemented as recommended, DIBELS results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

Data

Student data will be collected from various sources to ensure we have information that covers more than academics. The following data is collected and analyzed by administrators, coaches, and teachers:

- IREADY
- ILEARN
- IREAD
- DIBELS
- Common formative assessments
- Attendance
- Discipline
- Renaissance AR
- SEL
- Survey data
- Walk-through data

This data will be analyzed by the MTSS team, administrators, and instructional coaches to determine the students who are in need of additional support. The leadership team will analyze data to determine the academic direction of the Charter School of the Dunes. The Instructional coaches will work with teachers during PLCs to analyze student data to determine how to proceed with instruction. The attendance dean will be responsible for collecting data on attendance and truancy, while the dean of students will collect data on discipline. School principals will be using this combined data and input from team members to make decisions that will guide Charter School of the Dunes for the foreseeable future.

Staff Professional Learning Communities: Data Thursday

- PLC Data Thursdays have been implemented to practice analyzing and interpreting performance data for trends, strengths, and goal development. Data meetings are led by the instructional coaches or a member of the leadership team (Director of Title I, Superintendent, Principal, or Dean). Effective questioning and Root Cause Analysis will be key pieces to identifying trends. The next steps include intentional grouping, differentiation, reteaching/extension, and/or maintenance.
 - Types of Data for Review and Analysis
 - Interim
 - High stakes test
 - Online applications

- SWIS-Behavior
- Attendance
- Monitoring Data (Walk-throughs)

Leadership Team Data Analysis and Training

- Members of the CSD Leadership Team will routinely review key data at Leadership Team meetings to ensure all leaders are reviewing key trends and determining root causes.

Board / Student Academic Data

The Charter School of the Dunes school board believes in striving for excellence and continuous improvement. The board is updated regularly about the academic outcomes during board meetings. They do push leadership to continue to improve academic performance due to low proficiency numbers on formative, summative, and state testing. The board can see that students are learning through growth data on NWEA (IREADY starting in 2023) and ILEARN; they want to see students achieving on-grade-level results. The board has not taken any formal actions regarding academic achievements; however, they keep a close eye on the performance and continually discuss with leadership.

- Attachment 6 - A copy of, or link to, the school's performance report or dashboard for the three most recently completed school years.
 - [School GPS - School Performance Report](#)
 - [2022 APR](#)
- Attachment 7- A copy of, or a link to, any formal academic review or evaluation conducted by the current authorizer.
 - [Calumet College Quarterly Dashboard](#)

School Culture

Charter School of the Dunes understands that school culture impacts student achievement. Teachers, staff, parents, and students are surveyed at least once a year to determine how we can improve and maintain culture. The Indiana Department of Education identified Charter School of the Dunes as a Family Friendly School for three years in a row. CSD celebrates academic achievement and good stewardship through recognitions and events.

Charter School of the Dunes has implemented the following to improve school culture:

- Weekly teacher professional learning community (PLC) meetings to provide ongoing professional development
- PBIS
- Promotions from within
- Grit Awards for teachers
- Monthly Birthday Celebrations

- Restorative Justice training
- Cultural Awareness training
- Merit pay increases
- Teacher Appreciation Grant
- Leadership Liaison Meetings
- Mentor Program for new staff
- Quality check surveys for staff

Special Education

The school's plan to serve students with special needs includes inclusion classroom support and a self-contained classroom. The inclusive education classroom model is where students with special needs are taught in classrooms alongside their general education peers. Under this model, students receive support from the Special Education teacher in the general education setting. The self-contained classroom meets the needs of students with mild to moderate and severe to multiple disabilities. In the self-contained classroom, students receive individualized support from the Special Education teacher as well as paraprofessionals. Also, we offer pull-out services where students are able to receive additional support in a small group setting in the resource classroom. Currently, we serve the following special populations: Specific Learning Disabilities, Developmental Delay Disabilities, Autism Spectrum Disorder, Emotional Disabilities, Intellectual Disabilities, Other Health Impairment Disabilities, Multiple Disabilities, Speech Impairment, and Language Impairment.

The school will identify and meet the needs of students with mild, moderate, and severe disabilities in the least restrictive environment by offering special education support in the general education setting. Therefore, students with these disabilities will be in the general education classroom for 80% or more of the day. Charter School of the Dunes will offer the following programs, strategies, and support for students with mild, moderate, and severe disabilities: develop a behavior management plan, use universal design principles to create accessible classrooms, and use a variety of instructional formats. Also, adaptations, accommodations, and modifications need to be individualized for students based upon their needs and their personal learning styles and interests.

- a. The school will identify students with special education needs when a student has arrived at the Tier 3 level of MTSS (Multi-Tiered System of Supports). In interpreting evaluation data for the purpose of determining if a child is a child with a disability and in need of special education, each public agency is to draw upon information from a variety of sources, including aptitude and achievement tests (but not restricted to these results), parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.
- b. Charter School of the Dunes will employ a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs by designing programs to meet the specific and unique instructional needs of each student, allowing students to be grouped homogeneously by developmental stage (ability) rather than age. Teachers will provide aid and instruction based on the students' skill level rather than biological age.
- c. The school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP) by providing progress reports to parents on a quarterly basis or at the request of the parent/guardian. Also, communicating on a regular basis via text message, Class Dojo, letters, or phone calls with parents/guardians about the progress of special education students.

d. The school's plan for promoting graduation for students with special education needs includes students receiving a Certificate of Completion, General Diploma, or Core 40 Diploma. Currently, we have two students in the self-contained classroom that are on track to graduate with a Certificate of Completion. The remainder of the special education students will obtain either a General Diploma or Core 40 Diploma.

e. The school will provide qualified staffing for students with special education needs by hiring certified staff members who have received special education training from a college or university. Also, ensure staff members attend professional development and training from the IEP Resource Center.

f. Here are examples of an existing network of schools that have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at our existing schools by adapting instruction. Adapting the content, methodology, and/or delivery of instruction is an essential element in special education and extremely valuable support for students. It's equally essential to know as much as possible about how instruction can be adapted to address the needs of an individual student with a disability. There are times when a student may need to have changes made in classwork or routines because of their disability. Modifications can be made to address what a child is taught and/or how a child works at school. The special education teacher who serves on the IEP team can contribute their expertise in this area, which is the essence of special education. Special education teachers and paraprofessionals have a daily schedule that is followed to meet the needs of special education students. Furthermore, some special education students will receive the following related services: speech-language pathology, psychological services, counseling services, and physical and occupational therapy.

English Language Learners

Identification

English Learners (EL) are identified via a language other than English designation on the original Home Language Survey upon registering to any Indiana School. Once said the designation is determined, the students are given the WIDA Placement Test to identify their current level of language proficiency. If the student transfers into the district, information from the previous school (i.e. WIDA ACCESS proficiency scores) is provided to determine language proficiency.

EL Service Model

Students who are identified Level 1-2.9 will receive a combination of structured immersion and content-based ESL with added minutes for resource goal practice. Daily minutes of support from the TOR and EL paraprofessional range from 60-150. The Teacher of Record will create lessons that build language acquisition at the proficiency level of the student while still offering the content appropriate for the grade level. The TOR also supports the teachers of service to modify the curriculum at the grade level, where necessary. The TOR and EL paraprofessional will provide additional real-time, push-in classroom support in core academic classes.

Students who are identified as Level 3.0-4.9 will receive either structured immersion or content-based ESL with added minutes for resource goal practice. Daily minutes of support from the TOR and EL paraprofessional range from 60-120 in the form of push-in and pull-out, as needed. The TOR also supports the teachers of service to modify the curriculum at the grade level, where necessary. The EL paraprofessional will provide additional real-time classroom support in core academic classes.

Teachers of Service will differentiate the curriculum to appropriately challenge and grow English Learning students. Additional support through individualized applications (Exact Path, Reading Eggs, and MindPlay) will assist with further building deficit skills.

High Ability

Please visit the following link for the full High Ability Overview at Charter School of the Dunes:

[High-Ability Program](#)

Identification

The high ability program identification is a committee decision based on multiple assessment measures, including, but not limited to:

- IREADY
- CogAT
- ILEARN
- IREAD
- Classroom Assessment
- Classroom Observation
- Teacher Observation
- Parent Observation

In order to avoid bias in the identification process, the reviews are done blindly.

Students who are seeking entry into the high-ability program will go through pathway 1: assessment or pathway 2: nomination.

Pathway 1- Assessment

Screener

- IREADY
 - 80% nationally, 90% locally
- ISTEP/ILEARN
- CogAT Screener
 - 2nd grade (K & 5th)

Identification

In order to qualify for the program, students must reach at least two of the following (in the same subject):

- Students must score in 8 or 9th stanine on the CogAT or above the 93rd percentile
- Score above the 93rd percentile nationally on IREADY
- Score above the 96th percentile locally IREADY
- Pass+ on ILEARN
- Score 2 standard deviations above their peers on IREADY

Pathway 2- Nomination

Screener

Teachers may also nominate students for the program.

- Complete the nomination form and return it to the high-ability coordinator.
 - Student will complete the CogAT or
 - Parent and teacher will complete the Scales for Identifying Gifted Students (SIGS)

Identification

In order to qualify for the program:

- Students must score in 8 or 9th stanine on the CogAT or above the 93rd percentile or

- Score in the gifted range on the SIGS
- Score in the ranges above (IREADY, ILEARN, etc.)

Exiting the Program

A child may be removed from the program at any time by a parent by providing the high-ability coordinator with a written request.

Should a parent/guardian, the high-ability teacher, administration, or classroom teacher request the probationary status of program services due to poor performance or for any other reasons, the following protocol will be followed:

1. A conference will be held with the student and their parent or guardian addressing concerns.
2. A probationary period will follow, allowing time for the student to modify their performance.
3. A second conference will be held to evaluate the student's further participation in the program.
4. Provided the family still wishes to discontinue their child's participation in the program, a written letter from the student's parent or guardian stating reasons for discontinuance must be submitted to the high-ability coordinator.
5. If the request for discontinuance in the program was made by the high-ability instructor or classroom teacher, and the student does not make reasonable progress during the trial period, a committee (including the building principal and/or high-ability coordinator, classroom teacher, high ability teacher, and the child's parent/guardian or designee) will meet to evaluate the student's lack of progress and make a recommendation to continue or discontinue the high ability program services.

Students could be placed on probationary status when:

- Grades drop below 83% for two consecutive grading periods
- Grades drop below 70%
- Student does not show growth on IREADY
- Student is referred to Academic RTI

Programming Options

CSD will service high-ability students in grades K-8.

- Pull-out- Students will be pulled out of the general education setting to receive direct services from the high-ability teacher in a small group setting for a specified amount of time.
- Differentiated Instruction- All high-ability students will receive differentiated instruction in the general education setting from their classroom teacher.
- Subject Advancement- When appropriately determined by the committee, some high-ability students will advance to a higher grade for specific subject instruction. This is only applicable when it works within the different grade level schedules.
- Grade Advancement- When appropriately determined by the committee, some high-ability students will advance to a higher grade for instruction.
- Cluster Grouping- When high-ability students are placed in a classroom within their grade to be instructed by a teacher with training in differentiation for gifted learners.

Professional Development

Students identified as high ability will be served by professionals who are involved with ongoing professional development in the areas of differentiated content and instructional methods. Appropriate school personnel receive training through IDOE workshops, state and national conferences, and local in-service/collaboration opportunities.

In addition, CSD has an on-site high-ability coordinator/instructional coach and a licensed high-ability teacher. These individuals are teachers with high interest and growing expertise in the area of high ability; they are responsible for site-based staff professional development.

Specific areas targeted for site-based professional development include:

- Indiana's requirements for high ability students
- Process of nominating and identification of high-ability students
- Characteristics of high-ability students and behaviors indicating high-ability potential
- Grouping and instructional strategies
- Social and emotional needs

Program Evaluation

The High Ability Program will be reviewed and evaluated annually. The Broad-Based Planning Committee, consisting of educators, parents, students, community members, and other stakeholders, meets a minimum of one time per year to review the High Ability Program. The High Ability Program is also evaluated annually by the High Ability Committee using data showing the progress of students in the program.

Organization and Compliance

Operational or Organizational Challenges

The school is not currently facing any major operational challenges. Hiring and retaining qualified employees is a common challenge, and throughout the application, we've outlined plans to attract and retain talent.

CSD prioritizes state, federal, and local regulatory compliance to the greatest extent. Our auditors, Donovan CPAs, perform an extensive annual audit due to CSD being a recipient of a significant amount of federal funds and have provided an unqualified opinion with no findings in all recent audit reports.

For data reporting to the state, CSD contracts with Cortevo LLC, which helps all compliance data from PowerSchool, our student information system, flow to Data Exchange, the state's data reporting portal.

The current authorizer conducts a mid-year review with a checklist of items; CSD has had no instances of non-compliance.

In addition to State, Federal, and Local requirements, CSD has the additional compliance items outlined in our bond indenture for the debt we carry from BMO Harris Bank. CSD has complied with all covenants and has not required any waivers in all recent years.

The school works closely with its current authorizer and the IDOE to make sure it is compliant with all educational and special education laws and compliance. To date, Charter School of the Dunes is compliant with the IDOE in all facets of educational laws.

Litigation

There are no active litigations in which CSD is currently involved. In the recent past, there have been two instances of litigations started by parents of children who were hurt at the school during play or by a slip and fall. Both cases were taken over immediately by our general insurance carrier and resolved. There were no judgments levied on the school.

- Attachment 8- Copies of complaints and responses to complaints and the results of any arbitration or litigation. - **Not Applicable.**
- Attachment 9- [Signed Statement of Assurances form, attached hereto as Exhibit D.](#)

Section II: School Finance

- Please see Attachment 10 for the Detailed 5-year Pro-Forma Budget for the school completed in the template provided as ICSB's Budget Projections Workbook.
 - [5-year Pro-Forma Budget](#)
- A high-level budget narrative is provided below
 - [Please see Attachment 11 for a Detailed budget narrative.](#)

High-Level Budget Narrative

Charter School of the Dunes' annual budgets are created conservatively on both the revenues and expenses sides and subsequently executed with the principle of efficiency above all else. Combined, CSD operates in a sustainable state to provide the best education while preserving the going concern of the institution.

CSD's per-pupil revenue projections are based on numbers enacted by the State of Indiana's legislature for the nearest years (FY24 and FY25). They are estimated to stay the same beyond those years. Where applicable, the per-pupil amounts have been estimated conservatively to stay the same. The only growth in revenue line items like Title I or National School Lunch Program (NSLP), for example, is due to growth in enrollment itself. Staffing levels are projected based on number of classrooms planned, which in turn depends on the enrollment plan. Facility expenses are based on square footage and the age of the building(s). Technology costs are based on the technology plan, which involves cycling through a set number of older devices to keep the 1-to-1 student-to-devices ratio intact with up-to-date technology. Devices are purchased with a 3-year warranty, following which a third-party warranty is purchased for an additional 2-year period.

The current authorizer has not identified any financial issues in prior years. During periodic reviews by the authorizer, the financial management review items and metrics were assessed with perfect scores.

As a charter school in Gary, CSD has nominal amounts budgeted for local funds (donations, fundraising, and contributions). Typically, fundraisers are conducted for specific events or purposes and are thus a wash to the extent that all funds raised go directly to the cause. The school does not rely on local funds for regular operations.

Since revenues are largely driven by enrollment, lower revenues would happen as a result of lower enrollment, in which case the corresponding expenses planned for the missed enrollment would be reduced automatically, such as transportation, staffing for additional classrooms, and enrollment-based subscriptions to instructional materials and services. While we plan for expenses growing year to year and conservatively plan that revenues would not keep up, the school does not foresee a coming year with a deficit budget.

Through negotiations with vendors, CSD keeps costs low for independent contractors for transportation and contracted special education services, which include psychological testing, speech therapy, and occupational and physical therapy. CSD also participates in the Indiana Medicaid reimbursement program (INMAC) that offsets special education service costs. Since we have a schoolwide Title I program, the school can ensure that special education service needs are being met by funding part of those costs through Title I. Retirement plan contributions are budgeted for as part of payroll costs, and the school ensures funding for the contributions by making an assessment of the viability before any new staffing decisions are made.

CSD has been able to not only operate without a shortfall but also meet the debt service coverage ratio of 1.2 (have 20% more debt servicing capacity than actually needed after all other expenses) as required by our lending bank. The current year has construction costs of almost \$5 million factored into the outflows and thus show a negative cash flow, but the result is a \$13.4 million asset on our balance sheet that allows revenue growth through increased enrollment by more than 30%. The school also has close to \$800,000 set aside in a reserve account as part of our debt covenants that can temporarily be withdrawn if there are liquidity issues as long as the funds are repatriated within 60 days.

The current authorizer has had no findings of financial noncompliance at CSD.

Section III: Portfolio Review and Performance Record

Attachment 12 – [A completed Academic Performance Workbook](#)

List any charter revocations, non-renewals, shortened or conditional renewals, and/or withdrawals/non-openings of schools operated by the organizer and explain.- N/A

Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organizer in the last three years and how such deficiencies or violations were resolved. - N/A

Section IV: Written Acknowledgment of Request

- Attachment 13: [Written acknowledgment from its current authorizer of its intent to file an Application to Change Authorizers](#)

Section V: Additional Information Required for Schools Who Have Received Notice of Charter Termination or Non Renewal

Attachment 14- N/A

Submission of Full Application

- 1 PDF File that contains all application components, including:
 - Application Overview
 - Executive Summary
 - Application Narrative
 - All required attachments



Attachment #1

Board Resumes

Thomas J. Cera
8829 Lake Shore Drive
Gary IN 46403
(219) 689-9016
tjcera@gmail.com

Education

2001 Pricing Strategies and Tactics – University of Chicago G.S.B. – Chicago, IL
1998 Leadership Development Program - University of Chicago G.S.B. - Chicago, IL
1997 U. S. Steel Leadership Development Program - Tarpon Springs, FL
1989 Master of Business Administration - Indiana University, Gary, IN
1986 Executive Program - DePaul University - Chicago, IL
1985 Master of Science in Business Management - Indiana University, Gary, IN
1981 Bachelor of Science in Management - Calumet College, Hammond, IN

Experience

September 2012 through the Present

South Shore Metals, LLC Consulting, President

Advisor to investors, financial professionals, operators and business leaders regarding metals related business opportunities and operations improvements. Clients have been served from throughout the United States and Canada.

March 2011 through September 2012

RG Steel LLC

Vice President and General Manager – Warren, Wheeling and Mountain State Carbon

Responsible for two integrated steel plants, a coke manufacturing plant and a subsidiary steel products company. Revenues were estimated at \$2 billion annually.

Accomplishments: Increased coke production through improved practices by 5% in six months. Improved internal quality rejections and claims at both steel plants by over 10% in six months. Reduced manning levels by nearly 10% overall throughout the plants.

October 2009 through 2010

Court Holdings Limited, Beausville, ON Canada

Chief Operating Officer

Responsible globally for the manufacturing group (automotive and rail components) and the roll services group, which includes 31 plants. As the first COO of the family owned company, responsible for implementing a management organization and professional management systems to integrate all plants into two cohesive business units.

Accomplishments: Reorganized plants into regions to streamline reporting and decision making. Worked with one of the major plants and a major steel customer to eliminate a quality problem and improve the relationship.

May 2007 through September 2009

Severstal North America

Chief Operating Officer

Responsible for North American operations, beginning with a plant in Dearborn Michigan and, through acquisitions, eventually responsible for four integrated steel plant operations, quality, engineering and operations planning for 10 million tons of annual capacity and \$10 billion of annualized revenues.

Accomplishments: Completed three acquisitions of major steel plants or companies and integrated operations into one entity, increasing sales by 5X to nearly \$10 billion. Reorganized plants which reduced administrative costs by nearly 25%. Reduced manning at the plants and implemented a cost reduction program which reduced operating costs by 15%.

October 2003 through April 2007

ArcelorMittal, Chicago IL

Plant Manager – Hot Rolling and Finishing Operations

Responsible for hot rolling and finishing operations at the combined ten million ton per year Indiana Harbor plant of the company. Operating units include two hot strip mills, three pickle lines, three tandem mills, four annealing shops, three

tandem mills and five coating lines. The primary job responsibility is to merge the former LTV (ISG) and Inland Steel (Ispat Inland) plants into one major manufacturing plant.

Accomplishments: Rationalized duplicate steel processing flows created by a major merger resulting in a significant manufacturing cost reduction, a 15% reduction in manning and improved product quality.

November 2003 – April 2005

Vice President – Plate Operations

Responsible for manufacturing and sales for the plate, rail, bloom, bar and ingot product lines of the company. Annual revenues exceed \$1.5 billion. Manufacturing facilities and joint ventures are located in five states. The national sales force is located across the United States.

Accomplishments: Successfully combined the plate businesses of U. S. Steel Corporation and International Steel Group into the largest, most diverse of its kind in the United States. Transformed the product line into one of the major contributors to profitability in the company. Successfully expanded capacity at two plants to meet market demand.

April 1981 - October 2003

U. S. Steel Corporation, Pittsburgh, PA

Various positions from Operations Shift Manager to General Manager of Plate Products

Accomplishments include receiving co-ownership of a patent as a result of an operating improvement, coauthoring two technical papers related to operating improvements, setting world production records on the single most significant operating unit in the company and establishing a track record for improved operating and financial results at numerous locations throughout the company. See details in Appendix.

Corporate, Business, Government and Community Board Involvement

Corporate and Business

2009-2012: Ohio Coatings Company: Member – Board of Directors
2003-2005: Indiana Pickling and Processing Company: Member – Management Committee
2004-2006: Double G Coatings Company: Member – Management Committee
2000-2003: Fer alloy Processing Company: Member – Management Committee
1999-2005: Indiana Manufacturers Association: Member – Board of Directors
2000-2004: National Steel Bridge Alliance: Chair – Executive Council
2000-2004: Association of Iron and Steel Construction: Member – Board of Directors
2001-2003: Northwest Indiana Forum: Member – Board of Directors

Government and Community

1999-2003: Shoreline Development Commission: Appointed by the Governor of Indiana
1998-2003: Discovery Center of Northwest Indiana: Appointed by the Mayor of Gary Indiana
1997-2008: Calumet College of St. Joseph: Member – Board of Trustees
2003-2006: Lake Area United Way: Chair – 2005 Campaign Cabinet & Member – Board of Trustees
2002-2004: Lake County Library: Member – Board of Directors
2004-2008: South Shore Arts: Member – Board of Directors
2014-Pres.: Charter School of the Dunes – President of the Board of Directors

Appendix
U. S. Steel
Detail of Assignments and Accomplishments

2001 - October 2003

U. S. Steel Corporation, Pittsburgh, PA

General Manager – Plate Products

Responsible for the U. S. Steel plate product line with \$350 million in annual revenues. Responsibilities include sales, marketing, operations, quality assurance, business planning, information technology and profitability. Manufacturing facilities are in Gary Indiana. Employees are located primarily in Gary Indiana but include a national sales force.

Accomplishments: Attained a record low injury frequency for the facility. Reduced mill rejections by 45%. Developed a strategic plan that changed product mix focus from re-sellers to original equipment manufacturers, improving proceeds and margins. The plan also reduced the hourly and management work force by 18%. Developed future options for the product line.

1998 - 2000

U. S. Steel Corporation, Gary, IN

Plant Manager – Finishing Operations

Finishing operations at Gary Works include all production facilities, including the hot strip mill, pickle lines, cold reduction mill, annealing shops, temper mills, an electrogalvanize line, hot dip galvanize lines and other auxiliary facilities. The primary focus areas of the plant manager job include strategy development to align facility strengths with the current steel market, improvement of customer service, continuous cost reduction and continuous process improvement.

Accomplishments: Attained record low injury frequencies for major operating areas. Set a record for zero environmental releases to the waterways. Set annual production records at the five stand cold reduction mill, a major production facility. Rejections at a major automotive account were reduced by 59%. Received a "World Excellence Award" from another major automotive account. Reduced the labor force by 3% per year. Developed new processes and procedures for new automotive steels that allowed entry into the lucrative "transplant" automotive market.

1994 – 1998

U. S. Steel Corporation, Gary, IN

Division Manager - Hot Rolling Operations

Hot Rolling is a division of 400 employees that, through additional responsibility, grew in size to 775 employees and 65 managers. The division has numerous production units including hot rolling, pickling, temper rolling, warehousing and shipping. The major production unit, the 84" Hot Strip Mill, is responsible for 60% of the U. S. Steel Corporation's hot rolled band production capacity. Other areas added to the division since 1994 include warehousing facilities with a capacity of three million annual tons, two pickling lines with capacity in excess of three million annual tons, and environmental and utility facilities servicing all of the finishing units of U. S. Steel Gary Works. Hot roll band sales are \$1.6 billion annually. Responsibilities include safety, environmental, quality, customer service, productivity, cost and profitability. Responsible for establishing business plan objectives, controlling variables to attain business plan results and communicating results of the plan to executive management and employees.

Accomplishments: Successfully completed an \$88 million capital project. Became ISO 9002 certified in 1994. Established a continuous improvement program in the division that led to record setting results. Set three world production records in 1995, two in 1996 and two in 1997. The most significant were annual production records in 1995 and 1997. Set facility records for safety performance in 1995 and 1997. Set quality records for numerous production facilities in 1994 through 1997. Improved environmental performance by 98% in 1997 versus 1994. Set a new customer service record in 1997. Set facility cost records on several production units in 1995 through 1997. Received customer recognition awards in 1995 through 1997. Set a total of 69 new performance records in the division during 1997.

1992-1994

U. S. Steel Corporation, Gary, IN

Division Manager - Gary Coke Operations

Gary Coke operations is a division of 525 employees and 62 managers. The division manufactures metallurgical coke for use as blast furnace fuel. Annual sales are \$240 million. Responsibilities included long term strategic planning, implementation of major capital projects, safety, quality, productivity and cost control. Division was a profit center. Reported to headquarters.

Accomplishments: Achieved a record low injury frequency for the domestic industry in 1993. Reduced environmental air emissions by 70% in the first twelve months. Established a five year, \$45 million facility improvement plan, reduced product cost by \$2 million during 1993. Involved in a plant effort that resulted in quality awards from GM, Chrysler and Ford as well as the National Maintenance Excellence Award in 1994. Was involved in the development of the U. S. Steel Group Vision with executive management.

1989-1992

U. S. Steel Corporation, Gary, IN

Area Manager - Coating, Packaging and Warehousing

Coating, Packaging and Warehousing was a department of 130 employees and 11 managers. The department produced finished steel sheet product in the critical tin product line for food and beverage container market. Responsibilities included safety, environmental compliance, quality control, customer contacts, production planning, cost control and personnel issues.

Accomplishments: Set new productivity records for major manufacturing lines. Reduced internal product diversions by 66% reducing the cost of quality by \$18 million annually. Established improved customer relations, including hourly employee contacts with customer production line employees.

1987-1989

U. S. Steel Corporation, Gary, IN

Area Manager - Coke Production

Coke Production was a department of 225 employees and 25 managers. The department produced metallurgical coke for use as blast furnace fuel. Responsibilities included employee safety, strict environmental compliance, quality control (including procedure development and implementation of statistical process control), production planning, scheduling and control, and personnel issues in a union environment.

Accomplishments: Achieved record coke stability levels (a major quality parameter), set new productivity standards, improved environmental performance.

1981 - 1986

U. S. Steel Corporation, Gary, IN

Held numerous operating shift manager positions. Supervised work crews. Responsible for production, quality and environmental performance as well as worker health and safety at a major production facility.

Accomplishments: Co-owner of a patent that improved the operation of an environmental facility, co-author of two published technical papers on the use of information systems and improved refractory repair methods.

Tameka D. White

7007 Fillmore Drive, Merrillville, IN 46410

Cell: 219-688-4857

Email: tamewhi2@comcast.net

[LinkedIn Profile](#)

OBJECTIVE: Seeking a position with a thriving organization, in which, I can utilize my leadership and communication skills.

EDUCATION:

Indiana University Northwest - Bachelor of Arts in Communication – *May 2023*
Hammond High School, Hammond, IN- June 1997

PROFESSIONAL TRAINING/CERTIFICATIONS:

Regional Supervisor Series – Indiana University	July 2019
Quality Matters Coordinator– Quality Matters	December 2019
Instructional Design - Online Learning Consortium	September 2018
Quality Matters (APPQMR) – Quality Matters	September 2017

SUMMARY OF STRENGTHS:

ADMINISTRATIVE SKILLS

- Development, coordination and facilitation of programming.
- Employee and labor relations as well as conflict intervention and resolution
- Coordinating program and office events
- Internal University Administrative Software, such as:
 - ❖ KUALI (Financial Management System), BUY.IU
 - ❖ Chrome River, Travel@IU, SIS
 - ❖ Cascade Server 8, WCMS

COMMUNICATION SKILLS

- Excellent Customer Service and Interpersonal Communication
- Supervision and training of diversified groups of organization members
- Marketing and Event Planning
- Group Leader and Liaison

TECHNOLOGY SKILLS

- Software, such as:
 - ❖ Microsoft Suite
 - ❖ Adobe Suite
 - ❖ Canvas, Kaltura
 - ❖ NewTek Production Software

PROFESSIONAL INVOLVEMENT/PROJECTS:

- Member, IU Northwest Strategic Planning Advisory Group and Committee (2021)
- Member, IU Northwest Wellness Team (2020 – Current)
- Board Member, Charter Schools of the Dunes School Board, Gary, IN (2019 - Current)
- Member, Northwest Indiana Influential Women Association (2019-Current)
- Member, IU Northwest Council (2018-Current)
- Chair, Academic Affairs Engagement Task Force, IU Northwest (2019-2020)
- Equity Advisor, Office of Equal Opportunity and Affirmative Action, IU Northwest (2018-2019)
- Member, IU Northwest Salary Review Committee (2016-2017)
- Young Professional Member, Urban League of Northwest Indiana (2015-2019)

COMMUNITY INVOLVEMENT:

- Founder, Supporting Our Community's Empowerment Inc. (Est. 2017-Currently)
- Planning Committee Member, Fundraiser and Participant - March of Dimes' Walk for Babies (2006-2019)
- PTO President, Fieler Elementary School - Merrillville, IN (2013-2014)
- Program Director, WIUN Radio - IU Northwest (2009-2011)
- Member, IUN Student Alumni Association (2009-2011)

EMPLOYMENT HISTORY:

Program Coordinator- Center for Scholarship and Innovation in Teaching and Learning, 2008-Present
Center for Urban and Regional Excellence, and Instructional Research
IU Northwest, Gary, IN

Manages and facilitates faculty development programming, initiatives and events. Coordinates and prioritizes tasks for daily operations. Manages the departmental budget, procurement card reconciliation, prepare and process all Purchasing documentation. Maintain accurate data for the Centers' records, content manager for department website; prepare faculty contracts. Prepare agendas and materials for staff meetings. Prepares department announcements and communications. Manage the faculty development workspace. Monitors inventory and supplies. Maintain a working knowledge of University software; maintain inventory and place orders; processing travel requests for departmental staff as well as sponsored faculty; prepare and distribute departmental quarterly newsletter; implement trainings and evaluations; coordinate staff meetings; maintaining the department calendar as well as the Executive Director's calendar.

Media Production Experience: Consult with clients to determine needs; communicates with clients to maintain customer satisfaction; works closely with University staff to ensure brand consistency and marketing materials align with project; Operate a variety of Digital equipment. Operate a variety of post-production finishing equipment. Work with community partners and schools on development of marketing materials. Take photographs for publications. Assist in crafting marketing messages when appropriate. Maintain confidential information appropriately and exercise good judgment when communicating with the public.

➤ **Vice President of CWA Local 4730** 2018-Present
IU Northwest, Gary, IN

Strive, generally, to advance the welfare and solidarity of the staff of IU. Serve on the Bargaining Committee to represent the members of the Local in contract negotiation. Prosecute grievances and appeal them to higher levels of the Union when not satisfactorily settled. Perform whatever additional duties may be assigned by the Local or required by the policies or Constitution of the Union, and whatever duties may be assigned by the Local, the Local Executive Board, or Local President.

Receptionist for the Chancellor's Office 2008-2009
IU Northwest, Gary, IN

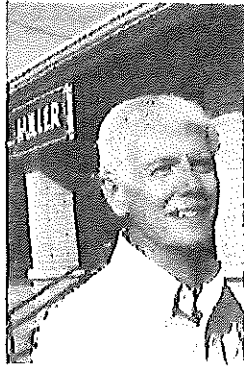
Cordially receive all phone inquiries and in-person visitors to IU Northwest Chancellor's Suite; receive and document messages; answering inquires and refer visitors to the appropriate contact/locations. Provide office and administrative support.

Director of Childcare Operations for Hammond and Tri-town 2004-2006
YMCA, Hammond, IN

Program planning and implementation. Established and fostered productive and effective working relationships with community partners, groups and organizations. Initiated and maintained program interest and participation with participants and families. Manage and oversee all operations of the Childcare Department's onsite and off-site locations of Hammond and Tri-town. Ensure the program at all site locations uphold and exceed Minimum State Standards for the safe service of all participates and staff as well as all meet the criteria for all required compliance and licensing. Implement goals, objectives, policies, procedures and work standards for assigned programs. Manage the departmental budget, payments and deposit records. Process, update and maintain all CCDF records and payments. Develop and evaluate program productivity. Exercise independent judgment and initiative within general policy guidelines. Review and validate statistical records and other reports. Identify program needs of youth ages 5-18.

Coordinator for the Childcare Program & 21st Century Learning Center 1999-2004
YMCA, Hammond, IN

Served as the liaison with the Office of Planning and Development for the City of Hammond. Oversaw the delivery of childcare/teen programming, included planning, implementing and evaluating programs/activities to recruit youth. Responsible for related administrative duties such as collecting payments for eleven before and after school sites within the Hammond Public School system. Promoted and implemented the delivery of exciting, engaging, age-appropriate physical fitness, recreation programs, and activities. Incorporated youth development principles into activities and programs; provide guidance to program instructors and members; foster and maintain order and consistency for a safe and positive environment for youth and maintain supplies and equipment.



George Rogge

1135 N. Union Street

Gary, IN 46403

219-781-5953

georgerogge88@gmail.com

George A. Rogge is dedicated to the development and progress of Gary and its neighboring lakeshore communities. These areas could be, should be and will be the garden spot to live, play, raise a family and do business in the Midwest.

George Rogge has a proven track record with his experience in parks, education, law enforcement, community leadership, business and documented legislative ability by making certain that no homeowner in the State of Indiana pays more than 1% of the home's assessed valuation in property taxes.

- City of Birth: Gary, IN
- Current Residence: Miller Beach section of Gary, IN.
- Family: one son, Douglas Rogge and one granddaughter, Alexis Rogge
- Religion: Methodist
- Education: Lew Wallace Grade School- (Gary); Lew Wallace High School-1965 (Gary); Graduate of Indiana State University-1969
- Employment: President of The George C. Rogge Agency, Inc., where he pioneered Classic Auto Insurance to provide affordable auto insurance to all Indiana drivers
- Rogge Boxing, LLC: where he developed Mary McGee to become the Champion of the world
- Civic/Community Activities:

Former Commissioner- Lake County Sheriff's Merit Board-7 years

Former Commissioner-Lake County Park Department-1 year

Former President-Gary Board of Parks Commissioner-20+ years

President-Miller Citizens Corporation

Founder and President-Society for the Restoration of the Gary Bathing Beach Aquatorium and Octave Chanute's Place In History, Inc.

President-Miller Beach Business Association

Former Board Member-Gary City Wide Development Corporation

Board Member-Marquette's Kids Park

Former Member-Gary Police Foundation

Former Vice President-Gary Jaycees

Former National Race Chairman & Former Regional Executive-Indiana Northwest Region, Sports Car Club of America

Member-University Club of Chicago

Co-Founder- Nelson Algren Society of Miller Beach, LLC

Board Member- Indiana Landmarks

Board Member-Charter School of the Dunes

Board Member-Gary Redevelopment Commission

Member- Gary Rotary

Former Member- Calumet National Heritage area Initiative

Former Member- NWI Trade Alliance

Donor- George A. Rogge and Susan M. Rutsen Miller Beach Fund and George A. Rogge RMD Birthday Gift Fund/ Legacy Foundation

Member- Miller Historical Society

- Professional

Leadership Council-National Federation of Independent Business

Indiana Former State Director-Independent Insurance Agents of Indiana-District #01

Former President-Independent Insurance Agents Association of Northwest Indiana

Former Board Member-Indiana State University Foundation

Former Board Member-Gary Chamber of Commerce

Former Member-Merrillville Chamber of Commerce

Former Member-Indiana Chamber of Commerce

Former Vice President-Alpha Phi Omega Fraternity, I.S.U

Former Board member- Indiana Lincoln Highway Association

Member-Chicago Historical Museum

Member-Indiana Landmarks Foundation

Member-Chicago Architecture Foundation

Former Member-Chicago Council on Global Affairs

- George has been both a Republican and a Democrat: "I wish to vote for people, not political parties."

SHALONDA L. DRAYTON
shadrayton@gmail.com
(219) 427-8125

Accounting administrative professional with over 25 years of experience. Backed by generally accepted accounting principles (GAAP), MS Office Suite, Oracle, EDI systems, non-profit and healthcare software. Known for accuracy, attention to detail and timeliness in overseeing disbursements and delegating administrative functions of 60+ employees; which has included the accountability for the monthly remittance of \$5M and grant budgeting over \$6M yearly while working with diverse-industry employers.

PROFESSIONAL EXPERIENCE

Department of Commerce - US Census Bureau, Merrillville, IN October, 2019 - Present

Administrative Manager

February, 2020 - Present

Responsibilities included providing oversight of office operations, supervising staff and monitoring daily payroll and personnel activities inclusive of those covered by the Privacy Act for approximately 2500 employees within 26 counties in Indiana. Collaborating with other departments to ensure office needs were met per the guidelines of HQ and the RCC. Providing administrative management information reports to office manager and other management personnel. Requesting approval of supply/material requisitions as needed to ensure continuity of office operations. Maintaining office facilities through an effective relationship with lessors and building manager. Preparing, reviewing, and analyzing financial, quality, and progress reports relative to program expenditures and accomplishments; assuring administrative operations are accurate and within prescribed time schedules and budget allocations making adjustments to expedite production; communicating effectively and persuasively actions associated with encountered problems. Applying principles of Equal Employment Opportunity (EEO) including hiring practices, training, employment development, and utilization of employee's skills. Periodically reviewing the status of the EEO program and taking steps to improve program. Assisting in closing the office, assuring minimal waste of supplies and equipment.

Office Operations Supervisor

October 2019 – January 2020

Responsibilities included setting up the office, training and supervising staff, performing selections of all DAPPS positions within the office, scheduling training and providing onboarding of employees. Processing weekly payroll and creating scheduling of staff according to workload. Providing various administrative reports to office manager to ensure goals and targets were met in a timely manner.

SEIU Healthcare IL IN, Merrillville, IN

September 2016 – November 2016

Data Entry

Responsibilities included data entry, phone banking, speaking with members to ensure they were registered to vote, organized turn out for canvassing, and various voters VAN campaign.

Workforce Development Services, Inc., Gary, IN

February, 2014-January, 2016

Fiscal Manager

Responsibilities included managing all fiscal functions including Accounts Payable, Accounts Receivable, Grants, Payroll, and served as liaison with all funding sources and independent auditors with company CPA. Managing the fiscal auditing portion of annual on-site compliance visits for Federal, state, and local grants. Managing and monitoring budget allocations, expenditures, fund balances and related financial activities for the purpose of ensuring allocations were accurate, revenues were recorded, expenses were within budget limits and fiscal practices were followed with sufficient funds available to meet ongoing operational requirements. Creating program and departmental budgets in conjunction with leadership teams for approval by the CEO and Board (if applicable). Scheduling and delegating staff appropriate task to ensure office needs were met daily. Developing, implementing, and documenting fiscal policies and procedures in accordance with GAAP (generally accepted accounting principles). Performing internal audits to monitor budgets and accurately maintain financial records.

The Methodist Hospitals, Inc., Gary, IN

March, 2008-June, 2011

Accounts Payable Specialist

Responsibilities included preparing and entering invoices and check requests into the accounts payable system. Ensuring invoices were coded, approved and paid within credit terms. Verifying pricing and quantities ordered and received through purchasing and promptly resolved discrepancies. Renegotiating payment terms with vendors to improve cash flow and reconciled vendor statements. Maintaining accurate and compliant A/P files and records.

McDaniel Fire Systems, Porter, IN

September, 2003 – March, 2008

Accounting Assistant

Responsibilities included processing invoices for all 11 offices nationwide in a timely manner and remitting payment. Verifying proper approvals and signatures on invoices. Directing and motivating team members to meet monthly goals. Preparing monthly DSO report to conduct cash calls. Reduced DSO by 18%. Communicating with customers within collection guidelines to receive payment. Initiating letters and placing phone calls to delinquent account holders with a 90% success (payment) rate. Handling angry clients in an interpersonally effective manner. Auditing delinquent accounts and submitting to an outside collection agency. Assisting Financial Analyst in planning and execution of budgets and job cost allocations. Developing policies and procedures for Account Collections and Purchase Order system for Accounts Payable.

Webb Construction, Inc., Gary, IN

October, 1999 – July, 2003

Assistant Controller

Responsibilities included Payroll for 80 – 125 employees weekly, preparing monthly union reports and certified payroll registers, projecting weekly cash flow statements, bank reconciliation, and Accounts Payable and Receivable. Assigning office staff workload to close out projects prior to deadline and under budget. Analyzing financial records to forecast future financial position within budget requirements.

Dungy's Accounting & Tax Service, Gary, IN

January, 1994 – March, 1999

Office Manager

Responsible for preparing Individual, Business, Partnership, and Corporate Tax returns with the appropriate schedules. Evaluating and addressing clients concerns regarding tax changes. Responsible for Accounts Payable and Receivable for the office and monthly bookkeeping of numerous businesses.

EDUCATION

Davenport University, Merrillville, Indiana

September, 1993 – December, 1994

Major: Accounting

West Side High School, Gary, Indiana

September, 1987 – June, 1991

Major: Business

Gary Area Career Center, Gary, Indiana

August, 1989 – June, 1991

Major: Accounting

Jamika Smith
31 Rubie Lane SW
Cartersville, GA 30120
(773) 678-3638
Jamika22_2000@yahoo.com

Objective: Seeking to work with a functional organization, hand and hand to enhance communities by providing the necessary resource and support systems that will foster healthy community, health environments and family bonds.

Professional History

Walmart Roswell, GA 8/17-4/17

- Overnight shift, stock, customer service and cashier

The Egan Urban Center Chicago, ILL, 11/08-6/11

Community Coordinator-

- Supervise 5 Community Liaisons housed in five of CPS schools
- Bridge the gap between community assets and CPS schools
- Recruit local business, organization, stakeholders to partners with five of CPS schools

Southwest Youth Collaborative Chicago, ILL, 07/07-10/08

Economic Mentoring Program (EMP) Coordinator-

- Recruit mentors and young men for the EMP, I monitored relationship building and long term progress amongst the mentors and protégé's.
- Coordinated activities for mentors and protégé's, maintain completed files and a updated data base on city span.

UCAN (Uhlich Children advantage Network) Chicago, ILL, 2/06-6/07

Parent Educator-

- Teach parenting training classes, effectively plan activities and perform parenting training workshops

CHASI (Children Home Aid Society of Ill.) Englewood Family Center, Chicago, ILL, 12/02-2/06

Family Support Specialist-

- Assist in the coordination and implementation of the Health and Social Service Component as it relates to the Head Start Program. Recruit and enroll children and families, and maintain completed files according to Head Start Standards.

Education

North Park University, Chicago, IL

June 2008, Masters of Arts in Community Development

University of Tennessee at Martin, Martin, Tennessee

May 2002, BS in Human Environmental Sciences

Cognate: Child and Family Studies

Reference: Available upon request



Attachment #2

Statement of Economic Interest and
Conflict of Interest Forms

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:

CHARTER SCHOOL OF THE DUNES

2. Your full name:

THOMAS J. CERA

3. Your spouse's full name:

THERESA CERA

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"):

SELF EMPLOYED - SOUTH SHORE METALS LLC - EXECUTIVE CONSULTING

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

SOUTH SHORE METALS, LLC

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: SEE ABOVE

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: SEE ABOVE

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:

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> THOMAS J CERA	<u>Date</u> 10/24/2023
<u>Signature</u> 	

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: *CHARTER SCHOOL OF DUNES*
2. Your full name: *George A ROGGE*
3. Your spouse's full name:

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"): *ROGGE Insurance*
6. List the name(s) of your spouse's employer(s) and the nature of the business:
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:
ROGGE Insurance - Insurance

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>
<u>Signature</u> George A ROGGE Director	10-24-2023

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: CHARTER SCHOOL OF THE DUNES, INC.
2. Your full name: PAUL W. ORNER
3. Your spouse's full name: LORRAINE M. ORNER

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"); FAST MERCHANTS BANK
6. List the name(s) of your spouse's employer(s) and the nature of the business: HOMEMAKER / SELF-EMPLOYED
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: PRINTING BY LORRAINE
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: ADRIA ENTERPRISES, LLC, A MISSOURI LIMITED LIABILITY COMPANY. SHORT-TERM RENTAL OF A SINGLE FAMILY HOME.
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: *HASSE CONSTRUCTION CO., INC.
IS A GENERAL CONTRACTOR AND A CLIENT OF FIRST MERCHANTS BANK.*

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> PAUL W. ORNER, VICE PRESIDENT	<u>Date</u>
<u>Signature</u> 	10/24/2023

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: *Charter School of the Dunes*
2. Your full name: *Jameka Smith*
3. Your spouse's full name: *Syron Smith*

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"): *Self employed, Affirm my Design*
6. List the name(s) of your spouse's employer(s) and the nature of the business:
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:

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

Jameka Smith Parent Board member

Date

10/24/23

Signature

Jameka Smith

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: *CSA*
2. Your full name: *Shalinda Drayton*
3. Your spouse's full name: *NA*

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


<p><u>Name and Title</u> Shalonda Drayton, Secretary</p> <p><u>Signature</u> </p>	<p><u>Date</u> 10/24/23</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:
Charter School of the Dunes
2. Your full name:
Tameka White
3. Your spouse's full name:
N/A

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");
None
6. List the name(s) of your spouse's employer(s) and the nature of the business:
N/A
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:
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>
<u>Signature</u> 	10/24/2023



Attachment #3

Board Minutes



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

School Board Meeting Minutes

Aug. 22, 2023

Charter School of the Dunes

In - Attendance:

Mr. Tom Cera – President
Mr. George Rogge – Member
Ms. Tameka White - Member
Ms. Shalonda Dtrayton - Secretary

School Representatives:

Justin Stok – Superintendent
Kellie Easton - Principal
Mahdee Iqbal – Chief Operations Officer
Normalisia Rosales – Executive Assistant
Dan Cummins- HR Director

Public Representatives:

Ms. Jamese Butler

Not in Attendance:

Ms. Jameka Smith
Mr. Paul Orner



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

Motions Approved by School Board

1. Call to Order
 - I. Board meeting was called to order by Mr. Tom Cera at 5:33 p.m.
2. Approval of Agenda
 - I. Motion to Approve Board Agenda
 - i. Motion made by Mr. George Rogge; Seconded by Ms. Tameka White
 - i. Motion Approved | 4-0
3. Approval of Minutes
 - I. Motion to Approve Minutes from July 25, 2023 Board meeting.
 - i. Motion made by Ms. Tameka White: seconded by Mr. George Rogge
 - ii. Approved | 4-0
4. Motions for Approval
 - I. Motion to approve payment to PSI
Motion made by Ms.
Shalonda Drayton, seconded by Mr. George Rogge
5. Motion to Adjourn
 - I. Motion to Adjourn Board Meeting
 - i. Motion made by Mr. George Rogge; Seconded by Ms. Shalonda Drayton
 - i. Motion Approved | 4-0
 - II. Board meeting adjourned at 5:57p.m.



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

1. Call to Order

- Board meeting was called to order by Mr. Tom Cera at 5:33p.m.

2. Approval of Agenda

- Motion to Approve Board Agenda
- Motion made by Mr. George Rogge; Seconded by Ms. Tameka White
Motion Approved | 4-0

3. Approval of Minutes

Motion to Approve Minutes from July 25, 2023 Board meeting.

Motion made by Ms. Tameka White; Seconded by Mr. George Rogge

Motion Approved | 4-0

4. Public Comment

- Ms. Jamese Butler

5. School-Wide Report

6. 2022-2023

- **2023-2024**
September 4, 2023, Labor Day (No School)
- **Enrollment**
685 enrolled students
- **Personnel**
1 Maintenance Position Open
1 Music Teacher Position Open
- **Safety**
Prepare Workshop
- **Compliance**
Board Approval Needed for Neola (Moved to next month's meeting)
- **Testing**
Fall I READY testing will begin the last week of August/ First week of September
- **Business**
Update from PSI included in the packet
- **Professional Development**
Kevin Dill
- **Other**
N/A
- **Discipline/ Suspensions/ Expulsions**
- **Attendance**
N/A
- **CCSJ**
Walk-throughs and Quarterly report included



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

7. Principal's Report

- Student Attendance
- Staff Attendance
- Behavior
 - Major and Minor incidents
- Academic Data
 - I READY testing begins the week of August 28, 2023
- Culture Walk-Trough Data
 - Week 1
 - 1st 30 Days Priority
- Instructional Evaluation Focus 2023-2024
 - Elements

8. Personnel Report

- 1 New Hires :5
- 0 termination
- 4 Resignations
- 0 Changes in position/ pay
- Stipends/ Bonuses Paid

9. Cash Flow

- Debt Service Payment
- Budget and property loss
- Motion to approve Payment: for PSI
 - Motion made by Ms. Shalonda Drayton, seconded by Mr. George Rogge

10. New Business

None

11. Old Business

None

12. Next Board Meeting

Sept. 26, 2023

11. Motion to Adjourn

- Motion made by George Rogge, Seconded by; Ms. Shalonda Drayton
 - Meeting Adjournment at 5:57



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

School Board Meeting Minutes

Sept. 27, 2022

Charter School of the Dunes

In - Attendance:

Mr. Tom Cera – President –Not In attendance

Mr. Paul Orner – Vice President

Mr. George Rogge – Member

Ms. Tameka White - Member

Shalonda Drayton- Not in attendance

School Representatives:

Justin Stok – Superintendent

Kelly Easton- Principal

Mahdee Iqbal – Chief Operations Officer

Normalisia Rosales - Executive Assistant

Public Representatives:

NA



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

Motions Approved by School Board

1. Call to Order

- I. Board meeting was called to order by Mr. Paul Orner at 5:35p.m.

2. Approval of Agenda

- I. Motion to Approve Board Agenda
 - i. Motion made by Mr. Paul Orner, Seconded by Ms. Tameka White
 - i. Motion Approved | 5-0

3. Approval of Minutes

- I. Motion to Approve Minutes from **Aug.23,2022** Board meeting.
 - i. Motion made by Mr. Paul Orner; Seconded by Mrs. Tameka White
 - i. Motion Approved | 5-0

4. Public Comment- 0

5. Motion to Adjourn

- I. Motion to Adjourn Board Meeting
 - i. Motion made by Mr. Paul Orner; Seconded by Tameka White
 - i. Motion Approved | 5-0
- II. Board meeting adjourned at 6:36p.m.



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

1. Call to Order

- I. Board meeting was called to order by Mr. Paul Orner at 5:31p.m.

2. Approval of Agenda

- I. Motion to Approve Board Agenda
 - i. Motion made by Mr. Paul Orner Seconded by Ms. Tameka White
 - i. Motion Approved | 5-0

3. Public Comment

None

4. Approval of Minutes

- I. Motion to Approve Minutes from **Aug.23,2022** Board meeting.
 - i. Motion made by Mr. Paul Orner; Seconded by Tameka White
 - i. Motion Approved | 5-0

5. School-Wide Report

- I. Fall Break- Oct. 17-21st
- II. Enrollment at 690
- III. A few open positions
- IV. Approval needed for NEOLA to be published,
- V. Motion made by George, seconded by Tameka White
- VI. NWEA 1st round testing done
- VII. Suspensions in Aug.
- VIII. Attendance 90%
- IX. PSI breaking ground
- X. E Learning Attendance low
- XI. Staff Call offs

6. Principal Report

- I. Guaranteed Curriculum

7. Personnel Report

- I. 4 New Hires
- II. 3 Staff members leaving
- III. 2 Kitchen staff members on full time now
- III. Stipends payed out for athletics, and two Special Ed. Paras

8. Cash Flow

- I. First Invoice for PSI was received
- II. Look into Owners Rep
- III. Look into title insurance

9. Old Business- none

10. New Business- CCSJ Reports

11. Motion to adjourn – George Rogge, seconded by Tameka White



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

School Board Meeting Minutes October 24, 2023 Charter School of the Dunes

In - Attendance:

Mr. Tom Cera – President
Mr. George Rogge – Member
Ms. Shalonda Dtrayton – Secretary joined us at 5:45
Ms. Jameca Smith

School Representatives:

Justin Stok – Superintendent
Mahdee Iqbal – Chief Operations Officer
Normalisia Rosales – Executive Assistant
Dan Cummins- HR Director

Not In Attendance:

Ms. Tameka White
MRS. Kellie Easton



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

Motions Approved by School Board

1. Call to Order
 - I. Board meeting was called to order by Mr. Tom Cera at 5:40p.m.
2. Approval of Agenda
 - I. Motion to Approve Board Agenda
 - i. Motion made by Mr. George Rogge; Seconded by Mr. Paul Orner
 - i. Motion Approved | 4-0
3. Approval of Minutes
 - I. Motion to Approve Minutes from Sep. 26,2023 Board meeting.
 - i. Motion made by Mr. Paul Orner: seconded by Ms. Jameka Smith
 - ii. Approved | 5-0
4. Motions for Approval
 - I. Motion to approve the Book 9000 Relations- New Policies NELOA
 - i. Motion made by Mr. Paul Orner: seconded by Jameka Smith
 - ii. Approved |5-0

 - II. Motion to approve the ISBC Application
 - i. Motion made by Ms. Shalond Drayton: 2nded by Mr. Paul Orner
 - ii. Approved |5-0

 - III. Motion to approve PSI Payment App. Number 307713
 - i. Motion Made by Mr. Paul Orner seconded by Ms. Shalonda Drayton
 - ii. Approved |5-0
5. Motion to Adjourn
 - I. Motion to Adjourn Board Meeting
 - i. Motion made by Mr. George Rogge; Seconded by Ms. Shalonda Drayton
 - i. Motion Approved | 5-0
 - II. Board meeting adjourned at 6:17p.m.



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

1. Call to Order

- Board meeting was called to order by Mr. Tom Cera at 5:40p.m.

2. Approval of Agenda

- Motion to Approve Board Agenda
- Motion made by Mr. George Rogge; Seconded by Mr. Paul Orner
Motion Approved | 4-0

3. Public Comment

- None

4. Approval of Minutes

- Motion to Approve Minutes from Sep. 26, 2023 Board meeting.
- Motion made by Mr. Paul Orner; Seconded by Ms. Jameka Smith
Motion Approved | 4-0

5. School-Wide Report

2023-2024

- Nov. 10 ,th 2023-2nd quarter progress check
- November 20-24,2023—Thanksgiving Break
- **Enrollment**
674enrolled students
- **Personnel**
1 -4th Grade Teacher Position
2- Dean
- **Safety**
Vape sensors are installed in the bathrooms.
- **Compliance**
Federal Accountability Rating
Approval of Neola Policies
 - Motion to approve 9000 Relations- New Policies
 - Motion made by Mr. Paul Orner: seconded by Ms. Jameka Smith
 - Motion Approved | 5-0
- **Testing**
Math 654 /672 Tested 4 Students Mid or Above Grade Level
Reading 653 /672 Tested 22 students Mid or Above Grade Level
- **PSI**
Progress is being made



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

- **ICSB**

- **Motion to adopt ICSB Application**

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.

- i. Motion made by Ms. Shalonda Drayton: seconded by Mr. Paul Orner

- ii. Approved |5-0

- **Professional Development**

Marzano

- **Discipline? Suspensions/Expulsions**

Number of Referrals

- **Attendance**

94%

- **CCSJ**

Teacher Walk-Throughs are in packet

6. Principal's Report

- **Staff Attendance**

9.2%

- **Referrals by Grade**

- **Academic Data**

I Ready Data Provide

Libraries have been set up in teacher classrooms to help with Reading Culture

Math Data- we are working on setting things up

- **Culture Walk-Trough Data**

78 Classroom visits to date

7. Personnel Report

- **1 New Hires: 3**

- **Resignations: 3**



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

P (219) 939-9690 F (219) 939-9031

- Stipends/ Bonuses Paid
Teacher/Paras
Maintenance
Nathan Mason
Enrollment Team

8. Cash Flow

- Construction Payments
 - Debt Service Payment
 - IRS subsidy from July received, October one is late
 - Construction payment will be small
 - Tuition support will increase next month
 - Enrollment 674
- i. Motion to approve Construction Payment App. Number 307713
- i. Motion made by Mr. Paul Orner: seconded by Ms, Shalonda Drayton
- ii. Approved | 5-0

9. New Business

10. Old Business

None

11. Next Board Meeting

Nov. 28, 2023

11. Motion to Adjourn

- Motion made by George Rogge, Seconded by; Ms. Shalonda Drayton
Meeting Adjournment at 6:05



Attachment #4

Governance Documents



501(c)(3) Determination Letter



TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: **AUG 12 2003**

Charter School of the Dunes, Inc.
c/o Linda J. Simon, Lord, Bissell & Brook
116 South LaSalle Street #3400
Chicago, IL 60603

Employer Identification Number:
26-0016939
Issuing Specialist:
Bruce Lewis, 50-18875
Toll Free Customer Service:
877-829-5500
Accounting Period Ending:
December 31
Foundation Status Classification:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
Yes

Dear Applicant:

Based on the 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 the section(s) indicated above.

Revenue Procedure 75-50, 1975-2 C.B. 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You are excepted from complying with this revenue procedure as long as you operate as a Charter school. Should you no longer operate under the Charter you will have to comply with the revenue procedure to maintain your tax-exempt status.

Please notify the Ohio Tax Exempt and Government Entities (TE/GE) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio TE/GE Customer Service office. The mailing address for that office is: Internal Revenue Service, TE/GE Customer Service, P.O. Box 2508, Cincinnati, OH 45201.

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.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Charter School of the Dunes, Inc.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more.

In the heading of this letter we have indicated whether you must file Form 990, *Return of Organization Exempt from Income Tax*. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be

Charter School of the Dunes, Inc.

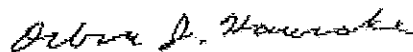
sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your Form 990 available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and this exemption letter. Copies of these documents must be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, *Tax-Exempt Status for Your Organization*, or you may call our toll free number shown above.

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.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio TE/GE Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,



Debra J. Kawecki
Acting Manager,
Exempt Organizations
Technical Group 4



Articles of Incorporation



ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION (NONPROFIT)

State Form 4161 (R9 / 11-99) / Corporate Form No. 364-2 (May 1988)
Approved by State Board of Accounts 1995

SUE ANN GILROY
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

INSTRUCTIONS: Use 8 1/2" x 11" white paper for inserts.
Present original and two (2) copies to address in upper right corner of this form.
Please TYPE or PRINT.
Upon completion of filing the Secretary of State will issue a receipt.

Indiana Code 23-17-1 et seq.
FILING FEE: \$30.00

**APPROVED
AND
FILED**

ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION

Sue Ann Gilroy
IND. SECRETARY OF STATE

The undersigned officer of the Nonprofit Corporation named in Article I below (hereinafter referred to as the "Corporation") desiring to give notice of corporate action effectuating Amendment(s) to the Articles of Incorporation, certifies the following facts:

This Corporation exists pursuant to: (check appropriate box)

- The Indiana Not-For-Profit Corporation Act of 1971 (IC 23-7-1.1) as amended.
- Indiana General Not-For-Profit Corporation Act (approved March 7, 1935)
- Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1) as amended

ARTICLE I - Amendment(s)

SECTION 1: The name of the Corporation is: Charter School of the Dunes, Inc.

SECTION 2: The date of incorporation of the Corporation is: January 2, 2002

SECTION 3: The name of the Corporation following this amendment to the Articles of Incorporation is: Charter School of the Dunes, Inc.

SECTION 4: The exact text of Article(s) VII of the Articles of Incorporation is now as follows.

Upon the dissolution of the organization, all remaining funds received from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution, and all remaining assets shall be distributed for non-profit educational purposes as determined under IC 20-5.5-3-3 as amended or any successor provision thereto (which non-profit educational purposes shall constitute an exempt purpose within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986), or shall be distributed to the federal, state, or local government for a public educational purpose.

Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the organization is then located, exclusively for non-profit educational purposes as defined above.

SECTION 5: The date of adoption of the amendment to the Article(s) filed January 2, 2002 May 30 2002



ARTICLES OF INCORPORATION / NONPROFIT CORPORATIONS

State Form 4162 (R9 / 03-97) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts 1995

SUE ANNE GILROY
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

Indiana Code 23-17-3-2

INSTRUCTIONS: 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 contacting both agencies.

APPROVED AND FILED
IND. SECRETARY OF STATE

The fee of \$30.00 made payable to Indiana Secretary of State
Article VII must be completed appropriately. Please see (1) above.

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):			
Charter School of the Dunes, Inc.			
Principal Office: The address of the principal office of the Corporation is:			
Post office address	City	Indiana	ZIP code
1009 N. Vanderburg	Gary	Indiana	46403

ARTICLE II - Purpose (optional)
The purposes for which the Corporation is formed are:
The purpose of the Corporation is to establish and run a charter school in the state of Indiana. The purposes for which the corporation is organized are exclusively religious, charitable, scientific, literary and educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.
on the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future Federal tax code, or shall be distributed to the Federal, state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes.

ARTICLE III - Type of Corporation (check only one)
The Corporation is a:
<input type="checkbox"/> public benefit corporation, which is organized for a public or charitable purpose;
<input type="checkbox"/> religious corporation, which is organized primarily or exclusively for religious purposes; or
<input type="checkbox"/> 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			
Linda Simon			
Address of Registered Office (street or building)	City	Indiana	ZIP code
8901 Lake Shore Dr.	Gary	Indiana	46403

ARTICLE V - Membership
Indicate if Corporation will have members:
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Name(s) and address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
Nancy Knightly	1009 N. Vanderburg	Gary	IN	46403
Linda Simon	8901 Lake Shore Dr.	Gary	IN	46403

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

Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding section of any future Federal tax code, or shall be distributed to the Federal, state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

I (we) hereby verify, subject to penalties of perjury, that the facts contained herein are true. (Notarization not necessary)	
Signature <i>Nancy R. Knightly</i>	Printed name Nancy R. Knightly
Signature <i>Linda J. Simon</i>	Printed name Linda J. Simon
Signature	Printed name

This instrument was prepared by: (name)

Address	City	State	ZIP code
---------	------	-------	----------



By-Laws

Book Policy Manual
Section 0000 Bylaws
Title TREASURER
Code po0171.4
Status Active
Adopted May 28, 2019

0171.4 - TREASURER

The School Board shall appoint a person, other than the Superintendent or a member of the Board, to serve as treasurer of the Corporation.

The Treasurer shall be the official custodian of all funds of the Corporation and shall be responsible for the proper safeguarding and accounting for all such funds.

In addition, the Treasurer shall issue a receipt for all funds coming into his/her hands as well as deposit money and issue all warrants in accordance with law.

The Treasurer may also transact Corporation financial business through the use of electronic funds transfer.

The Treasurer may, with the approval of the Board, delegate the regular duties associated with his/her responsibility to a deputy, providing that person is not the Superintendent or a member of the Board.

© Neola 1998

Book	Policy Manual
Section	0000 Bylaws
Title	SECRETARY
Code	po0171.3
Status	Active
Adopted	May 28, 2019

0171.3 - SECRETARY

The Secretary of the School Board shall:

- A. record and sign the minutes of meetings, orders, resolutions, and other proceedings of the Board in proper record books;
- B. preside at meetings when both the President and the Vice- President are not able to attend;
- C. in case of a vacancy in the office of Vice-President, succeed to the office of Vice-President for the balance of the unexpired term;
- D. perform other duties required by law or by the School Board.

Book	Policy Manual
Section	0000 Bylaws
Title	VICE-PRESIDENT
Code	po0171.2
Status	Active
Adopted	May 28, 2019

0171.2 - VICE-PRESIDENT

The Vice-President of the School Board shall:

- A. preside at meetings of the Board when the President is not able to attend;
- B. perform other duties appropriate to the office of Vice-President in the management of the Corporation as the Board determines;
- C. in case of a vacancy in the office of President, succeed to the office of President for the balance of the unexpired term.

© Neola 1998

Book	Policy Manual
Section	0000 Bylaws
Title	PRESIDENT
Code	po0171.1
Status	Active
Adopted	May 28, 2019

0171.1 - PRESIDENT

The President of the School Board shall:

- A. preside at meetings of the Board;
- B. perform other duties appropriate to the office of the President in the management of schools.

© Neola 1998

Book	Policy Manual
Section	0000 Bylaws
Title	EXECUTIVE SESSION
Code	po0168.2
Status	Active
Adopted	May 28, 2019

0168.2 - EXECUTIVE SESSION

The minutes of an executive session shall show the date, time, and place of the session; the members either present or absent; and the identification of the subject matter considered by specific reference to the enumerated instance(s) for which public notice was given. The Board shall certify in the minutes that it discussed no subject matter in the executive session other than the subject matter specified in the public notice.

© Neola 2013

Legal

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title OPEN MEETING
Code po0168.1
Status Active
Adopted May 28, 2019

0168.1 - OPEN MEETING

The Board shall designate a person to keep minutes of each meeting showing the date, time, place, any decisions made at a meeting open to the public, and the purpose or purposes for which a closed session is called.

The minutes shall also state the name of each member who was physically present at the meeting, was not present at the meeting but participated by using a form of communication described in Bylaw 0167.1, or was absent. These minutes must be approved by the Board and endorsed by the Secretary at the next meeting. The minutes shall include all votes taken at the meeting. Proposed minutes shall be available for public inspection within a reasonable period of time after the meeting to which the minutes refer.

Approved minutes shall be available for public inspection not later than five (5) business days after the meeting at which the minutes are approved. The minutes shall be available for inspection at the Superintendent's office and shall be available for purchase at a fee estimated by the business office to cover the cost of printing and copying.

The official minutes shall be bound together by years and kept in the office of the School Board.

Minutes of the preceding meetings shall be approved by the Board as its first order of business at regular meetings.

The minutes shall show the general substance of all matters proposed, discussed, or decided and a record of all votes taken, by individual, if there is a roll call.

© Neola 2013

Legal

I.C. 5-14-1.5-4

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book	Policy Manual
Section	0000 Bylaws
Title	USE OF SCHOOL CORPORATION ELECTRONIC MAIL BY BOARD MEMBERS
Code	po0167.5
Status	Active
Adopted	May 28, 2019

0167.5 - USE OF SCHOOL CORPORATION ELECTRONIC MAIL BY BOARD MEMBERS

Each Board member shall have the option to be assigned a School Corporation e-mail address for their use in communicating about School Corporation business. A School Corporation e-mail account shall not be used in a manner which suggests Board or school corporation endorsement of the content of the message and may not be used to communicate concerning a campaign for partisan or School Corporation office.

Board members may include their School Corporation e-mail address in communications with the public about matters of School Corporation business but shall not be used to support a campaign for election/re-election to the Board.

A list of students, employees, parents, voters, or persons expressing interest in favor or in opposition to any action by the Board shall not be passed on to a non-school user or used for commercial or campaign purposes. As used in this bylaw, "campaign purposes" includes messages in support of or opposition to a school referendum.

If a Board member sends an e-mail message to a School Corporation employee, the Superintendent shall be sent a copy of the message at the time the original message is sent.

Information about a specific identified or identifiable student such as information concerning an appeal of an expulsion may be sent in or attached to a message to Board members.

© Neola 2013

Legal I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title ADJOURNMENT
Code po0167.4
Status Active
Adopted May 28, 2019

0167.4 - ADJOURNMENT

The Board may at any time recess or adjourn to an adjourned meeting at a time, date, and place announced before the adjournment takes place. The adjourned meeting shall take up its business at the point in the agenda where the motion to adjourn was acted upon. However, a meeting may not be recessed or adjourned for the purpose of conducting an executive session.

© Neola 2013

Legal I.C. 20-26-4-3 Notice of meetings to Board members
I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title PUBLIC PARTICIPATION AT BOARD MEETINGS
Code po0167.3
Status Active
Adopted May 28, 2019

0167.3 - PUBLIC PARTICIPATION AT BOARD MEETINGS

The School Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on Corporation matters.

Any person or group wishing to place an item on the agenda shall register their intent with the Superintendent no later than seven (7) days prior to the meeting and include:

- A. name and address of the participant;
- B. group affiliation, if and when appropriate;
- C. topic to be addressed.

Such requests shall be approved by the Superintendent and the Board President.

To permit fair and orderly public expression, the Board may provide a period for public participation at those public meetings of the Board during which action may be taken and publish procedures to govern such participation in Board meetings.

The presiding officer of each Board meeting at which public participation is permitted shall administer the procedures of the Board for its conduct.

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted at the discretion of the presiding officer.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name, address, group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to 5 minutes duration.

E. The presiding officer may:

1. prohibit public comments which are frivolous, repetitive, or harassing;
 2. interrupt, warn, or terminate a person's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 3. request any individual to leave the meeting when that person behaves in a manner that is disruptive of the orderly conduct of the meeting;
 4. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 5. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 6. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- F. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.

© Neola 2013

Legal

I.C. 5-14-1.5-1

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title EXECUTIVE SESSION
Code po0167.2
Status Active
Adopted May 28, 2019

0167.2 - EXECUTIVE SESSION

The Board may meet in an executive session, one closed to the public (except the Board may admit those persons determined to be necessary to carry out the purpose of the executive session) after giving proper notice, for the following purposes:

- A. where authorized by Federal or State statute
- B. discussion of strategy with respect to collective bargaining, initiation of litigation which is pending or has been threatened in writing, implementation of security systems, purchase or lease of real property, or school consolidation, providing that the strategy is necessary for bargaining or competitive reasons, and the meeting does not include the competitive bargaining adversaries.
- C. for discussion of the assessment, design, and/or implementation of school safety and security measures, plans, and systems
- D. to receive information about, and interview, prospective employees
- E. with respect to any individual over whom the Board has jurisdiction, receive information concerning the individual's alleged misconduct, and to discuss, prior to determination, that individual's status as an employee, student, or independent contractor who is a physician or a school bus driver
- F. discussion of records classified as confidential by Federal or State statute
- G. discussion, before any placement decision, of an individual student's abilities, past performance, behavior, and needs
- H. discussion of an employee's job performance evaluation
- I. when considering the appointment of a public official, to develop a list of prospective appointees, to consider applications and make one (1) initial exclusion of prospective appointees from further consideration
- J. training of Board members by an outside consultant on performance of their role as public officials and/or discussion with or between county officials, Board members, and an outside consultant concerning the performance of Board members

In keeping with the confidential nature of executive sessions, no member of the Board shall disclose the content of discussions that take place during such sessions.

Legal

I.C. 5-14-1.5-5/6, 5-14-1.5-6.1

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title VOTING
Code po0167.1
Status Active
Adopted May 28, 2019

0167.1 - VOTING

All regular and those special meetings of the Board at which the Board is authorized to take official action shall be conducted in compliance with the Indiana Open Door Law (I.C. 5-14-1.5). Except with respect to the approval or modification of a contract, no action shall be valid unless approved at a public meeting of the Board by a majority vote of a quorum of the Board and a proper record made of the vote. Board action to approve or modify a contract shall require an affirmative vote of a majority of all members of the Board. A Board member must be physically present in order to cast a valid vote.

A Board member who is not physically present at a meeting of the Board, but who communicates with members of the Board during the meeting by telephone, computer, video conferencing, or any other electronic means of communication that permits the member to hear and be heard by the Board members and public present at the meeting, may participate in any Board discussion.

The minutes of a meeting must state each member who was physically present, each member who participated by using electronic means of communication, and each member who was absent.

Abstentions shall not be counted as votes, but shall be recorded in the minutes of a meeting and are deemed to acquiesce in the outcome of the vote. In situations in which a specific number of affirmative votes are required and abstentions have been recorded, the motion shall fail if the specified number of affirmative votes have not been cast.

All actions requiring a vote shall be conducted by roll call may be conducted by voice, show of hands, electronically or roll call provided that the vote of each member be recorded. Proxy voting shall not be permitted. Any member may request that the Board be polled.

© Neola 2013

Legal I.C. 5-14-1.5
I.C. 20-26-4-8
I.C. 20-26-4-3 Notice of meetings to Board members
I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title VOTING
Code po0167.1
Status Active
Adopted May 28, 2019

0167.1 - VOTING

All regular and those special meetings of the Board at which the Board is authorized to take official action shall be conducted in compliance with the Indiana Open Door Law (I.C. 5-14-1.5). Except with respect to the approval or modification of a contract, no action shall be valid unless approved at a public meeting of the Board by a majority vote of a quorum of the Board and a proper record made of the vote. Board action to approve or modify a contract shall require an affirmative vote of a majority of all members of the Board. A Board member must be physically present in order to cast a valid vote.

A Board member who is not physically present at a meeting of the Board, but who communicates with members of the Board during the meeting by telephone, computer, video conferencing, or any other electronic means of communication that permits the member to hear and be heard by the Board members and public present at the meeting, may participate in any Board discussion.

The minutes of a meeting must state each member who was physically present, each member who participated by using electronic means of communication, and each member who was absent.

Abstentions shall not be counted as votes, but shall be recorded in the minutes of a meeting and are deemed to acquiesce in the outcome of the vote. In situations in which a specific number of affirmative votes are required and abstentions have been recorded, the motion shall fail if the specified number of affirmative votes have not been cast.

All actions requiring a vote shall be conducted by roll call may be conducted by voice, show of hands, electronically or roll call provided that the vote of each member be recorded. Proxy voting shall not be permitted. Any member may request that the Board be polled.

© Neola 2013

Legal I.C. 5-14-1.5
I.C. 20-26-4-8
I.C. 20-26-4-3 Notice of meetings to Board members
I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book	Policy Manual
Section	0000 Bylaws
Title	CONSENT AGENDA
Code	po0166.1
Status	Active
Adopted	May 28, 2019

0166.1 - CONSENT AGENDA

The School Board shall use a consent agenda to keep routine matters within a reasonable time frame.

The following routine business items may be included in a single resolution for consideration by the Board.

- A. minutes of prior meetings
- B. bills for payment
- C. hiring of personnel
- D. resolutions that require annual adoption, such as bank signatories, Indiana High School Athletic Association membership, etc.
- E. resignations and leaves

A member of the Board may request any item to be removed from the consent resolution and defer it for a specific action and more discussion. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated as an action item eligible for discussion. Any item on the consent agenda may be removed and discussed as a nonaction item or be deferred for further study and discussion at a subsequent Board meeting if the Superintendent or any Board member thinks the item requires further discussion.

© Neola 2013

- Legal
- I.C. 20-26-4-3 Notice of meetings to Board members
 - I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title AGENDA
Code po0166
Status Active
Adopted May 28, 2019

0166 - AGENDA

The Superintendent shall prepare and submit to each Board member a written agenda prior to each regular meeting and each special meeting unless otherwise directed by the Board. The agenda shall list the various matters to come before the Board and shall serve as a guide for the order of procedure for the meeting.

Individual Board members may include items on the agenda upon the concurrence of the Board President.

Each agenda shall contain the following statement:

"This meeting is a meeting of the School Board in public for the purpose of conducting the School Corporation's business and is not to be considered a public community meeting.

The agenda of the regular meeting and/or special meetings shall be accompanied by a report from the Superintendent/Principal on information relating to the Corporation with such recommendations as s/he shall make.

The agenda of each regular meeting shall be emailed to each Board member so as to provide proper time for the member to study the agenda. Generally, the agenda should be mailed no later than seven (7) days prior to the meeting, or delivered so as to provide time for the member to study the agenda. The agenda for a special meeting shall be delivered at least seven (7) days before the meeting, consistent with the provisions calling for the special meeting.

Prior to the meeting, a copy of the agenda shall be posted at the entrance to the meeting location.

The Board shall transact business according to the agenda prepared by the Superintendent/Principal and submitted to all Board members in advance of the meeting. The order of business may be altered and items added at any meeting by a majority vote of the members present.

© Neola 2013

Legal

I.C. 5-14-1.5-4

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title SERIES OF MEETINGS (GATHERINGS)
Code po0165.5
Status Active
Adopted May 28, 2019

0165.5 - SERIES OF MEETINGS (GATHERINGS)

Members of the Board may not participate in a series of meetings (gatherings) if the series consists of at least two (2) gatherings and the series of gatherings meet all of the following criteria:

- A. one (1) of the gatherings is attended by at least three (3) Board members but less than a quorum and the other gathering includes at least two (2) Board members
- B. the sum of the number of different members attending any of the gatherings at least equals a quorum of the Board
- C. all gatherings concern the same subject matter and are held within a period of not more than seven (7) consecutive days
- D. the gatherings are held to take official action on public business

A Board member attends a gathering if the member is present at the gathering in person or if the member participates in the gathering by telephone or other electronic means, excluding electronic mail.

© Neola 2013

Legal I.C. 5-14-1.5-3.1
I.C. 20-26-4-3 Notice of meetings to Board members
I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual

Section 0000 Bylaws

Title NOTICE REQUIREMENTS ESTABLISHED BY OTHER STATUTES

Code po0165.4

Status Active

Adopted May 28, 2019

0165.4 - NOTICE REQUIREMENTS ESTABLISHED BY OTHER STATUTES

Any notice requirement for a Board meeting or hearing before the Board established by the Open Door Law (I. C. 5-14-1.5) or this bylaw shall not serve to shorten or otherwise modify the content or timing of notice required by another statute or policy. For example, I. C. 5-3-1.2 establishes a ten (10) day minimum notice period for public hearings held by the Board on certain contract matters.

© Neola 2013

Legal

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title NOTICE OF EMERGENCY MEETINGS
Code po0165.3
Status Active
Adopted May 28, 2019

0165.3 - NOTICE OF EMERGENCY MEETINGS

The Board may meet to address an actual or threatened emergency involving injury to person or property or actual or threatened disruption of the operation of the School Corporation. The notice requirements of the Open Door Law do not apply to a Board meeting, convened to address an emergency, but news media which have requested notice of meetings must be given the same notice as is given to Board members without charge, and the public must be notified by posting a copy of the notice at the administrative offices of the School Corporation and on the School Corporation's Internet website.

© Neola 2013

Legal

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book	Policy Manual
Section	0000 Bylaws
Title	NOTICE OF SPECIAL BOARD MEETINGS
Code	po0165.2
Status	Active
Adopted	May 28, 2019

0165.2 - NOTICE OF SPECIAL BOARD MEETINGS

A "special meeting" of the Board is a meeting other than a regular meeting on a schedule of regular meetings established at the Board's annual organizational meeting. At a special meeting, the Board may take any action permitted at a regular meeting. Executive sessions are excluded from this definition.

Authority to Call a Special Meeting

A special meeting of the Board must be held when called by the President or Superintendent. The call must be evidenced by a written notice specifying the date, time, and place of the special meeting. Special meetings must be held at the regular meeting place of the Board.

Notice to Board Members of Special Meeting

A copy of notice of a special meeting shall be served upon each member of the Board so that it is received by the Board member at least seventy-two (72) hours before the special meeting is to convene. This notice shall be given by delivering written notice to the member personally or by mail or telegram. Notice may be given by e-mail or facsimile if the member agrees to receive notice in this form. If each member of the Board has waived notice of the special meeting, notice of the meeting to Board members is not necessary.

Waiver of notice of a special meeting by a Board member may be given by the member's presence at the special meeting or the member's execution of a written waiver of notice of the date, time, and place of the special meeting, executed either before or after the special meeting. If waiver of notice of a special meeting is executed by a Board member after the meeting, the waiver also must state in general terms the purpose of the special meeting. If a waiver specifies that the waiver was executed before the meeting, third persons are entitled to rely on the statement.

Notice to the Public and News Media of Special Meeting

Notice to the public and news media of a special meeting shall state the date, time, and place of the special meeting and the business to be transacted, as well as the name, address, and telephone number of the School Corporation's administrative office. This notice shall be given at least forty-eight (48) hours before the special meeting convenes, excluding Saturdays, Sundays, and legal holidays.

Legal

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
 Section 0000 Bylaws
 Title NOTICE OF REGULAR MEETINGS
 Code po0165.1
 Status Active
 Adopted May 28, 2019

0165.1 - NOTICE OF REGULAR MEETINGS

As used in this bylaw, "regular meeting" means a meeting of the Board held in compliance with a schedule of meetings approved by the Board at its annual organizational meeting. Notice need not be given to a Board member for holding or taking any action at a regular meeting.

Public notice of regular Board meetings will be given only once a year by posting a copy of the notice at the administrative offices of the School Corporation and delivering notice to all news media which submit an annual written request for such notice for the next calendar year to the Board on or before December 31 of the preceding calendar year.

In addition to the notice of regular meetings to the news media, the Board shall give public notice to persons who give the Board a written request for notice of meetings not later than December 31 of the preceding calendar year. The Board shall give this notice by e-mail or by publishing notice of regular meetings on the Board's Internet website at least forty-eight (48) hours in advance of the meeting excluding Saturdays, Sundays, and legal holidays.

Changes in the Date, Time, or Place of a Regular Meeting and Notice Required; Notice of Executive Sessions and Reconvened Meetings

Additional notice of a regular meeting shall be given by the Board if the date, time, or place of a regular meeting is changed. Notice to the public of a change in the date, time, or place of a regular Board meeting, executive session, or any rescheduled or reconvened meeting shall be given at least forty-eight (48) hours (excluding Saturdays, Sundays, and legal holidays) before the meeting is to convene by posting a copy of the notice at the administrative offices of the School Corporation and delivering notice to all news media which submit an annual written request for such notice for the next calendar year to the Board on or before December 31st of the preceding calendar year. With the exception of executive sessions, this requirement does not apply to reconvened meetings where announcement of the date, time, and place of the reconvened meeting is made at the original meeting and recorded in the memoranda and minutes of the meeting if there is no change in the agenda.

Notice to the news media under this section shall be given by depositing the notice in the United States mail with first-class postage prepaid, transmitting the notice by e-mail, or transmitting the notice by facsimile (fax).

© Neola 2013

Legal I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title NOTICE OF BOARD MEETINGS
Code po0165
Status Active
Adopted May 28, 2019

0165 - NOTICE OF BOARD MEETINGS

The Board will give notice of regular, special, and emergency Board meetings to Board members, news media, and the general public in compliance with Indiana law on the organization and operation of the governing body of a school corporation and the Open Door Law.

As used in this bylaw, "legal holiday" means a day listed in I. C. 1-1-9-1.

Notice of any meeting of the Board shall also contain the following statement:

"The Board's meeting site is fully accessible to all persons. Any person requiring further accommodation should contact the school's Superintendent/Principal or the School Corporation's administrative office at 219-939-9690."

© Neola 2013

- Legal
- I.C. 20-26-4-3 Notice of meetings to Board members
 - I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title MEETING OF THE BOARD DEFINED
Code po0164.4
Status Active
Adopted May 28, 2019

0164.4 - MEETING OF THE BOARD DEFINED

As used in these by-laws, "meeting" means a gathering of a majority of Board members for the purpose of taking "official action" as defined at I.C. 5-14-1.5-2(d) on public business. The term "meeting" does not include the following:

- A. A social or chance gathering not intended to avoid the principles of the Indiana Open Door law set forth in I.C. 5-14-1.5-1.
- B. An on-site inspection of a project, program, or facility of applicants for incentives or assistance from the Board.
- C. Traveling to and attending meetings of organizations devoted to the betterment of government.
- D. A caucus as defined at I.C. 5-14-1.5-2(h).
- E. A gathering to discuss an industrial or a commercial prospect that does not include a conclusion as to recommendations, policy, decisions, or final action on the terms of a request or an offer of public financial resources.
- F. An orientation of members of the Board on their role and responsibilities as public officials, but not for any other official action.
- G. A gathering of Board members for the sole purpose of administering the oath of office specified in I. C. 20-26-4-2 to a Board member or members.
- H. Collective bargaining discussions that the Board engages in directly with the exclusive representative of a bargaining unit consisting of Board employees. This exception from the definition of a "meeting" of the Board applies only when the Board has not appointed an agent or agents to conduct collective bargaining on behalf of the Board. A committee appointed by the Board or the Board President to conduct collective bargaining shall not constitute a "governing body" subject to the Open Door Law (I.C. 5-14-1.5-2((b)(3) and (c) (8)).

Book Policy Manual
Section 0000 Bylaws
Title EMERGENCY MEETINGS
Code po0164.3
Status Active
Adopted May 28, 2019

0164.3 - EMERGENCY MEETINGS

In the event of a severe and imminent threat to the health, safety, or welfare of the Corporation, its employees, or students, any member of the Board, or the Superintendent/Principal may call an emergency session if it can be shown that delay would be detrimental to efforts to lessen or respond to the threat. No formal notice to Board members of any emergency meeting shall be required, but the press and public shall be notified.

© Neola 2013

Legal

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title SPECIAL MEETINGS
Code po0164.2
Status Active
Adopted May 28, 2019

0164.2 - SPECIAL MEETINGS

Special meetings of the Board may be called by the President or the Superintendent/Principal provided there is compliance with the notice provision of these Bylaws.

© Neola 2013

Legal I.C. 20-26-4-3 Notice of meetings to Board members
I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual

Section 0000 Bylaws

Title REGULAR MEETINGS

Code po0164.1

Status Active

Adopted May 28, 2019

0164.1 - REGULAR MEETINGS

The Board shall hold a meeting on a date and at a time and place determined annually by a resolution of the Board.

In the event the date, time, or place of a meeting needs to be changed, which change is in the best interest of the Board and/or the Corporation, such change may be made by action of the Board, provided that the proper notice is given.

© Neola 2013

Legal I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title PRESIDING OFFICER
Code po0163
Status Active
Adopted May 28, 2019

0163 - PRESIDING OFFICER

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice-President shall act in his/her stead; if neither person is available, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

© Neola 2013

Legal I.C. 20-26-4-3 Notice of meetings to Board members
I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title QUORUM
Code po0162
Status Active
Adopted May 28, 2019

0162 - QUORUM

Majority of the full Board of Directors present at a meeting shall constitute a quorum, and no business shall be conducted in the absence of a quorum.

© Neola 2013

Legal

I.C. 20-26-4-3 Notice of meetings to Board members

I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title PARLIAMENTARY AUTHORITY
Code po0161
Status Active
Adopted May 28, 2019

0161 - PARLIAMENTARY AUTHORITY

The parliamentary authority governing the School Board shall be Robert's Rules of Order, Newly Revised in all cases in which it is not inconsistent with statute, administrative code, or these bylaws, or the rules of order of this Board.

© Neola 2013

Legal I.C. 20-26-4-3 Notice of meetings to Board members
I.C. 5-14-1.5 Open Door Law notice to the public and news media of regular, emergency and special meetings

Book Policy Manual
Section 0000 Bylaws
Title COMMITTEES
Code po0155
Status Active
Adopted May 28, 2019

0155 - COMMITTEES

Committees appointed directly by the Board or the President shall constitute a "governing body" as defined in the Open Door Law. When specifically charged to do so by the Board or President, a committee shall conduct studies, receive information, make recommendations to the Board, and act in an advisory capacity, but shall not take action on behalf of the Board.

Meetings of committees appointed directly by the Board or its President and given authority to take official action upon public business are subject to the Open Door Law and shall give notice of meetings and hold public meetings as required by that statute. "Official action" includes receiving information, deliberating, and making recommendations. A committee subject to the Open Door Law shall keep minutes of its meetings.

© Neola 2013

Legal
I.C. 5-14-1.5-2(b) Definition of "governing body"
I.C. 5-14-3-4 Minutes required for ODL covered meetings
I.C 5-14-3 Access to Public Records Act

Book Policy Manual
Section 0000 Bylaws
Title MOTIONS
Code po0154
Status Active
Adopted May 28, 2019

0154 - MOTIONS

The Board shall, at the organizational meeting:

- A. designate a day, place, and time for regular meetings which shall be held on the 4th Tuesday of each month. There will be no meetings in December and June.;
- B. adopt existing bylaws and policies for its own operation and for operations conducted through the Corporation;
- C. authorize the President of the Board to appoint individual Board members to any necessary committees or as representatives to various organizations;
- D. appoint a legal counsel.

© Neola 2013

Legal I.C. 5-14-1.5-2(b) Definition of "governing body"
I.C. 5-14-3-4 Minutes required for ODL covered meetings
I.C 5-14-3 Access to Public Records Act

Book Policy Manual
Section 0000 Bylaws
Title OFFICERS
Code po0152
Status Active
Adopted May 28, 2019

0152 - OFFICERS

The Board shall elect from its directors a President, Vice-President, and a Secretary all of whom are separate directors.

The Board shall also appoint a Treasurer of the Board and of the Corporation who is not the Superintendent or a Board member.

Election of officers shall be by a majority of the full Board. Where no such majority exists on the first vote, a second vote shall be cast for the two (2) candidates who received the greatest number of votes.

I.C. 20-26-4-1

Officers shall serve for one (1) year and until their respective successors are elected and shall qualify. An officer may be removed for cause by a majority vote of the full Board. The Board shall fill a vacancy in either office within thirty (30) days of the occurrence of the vacancy.

© Neola 2013

Legal

I.C. 5-14-1.5-2(b) Definition of "governing body"

I.C. 5-14-3-4 Minutes required for ODL covered meetings

I.C. 5-14-3 Access to Public Records Act

Book Policy Manual
Section 0000 Bylaws
Title BOARD OF FINANCE OF THE CHARTER SCHOOL OF THE DUNES
Code po0151.1
Status Active
Adopted May 28, 2019

0151.1 - BOARD OF FINANCE OF THE CHARTER SCHOOL OF THE DUNES

The School Board shall establish a Board of Finance for the Corporation consisting of the members of the School Board. The Corporation's Board of Finance shall meet at least once each calendar year during the period after the first Monday and on or before the last day of January. At the first meeting in each calendar year, the Board of Finance shall elect a President and a Secretary from its membership. These officers shall hold office until their successors are elected and qualified.

In addition to its annual meeting in January of each calendar year, the President of the Board of Finance shall convene the Board whenever requested to do so by one (1) of the members of the Board, and as necessary to perform the Board's statutory duties. A majority of the Board shall constitute a quorum for the transaction of the Board's business. All meetings of the Board of Finance shall be open to the public and the Secretary shall keep a record of the proceedings of the Board which shall be approved and signed by the President and attested to by the Secretary. This record of proceedings shall be a public record covered by I.C. 5-13-1.

During the annual meeting of the Board of Finance in January of each calendar year, the Corporation's investment officer shall make a written report to the Board summarizing the Corporation's investments during the preceding calendar year and naming each institution or entity in which the Corporation's money was deposited in the preceding year. The Board of Finance shall receive and review the report and the overall investment policy of the Corporation.

The Board of Finance shall designate and commission one or more financial institution(s) meeting the statutory standards for a depository of Corporation funds to serve as a depository for these funds. The Board is authorized to revoke the commission of a depository for Corporation funds. In its consideration of a proposal to revoke the commission of a depository to receive and hold Corporation funds, the Board of Finance shall apply the statutory standards and follow the statutory procedure for its consideration of this decision.

© Neola 2013

- Legal
- State Board of Accounts Public Schools Part 14
 - I.C. 5-13-7-5, 5-13-7-6, 5-13-8-9
 - I.C. 5-14-1.5-2(b) Definition of "governing body"
 - I.C. 5-14-3-4 Minutes required for ODL covered meetings
 - I.C 5-14-3 Access to Public Records Act

Book Policy Manual
Section 0000 Bylaws
Title ORGANIZATIONAL MEETING
Code po0151
Status Active
Adopted May 28, 2019

0151 - ORGANIZATIONAL MEETING

The School Board shall organize annually on or before January 15th at a meeting held in accordance with law. The meeting shall be called to order by the ranking officer of the preceding Board who shall serve as presiding officer until the election of a temporary chairperson, who shall in turn serve until the election of a President.

© Neola 2013

Legal I.C. 20-26-4-1
I.C. 5-14-1.5-2(b) Definition of "governing body"
I.C. 5-14-3-4 Minutes required for ODL covered meetings
I.C. 5-14-3 Access to Public Records Act
I.C. 3-5-4-11(b) and (c)

Book Policy Manual
Section 0000 Bylaws
Title GIFTS AND GRATUITIES
Code po0144.5
Status Active
Adopted May 28, 2019

0144.5 - GIFTS AND GRATUITIES

A Board member or a Corporation employee making a recommendation to the Board on a matter to be considered by the Board shall not accept a gift or gratuity from a person or entity having a substantial personal or pecuniary interest in the Board's decision on the matter in accordance with the restrictions and provisions of I.C. 35-44.1-1-2.

A Board member who has accepted a gift or gratuity from a person or entity having a substantial personal or pecuniary interest in the Board's decision may return the gift or gratuity or its value to the source and thereafter participate in the process of consideration of the matter, and the Board vote on the matter.

If a Board member taking part in evaluating a proposal to be considered by the Board, or a dependent of that Board member, has accepted a gift or gratuity from a person or entity having a substantial personal or pecuniary interest in the Board's decision, the Board member shall abstain from all involvement in the formulation of a recommendation to the Board, Board discussion on the matter, and the Board vote on the matter.

© Neola 2016

Legal I.C. 35-44.1-1
I.C. 35-44.1-2

Book Policy Manual
 Section 0000 Bylaws
 Title DEFENSE AND INDEMNIFICATION OF BOARD MEMBERS
 Code po0144.4
 Status Active
 Adopted May 28, 2019

0144.4 - DEFENSE AND INDEMNIFICATION OF BOARD DIRECTORS

This bylaw is applicable to all types of civil claims under law including tort claims, civil rights claims, and contract claims. The Board will pay all costs and fees incurred by or on behalf of any Board director in the defense of any claim under law if the Board by resolution determines that the Board director's actions upon which the claim is based arise out of the performance of the director's duties as a Board director, and were taken in good faith.

The Board shall, subject to the provisions of Indiana law, also pay any judgment, compromise, or settlement of a claim, or suit when the Board determines by resolution that it is in the best interest of the Corporation to do so, the act or omission upon which the claim is based occurred within the scope of the Board director's duties as a Board director, and the director did not act in bad faith, or with malfeasance in office. The intent of this bylaw is to hold the Board director harmless from any liability, cost, or damages in connection such a claim, including but not limited to the payment of legal fees and court costs, except where the liability, cost, damage, or fees are predicated on, or arises out of, the bad faith of the Board director or the claim or judgment is based on the director's malfeasance in office.

If a present or former Board director is or could be subject to personal civil liability for a loss occurring because of a noncriminal act or omission within the scope of the director's duties which violates the civil rights laws of the United States, the Board shall, subject to the limitations established by Indiana law pay the judgment, compromise, or settlement of the claim or suit if the Board determines by resolution that paying the judgment, compromise or settlement is in the best interests of the Corporation. The Board shall also pay all costs and fees incurred by or on behalf of Board director in defense of any such claim or suit.

A Board director shall not be personally liable on contracts entered into within the scope of the director's duties as a Board director unless the contract clearly states otherwise in writing.

© Neola 2016

Legal I.C. 20-26-5-4(17)
 I.C. 34-13-2
 I.C. 34-13-3-5
 I.C. 34-13-3-20
 I.C. 34-13-4-1
 I.C. 35-44-1.1-4

Book Policy Manual
Section 0000 Bylaws
Title CONFLICT OF INTEREST
Code po0144.3
Status Active
Adopted May 28, 2019

0144.3 - CONFLICT OF INTEREST

Board directors shall utilize the authority of their position solely for the benefit of the school community. To this end:

A. Conflict of Interest Disclosure

If a Board director or a spouse or dependent has a pecuniary interest in a contract or purchase to be approved by the Board, or a Board director or a spouse or dependent will profit from a contract or purchase to be approved by the Board, the Board director shall submit a written Conflicts of Interest disclosure on State Board of Accounts Form 236.

When a Board director makes a Conflicts of Interest disclosure as provided above, the disclosure shall be submitted for approval by the Board before the Board considers approval of the contract or purchase addressed in the disclosure, provided the contract or purchase will be funded entirely by funds other than those received from a Federal grant or award.

The Board director shall not participate in the discussion or vote on the acceptance of his/her disclosure or approval of the contract or purchase, and the role played by this Board director shall be described in the minutes of the meeting.

A written conflict of interest disclosure on State Board of Accounts Form 236 that is approved by the Board shall be filed by the Superintendent with the State Board of Accounts and the Clerk of the Circuit Court within fifteen (15) calendar days after approval by the Board. I.C. 35-44.1-1-4

B. Profiteering From Public Service

For one (1) year after leaving the Board, a director of the Board shall not obtain a pecuniary interest in any contract or purchase which was approved by the Board during his/her Board service unless the former director:

1. was screened from any participation in the contract or purchase
2. has not and will not receive a part of any profit from the contract or purchase by the Board; and
3. promptly gives notice to the Board of his/her interest in the contract or purchase.

This limitation does not apply if the Board director receives less than \$250.00 of the profits from the contract or purchase.

© Neola 2016

Legal

I.C. 35-44.1-1-4

I.C. 35-44.1-1-5

2 C.F.R. 200.112, 200.113, 200.318

Book Policy Manual

Section 0000 Bylaws

Title BOARD MEMBER ETHICS

Code po0144.2

Status Active

Adopted May 28, 2019

0144.2 - BOARD MEMBER ETHICS

A School Board member should honor the high responsibility which his/her membership demands by:

- A. thinking always in terms of "children first";
- B. understanding that the basic function of the School Board member is "policy-making" and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;
- C. accepting the responsibility along with his/her fellow Board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools;
- D. refusing to "play politics" in either the traditional partisan, or in any petty sense;
- E. representing at all times the entire school community;
- F. accepting the responsibility of becoming well informed concerning the duties of Board members, and the proper functions of public schools;
- G. recognizing responsibility as a State official to seek the improvement of education throughout the State.

A School Board member should respect his/her relationships with other members of the Board by:

- A. recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings;
- B. recognizing the integrity of his/her predecessor and associates and the merit of their work;
- C. refusing to make statements or promises as to how s/he will vote on any matter which should properly come before the Board as a whole;
- D. making decisions only after all facts bearing on a question have been presented and discussed;
- E. respecting the opinion of others and by graciously conforming to the principle of "majority rule";

- F. refusing to participate in irregular meetings such as "secret" or "star chamber" meetings, which are not official and which all members do not have the opportunity to attend;
- G. attempting to fairly appraise both the present and future educational needs of the community.

A School Board member should maintain desirable relations with the Superintendent/Principal of Schools and his/her staff by:

- A. striving to procure, when the vacancy exists, the best professional leader available for the head administrative post;
- B. giving the Superintendent/Principal full administrative authority for properly discharging his/her professional duties, and also by holding him/her responsible for acceptable results;
- C. acting only upon the recommendation of the Superintendent/Principal in matters of employment or dismissal of school personnel;
- D. having the Superintendent/Principal present at all meetings of the Board except when his/her contract and salary are under consideration;
- E. referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of an administrative solution;
- F. striving to provide adequate safeguards around the Superintendent/Principal and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis;
- G. presenting personal criticisms of any employee directly to the Superintendent/Principal.

A School Board member should meet his/her responsibilities to his/her community by:

- A. attempting to appraise fairly both the present and future educational needs of the community;
- B. regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools of the community;
- C. insisting that all school business transactions be on an open, ethical, and above-board basis;
- D. vigorously seeking adequate financial support for the schools;
- E. refusing to use his/her position on a School Board in any way whatsoever for personal gain or personal prestige;
- F. refusing to discuss personnel matters or any other confidential business of the Board in his/her home, on the street, or in his/her office;
- G. winning the community's confidence that all is being done in the best interests of school children.

Book Policy Manual
Section 0000 Bylaws
Title COMPENSATION
Code po0144.1
Status Active
Adopted May 28, 2019

0144.1 - COMPENSATION

Board Directors shall receive no compensation for their service. Expenses of a Board director shall be reimbursed when incurred in the performance of his/her duties or in the performance of functions authorized by the Board and duly vouchered.

I.C. 20-26-4-7

The following guidelines have been established by the Board to ensure appropriate and proper reimbursement of expenses for Board members.

- A. The School Board at Charter School of the Dunes is strictly voluntary. They will receive zero compensation for being a member of the board.
- B. Expenses will be reimbursed only for activities authorized by the Board.
- C. Reimbursement for mileage will not exceed the current rate established for Corporation employees.
- D. Attendance at Board-approved conferences should be at the location closest to the Corporation.
- E. When attending a Board-approved conference, all fees, parking, mileage, meals, and lodging will be reimbursed.
- F. Purchase of any printed or other materials relating to Boardmanship will be reimbursed if pre-purchase approval is given by the Board. If such approval is not possible or feasible, a voucher must be submitted to the Board for approval.
- G. No entertainment expenses or purchases of alcoholic beverages are reimbursable.
- H. A voucher detailing the amount and nature of each expense must be submitted to the Board for approval within fourteen (14) days after the expenses have been incurred.

Book Policy Manual
Section 0000 Bylaws
Title PUBLIC EXPRESSIONS OF BOARD MEMBERS
Code po0143.1
Status Active
Adopted May 28, 2019

0143.1 - PUBLIC EXPRESSIONS OF BOARD MEMBERS

The Board President functions as the official spokesperson for the Board.

From time-to-time, however, individual Board members make public statements on school matters:

- A. to local media;
- B. to local officials and/or State officials.

Sometimes the statements imply, or the readers (listeners) infer, that the opinions expressed or statements made are the official positions of the Board. The misunderstandings that can result from these incidents can embarrass both the member and the Board. Therefore, Board members should, when writing or speaking on school matters to the media, legislators, and other officials, make it clear that their views do not necessarily reflect the views of the Board or of their colleagues on the Board.

A. This bylaw shall apply to all statements and/or writings by individual Board members not explicitly sanctioned by a majority of its members, except as follows:

1. correspondence, such as legislative proposals, when the Board member has received official guidance from the Board on the matters discussed in the letter
 2. routine, not for publication, correspondence of the Superintendent and other Board employees
 3. routine "thank you" letters of the President of the Board
 4. statements by Board members on nonschool matters (providing the statements do not identify the author as a member of the Board)
 5. personal statements not intended for publication
- B. Copies of this bylaw shall be sent to local media by the Board President.

Book Policy Manual
Section 0000 Bylaws
Title BOARD MEMBER AUTHORITY
Code po0143
Status Active
Adopted May 28, 2019

0143 - BOARD MEMBER AUTHORITY

Individual members of the Board do not possess the powers that reside in the School Board, but no member of the Board shall be denied documents or information to which s/he is legally entitled and which are required in the performance of his/her duties as a Board member.

Access to Corporation personnel records shall be subject to the following guidelines:

- A. Examination of school employee personnel records by the School Board shall be conducted only at executive sessions of the Board. Any Board member may request that the Superintendent bring the personnel records of a designated employee(s) to an executive meeting of the Board.
- B. Personnel records shall, in their entirety, be returned to the custody of the Superintendent at the conclusion of the executive session of the Board.
- C. Information obtained from employee personnel records by members of the Board shall be used only for the purpose of aiding the members in fulfilling their legal responsibilities in making decisions in matters such as appointments, assignments, promotions and demotions, remuneration, discipline, and dismissal or to aid the development and implementation of personnel policies, or for such other uses as are necessary to enable the Board to carry out its legal responsibilities.

© Neola 2016

Legal I.C. 20-26-5-4

Book Policy Manual
Section 0000 Bylaws
Title ORIENTATION
Code po0142.5
Status Active
Adopted May 28, 2019

0142.5 - ORIENTATION

The Board believes that the preparation of each Board member for the performance of Board duties is essential to the effective functioning of the Board. The Board shall encourage each new Board member to understand the functions of the Board, acquire knowledge of matters related to the operation of the Corporation, and learn Board procedures. Accordingly, the Board shall give to each new Board member no later than his/her first regular meeting as a Board member for his/her use and possession during the term on the Board the following items:

- A. a copy of the Board policy manual
- B. the current budget statement, audit report, and related fiscal materials
- C. School Handbook

Each new Board member may be invited to meet with the Board President and the Superintendent to discuss Board functions, policies, and procedures.

The Board shall encourage the attendance of each new Board member at orientation and training meetings.

Book Policy Manual
Section 0000 Bylaws
Title BOARD MEMBER LEAVE OF ABSENCE FOR MILITARY SERVICE
Code po0142.4
Status Active
Adopted May 28, 2019

0142.4 - BOARD MEMBER LEAVE OF ABSENCE FOR MILITARY SERVICE

A Board member who elects to take a leave of absence because s/he has been called into active duty in the Armed Forces of the United States or the National Guard and is therefore unable to perform the duties of boardmanship is entitled to a leave of absence for the period of time of the active duty. A Board member's salary will be prorated to reflect the period of active duty.

The Board member shall give written notice to the Clerk of the Circuit Court stating that s/he has been called into active duty and will be temporarily unable to perform the duties of school Board member.

During the Board member's leave of absence the position on the Board must be filled in the same manner as filling other vacancies on the Board. The person selected or appointed serves until the date the Board member's leave of absence ends or the term of his/her office expires.

The person selected or appointed to the Board assumes the rights and duties of board membership and receives the adopted compensation established for the office for the time of the temporary appointment.

In the event the Board member's term of office expires during such a leave of absence, the office shall be filled as provided by law. Except as provided by a Federal law or regulation, a Board member who is on such a leave of absence is entitled to become a candidate for and be elected to the office from which s/he has taken a leave of absence.

© Neola 2016

Legal I.C. 5-9-4

Book Policy Manual
Section 0000 Bylaws
Title VACANCIES
Code po0142.3
Status Active
Adopted May 28, 2019

0142.3 - VACANCIES

The position of a Board member shall become vacant upon the occurrence of any one (1) of the following events:

- A. death of the member is certified by the clerk of the circuit court (I.C. 5-8-6 and I.C. 20-26-4-4.5(c))
- B. a member submits a written resignation from the Board to the board president. I.C. 5-8-3.5-1(a)(4)
- C. a member is convicted of a felony
- D. a member's election or appointment is declared void by a competent tribunal
- E. a member ceases to possess the legal qualifications for continuing to hold office
- F. a member is convicted of any crime against the laws of the United States where the sentence imposed exceeds six (6) months, evading the Selective Service Act, engaging in conspiracy or an attempt to defraud the government of the United States, or seditious utterances in violation of the laws of the United States (I.C. 5-8-3-1)
- G. a member voluntarily became intoxicated within the business hours of the Board, or is in the habit of becoming intoxicated by the use of intoxicating liquors and is removed from office under I.C. 34-17 (I.C. 5-8-2-1)

I.C. 5-8-1-35, 5-8-3.5-1
I.C. 20-23-4-30

Filling a Board Vacancy

A vacancy shall be filled by the remaining members of the Board within thirty (30) days after the vacancy occurs. If a tie vote occurs among the remaining members of the Board or between candidates for the Board under I.C. 3-12-9-4, or the remaining members of the remaining Board members fail to fill a vacancy on the Board within thirty (30) days after any vacancy occurs, the judge of the circuit court shall make an appointment to fill the vacancy. (I.C. 20 23 4-30(d)(1) & (2))

The Board shall seek qualified and interested candidates from the community through the news media, word of mouth, and contacts with appropriate organizations.

All applicants are to submit a notice of their interest, in writing, to the Superintendent/Principal or Board President.

The Board may interview all interested candidates to ascertain their qualifications.

The applicant must pass a background check and a fingerprint check before being appointed to the school board.

Charter School of the Dunes Board Member Responsibilities and Expectations

Responsibilities and Expectations as a Board Member Candidate:

- A. Resume submission
- B. Background Check (required by the State of Indiana)
- C. Fingerprints (required by the State of Indiana)
- D. Interview with three-person screening committee
- E. Completing and signing a Conflict of Interest Policy form
- F. Interview with the full Board

Board Meeting Schedule:

- A. Meet on the Fourth Tuesday of the month, ten months of the year (calendar will be provided). The executive session is normally scheduled at 5:00 p.m. and the regular meeting is usually scheduled for 5:30 p.m.
- B. Meet for one Saturday per Year for the Annual Board Retreat (date selected based on availability of board members)
- C. Attend periodic special Board meetings when necessary

All Board Meetings are held at the school unless otherwise announced. Board members are expected to attend all meetings. Exceptions are granted. Call-ins are granted on an exception basis.

Materials:

New Board members will receive a copy of the School Vision, Mission Statement, Slogan, Board Bylaws and Handbook.

Member Expectations:

The Charter School of the Dunes is a governing Board. Board Members are expected to review minutes from previous meetings and be prepared for all meetings. Board Members govern by the School Vision and support staff initiatives that advance the School Vision. The Board is responsible for ensuring that the student performance continuously improves, enrollment is at goal and financial performance is at plan.

The Board position is voluntary. Board members do not receive compensation. Expenses for school business will be reimbursed if approved.

© Neola 2016

Book Policy Manual
 Section 0000 Bylaws
 Title TERM
 Code po0142.1
 Status Active
 Adopted May 28, 2019

0142.1 - TERM

The term of each Board member shall be three (3) years.

RESIGNATION AND REMOVAL OF DIRECTORS.

A Director may resign at any time upon written notice to the Board of Directors. A Director may be removed with or without cause by a majority vote of the Board of Directors. Resignation, Removal, and Vacancies. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective. A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

- A. Violations of applicable law, including (but not limited to): (i) Violations of the Indiana Charter School Law; and (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- B. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- C. Breach of any governing document relating to the Corporation, including but not limited to the Articles, these Bylaws, and the Charter Agreement.
- D. Inadequate attendance at meetings of the Board of Directors, defined as from four (4) consecutive meetings or from at least fifty 50 percent (50%) of such meetings within one (1) calendar year. Any vacancy on the Board of Directors created by the resignation or removal of a Director shall be filled by a majority of the Directors then in office.

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

Book Policy Manual
Section 0000 Bylaws
Title ELECTION/APPOINTMENT OF MEMBERS AND ELIGIBILITY TO SERVE
Code po0142
Status Active
Adopted May 28, 2019

0142 - ELECTION/APPOINTMENT OF MEMBERS AND ELIGIBILITY TO SERVE

Members of the Board shall be qualified and elected in accordance with the Corporation's organization plan on file with the State Board of Education. In accordance with I.C. 20-26-4-11, if a teacher or a noncertified employee (as defined in I.C. 20-29-2-11) of the Board is elected or appointed to the Board, the employee must resign from employment by the Board before serving on the Board.

No person otherwise eligible to assume office as a member of the Board shall be disqualified on the basis of age if s/he is at least twenty-one (21) years of age (I.C. 20-26-4-9); and ownership of property shall not be a qualification to serve as a Board member (I.C. 20-26-4-11).

Before August 1st of each school year (July 1 to June 30), the Superintendent shall file with the State Superintendent of Public Instruction a listing of the:

- A. names and addresses of members of the Board;
- B. names and addresses of the Board's officers;
- C. expiration dates of the terms of the Board members and officers.

Should a change occur in Board membership during the term of one or more members of the Board, the School Corporation shall file the change with the State Superintendent of Public Instruction within thirty (30) days after the change occurs. (I.C. 20-23-8-22)

Book Policy Manual
Section 0000 Bylaws
Title NUMBER
Code po0141
Status Active
Adopted May 28, 2019

0141 - NUMBER

The School Board of Directors shall consist of a minimum of five (5) directors.

© Neola 2016

Book Policy Manual
Section 0000 Bylaws
Title JUDICIAL
Code po0133
Status Active
Adopted May 28, 2019

0133 - JUDICIAL

The Board may assume jurisdiction over any dispute or controversy arising within this Corporation and concerning any matter in which authority has been vested in the Board by statute, rule, a contract, or policy of this Board.

In furtherance of its adjudicatory function, the Board may hold hearings which shall offer the parties to a dispute, on notice duly given, a fair and impartial forum for the resolution of the matter.

Beyond the basic requirements of due process, a hearing may vary in form and content in line with the severity of the consequences which may flow from it, the degree of difficulty of establishing findings of fact from conflicting evidence, the impact of the Board's decision on the Corporation, and any statutory or regulatory requirements.

In order to provide a fair hearing for the parties to a matter to be adjudicated by the Board, Board members shall be impartial in such matters and capable of making a decision based solely upon the evidence presented by the parties. Therefore, Board members shall not conduct or participate in any investigation of the facts in such matters; collect, evaluate, or review the facts of the matter prior to presentation of the facts to the Board; or form or express an opinion not subject to change on any aspect of the pending matter.

If a Board member testifies concerning a material fact in dispute, has a personal interest in the matter under consideration, has participated in the gathering of evidence or the formulation of strategy, or has expressed an opinion on one or more material facts in dispute, that Board member shall not participate in the Board's consideration of the matter or vote in the matter, unless the Board member certifies and declares to the parties in the matter and to the Board that s/he is capable of resolving the matter based solely on the evidence presented to the Board.

If a Board member is unable to make this certification, the Board member shall voluntarily recuse himself/herself and shall not participate in any evidentiary hearing, discussion, or vote in the matter.

Book Policy Manual
Section 0000 Bylaws
Title ADMINISTRATIVE AUTHORITY
Code po0132.2
Status Active
Adopted May 28, 2019

0132.2 - ADMINISTRATIVE AUTHORITY

The Superintendent/Principal shall consult with the Board with regard to the development and/or revision of policies.

The Superintendent/Principal shall prepare guidelines for the administration of the Corporation which are not inconsistent with statutes, regulations of the State Board, and/or the policies of this Board. (See Policy 1230.01)

The Superintendent/Principal shall be delegated the authority to take necessary action in circumstances not provided for in Board policy, provided that such action shall be reported to the Board at the next meeting following such action.

© Neola 2015

Legal I.C. 20-26-5-4

Book	Policy Manual
Section	0000 Bylaws
Title	SELECTION OF SUPERINTENDENT/PRINCIPAL
Code	po0132.1
Status	Active
Adopted	May 28, 2019

0132.1 - SELECTION OF Superintendent/Principal

The School Board shall exercise its executive power in part by the appointment of a Superintendent/Principal who shall enforce the statutes of the State of Indiana, administrative guidelines of the State School Board, and the policies of this Board.

Before entering into a contract of employment with a Superintendent/Principal, the Board shall comply with the requirements of I.C. 20-26-5-4.3 regarding notice and hearing. See also Board Policy 1220 regarding Employment of the Superintendent/Principal. After entering into a contract of employment with the Superintendent/Principal, the Board shall comply with the requirements of I.C. 20-26- 5-4.3 regarding posting the Superintendent/Principal's contract. See also Board Policy 8311 regarding Public Access to Employee Contracts.

Book	Policy Manual
Section	0000 Bylaws
Title	TECHNICAL CORRECTIONS
Code	po0131.2
Status	Active
Adopted	May 28, 2019

0131.2 - TECHNICAL CORRECTIONS

Periodically it may be deemed necessary to make technical corrections to policies that already have been adopted through normal procedures. These technical corrections may include:

- A. transfer of sections,
- B. renumbering subsections, sections, chapters and titles,
- C. corrections or additions for grammatical or typographical errors,
- D. changes in citations of the law such as renumbering,
- E. changes in names for compliance personnel, or
- F. changes in titles of personnel when Board action is taken in making new positions or reducing staff not affecting the construction or meaning of those sections, subsections, chapters, titles, or policies as a whole.

Should the Board choose to make such technical corrections, it may be accomplished by resolution as part of the consent agenda without going through the normal policy adoption procedure.

Book Policy Manual
Section 0000 Bylaws
Title BYLAWS AND POLICIES
Code po0131.1
Status Active
Adopted May 28, 2019

0131.1 - BYLAWS AND POLICIES

The Board shall adopt bylaws and policies for the organization and operation of this Board and the Corporation.

The bylaws and policies may be adopted, amended, and repealed at any meeting of the Board, provided the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding Board meeting until approved or rejected, except that the Board may, upon a vote and where compelling reasons exist, cause to suspend at any time the operation of a bylaw or policy herein contained, provided the suspension does not conflict with law, and such suspension shall terminate at the next meeting of the Board or at such earlier time as is specified in the motion to suspend.

These bylaws and policies may be adopted or amended by resolution at a single meeting of the Board in an emergency. An emergency shall be defined for purposes of this rule as any situation or set of circumstances which the Board has reason to believe will close the schools or jeopardize the safety or welfare of the students or employees of the Corporation.

Any resolution adopted under emergency conditions shall expire automatically at the first public meeting of the Board following the abatement of the emergency unless the Board moves to adopt said resolution as a bylaw or a policy.

Bylaws shall be adopted, amended, repealed, or suspended by a majority vote of the full Board. Policies shall be adopted, amended, or repealed by a majority vote of the full Board.

The adoption, modification, repeal, or suspension of a Board bylaw or policy shall be recorded in the minutes of the Board. All bylaws and policies shall be published in the Board policy manual.

Any policy or part of a policy that is superseded by a term in a negotiated agreement shall no longer be in force and effect as a policy.

Further, any policy or part of a policy that is inconsistent with the law or with a decision rendered by a court of competent jurisdiction shall no longer be in force and effect as a policy.

The Board may adopt, amend, or repeal administrative rules of order for its own operation by simple resolution of the Board passed by a majority vote of the Board.

Legal

I.C. 20-26-5-4

Book Policy Manual
Section 0000 Bylaws
Title PHILOSOPHY OF THE BOARD
Code po0123
Status Active
Adopted May 28, 2019

0123 - PHILOSOPHY OF THE BOARD

A School Corporation is a legal entity for providing a system of public education within a geographic area of the State of Indiana. The system was created by and is governed by, State statutes.

The School Board has the dual responsibility for implementing the Corporation's legal obligations pertaining to public education and for meeting the desires of the citizens. While the Board has an obligation to determine and assess citizen desires, it is understood that when individuals are elected or appointed to represent citizens in the conduct of specified educational programs, they, at the same time, are endowed with the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The Board declares and, thereby, reaffirms its intent to:

- A. Maintain two-way communications with citizens of the Corporation. The Board shall keep them informed of the progress and problems of the Corporation, and the citizens shall be urged to bring their aspirations and concerns about the Corporation and its schools to the Board's attention.
- B. Establish policies and make decisions on the basis of declared educational philosophy and goals.
- C. Act as a truly representative body for citizens in all matters related to programs and operations. The Board recognizes that ultimate responsibility for public education rests with the State, but the School Board has been assigned specific authority through statute, and the Board shall not relinquish or fail to exercise that authority.

Book Policy Manual
Section 0000 Bylaws
Title BOARD POWERS
Code po0122
Status Active
Adopted May 28, 2019

0122 - BOARD POWERS

The School Corporation shall be a body corporate, and, as such, capable of suing and being sued, contracting and being contracted with, acquiring, holding, possessing and disposing of real and personal property, and taking and holding in trust for the use and benefit of the Corporation, any grant or devise of land and any donation or bequest of money or other personal property.

The Board shall exercise all powers expressly granted to the Corporation by statute or through rules adopted by the State Board of Education and those powers necessary or desirable in the conduct of the Corporation's affairs, even if the power is not granted by statute or rule. The Board may exercise any power the Corporation possesses to the extent that the power is not expressly denied by the State Constitution, statute, or State Board rule and is not expressly granted to another entity.

The Board shall retain the power to act, through written policies, in situations in which there is no Constitutional or statutory provision requiring a specific manner for the Corporation to exercise a power and no Constitutional or statutory prohibition to the exercise of that power.

The School Board shall have the management and control of all facilities and programs in the Corporation and the employees, students, and other persons entering upon its premises.

© Neola 2016

Legal

I.C. 20-26-3, 20-26-5-4, 36-1-7

Book Policy Manual
Section 0000 Bylaws
Title BOARD AUTHORITY
Code po0121
Status Active
Adopted May 28, 2019

0121 - BOARD AUTHORITY

The supervision of this Corporation shall be conducted by the School Board of Directors, hereinafter sometimes referred to as the "Board", which is constituted and is governed by the laws of the State of Indiana.

© Neola 2016

Book Policy Manual
Section 0000 Bylaws
Title ADDRESS
Code po0115
Status Active
Adopted May 28, 2019

0115 - ADDRESS

The official address of the School Corporation shall be 7300 Melton Road, Gary, IN 46403.

Book	Policy Manual
Section	0000 Bylaws
Title	BOUNDARIES
Code	po0113
Status	Active
Adopted	May 28, 2019

0113 - BOUNDARIES

The Charter School of the Dunes School Corporation is comprised of any student who resides in the state of Indiana and is in grades K-8.

Book Policy Manual
Section 0000 Bylaws
Title PURPOSE
Code po0112
Status Active
Adopted May 28, 2019

0112 - PURPOSE

The School Board exists for the purpose of a governing system for providing a free, public education in grades for children in Kindergarten - Eighth.

Legal I.C. 20-26-5-1

Book Policy Manual
Section 0000 Bylaws
Title NAME
Code po0111
Status Active
Adopted May 28, 2019

0111 - NAME

The governing body of this School Corporation shall be known officially as the Board of Directors of the Charter School of the Dunes.

Book Policy Manual
Section 0000 Bylaws
Title DEFINITIONS
Code po0100
Status Active
Adopted May 28, 2019

0100 - DEFINITIONS

As used in the School Board's bylaws and policies, the following terms shall have the meaning set forth below:

Administrative Guideline

A written statement adopted and approved by the Superintendent which is consistent with Board policy to outline and prescribe procedures to be used in implementing Board policy.

Apps and Services

Apps and services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined below) over a network or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate or transfer information or data that allow students to perform actions or tasks that assist them in attaining educational achievement goals and objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from, and among and between staff, students, parents, Board members, and/or other stakeholders and members of the community.

Board

The Board of Directors (or Education), which is the governing body of the Corporation as defined in I.C. 20-18-2-5.

Bylaw

A rule of the Board for its own governance adopted by a Board vote at a meeting.

Certificated Employee

An employee of the Board in a position that requires a license or permit from the Division of Professional Standards of the Indiana Department of Education. See Indiana Code 20-29-2-4. The term includes teachers, and all administrators in positions requiring a license or permit from the Division of Professional Standards of the Indiana Department of Education.

Classified Employee

A non-certificated employee as defined in these definitions. Synonymous with "support" and "non-professional."

Corporation

The Charter School of the Dunes INC.

Due Process

Procedural due process requires an established rule or standard, notice of facts of an alleged violation and the applicable rule or standard (accusation), and an opportunity to respond before a decision is made.

Full Board

All members of the Board.

Individualized Education Program or IEP

"Individualized education program" or "IEP" means a written document, developed, reviewed, and revised by the case conference committee ("CCC") in accordance with Title 511, Article 7 of the Indiana Administrative Code that describes the following:

- A. How a student will access the general education curriculum, if appropriate.
- B. The special education and related services needed to participate in the educational environment.

The required components of an IEP are contained in 511 IAC 7-42-6.

A transition IEP is an IEP that is:

- A. developed in accordance with 511 IAC 7-43-4; and
- B. in effect when the student enters into grade 9 or becomes fourteen (14) years of age, whichever occurs first, or earlier if determined appropriate by the CCC.

Information Resources

The Board defines Information Resources to include any data or information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data or information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs, DVDs, web sites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

May

A statement providing that an action is permitted but not required.

Meeting

A gathering of the majority of the members of the Board for the purpose of taking "official action" on "public business" of the Corporation. See Indiana Code 5-14-1.5-2(c), (d), and (e).

Non-Certificated Employee

An employee of the Board employed in a position that does not require a permit or license issued by the Division of Professional Standards of the Indiana Department of Education. See Indiana Code 20-29-2-11. Synonymous with "classified employee" and "support employee".

Official Action

Board action to receive information, deliberate, make recommendations, establish policy, make decisions, or take final action. See Indiana Code 5-14-1.5-2(d).

Parent

The natural or adoptive parent(s) or the party designated by a court as the legal guardian or custodian of a student. Both parents will be considered to have equal rights unless a court terminates or otherwise limits parental rights.

Personal Communication Devices

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular or mobile phones, smartphones, and/or other web-enabled devices of any type.

Policy

A general, written statement approved by the Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

President

The chief executive officer of the Board of Directors (or Education) (see Bylaw 0170).

Principal/Superintendent

A professional employee who is assigned to be the educational leader and head administrator of one or more Corporation schools. The term is synonymous with the building administrator in charge of a facility. The use of the term includes a delegate unless the law, policy or guideline specifically prohibits delegation. "Vice Principal" or "Assistant Principal" means an administrator assisting a Principal with the performance of all or a portion of the duties assigned to the Principal.

Professional Employee or Professional Staff Member

An employee of the Board in a position that requires a license or permit from the Division of Professional Standards of the Indiana Department of Education. See Indiana Code 20-29-2-4. The term includes teachers, and all administrators in positions requiring a license or permit from the Department of Professional Standards of the Indiana Department of Education. Synonymous with "certificated employee."

Public Business

The performance by the Board of a function upon which it is specifically authorized to take official action, or not statutorily prohibited from performing. See Indiana Code 5-14-1.5-2(e), Indiana Code 20-26-3, and Indiana Code 20-26-5-4.

Relative

The mother, father, sister, brother, spouse, child, parent of spouse, grandparents, grandchild, or dependent residing in the immediate household of a person.

Secretary

An officer of the Board of Directors (or Education) is responsible for preparation of minutes of Board meetings and custody of the Records of the Board (see Bylaw 0170).

Shall

Expressing non-discretionary required action or action, synonymous with "will" or "must".

Social Media

Social media are online platforms where users engage one another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, weblogs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of Corporation -issued e-mail accounts. Apps and services shall not be considered social media unless they are listed on the Corporation's website as Corporation-approved social media platforms/sites.

Student

A person who is officially enrolled in a school or program of the Corporation.

Superintendent/Principal

The chief executive officer of the Corporation. The use of the term includes a delegate unless the law, policy or guideline specifically prohibits delegation.

Support Employee

A non-certificated employee as the term is used in Indiana Code 20-29-2- 11, and as defined in these definitions.

Teacher

A professional person whose position in a school corporation requires certain educational preparation and licensing and whose primary responsibility is the instruction of students. The term includes a superintendent who holds a license under I.C. 20-28-5, a principal, a librarian, a school psychologist and a school counselor. See I.C. 20-18-2-22

Technology Resources

The Board defines Technology Resources to include computers, laptops, tablets, e-readers, cellular or mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile or portable storage devices, such as external hard drives, CDs, DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

Vice-President

The Vice-President of the Board of Directors (or Education) (see Bylaw 0170).

Voting

An action by which a member of the Board indicates approval or rejection of a motion by a Board member that has been seconded by another Board member at a meeting convened in compliance with all applicable laws including the Indiana Open Door Law (Indiana Code 5-14-1.5). Also see Bylaw 0167.1.

Using Citations to Indiana and Federal Statutes, Rules and Cases

Citations to Indiana Law, Rules and Court Decisions

Citations to the Indiana Code are shown as I.C. or Ind. Code. The numbers which follow I.C. or Ind. Code separated by a hyphen state the title, article, chapter, section, and subsection of an Indiana statute. So Ind. Code 5-14-1.5-6.1(a) is found at title 5, article 14, chapter 1.5, section 6.1, subsection (a).

Citations to the Indiana Administrative Code ("IAC" or "I.A.C.") are prefaced by a title and followed by an article, rule, and section number. So 511 I.A.C. 6-5-1 identifies title 511, article 6, rule 5, section 1.

Citations to Indiana cases begin with a citation to a volume and page in Thompson West Northeast Reporter Series. So a citation to 545 N.E.2d 341 (Ind. 1997) is a cite to volume 545, page 341 of the North Eastern Reporter, Second Series. The "(Ind. 1997)" tells the reader the case cited is an Indiana Supreme Court decision issued in 1997.

Citations to Federal Laws, Rules and Court Decisions

Citations to the United States Code ("USC" or "U.S.C.") are preceded by a title number and followed by a section number. So 20 USC 1232g refers to title 20 of the United States Code section 1232g.

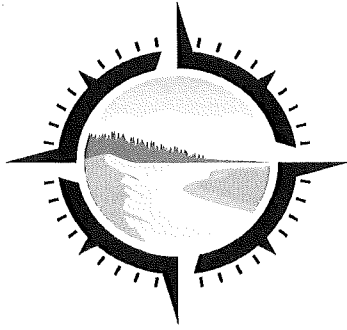
Citations to the Code of Federal Regulations ("C.F.R." or "CFR") are identified by a citation similar to the Indiana Administrative Code. The citation to the title precedes CFR, and the section number follows.

Federal cases are cited in much the same way as Indiana cases. Trial court decisions are reported in the Federal Supplement as "F. Supp." followed by the series number, such as "F. Supp.2d" for the second series of the Federal Supplement. Appellate decisions are published in the Federal Reporter, which is now in its third series. Citations in both the Federal Supplement and the Federal Reporter follow the same format. A volume number precedes the name of the volume, and a page number in that volume follows the volume number. So a cite to 406 F.3d 500 (7th Cir. 2005) directs the reader to volume 406 of the Federal Reporter Third Series, page 500.

The (7th Cir. 2005) tells the reader that the case was issued by the Seventh Circuit Court of Appeals in 2005.



Conflict of Interest



CHARTER SCHOOL
OF THE DUNES
7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

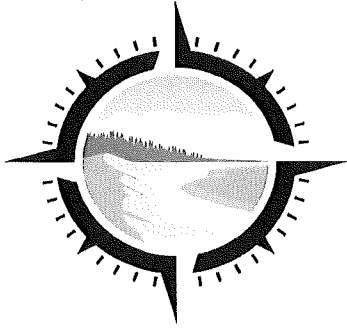
Board of Directors Conflict of Interest Policy

In their capacity as directors, the members of the Board of Directors (the ("Board")) of Charter School of the Dunes ("CSD") must act at all times in the best interests of CSD. The purpose of this policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below.

Board members have a fiduciary duty to conduct themselves without conflict to the interests of CSD. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of CSD. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board member's obligations to CSD and the Board member's personal, business or other interests. All conflicts of interest are not necessarily prohibited or harmful to CSD. However, full disclosure of all actual and potential conflicts and a determination by the disinterested Board members - with the interested Board member recused from participating in debates and voting on the matter - are required. All actual and potential conflicts of interests shall be disclosed by Board members to the CSD Board through the annual disclosure form and/or whenever a conflict arises. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below.

Charter School of the Dunes Conflict of Interest Policy

SECTION 1. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees to 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



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

responsibilities to the Corporation. This policy shall be further subject to the following principles:

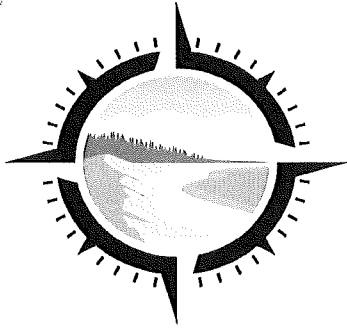
(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference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

(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,



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

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

Board of Directors Conflict of Interest Disclosure Form

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Charter School of the Dunes Board Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Charter School of the Dunes Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the CSD Board President in writing

Disclosure of Actual or Potential Conflicts of Interest:

Board Member Signature:

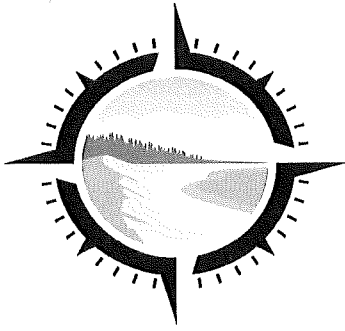
Jamika Smith

Board Member Printed Name:

Jamika Smith

Date:

7/23/23



CHARTER SCHOOL
OF THE DUNES
7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

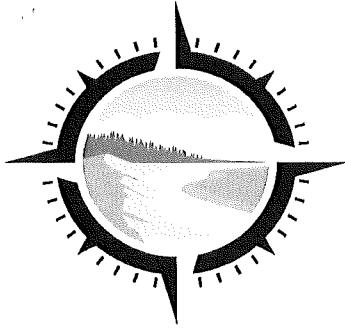
Board of Directors Conflict of Interest Policy

In their capacity as directors, the members of the Board of Directors (the ("Board")) of Charter School of the Dunes ("CSD") must act at all times in the best interests of CSD. The purpose of this policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below.

Board members have a fiduciary duty to conduct themselves without conflict to the interests of CSD. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of CSD. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board member's obligations to CSD and the Board member's personal, business or other interests. All conflicts of interest are not necessarily prohibited or harmful to CSD. However, full disclosure of all actual and potential conflicts and a determination by the disinterested Board members - with the interested Board member recused from participating in debates and voting on the matter - are required. All actual and potential conflicts of interests shall be disclosed by Board members to the CSD Board through the annual disclosure form and/or whenever a conflict arises. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below.

Charter School of the Dunes Conflict of Interest Policy

SECTION 1. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees to 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



CHARTER SCHOOL
OF THE DUNES
7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

responsibilities to the Corporation. This policy shall be further subject to the following principles:

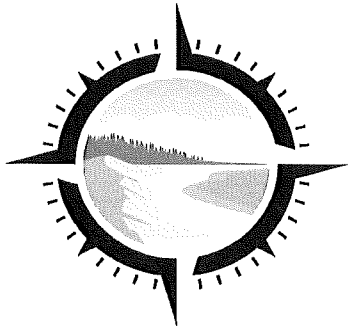
(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference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

(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,



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

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

Board of Directors Conflict of Interest Disclosure Form

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Charter School of the Dunes Board Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Charter School of the Dunes Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the CSD Board President in writing

Disclosure of Actual or Potential Conflicts of Interest:

Board Member Signature:

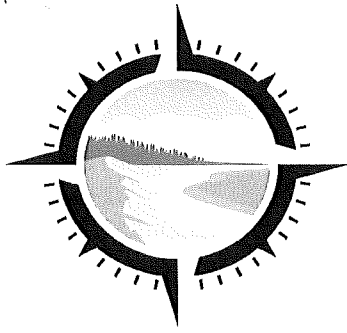
Thomas J. Cera

Board Member Printed Name:

THOMAS CERA

Date:

7/25/2023



CHARTER SCHOOL
OF THE DUNES
7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

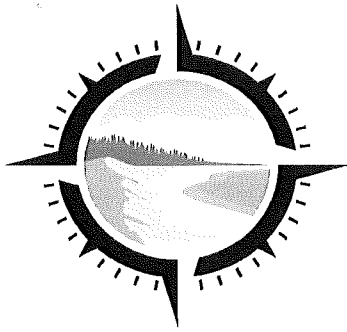
Board of Directors Conflict of Interest Policy

In their capacity as directors, the members of the Board of Directors (the ("Board")) of Charter School of the Dunes ("CSD") must act at all times in the best interests of CSD. The purpose of this policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below.

Board members have a fiduciary duty to conduct themselves without conflict to the interests of CSD. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of CSD. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board member's obligations to CSD and the Board member's personal, business or other interests. All conflicts of interest are not necessarily prohibited or harmful to CSD. However, full disclosure of all actual and potential conflicts and a determination by the disinterested Board members - with the interested Board member recused from participating in debates and voting on the matter - are required. All actual and potential conflicts of interests shall be disclosed by Board members to the CSD Board through the annual disclosure form and/or whenever a conflict arises. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below.

Charter School of the Dunes Conflict of Interest Policy

SECTION 1. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees to 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



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

responsibilities to the Corporation. This policy shall be further subject to the following principles:

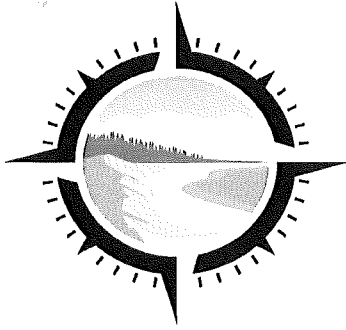
(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference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

(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,



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

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

Board of Directors Conflict of Interest Disclosure Form

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Charter School of the Dunes Board Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Charter School of the Dunes Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the CSD Board President in writing

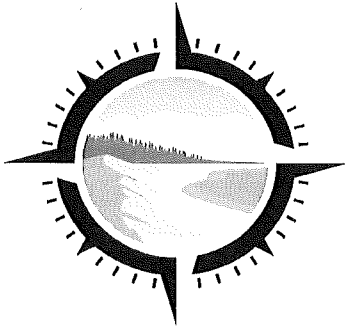
Disclosure of Actual or Potential Conflicts of Interest:

Board Member Signature:

Board Member Printed Name:

Shalonda Drayton

Date: 07/25/2023



CHARTER SCHOOL
OF THE DUNES
7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

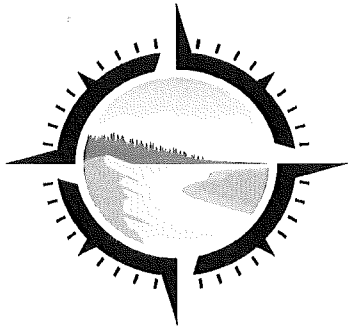
Board of Directors Conflict of Interest Policy

In their capacity as directors, the members of the Board of Directors (the ("Board")) of Charter School of the Dunes ("CSD") must act at all times in the best interests of CSD. The purpose of this policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below.

Board members have a fiduciary duty to conduct themselves without conflict to the interests of CSD. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of CSD. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board member's obligations to CSD and the Board member's personal, business or other interests. All conflicts of interest are not necessarily prohibited or harmful to CSD. However, full disclosure of all actual and potential conflicts and a determination by the disinterested Board members - with the interested Board member recused from participating in debates and voting on the matter - are required. All actual and potential conflicts of interests shall be disclosed by Board members to the CSD Board through the annual disclosure form and/or whenever a conflict arises. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below.

Charter School of the Dunes Conflict of Interest Policy

SECTION 1. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees to 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



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

responsibilities to the Corporation. This policy shall be further subject to the following principles:

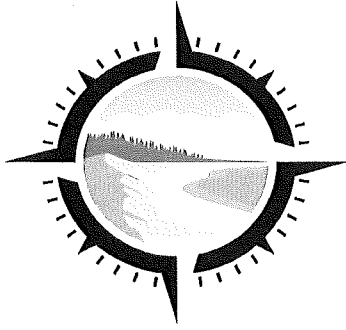
(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference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

(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,



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

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

Board of Directors Conflict of Interest Disclosure Form

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Charter School of the Dunes Board Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Charter School of the Dunes Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the CSD Board President in writing

Disclosure of Actual or Potential Conflicts of Interest:

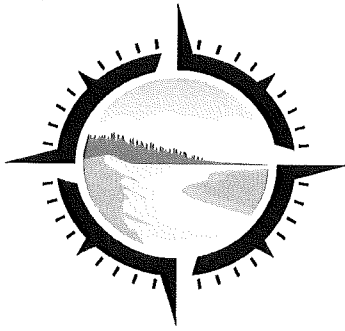
Board Member Signature:

George A. ROGGE

Board Member Printed Name:

George A. ROGGE

Date: 7-25-2023



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

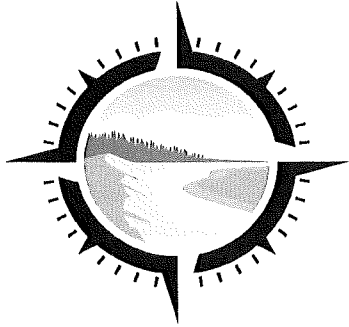
Board of Directors Conflict of Interest Policy

In their capacity as directors, the members of the Board of Directors (the ("Board")) of Charter School of the Dunes ("CSD") must act at all times in the best interests of CSD. The purpose of this policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below.

Board members have a fiduciary duty to conduct themselves without conflict to the interests of CSD. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of CSD. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board member's obligations to CSD and the Board member's personal, business or other interests. All conflicts of interest are not necessarily prohibited or harmful to CSD. However, full disclosure of all actual and potential conflicts and a determination by the disinterested Board members - with the interested Board member recused from participating in debates and voting on the matter - are required. All actual and potential conflicts of interests shall be disclosed by Board members to the CSD Board through the annual disclosure form and/or whenever a conflict arises. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below.

Charter School of the Dunes Conflict of Interest Policy

SECTION 1. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees to 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



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

responsibilities to the Corporation. This policy shall be further subject to the following principles:

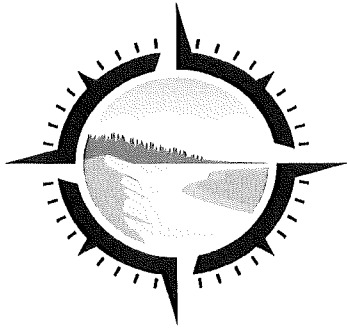
(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference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

(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,



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

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

Board of Directors Conflict of Interest Disclosure Form

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Charter School of the Dunes Board Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Charter School of the Dunes Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the CSD Board President in writing

Disclosure of Actual or Potential Conflicts of Interest:

Board Member Signature:

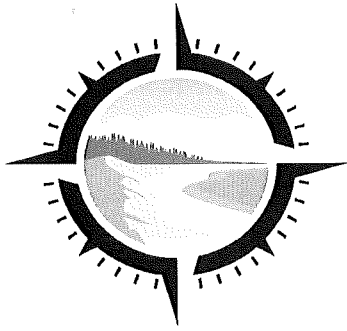
Tameka White

Board Member Printed Name:

Tameka White

Date:

8/22/2023



CHARTER SCHOOL
OF THE DUNES
7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

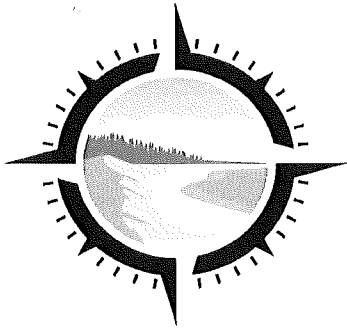
Board of Directors Conflict of Interest Policy

In their capacity as directors, the members of the Board of Directors (the ("Board")) of Charter School of the Dunes ("CSD") must act at all times in the best interests of CSD. The purpose of this policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below.

Board members have a fiduciary duty to conduct themselves without conflict to the interests of CSD. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of CSD. A conflict of interest is a transaction or relationship which presents or may present a conflict between a Board member's obligations to CSD and the Board member's personal, business or other interests. All conflicts of interest are not necessarily prohibited or harmful to CSD. However, full disclosure of all actual and potential conflicts and a determination by the disinterested Board members - with the interested Board member recused from participating in debates and voting on the matter - are required. All actual and potential conflicts of interests shall be disclosed by Board members to the CSD Board through the annual disclosure form and/or whenever a conflict arises. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below.

Charter School of the Dunes Conflict of Interest Policy

SECTION 1. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees to 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



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403

(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

responsibilities to the Corporation. This policy shall be further subject to the following principles:

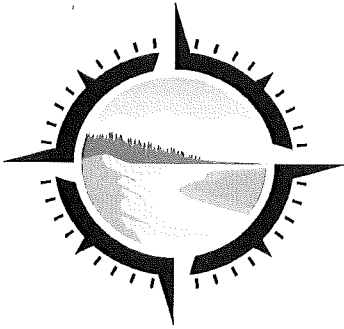
(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference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

(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,



CHARTER SCHOOL OF THE DUNES

7300 East Melton Road | Gary, Indiana 46403
(P) 219-939-9690 | (F) 219-939-9031 | (W) www.csdunes.org

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

Board of Directors Conflict of Interest Disclosure Form

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Charter School of the Dunes Board Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Charter School of the Dunes Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the CSD Board President in writing

Disclosure of Actual or Potential Conflicts of Interest:

Board Member Signature:

Board Member Printed Name:

PAUL W. ORNER

Date:

7/25/2023



Code of Ethics Policy

Book	Policy Manual
Section	0000 Bylaws
Title	BOARD MEMBER ETHICS
Code	po0144.2
Status	Active
Adopted	May 28, 2019
Last Revised	October 24, 2023

0144.2 - **BOARD MEMBER ETHICS**

A School Board member shall honor the high responsibility which his/her membership demands by:

- A. thinking always in terms of "children first";
- B. understanding that the basic function of the Board member is "policy-making" and not "administrative", and by accepting the responsibility of learning to discriminate intelligently between these two functions;
- C. accepting the responsibility along with his/her fellow Board members of seeing that the maximum of facilities and resources is provided for the proper functioning of schools;
- D. refusing to "play politics" in either the traditional partisan, or in any petty sense;
- E. representing at all times the entire school community;
- F. accepting the responsibility of becoming well informed concerning the duties of Board members, and the proper functions of public schools;
- G. recognizing responsibility as a State official to seek the improvement of education throughout the State.

A School Board member shall respect his/her relationships with other members of the Board by:

- A. recognizing that authority rests only with the Board in official meetings and that the individual member has no legal status to bind the Board outside of such meetings;
- B. recognizing the integrity of his/her predecessor and associates and the merit of their work;
- C. refusing to make statements or promises as to how s/he will vote on any matter which should properly come before the Board as a whole;
- D. making decisions only after all facts bearing on a question have been presented and discussed;
- E. respecting the opinion of others and by graciously conforming to the principle of "majority rule";
- F. refusing to participate in irregular meetings such as "secret" or "star chamber" meetings, which are not official and which all members do not have the opportunity to attend;
- G. attempting to fairly appraise both the present and future educational needs of the community.

A Board member shall maintain desirable relations with the Superintendent of Schools and his/her staff by:

- A. striving to procure, when the vacancy exists, the best professional leader available for the head administrative post;
- B. giving the Superintendent full administrative authority for properly discharging his/her professional duties, and also by holding him/her responsible for acceptable results;
- C. acting only upon the recommendation of the Superintendent in matters of employment or dismissal of school personnel;

- D. having the Superintendent present at all meetings of the Board except when his/her contract and salary are under consideration;
- E. referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of administrative solution;
- F. striving to provide adequate safeguards around the Superintendent and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis;
- G. presenting personal criticisms of any employee directly to the Superintendent.

A Board member shall meet his/her responsibilities to his/her community by:

- A. attempting to appraise fairly both the present and future educational needs of the community;
- B. regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools of the community;
- C. insisting that all school business transactions be on an open, ethical, and above-board basis;
- D. vigorously seeking adequate financial support for the schools;
- E. refusing to use his/her position on a School Board in any way whatsoever for personal gain or personal prestige;
- F. refusing to discuss personnel matters or any other confidential business of the Board in his/her home, on the street, or in his/her office;
- G. winning the community's confidence that all is being done in the best interests of school children.

(Indiana School Boards Association)

A Board member shall maintain a safe and healthy environment for students by:

- A. maintaining appropriate boundaries with students' personal space and personal life;
- B. maintaining appropriate conduct with students, including, but not limited to, refraining from creating or participating in any situation or activity that could be considered abusive or sexually suggestive or involve harmful substances such as illegal drugs, alcohol, or tobacco;
- C. refraining from transmitting any personally identifiable image of a student(s), including video, photographs, streaming video, etc. via email, text message, or through the use of social media and/or online networking media, such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., unless such transmission has been made as part of a pre-approved curricular matter or co-curricular/extracurricular event or activity such as a school-sponsored publication or production in accordance with Policy 5722 - School-Sponsored Student Publications and Productions;
- D. Policy 8330 - Student Records maintaining the confidentiality of students, in accordance with law (see Policy 8330 - Student Records and Policy 8350 - Confidentiality);
- E. modeling and adhering to a high standard of conduct, including refraining from illegal activity.

© Neola 2023

Legal Indiana School Board Association Code of Ethics

Cross References po5722 - SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS
 po8330 - STUDENT RECORDS
 po8350 - CONFIDENTIALITY



Attachment #5

N/A



Attachment #6

School Performance Report

<https://indianagps.doe.in.gov/Summary/school/548>

Charter School of the Dunes

2022 Annual Performance Report

Charter School of the Dunes, Gary 9310

Indicator	Corporation Results				State
	'18-'19	'19-'20	'20-'21	'21-'22	Total
Student Enrollment	604	658	684	700	1,120,125
Number of Certified Teachers	30	30	30	38	76,712
Teacher Salary Range - Minimum	\$38,000	\$38,000	0	\$42,100	\$24,101
Teacher Salary Range - Maximum	\$55,650	\$57,459	0	\$75,000	\$89,945
Number of Students in Special Education	92	89	100	85	182,581
Percent of Students in Special Education	15.2	13.5	14.6		
Number of Students in Gifted and Talented Education	19	27	25	26	126,728
Percent of Students in Gifted and Talented Education	3.1	4.1	3.7		
Number of Students Receiving Free or Reduced Lunches	560	625	643	678	476,951
Percent of Students Receiving Free or Reduced Price Lunches	92.7	95.0	94.0		
Number of Limited English Proficiency Students	2	6	8	7	77,556
Percent of Limited English Proficiency Students	0.3	0.9	1.2		
Percent of Students in Foster Care	1.49	1.5	2.3	1.1	1.0
Intra District Mobility	0	0	0	0	0
Inter District Mobility	17.9	12.4	5.8	10.4	0
Number of Incidents of Restraint	10	6	0	18	7,179
Number of Incidents of Restraint Involving a School Resource Officer	6	4	0	0	413
Number of Incidents of Seclusion	0	0	0	0	6,658
Number of Incidents of Seclusion Involving a School Resource Officer	0	0	0	0	220

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

*** Suppressed

Charter School of the Dunes

2022 Annual Performance Report

Charter School of the Dunes, Gary 1535

Indicator	School Results				State
	'18-'19	'19-'20	'20-'21	'21-'22	Total
A-F Accountability Grade	D	D	N/A	N/A	
Student Enrollment	604	658	684	700	1,120,125
Number of Certified Teachers	30	30	30	38	76,712
Percentage of Students Passing IREAD	62.2	N/A	40.7	41.7	80.3
* Grade 3 Percent Passing ISTEP+/ ILEARN Math Standard	20.0	N/A	8.7	9.5	51.9
* Grade 3 Percent Passing ISTEP+/ ILEARN Language Arts Standard	4.6	N/A	4.2	6.8	40.7
* Grade 4 Percent Passing ISTEP+/ ILEARN Math Standard	11.3	N/A	6.5	3.1	47.5
* Grade 4 Percent Passing ISTEP+/ ILEARN Language Arts Standard	9.7	N/A	9.5	3.1	41.1
* Grade 4 Percent Passing ISTEP+/ ILEARN Science Standard	3.2	N/A	8.6	1.6	38.4
* Grade 5 Percent Passing ISTEP+/ ILEARN Math Standard	11.3	N/A	1.6	2.8	40.9
* Grade 5 Percent Passing ISTEP+/ ILEARN Language Arts Standard	11.3	N/A	10.2	4.2	41.0
* Grade 5 Percent Passing ISTEP+/ ILEARN Social Science Standard	5.7	N/A	7.1	0.0	38.4
* Grade 6 Percent Passing ISTEP+/ ILEARN Math Standard	9.1	N/A	4.2	2.7	35.6
* Grade 6 Percent Passing ISTEP+/ ILEARN Language Arts Standard	12.1	N/A	6.8	4.1	39.0
* Grade 6 Percent Passing ISTEP+/ ILEARN Science Standard	4.6	N/A	7.4	8.2	38.9
* Grade 7 Percent Passing ISTEP+/ ILEARN Math Standard	8.9	N/A	0.0	2.6	31.9
* Grade 7 Percent Passing ISTEP+/ ILEARN Language Arts Standard	19.6	N/A	8.6	6.4	42.4
* Grade 8 Percent Passing ISTEP+/ ILEARN Math Standard	11.6	N/A	1.6	4.0	29.8
* Grade 8 Percent Passing ISTEP+/ ILEARN Language Arts Standard	37.2	N/A	18.0	13.3	43.1
Pupil Enrollment to Certified Employee Ratio	21.5	20.5	20.1	16.2	16.2
Attendance Rate	92.8	89.4	79.5	84.1	92.9
Number of Students with More Than 10 Unexcused Days Absent	241	324	507	405	169,811

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed

Charter School of the Dunes

2022 Annual Performance Report

Charter School of the Dunes, Gary 1535

Indicator	School Results				State
	'18-'19	'19-'20	'20-'21	'21-'22	Total
Number of Students absent greater than 10% of School Year	130	234	389	302	209932
Number of Students Suspended	142	94	0	129	97,972
Number of Students Expelled	6	1	0	9	2,551
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	2	2	0	12	7,613
Number of Out of School Suspensions	134	78	0	129	70,183
Number of Bullying Incidents	17	4	0	14	5,103

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed



Attachment #7

Authorizer Dashboard

Charter School Dashboard

November, February, May

Exceeds Standard, 4 points

Meets Standard, 3 points

Does Not Meet Standard, 2 points

Falls Far Below Standard, 1 point

School: Charter School of the Dunes	Date: February, 2023	Rating: 2.42
--	-----------------------------	---------------------

Academic Success (50%)	Rating: 1.9/4
-------------------------------	----------------------

Glows:

Instruction – Best practices in instruction (i.e. rigor, relevance, differentiation, checks for understanding, growth-oriented feedback, classroom management, student engagement, clearly communicated learning objectives and proficient curriculum implementation) are frequently observed in classrooms. Instruction meets standard.

Grows:

Fall NWEA scores – The number of students who scored at or above grade level in both math and reading does not meet standard.

Metric: 50% of students will score at or above grade level in math and reading.

Attendance – Attendance rates do not meet standard.

Metric: Each cohort will have an average monthly attendance rate of 95% or better.

ILEARN Proficiency – The number of students who are proficient in both math and ELA, as measured by the ILEARN assessment, does not meet standard.

Metric: The percent of students who score proficient or above in math and ELA at the charter school will be at least 10% higher than the percent of students who score proficient or above in math and ELA in the local public-school district.

ILEARN Growth – The number of students who show growth in both math and ELA, as measured by the ILEARN assessment, does not meet standard.

Metric: At least 75% of all students will meet expected growth in math and ELA.

Organizational Compliance and Viability (30%)	Rating: 2.9/3
--	----------------------

Glows:

Decision Making – Decisions are informed by the mission and vision of the school. Staff members incorporate the mission and vision in their work.

Be Known. Be Successful. Belong.

Curricula – Curricula is differentiated, standards-based, and incorporates appropriate technology.

Assessment – Instructional decisions are driven by multiple sources of data. Staff regularly review data to track student progress.

Culture – Classrooms and hallways provide attractive and stimulating environments that foster high academic and personal expectations. Rules and routines are communicated clearly to students, parents, and staff.

Special Populations – The school has an appropriate process for identifying students with special needs and ELL students. Special populations receive appropriate accommodations.

Academic leadership – Leadership formally evaluates all teaching and support staff annually. Leadership personnel are evaluated annually. Leadership personnel meet or exceed expectations.

Enrollment – All grades, except grade 5 have enrollment numbers that meet or exceed expectations (within or above 5% of capacity).

Strategic/School Improvement Plan – The school has a comprehensive school improvement plan.

Professional Development – Professional development is aligned with a school improvement plan. PD strategies are monitored regularly by administrative or support staff to ensure effective implementation.

Grows:

Discipline – The total number of incidents that result in office referrals, the total number of suspensions, and the total number of expulsions do not meet expectations.

Metric: The total number of unique students who receive office referrals will be proportionally less than 7% of the total number of enrolled students. The total number of suspensions each month will be proportionally less than 5% of the total number of enrolled students.

Financial Health and Sustainability (20%)	Rating: 3/3
--	--------------------

Glow:

Board Approved Budget – The board approved budget advances the mission of the school, is balanced, and based on realistic enrollment counts.

Annual Metrics – The school maintains a positive cash flow. The annual audit was completed on time.

Financial Oversight – The monthly board meeting packets include financial statements. The board has approved financial policies. The board holds the school administrative team accountable for adhering to board approved financial policies.

Annual Metrics – Material weaknesses were not found during the annual audit.

Grows:

N/A

Charter School Dashboard

November, February, May

Exceeds Standard, 4 points

Meets Standard, 3 points

Does Not Meet Standard, 2 points

Falls Far Below Standard, 1 point

School: Charter School of the Dunes	Date: May, 2023	Rating: 2.52/3.5
Academic Success (50%)		Rating: 2.1/4

Glows:

Instruction – Best practices in instruction (i.e. rigor, relevance, differentiation, checks for understanding, growth-oriented feedback, classroom management, student engagement, clearly communicated learning objectives and proficient curriculum implementation) are frequently observed in classrooms. Instruction meets standard.

Spring NWEA Growth Math – All but one cohort met expected growth targets in math, as measured by the NWEA assessment. Growth for math meets standard.

Grows:

Fall NWEA scores – The number of students who scored at or above grade level in both math and reading does not meet standard.

Metric: 50% of students will score at or above grade level in math and reading.

Spring NWEA scores – The number of students who scored at or above grade level in both math and reading does not meet standard.

Metric: 75% of students will score at or above grade level in math and reading.

Attendance – Attendance rates do not meet standard.

Metric: Each cohort will have an average monthly attendance rate of 95% or better.

ILEARN Proficiency – The number of students who are proficient in both math and ELA, as measured by the ILEARN assessment, does not meet standard.

Metric: The percent of students who score proficient or above in math and ELA at the charter school will be at least 10% higher than the percent of students who score proficient or above in math and ELA in the local public-school district.

ILEARN Growth – The number of students who showed growth in both math and ELA, as measured by the ILEARN assessment, does not meet standard.

Metric: At least 75% of all students will meet expected growth in math and ELA.

Spring NWEA Growth Reading – The number of cohorts that showed expected growth in Reading, as measured by the NWEA assessment, does not meet standard.

Metric: Each grade level cohort will meet at least expected growth in reading between fall and spring.

Organizational Compliance and Viability (30%)	Rating: 2.9/3
--	--------------------------

Glows:

Decision Making – Decisions are informed by the mission and vision of the school. Staff members incorporate the mission and vision in their work.

Curricula – Curricula is differentiated, standards-based, and incorporates appropriate technology.

Assessment – Instructional decisions are driven by multiple sources of data. Staff regularly review data to track student progress.

Culture – Classrooms and hallways provide attractive and stimulating environments that foster high academic and personal expectations. Rules and routines are communicated clearly to students, parents, and staff.

Special Populations – The school has an appropriate process for identifying students with special needs and ELL students. Special populations receive appropriate accommodations.

Academic leadership – Leadership formally evaluates all teaching and support staff annually. Leadership personnel are evaluated annually. Leadership personnel meet or exceed expectations.

Enrollment – All grades, except grade 5 have enrollment numbers that meet or exceed expectations (within or above 5% of capacity).

Strategic/School Improvement Plan – The school has a comprehensive school improvement plan.

Professional Development – Professional development is aligned with a school improvement plan. PD strategies are monitored regularly by administrative or support staff to ensure effective implementation.

Grows:

Discipline – The total number of incidents that result in office referrals, the total number of suspensions, and the total number of expulsions do not meet expectations.

Metric: The total number of unique students who receive office referrals will be proportionally less than 7% of the total number of enrolled students. The total number of suspensions each month will be proportionally less than 5% of the total number of enrolled students.

Financial Health and Sustainability (20%)	Rating: 3/3
--	--------------------

Glows:

Board Approved Budget – The board approved budget advances the mission of the school, is balanced, and based on realistic enrollment counts.

Be Known. Be Successful. Belong.

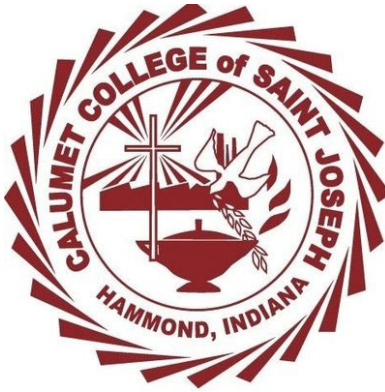
Annual Metrics – The school maintains a positive cash flow. The annual audit was completed on time.

Financial Oversight – The monthly board meeting packets include financial statements. The board has approved financial policies. The board holds the school administrative team accountable for adhering to board approved financial policies.

Annual Metrics – Material weaknesses were not found during the annual audit.

Grows:

N/A



Charter School of the Dunes Mid-Year School Review

Opening of Review:

November 29, 2022

Mid-Year School Review Summary Feedback Form

Charter School of the Dunes

Is the Educational Program a Success?					
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Mission and Vision</i>	4	3	2	1	
<ul style="list-style-type: none"> • Mission and vision are central to the school's identity and inform all decision making • Observations suggest that the school is making adequate progress toward its mission-specific goals and the measures set forth in the Accountability Plan • Staff members are passionate about accountability and student achievement 	<p>CSD administration and teachers are clearly committed to building a reputation for excellence built on high academic standards. Administration and teachers are clearly passionate about accountability and work hard to improve student performance. Future plans include adding pre-k instruction.</p> <p>The school has clearly articulated and appropriate mission and vision statements. The school has a strong upper management team but some new members of the middle management team. The administration is aware that scores in both English and math require improvement.</p>				
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Curriculum and Instruction</i>	4	3	2	1	

- The school provides an appropriate, differentiated range of learning opportunities that will enable students to have individual learning needs met
 - **Yes. Examples include:**
 - **High achieving “bubble” students are now the population that get small group attention to ensure they continue to perform at or above a level of proficiency. This gives instructors the opportunity to focus on improving the performance of the general population of the class who may struggle more.**
- The school has an explicitly standards-based curriculum program, aligned to the school’s mission
 - **Yes. CSD is now working on Level 3 of the Marzano Framework “Guaranteed and Viable Curriculum” and they have improved their reading program by adopting the CKLA curriculum.**
- Teachers have effective strategies for teaching the student population of the school
 - **Yes. Under the Marzano Framework, there are guidelines for teachers to follow and apply to all subjects that emphasizes that students understand what they have learned already, how that applies to the current lesson and what connections can be made for future lessons. This framework will help teachers implement a more rigorous curriculum that meets DOK levels 3 and 4 more consistently.**
- Teachers support students in applying learning strategies across all subjects
 - **Somewhat. There is inconsistent buy-in from teachers on adopting this way of teaching. However, in other cases, the inconsistency comes from need for more PD in order for teachers to feel more confident/comfortable implementing this framework in all classes.**
- Teachers hold high expectations for all students
 - **This is inconsistent as was observed in the classrooms. Some teachers really worked hard to challenge their students’ critical thinking and led students to an answer with guidance, but other teachers spent much of their class time getting the students to settle down. It was observed in a couple classrooms that the teacher would give the students answers to complete the task and move on to the next.**
- Teachers use time well to support instruction and student time on task is maximized
 - **Also inconsistent. Once more teachers adapt the Marzano framework in their classrooms, it will be easier to manage instructional time and keep students on task for the duration of the class segment.**
- Teachers use support staff effectively
 - **Yes, in all classroom observations that included paraprofessionals, all para’s were helpful in assisting students to stay on the same page as the rest of the class.**

School Improvement Plan pg 6-

Use different technology programs to individualize instruction pg. 13.

Professional Development Goals based on data and SIP pg. 45-46
Calendar of Development pg 52-67

Are curriculum maps up to date on the website?

Curriculum plan has many components to address low test scores. CSD has adopted the Marzano rubric and has changed early reading curriculum to CKLA Amplify based on advisement from the State of Indiana. Teachers were utilizing the Marzano rubric in instruction and learning objectives were clear to students. Support staff worked with individuals and small groups to supplement learning and provide support. Teachers are divided into tiers and are observed either weekly, bimonthly, or monthly and can view observations online and schedule a time to discuss observations. Behavior in the halls and some classrooms was inconsistent. Students don’t have a clear understanding of routines.

- Teachers use technology and other resources effectively
 - **Yes, every classroom observed used the resources they have available to assist in teaching the lesson for the day.**
- Teachers are consistent and effective in implementing behavior management strategies
 - **Somewhat. There are a few rockstar teachers that have complete control over their classes and then there are teachers at the other end of the spectrum that seemed to have lost control of the class. Then there is a spectrum in the middle.**
- All teachers are supported through a strong professional development plan
 - **Yes, there is PLENTY of professional development (twice a month). The concern is that it takes place during a virtual instruction day. Students learn better when they are in class, not in a virtual environment.**
- Professional development is directly linked to changing instructional practice in order to improve student achievement and is monitored to ensure effectiveness
 - **Yes.**

Additional notes on curriculum and instruction:

- **CSD teacher buy-in to the Marzano Framework must increase. More consistency is needed in the teaching methods so the benefits of this curriculum will begin to appear in student learning and performance data.**
- **CSD goals have not yet been met, but the adjustment in goals that was presented in this MYR is more realistic and attainable this school year.**
- **Test scores are low, but what is more important for me is to see *improvement* over time and it become a trend from year to year even if overall scores remain low.**

CSD has AMAZING initiatives in place. We would like to see data on the benefits of these initiatives

	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Assessment</i>	4	3	2	1	
<ul style="list-style-type: none"> Multiple forms of student data are analyzed in order to drive instructional decisions All staff routinely uses data to track student progress, support education decisions for individual students, and make keyschool-wide and individual classroom programming decisions Student achievement data are regularly reported to staff, parents, and students Formative assessment practices are clearly evidenced in all classrooms <p>The school analyzes data at weekly PLC meetings.</p> <p>The school uses NWEA results to drive instructional decisions.</p> <p>The school routinely analyzes at ILEARN testing results.</p> <p>Teachers also review grades and observation results.</p>	<p>Core element 3- Assessments.</p> <p>This area addressed the specifics of student testing, how data is reported and analyzed to help ensure future progress.</p> <p>Noted improvement has occurred over the past several years. CSD has gone beyond the typical sharing of data with staff and teachers, to ensuring that parents and students are well versed in their own data. Staff assist students in being able to track progress over time so they have more investment in their performance.</p> <p>Breakdown of how each assessment tool is used and how often teachers meet to make decisions based on the data pg. 13-14</p> <p>Students are assessed frequently and part of their improvement plan is based on assessments via the Marzano rubric, ILearn, and other standardized assessments. Weekly meetings are held to discuss student data.</p>				
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>School Culture</i>	4	3	2	1	

- Students are effectively encouraged to behave well, relate well to others and to have positive attitudes toward learning
- Classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations
- School routines and rules are implemented fairly and consistently and communicated clearly to students, parents, and staff
- The school has effective measures for promoting good attendance and eliminating truancy and tardiness
- The school works with parents to build positive relationships and to engage them as partners in their children's learning
- Students are motivated to learn
- Anti-bullying procedures are evident in both policy and practice
- School Safety and Emergency Response Plan is in place

SEL instruction is implemented when a student is identified as needing it. Parents are welcome to communicate with school and the Parent Liaison has planned activities for parents to participate in. CSD is addressing attendance issues that are mostly related to distance learning. In the classroom and with student interviews, students were engaged and motivated to learn. They were also interested in the future- making plans to go to college. Emergency plans are detailed for health, safety, crisis intervention, natural disasters, threats to school.

Some of our team observed teachers yelling in the classroom, but generally everyone reports a relatively safe and disciplined environment. COVID seems to have created some young student behavioral challenges but the leadership team is seeking additional resources to handle this.

The school is using a funded survey of behavior/emotional health to better understand student culture.

All teachers are asked to celebrate accomplishments of students in the classroom.

Core Element 6 – Safe and disciplined environment

These areas are addressed:

Positive school climate

Discipline and Rules

Student Behavior

Encouragement students to learn by all teachers

Positive classroom and school climate

Core 7 Element – Cultural competency addresses areas of cultural focuses such as race, language, ethnicity, etc.

Evidence of a solid school culture was seen during classroom observations and from the décor in each hallway.

A dean for attendance has been added to focus on reducing chronic absence. Large improvement from 416 AY 20-21 to 186 AY 21-22. Pg 18

Different ways parents are engaged with the school and student learning pg. 20

No bullying incidents pg. 196 then on page 197 there were 10 referrals for bullying.

Safety and Emergency Plan pg. 208-252 (Missing student restraint and seclusion policy listed in table of contents).

	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Special Populations</i>	4	3	2	1	
<ul style="list-style-type: none"> The school has an appropriate process for identifying students with special needs The school is making appropriate accommodations for students with special needs (e.g., provides special programs and services in accordance with IEPs; provides special education training to staff where appropriate, etc.) The school is making appropriate accommodations for students with LEP and systems are in place for maintaining proficient staff attention to English Language Learner standards and best practices in instruction <p>An experienced professional oversees programming for special populations.</p> <p>The school has a therapist working with students.</p> <p>The school offers an inclusive and self-contained classroom model for disability support.</p> <p>The school also has programming for high ability and ESL populations.</p> <p>The disability administrator reports that IEP plans have decreased.</p>	<p>There is a comprehensive process in place to identify students with special needs.</p> <p>CSD SPED program has both a classroom integration support and a separate, self-contained classroom.</p> <p>Students in CSD's EL program receive a combo of structured immersion in the classroom and content-based ESL instruction with additional practice on goals.</p> <p>Needs assessments used identified on pg. 25</p> <p>Goal not met 0% proficiency in Math and ELA for June 2021 for students in need of Special Education Services. Pg. 26</p> <p>School SPED Handbook pg 79-178</p> <p>504 Plans/IEPs/SEL instruction is readily provided to students.</p>				
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Academic Leadership</i>	4	3	2	1	

<ul style="list-style-type: none"> • The school leader provides competent stewardship and oversight of the school • Leadership uses classroom observation and the analysis of learning outcomes to improve teaching and learning • Leadership evaluates the effectiveness of teaching and support staff, and makes decisions on bonuses, raises, professional development plans, probationary support, continued employment, etc. • The school leader ensures that there is strong accountability for student achievement throughout the school <p>The leadership structure of the school is clear and appropriate, with a superintendent working with chief operating officer, HR director, Title I director, etc. The superintendent is completing a relevant doctorate. He plays a role in IPCSL, etc. The Chief Operating Officer has a master's degree in accounting and good experience working with banks, etc. The Principal has extensive education and extracurricular leadership experience.</p>	<p>The document provides the Rise evaluation, provides an example, the document also includes their new teacher model (Marzano model), which we observed teachers using in various classes.</p> <p>CSD has a leadership team whose qualifications exceed what is expected.</p> <p>Observations are frequent and school leaders are rolling out new initiatives to increase test scores.</p>				
Is the School in Good Financial Health?					
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Financial Management</i>	4	3	2	1	

<ul style="list-style-type: none"> • The board-approved budget helps advance the mission of the school • The board-approved budget is balanced and is based on realistic enrollment counts • The school has a plan for maintaining a positive cash flow • The school is correcting all findings from the previous audit • If the school has entered into a contract for financial services, there is a clear understanding and agreement regarding respective roles and responsibilities of both parties • The school currently has no complaints from vendors regarding late payments 	<p>The information reviewed within the documents provided general board information on how board meetings are conducted, when minutes will be available, etc. The review of the school's financial standing is very positive. It appears they have overall managed their finances well without increasing expenses drastically. The P&L statement, Balance Sheet and Expense report all appear to align with a financially stable business practice.</p> <p>Leadership Meeting logs and topics pg. 71-72</p> <p>Superintendent Self-Evaluation pg. 184-194</p> <p>Survey Responses on supporting teachers pg. 293, 295</p> <p>The school received satisfactory audit results.</p> <p>The school has an experienced business leader/COO.</p>
--	---

	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
--	------------------	----------------	-----------------------	------------------------	--------------------

<i>Financial Oversight</i>	4	3	2	1	
----------------------------	---	---	---	---	--

<ul style="list-style-type: none"> • Board has working knowledge of the school's financial position and routinely reassesses that financial position throughout the year • Board Meeting materials include financial statements that comply with Education One Financial Reporting requirements • The Board regularly monitors the school's financial health and has a comprehensive understanding of the school's financial health • The Board has approved a set of financial policies and uses these policies on a routine basis to hold school leadership (including the Education Service Provider, if applicable) accountable • The school staff, including any third-party entities, complies with the financial policies approved by the Board 	<p>Based on the external audit letter, no major findings were discovered.</p> <p>Superintendent evaluation states school is in better financial health than ever before. Pg. 194</p>
---	--

Is the Organization in Compliance with Applicable Laws and Regulations, and with the Charter?					
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Legal Compliance</i>	4	3	2	1	
<ul style="list-style-type: none"> • The school has Compliance binders (or their equivalent) available that contain all documentation showing compliance with the Charter Agreement • Observation indicates the Board has working knowledge of and complies with Indiana's Public Access Laws, including the Open Door Law • The Board is in compliance with its Conflict of Interest policy and Code of Ethics, as evidenced by documentation submitted with the Accountability Plan Progress Report, Board Meeting minutes, interview responses and Board meeting observations • Observation indicates the school is in material compliance with student enrollment, admissions, retention, discipline, SPED, ELL and due process rights • Evidence that any complaints filed by students and families have been addressed in accordance with Indiana law and have adhered with the school's published grievance process • (If Applicable) The Board reports that the Education Service Provider (ESP) is in compliance with the terms of the management services agreement 	<p>There was no information to indicate there were any law suits filed by family, community or any other stakeholder.</p> <p>In Superintendent Self-Eval, "All legal requirements and audits are compliant." Pg 194</p>				
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>School Board Effectiveness</i>	4	3	2	1	

<ul style="list-style-type: none"> • Board members are committed to the school, and their actions enhance the credibility of the school. Evidence includes regular attendance at Board meetings • Board members understand their fiduciary role in ensuring the school is fulfilling the terms of the charter, in determining the direction of the school, and in supporting the school's progress toward its stated goals • Board members hold themselves accountable for maintaining the viability, performance, and sustainability of the school • The Board reviews the school's academic achievement results and progress and uses this information to make decisions about the school's direction • The Board reviews the school's financial and operational performance and uses this information to make decision about the school's direction • The Board has established clear performance criteria for the School Leader or (if applicable) Education Service Provider (ESP), and evaluates the performance of the School Leader or ESP based on these criteria at least once per year 	<p>Beginning on page 316 the documentation contained the board members by-laws, ethics, responsibilities, conflict of interest, etc.</p> <p>The philosophy of the board is to communicate with community, make decisions based on academic goals and data.</p> <p>All five members of the board are invested in the Gary community and three, including the board chair, are experienced and relatively long-serving. Two members are newer to the board.</p>				
	Exceeds Standard	Meets Standard	Improvement Necessary	Does Not Meet Standard	N/A Not Applicable
<i>Organizational Effectiveness</i>	4	3	2	1	
<ul style="list-style-type: none"> • The school facility is safe and conducive to learning • Observation indicates infrastructure and support services are effective and support a quality learning environment. Examples include: technology, transportation, food services, etc. • Observation indicates the school has a strong culture of organization, with clear roles and responsibilities for all members of the school community • The school exhibits a high level of family satisfaction based on student retention data, responses during parent interviews, and other sources of feedback • Students and families are given accessible, relevant and regular information about student academic progress • Staff members have a clear understanding of roles and responsibilities, and are routinely assessed on their performance. Staff members report that they regularly receive clear, action-oriented feedback on their performance from the instructional leader and/or School Leader • Evidence that staff receive training or support they need to improve their performance • Evidence that all staff members are formally evaluated according to a set of performance criteria communicated in advance to the staff person. Such evaluations occur at least once per year • Evidence that the school has a well-organized student recruitment, enrollment and retention strategy, which is implemented in a timely and quality manner 	<p>Processes and procedures on various of drills (fire, lock-down, etc.) are clearly implemented. Visitor check-in procedures and how to alert law enforcement upon a suspicious person event are also clearly in place. During the site visit, it appeared the facility and environment is a safe place for students. The building had two police officers available during the day and metal detectors at the entrance of the school.</p> <p>Student academic progress given several times based on assessments and report cards pg. 21</p> <p>Recruitment of new kindergartners explained through partnerships and round up pg. 24 Enrollment process pg. 472</p> <p>Pg. 30 comment about staff instead of parents and community members</p>				

<p>Surveys from teachers indicate there is not a clear way for parents and teachers to share their ideas on curriculum. Teachers also seem to lack understanding of the larger goals of the administration. Administrators feel there are many opportunities for professional development and communication of ideas with staff and faculty.</p> <p>The board's duties are clearly spelled out in its bylaws; the leadership team has clearly defined lines of authority and processes and procedures to resolve staff matters; the school has a committee to include all stakeholders in governance; etc.</p> <p>The leadership team has implemented bonuses, recognition events, and expanded professional development opportunities for teachers.</p> <p>School requires all students to attend some events. It asks each classroom to have a culture and climate plan.</p> <p>Teachers receive development in weekly sessions.</p>	<p>Classroom observation schedule pg. 179-182</p> <p>Parent Survey Responses pg. 279-286</p> <p>Teacher turnover was high this year (though non existent in the previous year). The leadership responded by promoting four individuals and reviewing school culture.</p>
<p>Follow Up Comments and Classroom Observations</p>	

Classroom observations yielded a spectrum of results. One of the biggest success observed was the use of the Marzano model. Several teachers used this model in their classroom, in which the focus was on learning objectives. Students understood what those objectives were, but were unsure of how to meet them. There were other classrooms, however, where teachers displayed frustration with students and their behavior, doing very little to maintain control.

There are encouraging changes since our last visit. Educating all teacher about the Marzano framework and providing teachers with pathways to buy-in are good, unifying, steps forward. New curriculum implementations seem promising.

Students expressed how happy they are at CSD. They feel respected by the adults in the building, which has helped to create a safe environment for students to learn.

Overall, the experienced school leadership team seems to be doing an effective job of managing challenges. The continuity and good communication skills they possess are a huge asset to the school. The difficulty of recruiting and keeping highly qualified teachers in a competitive environment remains challenging. Low test scores remain an issue. They are among the lowest in Gary. The administrative team has an impressive new academic framework and PD framework to address this. However, some staff report that teachers and middle management can feel a little overwhelmed with the pace of new initiatives, and some report that there is little chance to do big picture thinking or strategic decision-making.

Status of most recently completed Audit

Timely Completion - The June 30, 2021 audit was issued on January 28, 2022. While not completed within 6 months, it improved over the prior year by about 3 weeks. Completion of both the June 30, 2021 and June 30, 2020 audits were impacted by Covid. The completion dates are reasonable given the circumstances. (The 2 prior audits were completed within the 6- month requirement.) The June 30, 2022 audit is in progress. Financial Results – For the year ended June 30, 2021, CSD benefitted from the forgiveness of the SBA PPP Loan of \$760,200. Revenue from operations increased \$421k, or 5.7%. Operating expenses increased \$615k, or 9.7%. As a result, Net Assets grew from \$7.8M at June 30, 2020 to \$9.4M at June 30, 2020. The net impact on Total Assets per the Consolidated Statement of Financial Position was an increase of \$681k, from \$13.346M to \$14.027M. Excluding the forgiveness of debt, the consolidated Change in Net Assets from Operations was \$831k, reflecting the school's ability to cover expenses with existing revenue sources. Uncorrected and Corrected Misstatements – There were no uncorrected misstatements. However, there were two material, corrected misstatements relating to fixed asset detail (\$173,384) and Title I grant revenue (\$47,606). Internal Control Findings – For the second consecutive year, the auditors did not identify any significant deficiencies or material weaknesses for the year ended June 30, 2021.

Budget

The budget for 22-23 was provided to CCSJ upon approval by the Board in June 2022. It was based on enrollment of 675, the same as in the prior year. Excluding ESSER Grant income, which is intended to be used for the construction of a new building, net income from operations is estimated to be \$1.2M. This is consistent with financial performance over the past few years. An improvement to the budget process could be to include a longer-range plan, such as a five-year plan.

Financial Management Assessment

Based on the financial performance of the school, timely completion of the audit, and lack of internal control findings.

Classroom Observations

TEACHER: Surret		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	3	0.45
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	4	0.4
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	4	0.6
LEARNING OBJECTIVES	10%	3	0.3
CURRICULUM IMPLEMENTATION	5%	3	0.15
			3.45

How was the nursery rhymes Ring around the Rosie and Roses are Red similar. Began with students all singing and walking in a circle with ring around the rosie and had excellent engagement. Then they sat in a circle and talked about what they were going to go back to their tables and work on. Sat with one table to help them focus and get started. Then walked around the room checking in with students as they worked. Students were sitting at their tables discussing what they were supposed to be doing.

Teacher has a good rapport with students. Was able to catch a quick comment between students as unkind and pulled those students aside to discuss what was wrong with what was said and how it was not with the class rules. Has an engagement sound to reel focus.

TEACHER: Martin		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	3	0.45
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			3.5

Excellent student rapport with "teachers turn" and then allowing time for students to have a turn sharing something. Very engaging tone that is drawing students in. Able to refocus students very well. Brought back in the learning objective, "We did a good job predicting the plot, but now lets see what the plot is. "Remember this is a new kind of story called a fable."

TEACHER: Rogers		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	3	0.15
			3.05

Walking in all students are focused on what Ms. Rogers is doing. Standard and objective are on the board. Classroom rules are posted on the cabinet. Ms. Rogers does a good job of pulling student further in by asking good follow up questions, "What gives you the clue that a lake is larger than a river?" I really like the data plates with indicators of what level students are at. The classroom phone rang and Ms. Rogers has taught her students how to appropriately answer the phone, "Ms. Rogers room student speaking", and what they should be doing when someone is talking on the phone. "What is your level when someone is on the phone?"

TEACHER: Black		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	3	0.3
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	3	0.15
			2.95

The students were gone at specials, I did take a look in the classroom and the objectives and standards were posted as well as classroom rules. Ms. Black also said that the students have a copy of the objectives of each thing on their desk.

I was able to go back in the afternoon and the students were all working and completing class jobs that were posted. The students were turning in an old scale and getting their new scale. Growth mindset poster of the power of yet. The class was looking at their scales as Ms. Black was projecting it. They were taking time to go through each standard and what they need to do to master each I can statement. "Remember our vocabulary is the foundation, we started on those yesterday and I have added three more to the list." The next few minutes was spent on one student getting up to sharpen peoples pencils. No instruction could occur during those several minutes.

TEACHER: Falkner		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	2	0.5
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	2	0.2
GROWTH ORIENTED FEEDBACK	10%	2	0.2
CLASSROOM MANAGEMENT	10%	3	0.3
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	3	0.3
CURRICULUM IMPLEMENTATION	5%	3	0.15
			2.4

When I came in the class was working on whole class questions. Learning Targets are on the board. Classroom rules and consequences are posted. Teacher is calling on individual students giving them the opportunity to either answer or read questions. I would like to hear more growth feedback. "We aren't dividing we are writing an expression." Recognizing a pattern, students were not able to make the connection. They continued to give a number answer instead of what the pattern is. Checking in with thumbs up, down or sideways, they were giving ideas based on the activity not based on understanding the content. The classroom had scraps and dirt on the floor, especially along the wall. Ms. Falkner had good rapport with students and they were interacting with her. I loved the artwork displayed along the windows.

TEACHER: Robinson		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	4	0.6
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	4	0.4
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	4	0.6
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			4

I came in as the students were practicing. They then went back to the standards and then began unpacking the scales. One student accidentally hit another in the head with the boomwhacker. Mr. Robinson very quickly allowed the student to express how she felt and then gave the other student a chance to apologize. He then told the student that got hit it would be good to accept the apology because it was an accident. Rules are posted. Mr. Robinson checked in on student understanding holding up different instruments and asking if they were pitch positions. The students then practiced rest position, play position and then began playing. He relocated a student that was not listening to be near him and quietly reminded them of the rules and what the consequence after his verbal warning would be. He then asked them to sit in a chair and count down from ten. Then when he was having a hard time he asked the class to count with him. Students then returned to their seats. Gives good explanation for students of why he is asking them to do something.

TEACHER: Kessler		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	4	0.6
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			3.75

Kessler's lesson was from a CKLA book. The class first listened while the story was told in a recording. Then Kessler repeated the story and inserted vocabulary review and checked for understanding throughout the story. Most students were engaged, however there were 3 students that were actively in their own world and there were no attempts to bring them back to the present. However, they were quiet and not disruptive so it could be that they were asked to remain quiet as a consequence for actions prior to my arrival. Kessler is clearly deploying the Marzano framework by reviewing with the students what they have learned that applies to the story and asking students to speculate beyond the story. She was extremely encouraging to the students who did not quite give correct answers. Great session.

TEACHER: Craft		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	3	0.45
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			3.25

Craft was conducting a lesson on the parts of a story (plot, problem, solution, characters, etc.). It was clear that she was following the Marzano framework in detail from a program or manual on her computer. She followed the script verbatim, which will eventually become second nature to her and she will no longer depend on it in order to deploy the framework in her class. One observation is that following the script took a bit of time from instruction and this lesson did not move forward as smoothly. I felt the students kind of spaced out during these times and came back to attention once she dove into the story for the lesson. When checking for understanding, she asked for thumbs up if they understood. Some students did not put their hands up and rather than confirm that they did not understand, she called on their names and asked them to put their thumbs up so they can move on. Otherwise, this was a very well behaved class with active engagement.

TEACHER: Walton		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	2	0.5
DIFFERENTIATION	15%	3	0.45
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	2	0.2
ACTIVE STUDENT ENGAGEMENT	15%	2	0.3
LEARNING OBJECTIVES	10%	3	0.3
CURRICULUM IMPLEMENTATION	5%	3	0.15
			2.5

Walton was on a planning break when I first went to observe her so I came back to catch her in action at the end of the day. During this time, she had the students in Trailblazer time where they were working on a math program on their Chromebooks called "Splash Learn". Students were separated into groups and it seemed like the groups were created according to learning level. Class management and student engagement were a bit of a challenge. It was hard to tell which conversations were on task with the work and which were not, but the entire class was talking and there was no response to repeated reminders to quiet down and focus.

TEACHER: Banks		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	4	0.6
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	4	0.4
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	4	0.6
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			4

This was the first class where I was able to experience switch from whole classroom discussion to group work and the transition was smooth. The discussion centered around students' opinion of robots being created to do the work of humans in certain situation. The lesson talked about use of robots in the military. After discussion, she did a short review of all of their opinions and then set them up with a different scenario (what would happen if we used robots as teachers) to discuss in small groups. She then went to each small group and spent about 2-3 minutes helping them all with their critical thinking skills.

TEACHER: Jackson		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	4	0.6
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	4	0.4
CLASSROOM MANAGEMENT	10%	3	0.3
ACTIVE STUDENT ENGAGEMENT	15%	4	0.6
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			3.9

Of all the observations today, I feel Ms. Jackson has the best grasp of the Marzano framework and has it up as a part of her screen during the lesson. She reviewed the learning objectives, the goals for the lesson, what they learned, and how they will know they have learned what they needed from this lesson. All students were actively engaged. She has a very positive way of managing the classroom, by focusing more on praising and thanking the students who were on task and did what they were supposed to, however, this also took up a good amount of time away from the lesson. Still, this was the best of my observations for the day.

TEACHER: Bray		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	4	0.6
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	4	0.4
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	4	0.6
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			3.75

This classroom was a resource room that had Ms. Bray and three other instructors. Each instructor had 2 students with them. It was hard to really experience what they were doing with each student without distracting the students from their work.

TEACHER: Andrews		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	2	0.2
GROWTH ORIENTED FEEDBACK	10%	2	0.2
CLASSROOM MANAGEMENT	10%	2	0.2
ACTIVE STUDENT ENGAGEMENT	15%	2	0.3
LEARNING OBJECTIVES	10%	3	0.3
CURRICULUM IMPLEMENTATION	5%	2	0.1
			2.35

Observed Mrs. Andrews's classroom from 9:39-9:59. Class was playing ring around the rosy, holding hands in a circle. The students were not very engaged (class management was out of control). The students were running and jumping, and the teacher could not gain their attention. Objectives were posted "Characteristics of Nursery Rhymes, use of descriptive words to describe Nursery Rhymes, understand multiple meanings for word "Ring". The students completed the lesson, then asked by the teacher to retrieve their computer devices as she called their names. Once they retrieved their computer devices and headphones, they were asked to log onto Reading Eggs a reading assignment. All of the students for the most part were working on their devices, however as I walked around the room, each of the students was on a different screen, the teacher and aid did their best to walk around and assist, however, it seemed as though they were becoming more and more frustrated as the kids continued to ask for help.

TEACHER: BEECHIN		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	3	0.45
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	2	0.2
CLASSROOM MANAGEMENT	10%	2	0.2
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	1	0.1
CURRICULUM IMPLEMENTATION	5%	2	0.1
			2.55

Upon walking into the classroom, the teacher was reviewing a lesson on addition/subtraction. There was very little class management, 28 students with no aide or para to assist. No learning objectives were posted, however, the teacher did a good job with checking for understanding.

TEACHER: Eskew		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	4	0.6
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	4	0.4
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	4	0.6
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			4

Mrs. Eskew did an excellent job in the classroom during my observation. The students were very well behaved, working in groups on "squares to find area of a shape". The teacher explained how to divide each square to find the area, as she walked around, the groups worked on dividing the area of each square, everyone was on task. The learning objectives were posted "Count squares to find area of a shape". The teacher checked for understanding many times throughout the lesson. The classroom was very inviting.

TEACHER: Spann		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	2	0.5
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	0	0
GROWTH ORIENTED FEEDBACK	10%	1	0.1
CLASSROOM MANAGEMENT	10%	3	0.3
ACTIVE STUDENT ENGAGEMENT	15%	2	0.3
LEARNING OBJECTIVES	10%	0	0
CURRICULUM IMPLEMENTATION	5%	0	0
			1.5

This was a 5th grade class. Upon walking into the classroom, the teacher was at the front of the room conducting a lesson on multiplication. The students worked in a group. The class was very well behaved, no learning objectives posted, I did not observe the teacher checking for understanding. As the students worked on the remaining multiplication worksheet, the teacher met with individual students that needed additional help. Several students working in groups asked Ms. Spann, "what is 9×5 ", Ms. Spann responded 45, another student asked Ms. Spann what is 6×3 , Ms. Spann responded 18, there were several additional instances where this took place.

TEACHER: Kaplanis		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	3	0.3
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	3	0.3
CURRICULUM IMPLEMENTATION	5%	3	0.15
			2.85

Upon walking into the classroom, the students were working on a lesson on Biomes in Europe. The learning objectives were posted "my goal is to be able to describe the different characteristics of Biomes in Europe. The students were very well behaved. Unfortunately, I walked in with only 7 minutes remaining of class. The teacher checked for understanding several times, provided many examples and indicated that the lesson today, will provide the foundation for tomorrow's lesson of discussing Biomes in the U.S.

TEACHER: Nicholas		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	2	0.2
CLASSROOM MANAGEMENT	10%	1	0.1
ACTIVE STUDENT ENGAGEMENT	15%	1	0.15
LEARNING OBJECTIVES	10%	1	0.1
CURRICULUM IMPLEMENTATION	5%	2	0.1
			2

This was a 3rd grade class. It was very chaotic upon entering the classroom. The teacher seemed very frustrated based on the students behavior, not listening and constantly asking for assistance by the students. As I walked in, the teacher was in the process of sending a male student to the office for bad behavior. This was an Art class, the lesson that I observed was to learn how to draw a Reindeer. The teacher was drawing the image on the Promethean board, while the students copied it. The class was very disruptive, the teacher could not gain control. The teacher did stop several times to ensure everyone was on task. No learning objectives were posted.

TEACHER: Labuda		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	3	0.45
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	4	0.4
ACTIVE STUDENT ENGAGEMENT	15%	4	0.6
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			3.75

Ms. Labuda circulated around the room, used chants to redirect students, and also had age appropriate activities to accommodate different learning styles. Students worked in pairs, worked as a class, and she circulated around the room. The lesson plan was on morals. She emphasized vocabulary by using cards with brightly colored pictures. She also modeled vocabulary words with manipulatives. Students were enthusiastic and engaged. The lesson was age appropriate on morals and story structure.

TEACHER: Moore		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	4	1
DIFFERENTIATION	15%	3	0.45
CHECKS FOR UNDERSTANDING	10%	4	0.4
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	3	0.3
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	4	0.2
			3.5

Ms. Moore had a timer on the board, giving students clear expectations of how long each activity was. She walked around the room and helped individual students and checked for understanding. She taught using the number line for subtraction and had students imagine hopping along the number line. She asked critical thinking questions and showed multiple approaches for subtraction. The students worked independently and as a class. Students asked relevant content questions. To increase student engagement, manipulatives would be beneficial.

TEACHER: Cantera		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	2	0.3
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	2	0.2
CLASSROOM MANAGEMENT	10%	2	0.2
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	3	0.3
CURRICULUM IMPLEMENTATION	5%	3	0.15
			2.65

At first, students read in unison as a class. They were practicing punctuation as they read (for example, pausing when there is a comma). There were two paraprofessionals in the room working with individual students. After working as a group, the student worked in pairs, reading to each other. The students were mostly distracted and one child lightly slapped another when walking by. The students were not clear on the instruction. They were to take turns reading to each other.

TEACHER:	Kesler (PE)		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE		25%	3	0.75
DIFFERENTIATION		15%	3	0.45
CHECKS FOR UNDERSTANDING		10%	3	0.3
GROWTH ORIENTED FEEDBACK		10%	3	0.3
CLASSROOM MANAGEMENT		10%	3	0.3
ACTIVE STUDENT ENGAGEMENT		15%	3	0.45
LEARNING OBJECTIVES		10%	3	0.3
CURRICULUM IMPLEMENTATION		5%	3	0.15
				3

I observed PE for kindergarten. The students did multiple activities, which was appropriate for their age and attention span. Kesler modeled how to properly throw "overhand". Her rules were clear. They played a game with tennis balls, and if students were disruptive, they sat on the bleachers. After that, they worked in pairs with bean bags to practice throwing overhand. They will be tested on that skill. The students were happy and engaged. Kesler modeled proper technique of throwing overhand.

TEACHER: Best		RATING	1, 2, 3, 4
RIGOR AND RELEVANCE	25%	3	0.75
DIFFERENTIATION	15%	4	0.6
CHECKS FOR UNDERSTANDING	10%	3	0.3
GROWTH ORIENTED FEEDBACK	10%	3	0.3
CLASSROOM MANAGEMENT	10%	3	0.3
ACTIVE STUDENT ENGAGEMENT	15%	3	0.45
LEARNING OBJECTIVES	10%	4	0.4
CURRICULUM IMPLEMENTATION	5%	3	0.15
			3.25

Students worked independently on Chrome Books. Best had a timer on the Smartboard and was monitoring their progress on the laptop and checking in with students who were not completing their work. Some students seemed unclear on the expectations. Next, the students learned context clues by listening to a book on tape and highlighting context clues. She wrote directions clearly and asked content related questions. She had tasks and activities available for students who completed their work early. The objectives were clearly stated.



Attachment #8

N/A



Attachment #9 Statement of Assurances

Exhibit D

Statement of Assurances

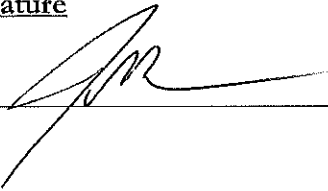
The charter school agrees to comply with all of the following provisions: (*Read and check*)

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.

<u>Name and Title</u>	<u>Date</u>
Justin Stok, Superintendent	10/25/23
<u>Signature</u> 	



Attachment #10

5- Year Pro-Forma Budget

Instructions for 5-Year Budget Projections Workbook

= Information should be entered into light gray shaded cells.

Name of Proposed Charter School: Charter School of the Dunes
Planned Opening School Year (YYYY): 2024
Planned Location (School Corporation): Gary Community School Corp

<p>1. Instructions</p>	<ul style="list-style-type: none"> All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the Budget Projections Workbook. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells. Column and Row references in these instructions are to the Excel spreadsheet Column or Row.
<p>2. Enrollment Projection</p>	<ul style="list-style-type: none"> Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.
<p>3. Staffing Plan</p>	<ul style="list-style-type: none"> Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets. The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). "Other Insurance" includes health care, long-term care, life, disability. "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
<p>4. Year 0 - Budget and Cash Flow</p>	<ul style="list-style-type: none"> Please provide budget and cash flow projections for the start-up year (Year 0).
<p>5. 5-Year Budget</p>	<ul style="list-style-type: none"> Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.
<p>Notes:</p>	<ul style="list-style-type: none"> Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network. This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

Click link to 5-year budget

5- Year Budget

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: Charter School of the Dunes
 Planned Opening Year: 2024 REQUIRED
 Planned Location: Gary Community School Corp REQUIRED

Is the proposal for an Adult High School (please see requirements below): No
 Complete Enrollment Lines 15-27 only.

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5	Notes & Definitions
Kindergarten	80	100	100	100	100	<p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. ICSB is prohibited from authorizing an adult high school unless the general assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. <u>If your proposal is for an adult high school, complete Row 31 only.</u></p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula: (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2024-25 FY) budget- Foundation = \$6,590 for the 2023-24 SY and \$6,681 for the 2024-25 SY (and beyond) and Complexity Multiplier = \$3,983 for the 2023-24 SY and \$4,024 for the 2024-25 SY. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in October and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for moderate disabilities (\$2,930 for the 2024-25 SY). The grant amount for severe disabilities is \$11,695 for the 2024-25 SY).</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.</p>
Grade 1	80	100	100	100	100	
Grade 2	80	100	100	100	100	
Grade 3	85	78	100	100	100	
Grade 4	74	78	78	100	100	
Grade 5	74	78	78	78	100	
Grade 6	66	78	78	78	78	
Grade 7	86	78	78	78	78	
Grade 8	75	78	78	78	78	
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total K-12 Enrollment:	700	768	790	812	834	
Adult Learners (1)						
Total Adult Enrollment:						
Estimated % of Students:						
Special Education	9%	9%	9%	9%	9%	
English Learners	1%	1%	1%	1%	1%	
Free/Reduced Priced Lunch	100%	100%	100%	100%	100%	
Virtual Students (2)	0%	0%	0%	0%	0%	
K-12 Distribution (3)	\$ 6,307,063.84	\$ 6,919,750.04	\$ 7,117,972.05	\$ 7,316,194.05	\$ 7,514,416.06	
Adult Distribution (4)	\$ -	\$ -	\$ -	\$ -	\$ -	

Total Staff	103.0
Total Salaries:	\$ 4,946,020.80
Total Benefits:	\$ 1,880,057.87
Total Salaries + Benefits:	\$ 6,826,078.67
Student/teacher ratio	N/A
Student/staff ratio	N/A

Total Staff	108.0
Total Salaries:	\$ 5,343,290.01
Total Benefits:	\$ 2,021,650.17
Total Salaries + Benefits:	\$ 7,364,940.18
Student/teacher ratio	10:1
Student/staff ratio	20:1

Total Staff	109.0
Total Salaries:	\$ 5,561,145.40
Total Benefits:	\$ 2,100,181.28
Total Salaries + Benefits:	\$ 7,661,326.67
Student/teacher ratio	9:1
Student/staff ratio	20:1

Total Staff	110.0
Total Salaries:	\$ 5,787,263.15
Total Benefits:	\$ 2,182,441.97
Total Salaries + Benefits:	\$ 7,969,705.11
Student/teacher ratio	9:1
Student/staff ratio	20:1

Total Staff	
Total Salaries:	
Total Benefits:	
Total Salaries + Benefits:	
Student/teacher ratio	
Student/staff ratio	

Footnotes:

This information does not constitute legal advice. You must consult an attorney and/or accountant for any questions about employment and employment tax matters, including worker classification before completing this worksheet.

Generally, an individual who performs services for you is your "employee" if you have the right to control what work will be done and how it will be done. An individual who performs services for you is an "independent contractor" if the you have the right to control or direct only the result of the work and not what will be done and how it will be done. An employee's wages are subject to employment tax withholding (by the employer) while an independent contractor is subject to self-employment tax (by the individual). There are many factors used by the IRS to determine whether an individual is an employee or independent contractor. See, <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee>. The IRS has issued a number of rulings and advisory opinions holding that, under many factual situations, an individual rendering services as a substitute teacher should be considered to be an employee and not an independent contractor. Misclassification of an employee as an independent contractor may result in additional payroll taxes due, as well as possible interest and penalties. **Payments made to "independent contractors" should be listed as "Other Compensation" on Row 57, and explained in the budget narrative. Do not include payments made to independent contractors on Rows 15-47.**

- (1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the **Average Salary** column (Rows 15-47) for each year. All pay provided to an employee for services performed should be included, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p15>.
- (2) **Health Insurance** includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.
- (3) **Retirement Contributions** includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).
- (4) **Other Compensation** - Includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

Total Expense	Year 5		
	Number	Average Salary	Total Expense
\$ 1,953,980.54	33.0	\$ 62,893.75	\$ 2,075,493.70
\$ 363,658.65	6.0	\$ 62,428.07	\$ 374,568.41
\$ 132,812.83	2.0	\$ 68,398.61	\$ 136,797.22
\$ 246,246.97	4.0	\$ 63,408.59	\$ 253,634.38
\$ 71,210.94	1.0	\$ 73,347.27	\$ 73,347.27
\$ 60,069.35	1.0	\$ 61,871.43	\$ 61,871.43
\$ 201,875.76	6.0	\$ 34,655.34	\$ 207,932.04
\$ 483,145.07	14.0	\$ 35,545.67	\$ 497,639.43
\$ 47,977.06	1.0	\$ 49,416.38	\$ 49,416.38
\$ 59,342.45	1.0	\$ 61,122.73	\$ 61,122.73
\$ 39,610.71	3.0	\$ 13,599.68	\$ 40,799.03
\$ 173,452.16	5.0	\$ 35,731.15	\$ 178,655.73
\$ -	0.0	\$ -	\$ -
\$ -	0.0	\$ -	\$ -
\$ -	0.0	\$ -	\$ -
\$ 3,833,382.50	77.0		\$ 4,011,277.72
\$ 153,270.53	1.0	\$ 157,868.65	\$ 157,868.65
\$ 142,577.21	1.0	\$ 146,854.52	\$ 146,854.52
\$ 264,044.37	2.0	\$ 135,982.85	\$ 271,965.70
\$ 101,819.15	1.0	\$ 104,873.73	\$ 104,873.73
\$ 102,443.81	1.0	\$ 105,517.13	\$ 105,517.13
\$ 158,381.60	2.0	\$ 81,566.52	\$ 163,133.05
\$ 154,194.71	2.0	\$ 79,410.27	\$ 158,820.55
\$ 106,191.76	1.0	\$ 109,377.51	\$ 109,377.51
\$ 231,933.60	5.0	\$ 47,778.32	\$ 238,891.61
\$ 115,682.05	2.0	\$ 59,576.25	\$ 119,152.51
\$ 126,245.76	2.0	\$ 65,016.56	\$ 130,033.13
\$ 250,470.73	6.0	\$ 42,997.48	\$ 257,984.85
\$ 130,712.09	6.0	\$ 22,438.91	\$ 134,633.45
\$ 88,690.09	2.0	\$ 45,675.40	\$ 91,350.80
\$ 61,902.98	1.0	\$ 63,760.07	\$ 63,760.07
\$ 2,188,560.43	35.0		\$ 2,254,217.25
Total Expense	Rate/Per Employee Expense		Total Expense
\$ 853,306.39	\$ 8,071.82	\$	\$ 904,043.53
\$ 618,554.16	\$ 5,572.56	\$	\$ 624,126.72
\$ 373,360.46	6.2%	\$	\$ 388,460.69
\$ 87,318.17	1.45%	\$	\$ 90,849.68
\$ 150,548.57	2.5%	\$	\$ 156,637.37
\$ 185,536.87			\$ 194,813.71

Year 5

111.0	Total Staff	112.0
\$ 6,021,942.93	Total Salaries:	\$ 6,265,494.97
\$ 2,268,624.63	Total Benefits:	\$ 2,358,931.70
\$ 8,290,567.56	Total Salaries + Benefits:	\$ 8,624,426.67
9:1	Student/teacher ratio	9:1
20:1	Student/staff ratio	20:1

Financial Accounting	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 90.00	\$ 1,080.00
Printing, Publishing, Duplicating Services	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 1,466.15	\$ 17,593.76
Telecommunication & IT Services	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 2,132.48	\$ 25,589.76
Insurance (non-facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 639.71	\$ 7,676.53
Mail Services	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 87.12	\$ 1,045.47
Special Education Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services or Systems	\$ 20,327.20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,327.20
Food Services	\$ 4,000.00	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 33,923.66	\$ 12,000.00	\$ 355,236.56
Transportation Services	\$ -	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 32,560.89	\$ 358,169.83
Marketing Expenses	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 3,266.46	\$ 39,197.47
Other Services (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Other Services:	\$ 37,051.33	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 79,208.67	\$ 886,423.09
Facilities Expenses (do not include staff expenses, e.g. custodian)													
Facility Lease/Mortgage Payments (please describe)	\$ 90,904.30	\$ -	\$ -	\$ 90,730.32	\$ -	\$ -	\$ 90,556.35	\$ -	\$ -	\$ 90,382.38	\$ -	\$ -	\$ 362,573.35
Capital Improvements	\$ 432,044.00	\$ 1,066,194.21	\$ 1,087,004.90	\$ 694,560.86	\$ 996,000.00	\$ 664,728.03	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,940,532.00
Other Principal Payments	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00	\$ 45,000.00
Operating Leases	\$ 640.63	\$ 640.63	\$ 640.63	\$ 640.63	\$ 640.63	\$ 640.63	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,843.78
Interest Payments													\$ -
Interest Expense	\$ 131.25	\$ 131.25	\$ 131.25	\$ 131.25	\$ 131.25	\$ 131.25	\$ 112.50	\$ 112.50	\$ 112.50	\$ 112.50	\$ 112.50	\$ 112.50	\$ 1,462.50
Depreciation Expense	\$ 11,521.08	\$ 11,521.08	\$ 11,521.08	\$ 11,521.08	\$ 11,521.08	\$ 11,521.08	\$ 15,151.17	\$ 15,176.09	\$ 14,280.35	\$ 14,280.35	\$ 14,280.35	\$ 14,214.95	\$ 156,509.73
Insurance (Facility)	\$ 77,628.92	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 77,628.92
Purchase of Furniture, Fixtures, & Equipment	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,000.00
Electric & Gas	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 19,250.00	\$ 19,250.00	\$ 19,250.00	\$ 19,250.00	\$ 19,250.00	\$ 19,250.00	\$ 190,500.00
Water & Sewage	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 758.00	\$ 9,096.00
Repair and Maintenance Services (including cost of supplies)	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 2,583.33	\$ 31,000.00
Custodial Services (including cost of supplies)	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 4,634.75	\$ 55,617.00
Waste Disposal	\$ 426.00	\$ 426.00	\$ 426.00	\$ 426.00	\$ 426.00	\$ 426.00	\$ 852.00	\$ 852.00	\$ 852.00	\$ 852.00	\$ 852.00	\$ 852.00	\$ 7,668.00
Security Services	\$ 58.33	\$ 58.33	\$ 58.33	\$ 58.33	\$ 58.33	\$ 58.33	\$ 116.66	\$ 116.66	\$ 116.66	\$ 116.66	\$ 116.66	\$ 116.66	\$ 1,049.96
Other Facility Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities Expenses:	\$ 642,580.60	\$ 1,103,197.59	\$ 1,124,008.28	\$ 822,294.56	\$ 1,033,003.38	\$ 701,731.41	\$ 137,764.77	\$ 47,233.33	\$ 46,337.59	\$ 136,719.97	\$ 46,337.59	\$ 91,272.19	\$ 5,932,481.24
Other Expenses - See Footnotes													
Management Fee (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 1,365.46
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 113.79	\$ 1,365.46
TOTAL EXPENSES:	\$ 1,482,820.01	\$ 1,771,726.19	\$ 1,792,536.88	\$ 1,490,823.16	\$ 1,701,531.98	\$ 1,370,260.01	\$ 806,293.38	\$ 715,761.94	\$ 714,866.20	\$ 805,248.58	\$ 714,866.20	\$ 737,877.15	\$14,104,611.70
CHANGE IN NET ASSETS:	\$ (225,055.43)	\$ (377,345.99)	\$ (947,340.34)	\$ (645,626.62)	\$ (856,335.44)	\$ (525,063.47)	\$ 38,903.17	\$ 129,434.61	\$ 130,330.34	\$ 39,947.96	\$ 130,330.34	\$ 107,319.40	\$ (3,000,501.46)

Footnotes:

(1) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.

(2) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.





Projected New School Annual Operating Budget -- YEARS 1 - 5 (Fiscal Year July 1-June 30)

School Name: Charter School of the Dunes
 Planned Opening Year: 2024

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N on Tab 5. Failure to provide a description as requested may result in rejection of the submission.

REVENUES	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
State Revenue - See Footnotes							Other State Grants (Row 29)
Basic Tuition Support / Adult Learners Grant - From Tab 2	\$ 6,307,063.84	\$ 6,919,750.04	\$ 7,117,972.05	\$ 7,316,194.05	\$ 7,514,416.06		<p>Other State Grants on this sheet is comprised of INMAC (Indiana Medicaid Reimbursements), Secured School and Safety Grant, Early Learning and Intervention grant and the High ability grant.</p>
Special Education Grant - From Tab 2	\$ 184,590.00	\$ 202,521.60	\$ 208,323.00	\$ 214,124.40	\$ 219,925.80		
Honors Diploma/Academic Performance Grant	\$ -	\$ -	\$ -	\$ -	\$ -		
Career and Technical Education	\$ -	\$ -	\$ -	\$ -	\$ -		
Non-English Speaking Program	\$ -	\$ -	\$ -	\$ -	\$ -		
Charter and Innovation Network School Grant (\$1,400 per student)	\$ 980,000.00	\$ 1,075,200.00	\$ 1,106,000.00	\$ 1,136,800.00	\$ 1,167,600.00		
Formative (Interim) Assessment Grant	\$ 10,156.00	\$ 10,156.00	\$ 10,156.00	\$ 10,156.00	\$ 10,156.00		
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -		
Curricular Material Reimbursement Program (\$150 per student)	\$ 105,000.00	\$ 115,200.00	\$ 118,500.00	\$ 121,800.00	\$ 125,100.00		
Remediation Testing Grant	\$ -	\$ -	\$ -	\$ -	\$ -		
Teacher Appreciation Grant	\$ 27,196.91	\$ 27,196.91	\$ 27,196.91	\$ 27,196.91	\$ 27,196.91		
Other State Grants (please describe) (1)	\$ 141,702.18	\$ 146,945.16	\$ 152,382.13	\$ 158,020.27	\$ 163,867.02		
Total State Revenue:	\$ 7,755,708.93	\$ 8,496,969.71	\$ 8,740,530.09	\$ 8,984,291.63	\$ 9,228,261.79		
Federal Revenue - See Footnotes							
Public Charter School Program Grant (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	<p>Other Federal Revenue on this sheet is comprised of the Title IV grant only. Similar to above, on tab 4, the Other Federal Grants line includes the line items with values here but not on Tab 4. See the budget narrative for the list of Other Federal Revenue components used in the 4. Budget and Cash Flow (Year 0) tab.</p>
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA- Part B Grant (Special Education)	\$ 121,000.00	\$ 125,477.00	\$ 130,119.65	\$ 134,934.08	\$ 139,926.64		
Title I	\$ 1,224,416.90	\$ 1,269,720.33	\$ 1,316,699.98	\$ 1,365,417.88	\$ 1,415,938.34		
Title II	\$ 102,574.00	\$ 106,369.24	\$ 110,304.90	\$ 114,386.18	\$ 118,618.47		
Federal Lunch Program	\$ 305,043.09	\$ 316,329.68	\$ 328,033.88	\$ 340,171.14	\$ 352,757.47		
Federal Breakfast Reimbursement	\$ 101,681.03	\$ 105,443.23	\$ 109,344.63	\$ 113,390.38	\$ 117,585.82		
Other Federal Revenue (please describe)	\$ 3,837,230.47	\$ 63,102.00	\$ 65,436.77	\$ 67,857.93	\$ 70,368.68	\$ 72,972.32	
Total Federal Revenue:	\$ 3,837,230.47	\$ 1,917,817.02	\$ 1,988,776.25	\$ 2,062,360.97	\$ 2,138,668.33	\$ 2,217,799.06	
Other Revenue - See Footnotes							Other Revenue (Row 50)
Contributions and Donations from Private Sources	\$ 1,092.03	\$ 1,146.63	\$ 1,203.96	\$ 1,264.16	\$ 1,327.37	\$ 1,393.74	<p>We only have other revenue for the SY 2023-24, it flows from Tab 4 and includes Basic Tuition Support, Sped Grant, Charter and Innovation grant, TAG, SSSG. The State Grants listed on this sheet no column D and E but not on tab 4 are included in Other Revenue from "4. Budget and Cash Flow (Year 0) tab." Full list with amounts comprising the total are provided in the Budget Narrative.</p>
Student Fees	\$ 42,412.38	\$ 44,533.00	\$ 46,759.65	\$ 49,097.63	\$ 51,552.51		
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ 47,335.00	\$ 22,500.00	\$ 20,000.00	\$ 17,500.00	\$ 15,000.00	\$ 12,500.00	
Other Revenue (please describe)	\$ 7,218,452.74	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Other Revenue:	\$ 7,266,879.77	\$ 66,059.01	\$ 65,736.96	\$ 65,523.81	\$ 65,425.00	\$ 65,446.25	
TOTAL REVENUE:	\$ 11,104,110.24	\$ 9,739,584.96	\$ 10,551,482.92	\$ 10,868,414.87	\$ 11,188,384.96	\$ 11,511,507.09	
EXPENSES							
Administrative Staff - See Footnote (3)							
Executive Administration: Office of Superintendent	\$ 140,264.25	\$ 144,472.17	\$ 148,806.34	\$ 153,270.53	\$ 157,868.65		
School Administration: Office of the Principal	\$ 334,816.95	\$ 344,861.46	\$ 355,207.30	\$ 365,863.52	\$ 376,839.43		

Other School Administration	\$ 335,872.70	\$ 345,948.88	\$ 356,327.35	\$ 367,017.17	\$ 378,027.68
Business Manager/Director of Finance	\$ 130,478.34	\$ 134,392.69	\$ 138,424.47	\$ 142,577.21	\$ 146,854.52
Total Administrative Staff:	\$ 941,432.24	\$ 969,675.20	\$ 998,765.46	\$ 1,028,728.42	\$ 1,059,590.28
Instructional Staff					
Teachers - Regular	\$ 2,074,869.88	\$ 2,194,672.67	\$ 2,319,796.24	\$ 2,450,452.02	\$ 2,586,859.33
Teachers - Special Education	\$ 345,490.92	\$ 355,855.65	\$ 366,531.32	\$ 377,527.26	\$ 388,853.08
Substitutes, Assistants, Paraprofessionals, Aides	\$ 920,086.37	\$ 947,688.96	\$ 976,119.63	\$ 1,005,403.22	\$ 1,035,565.32
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Staff:	\$ 3,340,447.18	\$ 3,498,217.28	\$ 3,662,447.19	\$ 3,833,382.50	\$ 4,011,277.72
Non-Instructional/Support Staff - See Footnotes					
Social Workers, Guidance Counselors, Therapists	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Support Staff (4)	\$ 141,110.00	\$ 145,343.30	\$ 149,703.60	\$ 154,194.71	\$ 158,820.55
Other Support Staff (please describe) (5)	\$ 388,522.18	\$ 400,177.85	\$ 412,183.18	\$ 424,548.68	\$ 437,285.14
Nurse	\$ 81,164.00	\$ 83,598.92	\$ 86,106.89	\$ 88,690.09	\$ 91,350.80
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -
Information Technology	\$ 115,532.75	\$ 118,998.73	\$ 122,568.70	\$ 126,245.76	\$ 130,033.13
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ 229,216.20	\$ 236,092.69	\$ 243,175.47	\$ 250,470.73	\$ 257,984.85
Security Personnel	\$ 105,865.46	\$ 109,041.42	\$ 112,312.67	\$ 115,682.05	\$ 119,152.51
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -
Total Non-Instructional/Support Staff:	\$ 1,061,410.59	\$ 1,093,252.91	\$ 1,126,050.50	\$ 1,159,832.01	\$ 1,194,626.97
Subtotal Wages and Salaries:	\$ 5,343,290.01	\$ 5,561,145.40	\$ 5,787,263.15	\$ 6,021,942.93	\$ 6,265,494.97
Payroll Taxes and Benefits - From Tab 3					
Social Security/Medicare/Unemployment	\$ 542,343.94	\$ 564,456.26	\$ 587,407.21	\$ 611,227.21	\$ 635,947.74
Health Insurance	\$ 717,196.03	\$ 760,028.57	\$ 805,351.38	\$ 853,306.39	\$ 904,043.53
Retirement Contributions	\$ 601,836.48	\$ 607,409.04	\$ 612,981.60	\$ 618,554.16	\$ 624,126.72
Other Compensation (please describe)	\$ 160,273.72	\$ 168,287.41	\$ 176,701.78	\$ 185,536.87	\$ 194,813.71
Total Payroll Taxes and Benefits:	\$ 6,826,078.67	\$ 2,021,650.17	\$ 2,100,181.28	\$ 2,182,441.97	\$ 2,358,931.70
Total Personnel Expenses:	\$ 6,826,078.67	\$ 7,364,940.18	\$ 7,661,326.67	\$ 7,969,705.11	\$ 8,290,567.56
Instructional Supplies and Resources					
Curricular Materials	\$ 102,003.82	\$ 104,043.90	\$ 106,124.77	\$ 108,247.27	\$ 110,412.22
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Supporting Instruction (computers, tablets, etc.)	\$ 35,000.00	\$ 35,700.00	\$ 36,414.00	\$ 37,142.28	\$ 37,885.13
Student Assessment	\$ 10,400.00	\$ 10,608.00	\$ 10,820.16	\$ 11,036.56	\$ 11,257.29
Instructional Software	\$ 68,131.00	\$ 69,493.62	\$ 70,883.49	\$ 72,301.16	\$ 73,747.19
Professional Development	\$ 85,752.75	\$ 37,467.81	\$ 38,217.16	\$ 38,981.51	\$ 39,761.14
Enrichment Programs (athletics or extra-curricular activities)	\$ 2,272.64	\$ 2,318.09	\$ 2,364.45	\$ 2,411.74	\$ 2,459.98
Other Instruction Supplies (not including technology)	\$ 69,634.50	\$ 71,027.19	\$ 72,447.73	\$ 73,896.69	\$ 75,374.62
Total Instructional Supplies and Resources:	\$ 373,194.71	\$ 330,658.61	\$ 337,271.78	\$ 344,017.22	\$ 350,897.56
Administrative Resources					
Administrative Technology - Computers & Software (not SIS)	\$ -	\$ -	\$ -	\$ -	\$ -
Other Administrative Expenses (please describe)	\$ 68,484.37	\$ 69,854.06	\$ 71,251.14	\$ 72,676.16	\$ 74,129.68
Total Administrative Resources:	\$ 68,484.37	\$ 69,854.06	\$ 71,251.14	\$ 72,676.16	\$ 74,129.68
Governing Board Expenses					
Legal Services	\$ 16,584.15	\$ 16,915.83	\$ 17,254.15	\$ 17,599.23	\$ 17,951.22
Other Governing Board Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -
Total Governing Board Expenses:	\$ 16,584.15	\$ 16,915.83	\$ 17,254.15	\$ 17,599.23	\$ 17,951.22
Purchased or Other Services (do not include staff expenses)					

Other Support Staff (Row 78)

Other Support Staff include Front Office Clerks, Kitchen Matrons (school employees separate from FSMC employees) and the Community Liaison. FTEs and average salaries are provided on the staffing plan.

Other Compensation (Row 94)

Other Compensations includes Social Worker, Counselor, Psychologist and Therapists. At CSD, these positions are served by independent contractors/outside agencies and are listed in Other Compensation in Tab 4. Which is why line item 75 is zeroes on this tab.

Other Instructional Supplies and Resources (Row 108)

Other Instruction Supplies – This line item includes the total of field trip expenses, classroom supplies, classroom celebration food purchases, registration fees and travel expenses for academic competitions or events and association dues and fees across the departments of Kindergarten, Elementary, Middle, High ability and Special Education.

Other Administrative Expenses (Row 114)

Other Administrative Expenses – The different associations that the school and the administration are part of are listed here. CSD uses NEOLA for managing policies and bylaws.

Other Governing Board Expenses (Row 120)

N/A

Other Services (Row 138)

Audit Services	\$ 38,135.04	\$ 38,897.74	\$ 39,675.70	\$ 40,469.21	\$ 41,278.59	\$ 42,104.17
Payroll Services	\$ 22,371.47	\$ 22,818.90	\$ 23,275.28	\$ 23,740.78	\$ 24,215.60	\$ 24,699.91
Financial Accounting	\$ 1,080.00	\$ 1,101.60	\$ 1,123.63	\$ 1,146.10	\$ 1,169.03	\$ 1,192.41
Printing, Publishing, Duplicating Services	\$ 17,593.76	\$ 17,945.64	\$ 18,304.55	\$ 18,670.64	\$ 19,044.05	\$ 19,424.93
Telecommunication & IT Services	\$ 25,589.76	\$ 26,101.56	\$ 26,623.59	\$ 27,156.06	\$ 27,699.18	\$ 28,253.16
Insurance (non-facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ 7,676.53	\$ 7,830.06	\$ 7,986.66	\$ 8,146.40	\$ 8,309.32	\$ 8,475.51
Mail Services	\$ 1,045.47	\$ 1,066.38	\$ 1,087.71	\$ 1,109.46	\$ 1,131.65	\$ 1,154.28
Special Education Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services or Systems	\$ 20,327.20	\$ 20,733.74	\$ 21,148.42	\$ 21,571.39	\$ 22,002.82	\$ 22,442.87
Food Services	\$ 355,236.56	\$ 362,341.29	\$ 369,588.12	\$ 376,979.88	\$ 384,519.48	\$ 392,209.87
Transportation Services	\$ 358,169.83	\$ 365,333.23	\$ 372,639.89	\$ 380,092.69	\$ 387,694.54	\$ 395,448.43
Marketing Expenses	\$ 39,197.47	\$ 39,981.42	\$ 40,781.05	\$ 41,596.67	\$ 42,428.60	\$ 43,277.17
Other Services (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Other Services:	\$ 886,423.09	\$ 904,151.55	\$ 922,234.58	\$ 940,679.27	\$ 959,492.86	\$ 978,682.72
Facilities Expenses (do not include staff expenses, e.g. custodian)						
Facility Lease/Mortgage Payments (please describe)	\$ 362,573.35	\$ 359,516.02	\$ 356,764.41	\$ 354,287.97	\$ 352,059.17	\$ 350,053.26
Capital Improvements	\$ 4,940,532.00	\$ -	\$ -	\$ -	\$ -	\$ -
Other Principal Payments	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00	\$ -	\$ -	\$ -
Operating Leases	\$ 3,843.78	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Expense	\$ 1,462.50	\$ 1,012.50	\$ 562.50	\$ -	\$ -	\$ -
Depreciation Expense	\$ 156,509.73	\$ 174,766.52	\$ 174,766.52	\$ 174,766.52	\$ 174,766.52	\$ 174,766.52
Insurance (Facility)	\$ 77,628.92	\$ 79,181.50	\$ 80,765.13	\$ 82,380.43	\$ 84,028.04	\$ 85,708.60
Purchase of Furniture, Fixtures, & Equipment	\$ 50,000.00	\$ -	\$ 1.00	\$ 2.00	\$ 3.00	\$ 4.00
Electric & Gas	\$ 190,500.00	\$ 194,310.00	\$ 198,196.20	\$ 202,160.12	\$ 206,203.33	\$ 210,327.39
Water & Sewage	\$ 9,096.00	\$ 9,277.92	\$ 9,463.48	\$ 9,652.75	\$ 9,845.80	\$ 10,042.72
Repair and Maintenance Services (including cost of supplies)	\$ 31,000.00	\$ 31,620.00	\$ 32,252.40	\$ 32,897.45	\$ 33,555.40	\$ 34,226.50
Custodial Services (including cost of supplies)	\$ 55,617.00	\$ 56,729.34	\$ 57,863.93	\$ 59,021.21	\$ 60,201.63	\$ 61,405.66
Waste Disposal	\$ 7,668.00	\$ 7,821.36	\$ 7,977.79	\$ 8,137.34	\$ 8,300.09	\$ 8,466.09
Security Services	\$ 1,049.96	\$ 1,070.96	\$ 1,092.38	\$ 1,114.23	\$ 1,136.51	\$ 1,159.24
Other Facility Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities Expenses:	\$ 5,932,481.24	\$ 960,306.11	\$ 964,705.73	\$ 924,420.01	\$ 930,099.49	\$ 936,159.98
Other Expenses - See Footnotes						
Indiana Charter School Board Administrative Fee (6)	\$ -	\$ 21,128.66	\$ 51,898.13	\$ 53,384.79	\$ 54,871.46	\$ 56,358.12
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ 1,365.46	\$ 1,433.73	\$ 1,505.42	\$ 1,580.69	\$ 1,659.73	\$ 1,742.71
Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:	\$ 1,365.46	\$ 22,562.40	\$ 53,403.54	\$ 54,965.48	\$ 56,531.18	\$ 58,100.83
TOTAL EXPENSES:	\$ 14,104,611.70	\$ 9,669,388.73	\$ 10,027,447.60	\$ 10,324,062.49	\$ 10,679,669.55	\$ 11,049,208.23
CHANGE IN NET ASSETS:	\$ (3,000,501.46)	\$ 70,196.23	\$ 524,035.32	\$ 544,352.38	\$ 508,715.41	\$ 462,298.86

N/A

Lease, Mortgage, & Other Facilities (Rows 143, 158)

CSD has a debt with BMO Harris bank for a current balance of \$3,439,000. Effective interest rate is below 1% and term remaining is 10 years. Expanded Det Service Schedule and more details are provided in the budget narrative. Only lease is for copiers and the trailer currently being used as office space. Capital Improvements include part of the construction that occurred in 2023, a project that started in 2022 and is due to be completed before 2024. Other Principal payments and interest expense are connected, they are both for a Common School Loan maturing in SY 2025-26.

Other Expenses (Row 167)

N/A

Footnotes:

- (1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student advancement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.
- (2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.
- (3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.
- (6) Three-Quarters of a percent (0.75%) of basic tuition support or adult learner grant amount received by the school.
- (7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.

Instructions:

- + Ensure all editable cells are unlocked and all un-editable cells are locked.
- + On Review Tab, select "Protect Sheet" and make sure only "Select Unlocked Cells" is checked (PERFORM FOR EACH SHEET).
- + Enter Password (STORE PASSWORD SOMEWHERE RECOVERABLE).
- + To Hide "CONTROL" Sheet
 - Switch to VBE (press [Alt]+[F11]).
 - Select Sheet8(CONTROL).
 - In Properties window, select "2 - xlSheetVeryHidden" from the Visible property's drop-down list.
 - To Unhide, select "-1 - xlSheetVeryHidden" from the Visible property's drop-down list.

All Grant amounts are from 2023 Biennial Budget. Complexity Index Data (Columns D & F) are taken from LSA Budget Projections Run (04/27/23). Over the biennium, Column E (FY 24) is used for Current Year and Column G (FY 25) is used for Years 1-5.

Data Validation List (Complexity)

Corp No.	School Corporation	FY 24 Index	FY 24 \$/ADM	FY 25 Index2	FY 25 \$/ADM
	Select from drop-down list →				
0015	Adams Central Community Schools	0.0725	6878.77	0.0725	6972.74
5265	Alexandria Com School Corp	0.2134	7439.97	0.2134	7539.72
5275	Anderson Community School Corp	0.4028	8194.35	0.4028	8301.87
5470	Argos Community Schools	0.1364	7133.28	0.1364	7229.87
2435	Attica Consolidated Sch Corp	0.1484	7181.08	0.1484	7278.16
3315	Avon Community School Corp	0.0775	6898.68	0.0775	6992.86
1315	Barr-Reeve Com Schools Inc	0.0512	6793.93	0.0512	6887.03
0365	Bartholomew Com School Corp	0.1317	7114.56	0.1317	7210.96
6895	Batesville Community Sch Corp	0.0626	6839.34	0.0626	6932.90
2260	Baugo Community Schools	0.0975	6978.34	0.0975	7073.34
5380	Beech Grove City Schools	0.2855	7727.15	0.2855	7829.85
0395	Benton Community School Corp	0.1659	7250.78	0.1659	7348.58
0515	Blackford County Schools	0.2284	7499.72	0.2284	7600.08
2920	Bloomfield School District	0.1349	7127.31	0.1349	7223.84
3405	Blue River Valley Schools	0.1042	7005.03	0.1042	7100.30
0935	Borden-Henryville Sch Corp	0.0734	6882.35	0.0734	6976.36
5480	Bremen Public Schools	0.0723	6877.97	0.0723	6971.94
0670	Brown County School Corporation	0.1142	7044.86	0.1142	7140.54
3305	Brownsburg Community Sch Corp	0.0567	6815.84	0.0567	6909.16
3695	Brownstown Cnt Com Sch Corp	0.1381	7140.05	0.1381	7236.71
3455	C A Beard Memorial School Corp	0.1538	7202.59	0.1538	7299.89
6340	Cannelton City Schools	0.3636	8038.22	0.3636	8144.13
3060	Carmel Clay Schools	0.0232	6682.41	0.0232	6774.36
0750	Carroll Consolidated Sch Corp	0.1210	7071.94	0.1210	7167.90
2650	Caston School Corporation	0.1976	7377.04	0.1976	7476.14
4205	Center Grove Com Sch Corp	0.0646	6847.30	0.0646	6940.95
8360	Centerville-Abington Com Schs	0.1230	7079.91	0.1230	7175.95
6055	Central Noble Com School Corp	0.0770	6896.69	0.0770	6990.85
4145	Clark-Pleasant Com School Corp	0.1157	7050.83	0.1157	7146.58
1000	Clarksville Com School Corp	0.2652	7646.29	0.2652	7748.16
1125	Clay Community Schools	0.1654	7248.79	0.1654	7346.57
1150	Clinton Central School Corp	0.1467	7174.31	0.1467	7271.32
1160	Clinton Prairie School Corp	0.1173	7057.21	0.1173	7153.02
6750	Cloverdale Community Schools	0.1576	7217.72	0.1576	7315.18
1170	Community Schools of Frankfort	0.2063	7411.69	0.2063	7511.15
2270	Concord Community Schools	0.1261	7092.26	0.1261	7188.43
2440	Covington Community Sch Corp	0.0758	6891.91	0.0758	6986.02
1900	Cowan Community School Corp	0.1795	7304.95	0.1795	7403.31
1300	Crawford Co Com School Corp	0.1995	7384.61	0.1995	7483.79
5855	Crawfordsville Com Schools	0.2129	7437.98	0.2129	7537.71
3710	Crothersville Community Schools	0.1847	7325.66	0.1847	7424.23
4660	Crown Point Community Sch Corp	0.0614	6834.56	0.0614	6928.07
5455	Culver Community Schools Corp	0.1863	7332.03	0.1863	7430.67
1940	Daleville Community Schools	0.1925	7356.73	0.1925	7455.62
3325	Danville Community School Corp	0.0617	6835.75	0.0617	6929.28
1655	Decatur County Com Schools	0.1308	7110.98	0.1308	7207.34
1835	DeKalb Co Ctl United Sch Dist	0.1007	6991.09	0.1007	7086.22
1805	DeKalb Co Eastern Com Sch Dist	0.1143	7045.26	0.1143	7140.94
1875	Delaware Community School Corp	0.1554	7208.96	0.1554	7306.33
0755	Delphi Community School Corp	0.1015	6994.27	0.1015	7089.44
6470	Duneland School Corporation	0.0785	6902.67	0.0785	6996.88
0255	East Allen County Schools	0.2124	7435.99	0.2124	7535.70
2725	East Gibson School Corporation	0.1229	7079.51	0.1229	7175.55
6065	East Noble School Corp	0.1134	7041.67	0.1134	7137.32
6510	East Porter County School Corp	0.0495	6787.16	0.0495	6880.19
8215	East Washington School Corp	0.1265	7093.85	0.1265	7190.04
2815	Eastbrook Community Sch Corp	0.1250	7087.88	0.1250	7184.00
2940	Eastern Greene Schools	0.1540	7203.38	0.1540	7300.70
3145	Eastern Hancock Co Com Sch Corp	0.0679	6860.45	0.0679	6954.23

Grants	FY 2024	FY 2025
Foundation Amount:	\$ 6,590.00	\$ 6,681.00
Complexity Multiplier:	\$ 3,983.00	\$ 4,024.00
ELL Adjustment:		
Sped Grant (moderate):	\$ 2,790.00	\$ 2,930.00
Adult Grant:	\$ 6,750.00	\$ 6,750.00
Charter Grant	\$ 1,400.00	\$ 1,400.00
Textbook Reimbursement	\$ 150.00	\$ 150.00

(not currently calculated - See IC 20-43-6-3(b) STEP 4)
(not calculated for severe disabilities - See IC 20-43-7-6)

\$/ADM = "Foundation Amount" + ("Complexity Multiplier" * "Complexity Index")

Adult High School?
Select from drop-down list →
Yes
No

3480	Eastern Howard School Corp	0.1159	7051.63	0.1159	7147.38
6620	Eastern Pulaski Com Sch Corp	0.1340	7123.72	0.1340	7220.22
4215	Edinburgh Community Sch Corp	0.2285	7500.12	0.2285	7600.48
2305	Elkhart Community Schools	0.2176	7456.70	0.2176	7556.62
5280	Elwood Community School Corp	0.2616	7631.95	0.2616	7733.68
5910	Eminence Community School Corp	0.1126	7038.49	0.1126	7134.10
7995	Evansville-Vanderburgh Sch Corp	0.2190	7462.28	0.2190	7562.26
2155	Fairfield Community Schools	0.0442	6766.05	0.0442	6858.86
2395	Fayette County School Corp	0.2496	7584.16	0.2496	7685.39
0370	Flat Rock-Hawcreek School Corp	0.1308	7110.98	0.1308	7207.34
0235	Fort Wayne Community Schools	0.2785	7699.27	0.2785	7801.68
4225	Franklin Community School Corp	0.1324	7117.35	0.1324	7213.78
2475	Franklin County Com Sch Corp	0.1228	7079.11	0.1228	7175.15
5310	Franklin Township Com Sch Corp	0.1305	7109.78	0.1305	7206.13
5245	Frankton-Lapel Community Schs	0.1191	7064.38	0.1191	7160.26
7605	Fremont Community Schools	0.0888	6943.69	0.0888	7038.33
8525	Frontier School Corporation	0.0867	6935.33	0.0867	7029.88
1820	Garrett-Keyser-Butler Com	0.1130	7040.08	0.1130	7135.71
4690	Gary Community School Corp	0.5788	8895.36	0.5788	9010.09
2315	Goshen Community Schools	0.0925	6958.43	0.0925	7053.22
1010	Greater Clark County Schools	0.1561	7211.75	0.1561	7309.15
2120	Greater Jasper Con Schs	0.0640	6844.91	0.0640	6938.54
6755	Greencastle Community Sch Corp	0.1803	7308.13	0.1803	7406.53
3125	Greenfield-Central Com Schools	0.1017	6995.07	0.1017	7090.24
1730	Greensburg Community Schools	0.1643	7244.41	0.1643	7342.14
4245	Greenwood Community Sch Corp	0.1673	7256.36	0.1673	7354.22
4700	Griffith Public Schools	0.1280	7099.82	0.1280	7196.07
7610	Hamilton Community Schools	0.0783	6901.87	0.0783	6996.08
3025	Hamilton Heights School Corp	0.0728	6879.96	0.0728	6973.95
3005	Hamilton Southeastern Schools	0.0393	6746.53	0.0393	6839.14
4580	Hanover Community School Corp	0.0627	6839.73	0.0627	6933.30
3625	Huntington Co Com Sch Corp	0.1328	7118.94	0.1328	7215.39
5385	Indianapolis Public Schools	0.3657	8046.58	0.3657	8152.58
6900	Jac-Cen-Del Community Sch Corp	0.1609	7230.86	0.1609	7328.46
3945	Jay School Corp	0.1489	7183.07	0.1489	7280.17
4015	Jennings County Schools	0.1503	7188.64	0.1503	7285.81
7150	John Glenn School Corporation	0.1254	7089.47	0.1254	7185.61
3785	Kankakee Valley School Corp	0.1331	7120.14	0.1331	7216.59
7525	Knox Community School Corp	0.2170	7454.31	0.2170	7554.21
3500	Kokomo-Center Twp Con Sch Corp	0.3396	7942.63	0.3396	8047.55
7855	Lafayette School Corporation	0.2989	7780.52	0.2989	7883.77
4615	Lake Central School Corp	0.0655	6850.89	0.0655	6944.57
4650	Lake Ridge Schools	0.4537	8397.09	0.4537	8506.69
4680	Lake Station Community Schools	0.3253	7885.67	0.3253	7990.01
4535	Lakeland School Corporation	0.1275	7097.83	0.1275	7194.06
3160	Lanesville Community School Corp	0.0323	6718.65	0.0323	6810.98
4945	LaPorte Community School Corp	0.2021	7394.96	0.2021	7494.25
1620	Lawrenceburg Com School Corp	0.1182	7060.79	0.1182	7156.64
0665	Lebanon Community School Corp	0.1271	7096.24	0.1271	7192.45
0815	Lewis Cass School Corp	0.1598	7226.48	0.1598	7324.04
1895	Liberty-Perry Com School Corp	0.2131	7438.78	0.2131	7538.51
2950	Linton-Stockton School Corp	0.1687	7261.93	0.1687	7359.85
0875	Logansport Community Sch Corp	0.2149	7445.95	0.2149	7545.76
5525	Loogootee Community Sch Corp	0.0919	6956.04	0.0919	7050.81
8445	M S D Bluffton-Harrison	0.1244	7085.49	0.1244	7181.59
6460	M S D Boone Township	0.1316	7114.16	0.1316	7210.56
5300	M S D Decatur Township	0.2608	7628.77	0.2608	7730.46
5330	M S D Lawrence Township	0.2496	7584.16	0.2496	7685.39
5925	M S D Martinsville Schools	0.1677	7257.95	0.1677	7355.82
6590	M S D Mount Vernon	0.1941	7363.10	0.1941	7462.06
6600	M S D North Posey Co Schools	0.0827	6919.39	0.0827	7013.78
4860	M S D of New Durham Township	0.1441	7163.95	0.1441	7260.86
5340	M S D Perry Township	0.2408	7549.11	0.2408	7649.98
5350	M S D Pike Township	0.2481	7578.18	0.2481	7679.35
2960	M S D Shakamak Schools	0.2143	7443.56	0.2143	7543.34
0125	M S D Southwest Allen County	0.0603	6830.17	0.0603	6923.65
7615	M S D Steuben County	0.1326	7118.15	0.1326	7214.58
8050	M S D Wabash County Schools	0.1466	7173.91	0.1466	7270.92
8115	M S D Warren County	0.1323	7116.95	0.1323	7213.38
5360	M S D Warren Township	0.3214	7870.14	0.3214	7974.31
5370	M S D Washington Township	0.2087	7421.25	0.2087	7520.81
5375	M S D Wayne Township	0.2657	7648.28	0.2657	7750.18
5615	Maconaquah School Corp	0.2250	7486.18	0.2250	7586.40
3995	Madison Consolidated Schools	0.1405	7149.61	0.1405	7246.37
2825	Madison-Grant United Sch Corp	0.2425	7555.88	0.2425	7656.82
8045	Manchester Community Schools	0.1061	7012.60	0.1061	7107.95
2865	Marion Community Schools	0.4312	8307.47	0.4312	8416.15
3640	Medora Community School Corp	0.2718	7672.58	0.2718	7774.72
4600	Merrillville Community School	0.2474	7575.39	0.2474	7676.54

4925	Michigan City Area Schools	0.4139	8238.56	0.4139	8346.53
2275	Middlebury Community Schools	0.0501	6789.55	0.0501	6882.60
6910	Milan Community Schools	0.1294	7105.40	0.1294	7201.71
3335	Mill Creek Community Sch Corp	0.0792	6905.45	0.0792	6999.70
2855	Mississinewa Community School Corp	0.2730	7677.36	0.2730	7779.55
5085	Mitchell Community Schools	0.1911	7351.15	0.1911	7449.99
6820	Monroe Central School Corp	0.2017	7393.37	0.2017	7492.64
5740	Monroe County Com Sch Corp	0.1432	7160.37	0.1432	7257.24
5900	Monroe-Gregg School District	0.1033	7001.44	0.1033	7096.68
5930	Mooresville Con School Corp	0.1202	7068.76	0.1202	7164.68
3135	Mt Vernon Community Sch Corp	0.0753	6889.92	0.0753	6984.01
1970	Muncie Community Schools	0.4452	8363.23	0.4452	8472.48
8305	Nettle Creek School Corp	0.1243	7085.09	0.1243	7181.18
2400	New Albany-Floyd Co Con Sch	0.1460	7171.52	0.1460	7268.50
3445	New Castle Community Sch Corp	0.2450	7565.84	0.2450	7666.88
4805	New Prairie United School Corp	0.1031	7000.65	0.1031	7095.87
4255	Nineveh-Hensley-Jackson United	0.0819	6916.21	0.0819	7010.57
3070	Noblesville Schools	0.0593	6826.19	0.0593	6919.62
0025	North Adams Community Schools	0.1640	7243.21	0.1640	7340.94
6375	North Central Parke Con Sch Corp	0.2110	7430.41	0.2110	7530.06
1375	North Daviess Com Schools	0.1101	7028.53	0.1101	7124.04
2735	North Gibson School Corp	0.1845	7324.86	0.1845	7423.43
3180	North Harrison Com School Corp	0.1100	7028.13	0.1100	7123.64
7515	North Judson-San Pierre Sch Corp	0.2108	7429.62	0.2108	7529.26
4315	North Knox School Corp	0.1820	7314.91	0.1820	7413.37
5075	North Lawrence Com Schools	0.1323	7116.95	0.1323	7213.38
5620	North Miami Community Schools	0.1425	7157.58	0.1425	7254.42
5835	North Montgomery Com Sch Corp	0.1177	7058.80	0.1177	7154.62
5945	North Newton School Corp	0.1457	7170.32	0.1457	7267.30
6715	North Putnam Community Schools	0.1219	7075.53	0.1219	7171.53
7385	North Spencer County Sch Corp	0.0924	6958.03	0.0924	7052.82
8010	North Vermillion Com Sch Corp	0.1605	7229.27	0.1605	7326.85
3295	North West Hendricks Schools	0.0392	6746.13	0.0392	6838.74
8515	North White School Corp	0.1970	7374.65	0.1970	7473.73
2040	Northeast Dubois Co Sch Corp	0.0465	6775.21	0.0465	6868.12
7645	Northeast School Corp	0.2077	7417.27	0.2077	7516.78
8375	Northeastern Wayne Schools	0.1311	7112.17	0.1311	7208.55
8435	Northern Wells Com Schools	0.0612	6833.76	0.0612	6927.27
0225	Northwest Allen County Schools	0.0407	6752.11	0.0407	6844.78
7350	Northwestern Con School Corp	0.0848	6927.76	0.0848	7022.24
3470	Northwestern School Corp	0.0929	6960.02	0.0929	7054.83
5625	Oak Hill United School Corp	0.1305	7109.78	0.1305	7206.13
7495	Oregon-Davis School Corp	0.2306	7508.48	0.2306	7608.93
61445	Orleans Community Schools	0.1437	7162.36	0.1437	7259.25
6155	Paoli Community School Corp	0.1522	7196.21	0.1522	7293.45
7175	Penn-Harris-Madison Sch Corp	0.0718	6875.98	0.0718	6969.92
6325	Perry Central Com Schools Corp	0.1202	7068.76	0.1202	7164.68
5635	Peru Community Schools	0.2886	7739.49	0.2886	7842.33
6445	Pike County School Corp	0.1570	7215.33	0.1570	7312.77
0775	Pioneer Regional School Corp	0.1291	7104.21	0.1291	7200.50
3330	Plainfield Community Sch Corp	0.0809	6912.22	0.0809	7006.54
5485	Plymouth Community School Corp	0.1210	7071.94	0.1210	7167.90
6550	Portage Township Schools	0.1901	7347.17	0.1901	7445.96
6520	Porter Township School Corp	0.0552	6809.86	0.0552	6903.12
4515	Prairie Heights Com Sch Corp	0.1160	7052.03	0.1160	7147.78
6825	Randolph Central School Corp	0.1616	7233.65	0.1616	7331.28
6835	Randolph Eastern School Corp	0.2500	7585.75	0.2500	7687.00
6805	Randolph Southern School Corp	0.2042	7403.33	0.2042	7502.70
3815	Rensselaer Central School Corp	0.1600	7227.28	0.1600	7324.84
5705	Richland-Bean Blossom C S C	0.0976	6978.74	0.0976	7073.74
8385	Richmond Community School	0.3442	7960.95	0.3442	8066.06
6080	Rising Sun-Ohio Co Com	0.1455	7169.53	0.1455	7266.49
4590	River Forest Community Sch Corp	0.3625	8033.84	0.3625	8139.70
2645	Rochester Community Sch Corp	0.1472	7176.30	0.1472	7273.33
1180	Rossville Con School District	0.0759	6892.31	0.0759	6986.42
6995	Rush County Schools	0.1663	7252.37	0.1663	7350.19
8205	Salem Community Schools	0.1784	7300.57	0.1784	7398.88
4670	School City of East Chicago	0.4607	8424.97	0.4607	8534.86
4710	School City of Hammond	0.3452	7964.93	0.3452	8070.08
4730	School City of Hobart	0.1625	7237.24	0.1625	7334.90
7200	School City of Mishawaka	0.2635	7639.52	0.2635	7741.32
4720	School Town of Highland	0.1384	7141.25	0.1384	7237.92
4740	School Town of Munster	0.0513	6794.33	0.0513	6887.43
5400	School Town of Speedway	0.1457	7170.32	0.1457	7267.30
7230	Scott County School District 1	0.1830	7318.89	0.1830	7417.39
7255	Scott County School District 2	0.1657	7249.98	0.1657	7347.78
3675	Seymour Community Schools	0.1402	7148.42	0.1402	7245.16
7285	Shelby Eastern Schools	0.1246	7086.28	0.1246	7182.39
7365	Shelbyville Central Schools	0.1606	7229.67	0.1606	7327.25

3435	Shenandoah School Corporation	0.1146	7046.45	0.1146	7142.15
3055	Sheridan Community Schools	0.1080	7020.16	0.1080	7115.59
5520	Shoals Community School Corp	0.1528	7198.60	0.1528	7295.87
0945	Silver Creek Community Schools	0.0683	6862.04	0.0683	6955.84
8625	Smith-Green Community Schools	0.0497	6787.96	0.0497	6880.99
0035	South Adams Schools	0.1298	7106.99	0.1298	7203.32
7205	South Bend Community Sch Corp	0.3444	7961.75	0.3444	8066.87
4940	South Central Com School Corp	0.0989	6983.92	0.0989	7078.97
1600	South Dearborn Com School Corp	0.1849	7326.46	0.1849	7425.04
2765	South Gibson School Corp	0.0750	6888.73	0.0750	6982.80
3190	South Harrison Com Schools	0.1340	7123.72	0.1340	7220.22
3415	South Henry School Corp	0.1396	7146.03	0.1396	7242.75
4325	South Knox School Corp	0.0850	6928.56	0.0850	7023.04
5255	South Madison Com Sch Corp	0.0938	6963.61	0.0938	7058.45
5845	South Montgomery Com Sch Corp	0.1099	7027.73	0.1099	7123.24
5995	South Newton School Corp	0.2359	7529.59	0.2359	7630.26
6705	South Putnam Community Schools	0.1034	7001.84	0.1034	7097.08
6865	South Ripley Com Sch Corp	0.1961	7371.07	0.1961	7470.11
7445	South Spencer County Sch Corp	0.1671	7255.56	0.1671	7353.41
8020	South Vermillion Com Sch Corp	0.2202	7467.06	0.2202	7567.08
2100	Southeast Dubois Co Sch Corp	0.0474	6778.79	0.0474	6871.74
2455	Southeast Fountain School Corp	0.1415	7153.59	0.1415	7250.40
3115	Southern Hancock Co Com Sch Corp	0.0596	6827.39	0.0596	6920.83
8425	Southern Wells Com Schools	0.0923	6957.63	0.0923	7052.42
2110	Southwest Dubois Co Sch Corp	0.0124	6639.39	0.0124	6730.90
6260	Southwest Parke Com Sch Corp	0.1885	7340.80	0.1885	7439.52
7715	Southwest School Corp	0.1462	7172.31	0.1462	7269.31
7360	Southwestern Con Sch Shelby Co	0.1358	7130.89	0.1358	7227.46
4000	Southwestern-Jefferson Co Con	0.1701	7267.51	0.1701	7365.48
6195	Spencer-Owen Community Schools	0.1923	7355.93	0.1923	7454.82
6160	Springs Valley Com School Corp	0.1273	7097.04	0.1273	7193.26
1560	Sunman-Dearborn Com Sch Corp	0.0512	6793.93	0.0512	6887.03
7775	Switzerland County School Corp	0.1899	7346.37	0.1899	7445.16
3460	Taylor Community School Corp	0.3238	7879.70	0.3238	7983.97
6350	Tell City-Troy Twp School Corp	0.1664	7252.77	0.1664	7350.59
7865	Tippecanoe School Corp	0.1172	7056.81	0.1172	7152.61
4445	Tippecanoe Valley School Corp	0.1197	7066.77	0.1197	7162.67
7945	Tipton Community School Corp	0.1184	7061.59	0.1184	7157.44
7935	Tri-Central Community Schools	0.1300	7107.79	0.1300	7204.12
8535	Tri-County School Corp	0.1019	6995.87	0.1019	7091.05
4645	Tri-Creek School Corp	0.0808	6911.83	0.0808	7006.14
5495	Triton School Corporation	0.0971	6976.75	0.0971	7071.73
4915	Tri-Township Cons School Corp	0.1396	7146.03	0.1396	7242.75
8565	Twin Lakes School Corp	0.1331	7120.14	0.1331	7216.59
7950	Union Co/Clg Corner Joint Sch Dist	0.1399	7147.22	0.1399	7243.96
6795	Union School Corporation	0.3241	7880.89	0.3241	7985.18
6530	Union Township School Corp	0.0610	6832.96	0.0610	6926.46
7215	Union-North United School Corp	0.1187	7062.78	0.1187	7158.65
6560	Valparaiso Community Schools	0.0920	6956.44	0.0920	7051.21
8030	Vigo County School Corp	0.2662	7650.27	0.2662	7752.19
4335	Vincennes Community Sch Corp	0.2607	7628.37	0.2607	7730.06
8060	Wabash City Schools	0.1957	7369.47	0.1957	7468.50
2285	Wa-Nee Community Schools	0.0692	6865.62	0.0692	6959.46
8130	Warrick County School Corp	0.0747	6887.53	0.0747	6981.59
4415	Warsaw Community Schools	0.1135	7042.07	0.1135	7137.72
1405	Washington Com Schools Inc	0.1993	7383.81	0.1993	7482.98
4345	Wawasee Community School Corp	0.1165	7054.02	0.1165	7149.80
1885	Wes-Del Community Schools	0.1937	7361.51	0.1937	7460.45
6630	West Central School Corp	0.1714	7272.69	0.1714	7370.71
7875	West Lafayette Com School Corp	0.0792	6905.45	0.0792	6999.70
6065	West Noble School Corporation	0.0705	6870.80	0.0705	6964.69
8220	West Washington School Corp	0.1619	7234.85	0.1619	7332.49
0615	Western Boone Co Com Sch Dist	0.0756	6891.11	0.0756	6985.21
3490	Western School Corp	0.1239	7083.49	0.1239	7179.57
8355	Western Wayne Schools	0.1808	7310.13	0.1808	7408.54
3030	Westfield-Washington Schools	0.0448	6768.44	0.0448	6861.28
4525	Westview School Corporation	0.0563	6814.24	0.0563	6907.55
2980	White River Valley Sch Dist	0.2164	7451.92	0.2164	7551.79
4760	Whiting School City	0.2189	7461.88	0.2189	7561.85
4455	Whitko Community School Corp	0.1204	7069.55	0.1204	7165.49
8665	Whitley Co Cons Schools	0.0749	6888.33	0.0749	6982.40
1910	Yorktown Community Schools	0.1211	7072.34	0.1211	7168.31
0630	Zionsville Community Schools	0.0106	6632.22	0.0106	6723.65



Attachment #11

Detailed Budget Narrative

Budget Projections Workbook

ATTACHMENT 11: Detailed Budget Narrative

Overview

Since 2017, the year when the current administration started at Charter School of the Dunes (CSD), the school's budget has grown every year, more drastically in some years than others. The 2017 budget was just under \$5 million, while the 2023-24 budget is just over \$14 million. While public education in Indiana benefits from favorable legislative action aimed at increasing funding for schools not just this year but the coming year, CSD aims to be conservative in budgeting purposes. The challenge for the management at CSD is to create the most value for our students while being excellent stewards of public funds.

NOTES:

1. ICSB's workbook includes capital improvements in the expenses section of the budget that negatively impact Change in Net Assets – this provides a limited view of the school's financial position because capital improvements have zero immediate effect on net assets as the corresponding increase in fixed asset created by these outflows is excluded from the picture.
2. Depreciation is included in the cash flow statement, it is a non-cash expense.
3. Points 1 and 2 above make the school appear to be in a tougher position financially than it is in.

Enrollment

The primary driver of the school's budget for any particular school year is the enrollment count. It has slowly risen each year for CSD, however, with the number of charter schools operating in Gary, the aggressive campaigns led by the Gary Community School Corporation, and the high number of transient folks in the city of Gary, CSD has to err on the side of estimating enrollment to be a little lower than it would be, in all likelihood.

For the 2023-24 School Year, our ADM (Average Daily Membership) was estimated to be 675, and the actual enrollment count was 674 on our October 2023 count date. For the 2024-25 school year, enrollment is predicted to grow by 25 students only as it is the first year of operations for the new building. By year 5, CSD plans to reach the full capacity of both buildings at over 900 students.

Budget and Cash Flow (Year 0) Notes

While the ICSB Budget Projection Workbook 2023's 4th tab labeled "4. Budget and Cash Flow (Year 0)" seems to be for schools in their first year of operation, we are using our 2023-24 budget (CSD's 21st year of operation) for the numbers. The line items on the REVENUE side are listed below:

1. CSD did not apply for nor receive the Public Charter School Program Grant.
2. *The Other Federal Revenue* line item on tab 4 consists of the following:

3217 Technology Grants	49,183.66
4223 Special Education Grants	99,048.66
4291 School Nutrition Program	406,724.12

4514 Title I	1,224,416.90
4990 Title II Funds	55,159.32
5301 Title IV	40,946.12
7942 ESSER Grants	1,000,000.00
Total Other Federal Revenue	2,875,478.78

The Technology grant refers to E-rate revenues from USAC occurring in August.

The ESSER grant refers to ESSER III grant revenues occurring in July and August as reimbursement for construction expenses. All other federal grants listed are expected to be generated uniformly throughout the year.

3. *Contributions and Donations from Private Sources* - A nominal amount of \$1092.03 has been budgeted as contributions and donations, we receive donations from community members to fund field trips or athletic fees for students who cannot afford them.
4. *Interest Income* - As part of our debt agreement with BMO Harris Bank, CSD has to set aside one-twelfth of the budgeted operating expenses for any given year in a reserve account with some interest. Most interest income comes from a money market account with First Merchants Bank.
5. *Other Revenue*

1741 Student and Adult Fees	40,392.74
1995 INMAC Income	16,975.04
3111 Basic Grant	6,065,153.85
3117 Secured School Safety Grant	50,560.07
3118 Charter & Innovation Network	945,000.00
3198 Formative Assessment Grant	10,156.00
3214 Early Intervention	3,570.11
3293 Performance Based Awards	27,196.91
3910 Textbook Reimbursements	38,034.72
3990 NESP and High Ability Grant	21,413.30
Total Other Revenue	7,218,452.75

6. The first line item on the EXPENSES side is Wages, Benefits & Payroll Taxes, which are prefilled from the Staffing Plan.
7. *Curricular Materials* are estimated based on the average spending from the prior 3 years
8. CSD does not have separate expenses for *Library and Media Services*.
9. *Technology Supporting Instruction* – CSD is a one-to-one student-to-device school using Chromebooks; CSD maintains the devices and replaces them as needed within budget. If the budget is underused, the oldest devices with no book value are replaced to the extent of unused funds.

10. *Student Assessment* – CSD uses iReady for student assessment.
11. *Other Instruction Supplies* – This line item includes the total of field trip expenses, classroom supplies, classroom celebration food purchases, registration fees, travel expenses for academic competitions or events, and association dues and fees across the departments of Kindergarten, Elementary, Middle, High ability and Special Education.
12. *Administrative Technology and Other Administrative Expenses* – The different associations the school and the administration are part of are also listed here. CSD uses NEOLA for managing policies and bylaws.
13. *Audit Services* – CSD is a long-time client of Donovan CPAs, who provide all auditing and tax services for the school.
14. *Financial Accounting* – CSD uses Quickbooks Online for our financial accounting software. That is the only cost on this line item.
15. *Printing, publishing, and duplicating* – The rent and printing costs for the 3 copiers in the school are listed here. The copiers are leased but are not included in operating leases because they are already listed here.
16. *Insurance (non-facility)* – CSD's umbrella insurance is with Hanover Group and is listed under Insurance (facility) as that is the most significant cost component of our insurance. The Workman's Compensation part is already included in the personnel expenses.
17. *Travel* – Mileage and hotel reimbursements per CSD's travel policy
18. *Mail Services* – Postage costs for special communications with parents, regulatory agencies or bill payments are included here. Postage costs for marketing efforts are included in marketing activities.
19. *Special Education Administration* – There are no separate expenses for Special Education Administration that are not already included in Other Administrative Expenses.
20. *Student Information Services* – CSD used Power School for our Student Information System, additionally, CSD pays for modules that facilitate communication with parents and allow parents to enroll their students online.
21. *Food Services* – CSD operates limited food services operations during the month of June. The only month without any food service operation is the month of July. CSD still incurs a cost during July for Civil Rights training and other compliance and preparation work for the upcoming year's food service operation. Expenses have been aggregated and straight-lined for the 10 months of regular school operation. CSD is contracted with Ceres Food Group as the Food Service Management Company (FSMC) for SY 2023-24.
22. *Transportation Services* – Similar to Food Services, transportation services have been projected for the year in total and straight-lined across the 11 months of operation.
23. *Marketing Expenses* – While the state of Indiana has 2 count dates for enrollment purposes, CSD conducts market activities year-round. These include community events, Facebook ads, billboards, and mailers.
24. *Other Services* – Not Applicable.
25. *Facility Lease/Mortgage Payments* – Debt service payments for the existing debt with BMO Harris Bank for the existing facility are listed on this line item. They include quarterly principal payments of \$83,000 and roughly \$7000 of interest expenses.
26. *Capital Improvements* - Charter School of the Dunes is in the final stages of completing a new construction project, largely funded by the ESSER grants. The total allocation of ESSER funds to

the school is \$9.3 million, of which roughly the final million will be spent in the 2023-24 school year. The total project cost exceeds the ESSER allocation. CSD has a \$3 million set aside in the Operations fund for the working capital needs of the construction, reducing any risk of being unable to make expenditures before requesting reimbursements. The total project cost is \$13.4 million. With the use of the ESSER funds, the operations fund balance at the end of the project, two Charter School Advancement funding periods (SY23 and SY24, for \$861,250 and \$939,400 respectively) and additional grant opportunities such as the Charter School Incentive grant/ Facilities grant (\$377,438), CSD is reasonably assured of meeting the construction funding needs and will be ready to begin operations in the new building for the 2024-25 school year.

27. *Other Principal payments* – Other principal payments show the \$3750 monthly deduction from our basic tuition support for common school loans.
28. *Operating Leases* – The only lease included here is the mobile trailer serving as temporary office space while the ELA building is constructed. It will only be around for the first 6 months of SY 2023-24.
29. *Interest Payments/Interest Expense* – the interest for the debt with BMO Harris is already included on the first line item of this section under Mortgage Payments. The interest portion of the common school loan is shown on the line item Interest Expense, a monthly expense of \$131.25 for the first 6 months of SY 2023-24, and it goes down to \$112.50 during the second half of the year.
30. *Depreciation Expense* – Depreciation expense is calculated monthly per the Fixed Asset Schedule. For the latter 6 months of SY 2023-24, the new building is additionally depreciated at its asset value of \$13.4 million over 480 months (40 years).
31. *Insurance* – Facility insurance for the year is paid in July.
32. *Purchase of Furniture, Fixtures, and Equipment* – A nominal \$5000 amount is budgeted for the replacement of any items that are no longer usable. A \$45,000 planned spending for office furniture at the new building has been included and is expected to happen in 2024.
33. *Electric and Gas* – The average historical cost of electricity and gas has been used to project costs for this year, costs have been proportionally increased for the second half of SY 2023-24 with the starting of operations at the new building. The cost for the new building has been projected based on the square footage of the facility. However, it would be lower because of newer and more efficient heating and lighting systems.
34. *Water & Sewage* – The average historical cost of water and sewer has been used to project costs for this year, costs have been proportionally increased for the second half of SY 2023-24 with the starting of operations at the new building.
35. *Repair and Maintenance* – The average historical cost of repairs has been used to budget for this year. No additional amounts have been budgeted for the new building as it is not expected to need repairs in its first year of operations.
36. *Custodial Services* – CSD has a maintenance crew of 5 full-time staff.
37. *Waste Disposal* – Current contracted costs have been used, estimated to be double with the opening of the new building.
38. *Security Services* – Maintenance and testing fee for motion detection and alarm systems.

5-Year Budget Notes

Income section Assumptions

1510 · Interest on Investments - As part of the debt service agreement with our current lender, BMO Harris, CSD is to maintain 1/12th of our annual expenses in a reserve account, which generates a small amount of interest. Money market interest rates are forecasted to reduce by 50 basis points each year starting in 2024.

The following revenue sources are expected to grow proportionally with enrollment:

1995 INMAC Income

3111 · Basic Grant

3118 · Charter & Innovation Network

3214 Early Intervention

3910 · Textbook Reimbursements

4223 · Special Education Grants

4291 · School Nutrition Program (Include

4514 · Title I

4990 · Title II Funds

5301 Title IV

In absence of information indicating otherwise, the following grants are expected to remain at their current levels:

3117 · Secured School Safety Grant

3198 · Formative Assessment Grant

3217 Technology Grants - E-Rate from USAC (Connectivity Program)

3293 · Teachers Appreciation Grant

3990 · Other State Income -(Includes the High Ability grant, the Non-English Speaking Grants, etc.)

Expense section Assumptions

Staffing costs are expected to grow at 3.5% per year, except for health insurance costs, which are expected to grow at 5%, and retirement contributions, which are not expected to increase since they have recently undergone an increase.

The Instructional Supplies and Resource Section of expenses is expected to grow proportionally with the increase in enrollment. Administrative resources, Governing Board expenses, and Purchased or Other Services are expected to grow at 2% per year.

All Facilities expenses are expected to grow at 5% per year, except for Utilities, which are expected to grow at 2% per year.

Administrative Staff, Instructional Staff, and Non-Instructional/Support Staff sections are referenced in the staffing plan (Tab 3). CSD has no librarians. The Social workers/Therapists and Counselors are listed under Other Compensation (as they are independent contractors) in the Payroll Taxes and Benefits section. The line items of Summer School Staff and Athletic Coaches are left blank as the average compensation used for instructional staff includes stipends for additional duties. Listing them separately would be double counting.



Attachment #12

Academic Performance Workbook

Academic Performance: Comparable Schools

Provide the three (3) most recent years of academic data for each school currently operated by the organizer or education service provider that has a similar grade-span and serves a similar demographic to the proposed charter school, even if the proposed charter school is not a replication of an existing school. Copy additional Tabs and insert additional Rows as necessary.

School Name:

School Year 1:	2022-2023	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K									86.18
		1									88.13
		2									90.92
		3	6.6		6.6		ILEARN			48.6	88.69
		4	12.1	34.04%	10.6	27.66%	ILEARN				88.74
		5	8.9	12.82%	0	0%	ILEARN				90.18
		6	6.4	19.57%	3.8	4.44%	ILEARN				90.45
		7	11.3	25.71%	6.5	14.29%	ILEARN				88.58
		8	18.2	27.78%	12.1	25.00%	ILEARN				86.43

Growth Data is from the 22-23 Federal Report Card which can be viewed at this link: https://drive.google.com/file/d/17cwzyCnIMMAyAvG5m5NcXpQ_PXJxnPu/view?usp=sharing

School Year 2:	2021-2022	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K									83.42
		1									84.62
		2									87.65
		3	6.8		9.5		ILEARN			41.7	89.56
		4	3.1	5.77%	3.1	2.00%	ILEARN				87.14
		5	4.2	4.92%	2.8	8.06%	ILEARN				91.4
		6	4.1	10.53%	2.7	3.33%	ILEARN				91.05
		7	6.4	12.70%	2.6	4.84%	ILEARN				87.55
		8	13.3	9.38%	4	4.76%	ILEARN				89.04

Growth Data is from the 21-22 Federal Report Card which can be viewed at this link: <https://drive.google.com/file/d/17h2lYHwwQt4xpostDy7qQfn3keZwDgd/view?usp=sharing>

School Year 3:	2020-2021	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K									76.52
		1									77.28
		2									79.98
		3	4.2		8.7		ILEARN			40.7	77.16
		4	9.5		6.5		ILEARN				84.14
		5	10.2		1.6		ILEARN				80.26
		6	6.8		4.2		ILEARN				72.24
		7	8.6		0		ILEARN				86.61
		8	18		1.6		ILEARN				82.14

There was no report card issued for the 20-21 school year



Attachment #13

Intent to Change Authorizers

Justin Stok

From: Justin Stok
Sent: Friday, November 3, 2023 1:46 PM
To: 'amccormack@ccsj.edu'
Cc: 'Carrie Hutton'; Mahdee Iqbal; Tom Cera; 'JBetley@icsb.in.gov'
Subject: Charter School of the Dunes
Attachments: CSD_CCSJ Nov 3.pdf

Dr. McCormack,

Thank you for meeting with us yesterday. Attached is a letter I am sending on behalf of Tom explaining why our board approved CSD to move forward with the application process for ICSB.

Thank you,

Mr. Justin G. Stok, Ed.S.
Superintendent
Charter School of the Dunes
219-939-9690 x 110
jstok@csdunes.org



November 3, 2023

Dr. McCormack,

Thank you for taking the time to meet with Justin Stok and me yesterday. Over the past several years, the Charter School of the Dunes has matured and recruited a talented leadership team, professional staff and faculty members. The level of guidance provided by an authorizer required at the school in the past is not as critical today. Therefore, when it was discovered that there was a potential for a new authorizer, the Charter School of the Dunes Board voted to initiate the application process for charter authorization with the Indiana Charter School Board (ICSB).

The Board made the decision based on several factors, including:

1. The fees charged by ICSB are 0.75% or approximately \$40,000 per year versus 3.0% or approximately \$170,000 charged by CCSJ. The difference in fees could potentially pay for two additional faculty members to serve CSD students.
2. The length of charter authorization at the ICSB is seven years versus three years at CCSJ. Reauthorization is a rigorous process that requires significant resources to complete. The longer the time between reauthorizations, the more time that could be spent by leadership and staff with CSD students.
3. The ICSB is currently authorizing 40 charter schools in Indiana, including two from the city of Gary. Having access to key educational data and growth statistics would allow more effective benchmarking at CSD.
4. The accountability system at ICSB is based on local benchmarking. The ICSB increases involvement at any charter school that falls outside of statistical performance benchmarks. Involvement is less hands-on but, as stated earlier, CSD has matured and is in a position to operate the school successfully with less guidance than in the past.

Charter School of the Dunes is appreciative of the guidance and support that CCSJ has provided over time and the stability of the school is, in part, a credit to that guidance. However, the CSD Board has a fiduciary duty to explore potential benefits to the school that could be provided by the ICSB.

CSD understands that CCSJ is staffed for the school year to support CSD. It is unfortunate that the timing is not optimal to contemplate all potential possibilities due to the ICSB schedule. We welcome your thoughts regarding the potential change but the deadline for the application process is Friday, November 10, 2023.

Sincerely,

Tom



Attachment #14

N/A



Attachment #15
Full Application