

INDIANA CHARTER EDUCATION FOUNDATION, INC.

South Indianapolis Charter Academy

Charter Application For Experienced School Operators

Submitted on October 31 2011

To:

Claire Fiddian-Green, Executive Director
Indiana Charter School Board
151 W. Ohio Street
Indianapolis, IN 46204
Tel: (317) 232-6610
cfgreen@doe.in.gov



I. PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

Name of proposed charter school:	<u>South Indianapolis Charter Academy</u>
Proposed charter school location: *Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the geographies the operator intends to serve.	<u>South Indianapolis</u>
School district(s) of proposed school location:	<u>Indianapolis Public Schools</u>
Legal name of group applying for charter:	<u>Indiana Charter Education Foundation</u>
Names, roles, and current employment for all persons on applicant team:	<u>Richard Page</u> <u>VP of Business Development</u> <u>CSUSA</u>
	<u>Chakana Fowler</u> <u>Director of Business Development</u> <u>CSUSA</u>
	<u>Derek Kelmanson</u> <u>Operations Manager</u> <u>CSUSA</u>
Designated applicant representative:	<u>Richard Page</u>
Address:	<u>6245 N Federal Hwy</u>
	<u>Ft Lauderdale, Fl 33308</u>
Office and cell phone:	<u>O: 954.202.3500 C: 954.290.3432</u>
Email address:	<u>rpage@charterschoolsusa.com</u>
Fax:	<u>954.202.1855</u>
Model or focus of proposed school: (e.g., arts, college prep, dual language, etc.)	<u>college preparatory</u>

Proposed Grade Levels and Student Enrollment

Specify the planned year of opening for the charter school, and indicate both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify)	K-6	810 /1140
Year 2	K-6	950 / 1140
Year 3	K-6	1044 /1140
Year 4	K-6	1092 /1140
Year 5	K-6	1140
At Capacity	K-6	1140

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

If yes, identify the ESP or other partner organization: Charter Schools USA (CSUSA)

**Note: If the applicant intends to partner with a service provider or partner that has NO previous experience in operating a school, the applicant should use the RFP for New Operators.*

Proposed Head of School/Principal Information (If Known)

Name of proposed candidate: _____

Current employment: _____

Daytime phone: _____

Cell phone: _____

Email address: _____

Will an application for the same charter school be submitted to another authorizer in the near future? Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s): _____ N/A

Submission date(s): _____

II. EXECUTIVE SUMMARY

The mission of South Indianapolis Charter Academy is to create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement. The administrators, teachers, parents and students of South Indianapolis Charter Academy will have as their foundation the academic philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive members of the local and global societies and the 21st century workforce.

Recently, the Indiana State Department of Education named Charter Schools USA (CSUSA) as one of three Turnaround School Operators (TSO) for failing schools in Indiana. The vision for starting South Indianapolis Charter Academy is directly tied to CSUSA's work as a TSO. The target population needs a high-performing K-12 system and South Indianapolis Charter Academy will serve as a feeder school to Emma Donnan Middle School and Emmerich Manual High School. As a feeder, the charter school will serve grades K-6. In its first year of operation, the school will enroll a maximum of 810 students; at full enrollment, in year 5, the school will enroll a maximum of 1,140 students.

South Indianapolis Charter Academy's goal is to meet the community's needs by elevating student performance from an early age and maintaining a high level of academic achievement until high school graduation. Currently, many existing elementary schools in the South Indianapolis area have low student passage rates for standardized reading, ELA and Mathematics. Many of these elementary schools are not doing an adequate job in serving some of the high needs students they enroll (e.g., minority students, ELL students, free/reduced lunch students). Within a five mile radius of Emmerich Manual High School, there are approximately 30,000 students in the 5 to 14 age range. These students are in need of high-performing K-6 schools, and our vision with South Indianapolis Charter Academy is to provide parents in that community with high-performing schools to serve their children. Enrollment priorities will be given only to siblings of a currently attending student and to siblings of an accepted applicant applying for the same academic year. Full detail on enrollment policies can be found in Attachment 7.

Indiana Charter Education Foundation is currently seeking strategic partnerships with community organizations that they feel will be able to enrich The Academy and its mission. South Indianapolis Charter Academy will seek the assistance of community organizations to provide educational experiences to students outside of the classroom. Community partnerships will be an important way for South Indianapolis Charter Academy to enrich students' learning experience and connect students to the resources available in their community. As detailed in the Founding Group section of the application, the Governing Board has deep ties to the Indianapolis community and will be able to leverage community relationships to solicit additional support for the School.

Marian University has already expressed an interest in working with the Indiana Charter Education Foundation to assist with a mentoring, tutoring, leadership training or internship program within the Academy to help fulfill the needs of students. In addition, the Central Indiana Community Foundation (CICF) has written a letter to express its support. We anticipate forging a strong relationship with CICF - one that may allow us to partner with donors who have a specific interest in establishing college scholarship funds for our students.

South Indianapolis Charter Academy will accomplish its performance goals through the implementation of the CSUSA Educational Model. The Educational Model is a research-based and data-driven delivery

framework with innovative tools and instructional methods linked directly to the Indiana Academic Standards and Common Core State Standards as well as national standards from organizations including the National Council of Teachers of Mathematics and the International Reading Association. The linkage is made to the grade level expectation for the most accurate assessment of student learning where applicable. The Educational Model will be the framework for the 21st Century curriculum used to meet the individual student needs of the children within Indiana.

Relative to the education models currently in use at the schools that are now serving the targeted population, CSUSA’s Educational Model is innovative in its approach to data analysis for individual student learning. The Guaranteed and Viable Curriculum is the foundation that determines what is taught at each grade-level. A month-by-month scope and sequence within each CSUSA Curriculum Map was created for all subjects aligned to the Indiana Academic Standards and Common Core State Standards. The combination of opportunity to learn and time (sequencing) ensures that the curriculum can be covered in the time allotted. Another way that CSUSA stands apart from other schools is that students will be empowered through the creation of each student’s own Personalized Learning Plan. In addition, CSUSA is the only education service provider to earn District Accreditation from AdvancED which means accreditation for all new schools it operates, , as well as for all established schools managed by CSUSA.

CSUSA has designed innovative reporting tools — the proprietary Student Information System, including the teacher eGrade Book, and the Narrative Report Card—to assist the School in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described below, these tools also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives outlined earlier.

The key non-negotiable components of the Educational Model are as follows:

Component 1: Baseline Assessment and Data is used to identify students’ strengths and weaknesses, to

effectively target instruction, and to set school-level, classroom-level, and individual student-level goals.

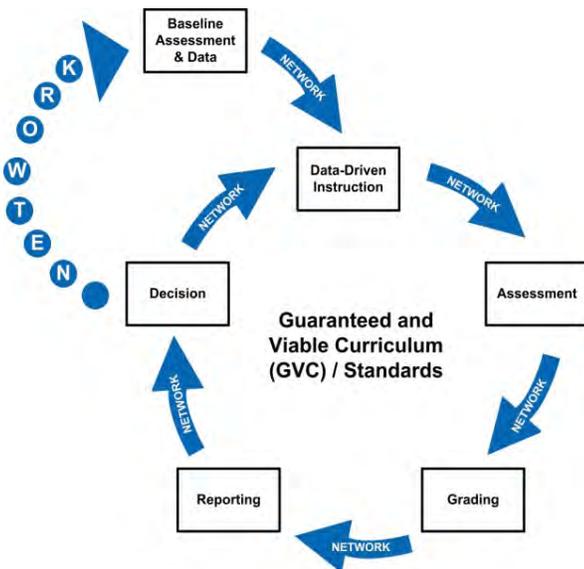
Component 2: Data Driven Instruction is the end result of collaboration analyzing data from the CSUSA Student Information System within professional learning communities.

Component 3: Assessment is determined prior to instruction and used after data-driven instruction to determine areas of growth, identification of instructional priorities, and measurement instructional effectiveness. Timely and specific feedback is given to students to help them gain mastery of standards.

Component 4: Grading is accomplished through the Teacher eGrade Book on the CSUSA’s Student Information System graded at the most specific level of the state standards to facilitate data collection. As the data is collected, it is displayed within the Teacher

eGrade Book in various formats for straightforward data analysis.

Component 5: Reporting in the Student Information System offers the school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data.



Component 6: Decision is the final action. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction.

CSUSA has used its Educational Model to reach academic success within its schools. CSUSA has had success outperforming students within Florida in the general population, low-income and minority student categories as well as students who are economically disadvantaged, as indicated by the national free or reduced lunch designation.

Average Rate at Which CSUSA Students Outperform Students in Florida Students		
	Reading	Math
Hispanic Students	21%	9%
Black Students	34%	23%
Free/Reduced Lunch Students	15%	8%
English Language Learner Students	31%	14%

Please see Attachment #28 for discussion of CSUSA’s results with target populations. South Indianapolis Charter Academy will be a replication of CSUSA’s successful Education Model. South Indianapolis Charter Academy will open in year one with grades K through 6; the lower grades are filled in year one, while the higher grades fill over time.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
	Classes per Grade					Enrollment				
K	8	8	8	8	8	160	160	160	160	160
1	7	7	7	7	7	161	161	161	161	161
2	5	7	7	7	7	115	161	161	161	161
3	5	6	7	7	7	115	138	161	161	161
4	5	6	6	7	7	115	138	138	161	161
5	3	4	6	6	7	69	92	138	138	161
6	3	4	5	6	7	75	100	125	150	175
	36	42	46	48	50	810	950	1,044	1,092	1,140

As of the 2011-2012 school year, CSUSA operates 31 charters on 28 campuses serving more than 25,000 students in Florida, Georgia and Louisiana (please see Attachment 23 for a complete listing with locations). CSUSA will expand further in 2012, including its role as a Turnaround School Operator of three schools in Indianapolis. Since its inception, CSUSA has developed and managed schools across the K-12 spectrum ranging in size from as few as 200 students to more than 1,600 students.

This charter application is one of two applications submitted by the Indiana Charter Education Foundation. In addition to this application for the South Indianapolis Charter Academy, the Foundation is also applying for a charter to start and operate East Indianapolis Charter Academy. If awarded, CSUSA will be the proposed education service provider for both academies. Both charter schools will serve as feeders to respective TSO schools to be operated by CSUSA which began assessment and transition planning at Emma Donnan Middle School, Emmerich Manual High School and Thomas Carr Howe Community High School in September 2011.

In 2004, CSUSA opened a new high school for 900 students in Lee County, Florida. This high school completed the feeder pattern for four CSUSA operated K-8 schools in the area, creating Florida’s first county-wide charter school K-12 feeder system. Our vision in Indiana is to create a similar K-12 feeder

system in Indianapolis with two K-6 schools (South and East Indianapolis Charter Academies) serving as feeders for the three turnaround schools. While charter school start-up is CSUSA's core model, turning around struggling schools is another strength of the organization. As such, CSUSA believes it can be successful in executing the long term vision of a full K-12 system. In addition to Lee County, CSUSA has created K-12 systems in Miami-Dade, Broward, and Duval counties and has a vision for K-12 in every community it serves.

The Indiana Charter Education Foundation is the entity that will hold the School's charter and the School will be governed by a single network-level Governing Board. The Governing Board intends to contract with CSUSA to manage the day-to-day operations of The Academy. CSUSA will assist in developing, planning, and marketing the School, as well as finance, human resources, curricula and overall responsibility for school operations. The Principal will be employed by CSUSA; will report directly to the CSUSA's Vice President of Education; and will be responsible for managing all School Staff.

Collectively, the Founding Group is highly qualified and respected by Indianapolis community leaders. They are well connected to the community they will serve, but more importantly, they are deeply committed to serving their community. The Founding Group is passionate about creating pathways for meaningful change in education and its collective experience in education, business, policy and community work will enable the Group to deliver a successful charter school to a community in need. The Founding Group has expertise in the following areas: school leadership, administration and governance; curriculum, instruction and assessment; financial, business and school operations management; performance management; parent and community engagement; and facilities management.

The relationship between the Governing Board and CSUSA would be codified with a performance-based contract. The draft management agreement between the Governing Board and ESP is provided as Attachment 14 and outlines the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board will have complete authority to cancel the management agreement with the ESP for non-performance.

The proposed relationship between the Governing Board and the ESP will provide clear accountability for the services provided by the ESP. The organization as a whole is responsible for South Indianapolis Charter Academy's performance and the ESP must be actively involved in managing The Academy's operations to be successful. While the Principal will not report directly to the Governing Board, a strong relationship will exist. Throughout the five year charter term, the Governing Board will ultimately hold the Principal accountable through the performance expectations defined by the Board and through the management agreement between the Board and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by the ESP that aligns expectations to the Educational Model and to the specific mission of South Indianapolis Charter Academy.

III. FOUNDING GROUP & SCHOOL LEADERSHIP

1. Identify the key members of the founding group for the proposed school.
 - Dr. Molly Chamberlin, Existing Board Member
 - Joe Brown, Existing Board Member
 - LaTonya Turner, Existing Board Member
 - Chandre Sanchez-Reyes, Existing Board Member
 - Casey Patterson, Existing Board Member
 - Derek Redelman, Existing Board Member

A complete narrative of the Indiana Charter Education Foundation's member's background and resumes are provided in Attachment #1.

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

South Indianapolis Charter Academy will seek the assistance of community organizations to provide educational experiences to students outside of the classroom. Community partnerships will be an important way for the Academy to enrich students' learning experience and connect students to the resources available in their community. The Central Indiana Community Foundation (CICF) has written a letter to express its support. Please see Attachment #18. We anticipate forging a strong relationship with CICF that may allow us to partner with donors who have a specific interest in establishing college scholarship funds for our students. In addition, Marian University has expressed an interest in working with the Indiana Charter Education Foundation to assist with a mentoring, tutoring, leadership training or internship program within South Indianapolis Charter Academy to help fulfill the needs of students.

Background

1. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Several board members were involved in the process of evaluating CSUSA as a potential Indiana Turnaround School Operator (TSO) or were exposed to their work in the community during the TSO process. As a result of working with other community leaders around the TSO process, the concept of creating a system of high-performing elementary schools came into being. The idea of a successful turnaround school prompted the concept of starting K-6 schools to serve as feeders for these schools, thereby creating a high-performing K-12 system.

2. Describe the Founding Group's ties to and knowledge of the local community.

Each Founding Group member is tied to and knowledgeable about the local community via their professional roles and personal pursuits. These are individuals who serve as principals, school leaders, chamber of commerce leaders, education policy leaders and business leaders in the Indianapolis community. Each one of them champions education reform and is committed to serving the children of Indianapolis. A complete list of board member's resumes is included in Attachment #1.

School Leader and Leadership Team

1. **Attachment 2** provides the criteria, recruiting and selection process for hiring the school leader
2. If the candidate is not yet identified, summarize the Board's academic and organizational performance record and provide specific data that demonstrates strong evidence of the Board's ability to effectively serve the proposed target population.

The School Leader is not yet identified. As evidenced in the Indiana Charter Education Foundation Board Resumes in Attachment 1, each Board member possesses deep experience directly or indirectly successfully serving the proposed target population. Moreover, as evidenced in Attachment 28, the ESP is also deeply experienced effectively operating charter schools that serve the proposed target population.

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

Upon approval of the application CSUSA will deploy a School Start-up Team comprised of multi-disciplinary professionals to drive all aspects of the school development process as directed by the Board. CSUSA will be reimbursed for School Start-up services as a component of management fees from future school revenues.

4. Describe the responsibilities and qualifications of the school's leadership.

These positions are not yet filled. Please refer to Attachments 2 and 19 for details on the timeline, criteria, and process for recruitment and hiring of school leadership.

IV. EDUCATION PLAN

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3.
2. Present evidence that the proposed educational program is evidence-based and has been or will be rigorous, engaging and effective for the anticipated student population.
3. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population.
4. Identify any key educational features that would *differ* from your current education model.

The administrators, teachers, parents and students of South Indianapolis Charter Academy will have as their foundation the academic philosophy that all children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive members of the local and global societies and the 21st century workforce.

The mission of South Indianapolis Charter Academy is to create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

South Indianapolis Charter Academy will serve students to improve academic outcomes in cooperation with the Indiana Department of Education using Effective Schools Research indicators to reach its performance goals.

High Expectations for Success will be consistently communicated and reinforced throughout all aspects of the educational experience, including an ambitious school mission, high standards of excellence, focus on personal responsibility, and essential partnerships with families.

Instructional Leadership will insure the highest quality of instruction through best practices in assessment, observation, data analysis and professional development using consistent monitoring of student progress, optimal student engagement strategies, professional learning communities and advanced curriculum.

A Focus on the Student will create a culture that supports successful teaching and learning and promotes personal development, good character, and self-management through a safe and orderly environment, high community engagement, positive school spirit, and outlets for self-expression.

The Indianapolis Charter Education Foundation intends to contract with CSUSA to provide all necessary management and professional expertise to start-up and manage the school. CSUSA will assist in

developing, planning, and marketing the School, as well as finance, human resources, curricula and overall responsibility for school operations. CSUSA will be held accountable for South Indianapolis Charter Academy's performance via a performance-based management agreement. CSUSA is a seasoned education service provider (ESP) with a strong track record of successfully implementing and replicating high quality charter schools. As documented throughout this application, CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, governing board, and DOE.

South Indianapolis Charter Academy will accomplish its performance goals through the implementation of the CSUSA (CSUSA) Educational Model. The Educational Model is a research-based and data-driven delivery framework with innovative tools and instructional methods linked directly to the Indiana Academic Standards and Common Core State Standards as well as national standards from organizations including the National Council of Teachers of Mathematics and the International Reading Association. The linkage is made to the grade level expectation for the most accurate assessment of student learning where applicable. The Educational Model will be the framework for the 21st Century curriculum used to meet the individual student needs of the children within Indiana.

South Indianapolis Charter Academy will deliver educational best practices to the students with the framework of the Educational Model, which is innovative in its approach to data analysis for individual student learning. In addition, the South Indianapolis Charter Academy will have several unique and innovative academic components that will complement the comprehensive data-driven instructional delivery of the Guaranteed and Viable Curriculum Educational Model, to foster the development of well-rounded student-citizens and provide experiential learning opportunities. These components include: research-based instructional strategies (the Guaranteed and Viable Curriculum); technology support for data-driven instruction and individual student goal setting; Personalized Learning Plans; and an integrated character educational model.

➤ ***Research Based Framework : CSUSA's Educational Model***

The Educational Model is innovative in its approach to data analysis for individual student learning. The Guaranteed and Viable Curriculum is the foundation providing what is taught at each grade-level. A month-by-month scope and sequence within each CSUSA Curriculum Map was created for all subjects aligned to the Indiana Academic Standards and Common Core State Standards.

➤ ***School-Wide Goal Setting and Personalized Learning Plans***

Goal setting is viewed as a catalyst for the cohesion of the school as a team working toward the same goals. At the beginning of each year, the school improvement process begins with analyzing last year's data for the creation of school-wide and classroom level goals. Throughout the year after each benchmark these are reviewed and revised. Also, teachers meet with students to set and review personal goals within the students' Personalized Learning Plans after each benchmark.

The Personalized Learning Plan is designed to track an individual student's strengths and weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment

- The results of any achievement testing and classroom assessments
- Non-assessed student work
- Reports and observations from the student’s teachers
- Information and suggestions from the student’s parents and the student

Although testing and evaluation may be stressful for some students, testing is a normal and expected way of assessing what students have learned. The purpose of collecting individual student data is to provide independent insight into each child’s progress, as well as that of the school. The analysis of this data is what drives classroom instruction and student progress, otherwise known as data-driven instruction. This is how South Indianapolis Charter Academy makes sure every student is achieving academic growth and that no child is left behind.

➤ ***Innovative Measurement Tools to Drive Research Based Instruction & Data Analysis***

CSUSA has designed innovative reporting tools — the proprietary Student Information System, including the teacher eGrade Book, and the Narrative Report Card—to assist the School in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described below, these tools also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives outlined earlier.

CSUSA Student Information System (SIS)

Parents of students who attend South Indianapolis Charter Academy will be able to utilize the CSUSA SIS to login any time day or night, entering a confidential user name and password to gain real-time access to various pieces of information regarding their children and events happening at the school.

The Student Information System is also use in the tracking of individual student data SIS offers South Indianapolis Charter Academy the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online Web access to student data. Student achievement data will be included in each student’s file and will make year-to-year evaluation and tracking of mastery of the Indiana Academic Standards and Common Core State Standards more efficient.

CSUSA Teacher eGrade Book™

The Teacher eGrade Book was created to assist teachers in creating and recording daily assignments that are aligned to the Guaranteed and Viable Curriculum, the Indiana Academic Standards and Common Core State Standards, Benchmarks and Grade Level Expectations. The Student Information System guides teachers in creating lessons based on proven best practices. The lesson plan template suggests research based instructional strategies to use in the classroom and provides learning strategies for students based on the content segment being taught. When an assignment is created for a specific subject, the teacher assigns points to most specific element of the Standard covered in that particular lesson. When the assignment is completed by the students, the grades are then logged into the eGrade book by the teacher, creating a running record of the level of mastery each student has achieved on the related standards and benchmarks. Grades are automatically calculated and various individual and class reports can be generated.

The eGrade Book is an integral reporting tool that empowers parents to monitor and participate in the student’s academic progress and improvement, as well as empowers students to monitor and take

responsibility for their own learning. The eGrade Book also enables the principal to monitor coverage of the CSUSA Guaranteed and Viable Curriculum and State standards by each teacher, subject, or grade level and then verify the effectiveness of teacher lesson plans.

CSUSA Narrative Report Card™

The Narrative Report Card is a school reporting tool used to identify and evaluate the educational strengths and needs of students, making sure "no child is left behind." It provides students, parents, and teachers detailed academic information about the various objectives and skills the student has or has not mastered.

The Narrative Report Card provides a higher level of comprehensive student assessment than traditional report cards, by aligning a student's evaluation with state standards and CSUSA's Guaranteed and Viable Curriculum for each specific grade level. This format allows parents to see that their student is not only "passing" in a specific subject or earning a specific letter grade, but also has attained specific skills within a learning standard throughout the year. Through the collection of data on each student and the inclusion of parents in the overall academic endeavor of their child, we believe that each student will recognize their individual potential and strive to meet and exceed the academic goals they have participated in setting for themselves.

➤ ***Technology to Support Student Engagement***

Using technology within learning is essential to real world application. The goal of technology usage within a classroom is to take it out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. Teachers and students will have technology integrated in the classroom through a variety of modalities such as: Laptop Computers; Interactive White Boards; Audio Stations; Interactive Tablets; and Learner Response Devices.

As stated by Marzano, in his work, "Teaching with Interactive White Boards," using learner response devices, graphics and other visuals to represent information, and using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. In particular, the use of interactive white boards in the classroom has been shown to have a 16 percentile point gain in student achievement (Marzano, 2009). The use of interactive white boards not only prepares students with 21st century technology skills, but also increases students' achievement.

➤ ***Active and Meaningful Parental Involvement***

Parent participation is integral to the success of the school and is solicited for the development of school goals and objectives through school advisory boards. The school advisory boards are comprised of parents, administrators, teachers, and community members to facilitate the achievement of the mission of the school and to ensure that the school meets the needs of the children in the community. In addition to the role parents play in governance, all parents sign a commitment agreeing to volunteer at the school.

➤ ***Integrated Character Education***

Students must be taught and encouraged in the principles of how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals.

➤ ***Learning Environment Accountability to Insure Academic Excellence***

CSUSA actively monitors the learning environment of South Indianapolis Charter Academy. CSUSA's semiannual parent, student, and staff surveys are designed to provide the parents, students, teachers and administrators the opportunity to provide feedback on the school academic environment and

school culture. Through analysis and evaluation of data, these results are used to develop action plans and facilitate the school's improvement process both ongoing through the school year and as a part of goal setting prior to the beginning of each school year.

School Site Visit Observation: The Site Visit Observation Process occurs, at a minimum, twice a school year in order to support the implementation and monitoring of high-yield instructional strategies. Each teacher will be reviewed and observed to ensure exemplary use of data to drive instruction, evidence of consistent and routine parent communication, classroom curriculum design and student motivation.

The observer will participate in the class for 30-45 minutes and shares with the teacher strengths and opportunities for growth. The data compiled is presented to the staff and used within the school improvement process including professional development selections.

Classroom Walk-thru: The CSUSA principals have clearly articulated their dedication to teacher support by their initiation of the CSUSA Walk-thru challenge that clearly articulates that each teacher will be visited by an administrative team member each week. The walk thru form will be used as a non-evaluative way to communicate a teacher's areas of strength, as well as possible opportunities for growth.

Teacher Performance Evaluation: The CSUSA Teacher Performance Evaluation supports the monitoring of the Educational Model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through Professional Development and provided feedback on through the Site Visit Observation process.

School Review: After each site visit and each benchmark test, the Education Team meets with the School Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and subject area. Based on these discussions and the data collected, the Education Team makes recommendations to guide professional development training, individualized professional development, opportunities, targeted mentoring, and possible increased observations.

The CSUSA Educational Model provides a framework for the evaluation of individual student data. It is through analysis and evaluation of data that administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve substantial learning gains. All curricular decisions should be made by analyzing student data.

Instructional Methods

CSUSA's Guaranteed and Viable Curriculum (GVC) is designed to meet the Indiana Academic Standards and Common Core State Standards, Benchmarks, and Grade Level Expectations where applicable through the process outlined in Understanding by Design, (Wiggins & McTighe, 1998). "Curriculum should lay out the most effective ways of achieving specific results." (Wiggins & McTighe, 1998). The GVC outlines the specific learnings within the Indiana Academic Standards and Common Core State Standards, and is created and revised in three stages: (1) identify desired results, (2) determine acceptable evidence, and (3) plan learning experiences and instruction.

Through professional development, teachers continue this process. The educator's critical role is to be the designer of student learning, and Understanding by Design supports teachers working within the

standards-driven curriculum, to clarify learning goals, devise assessments revealing student understanding, and crafting effective and engaging learning activities, aligned with real world experiences.

When planning, teachers will use the nine-high yield instructional categories identified by Robert Marzano and listed below, to guide project based learning for optimal student growth. South Indianapolis Charter Academy will be supported through professional development to be able to successfully apply the innovative learning methods listed within the nine high yield categories listed below.

Categories of Instructional Strategies That Affect Student Achievement

Category	Specific Learning Methods
Identifying similarities and differences	Assigning in-class and homework tasks that involve comparison and classification and metaphors and analogies
Summarizing and note taking	Developing student skills so they can: <ul style="list-style-type: none"> • generate verbal summaries • generate written summaries • take notes • revise their notes, correcting errors and adding information
Reinforcing effort and providing recognition	Expanding student learning through: <ul style="list-style-type: none"> • recognizing and celebrating progress toward learning goals throughout a unit • recognizing and reinforcing the importance of effort • recognizing and celebrating progress toward learning goals at the end of a unit
Homework and practice	Teacher demonstrating method through: <ul style="list-style-type: none"> • providing specific feedback on all assigned homework • assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
Nonlinguistic representations	Guiding students to: <ul style="list-style-type: none"> • generate mental images representing content • draw pictures or pictographs representing content • construct graphic organizers representing content • act out content • make physical models of content • make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
Cooperative learning	Organizing students in cooperative groups when appropriate and ability groups when appropriate

Setting objectives and providing feedback	<p>Creating a systematic way in which to:</p> <ul style="list-style-type: none"> • set specific learning goals at the beginning of a unit and lead students in setting their own learning goals • provide feedback on learning goals and lead students in keeping track of their own progress on learning goals • ask students to assess themselves at the end of a unit and provide summative feedback at the end of a unit
Generating and testing hypotheses	Engaging students in projects that involve generating and testing hypotheses through, problem solving tasks, decision-making tasks, investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks
Questions, cues and advance organizers	Prior to presenting new content, asking questions that help students recall what they might already know about the content, provide providing students with direct links with what they have studied previously, and provide ways for students to organize or think about the content

When planning, teachers will also prepare for differentiated instruction to meet every student’s need. Based on the instructional implications of diagnostic screening as well as progress monitoring throughout the year, students are provided instruction to meet their individual needs. Cooperative groups are flexible based on progress monitoring of reading skills. Teachers utilize center resources such as those from Empowering Teachers, and Read, Write, Think to engage students in activities to deepen their understanding of skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards, bean counting), and integration of technology (i.e. listening centers, Study Island, Starfall, and TumbleBooks).

To enhance learning throughout South Indianapolis Charter Academy, all classrooms will create a print rich environment through word walls. A word wall is a systematically organized collection of words displayed in large letters on a wall in the classroom (Cunningham, 1995). Most word walls include the following characteristics (Brabham & Villaume, 1991):

- All are collections of words that are developmentally appropriate for study by students in the classroom.
- Words are selected for specific instructional purposes.
- Collections are cumulative – as new words are introduced, familiar words remain for further study.
- Activities and talk about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- Words on walls serve as visual scaffolds that temporarily assist students with independent reading and writing.

Having teachers reflect on classroom practices, procedures and what instructional strategies they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Teachers will use the four framing questions below to provide a guide for effective classroom curriculum design:

The Four Planning Questions and Corresponding Instructional Strategies	
Planning Questions	Instructional Strategies
1. What will students learn?	<ul style="list-style-type: none"> • Setting objectives
2. Which strategies will provide evidence of	<ul style="list-style-type: none"> • Providing feedback

student learning?	<ul style="list-style-type: none"> • Providing recognition
3. Which strategies will help students acquire and integrate learning?	<ul style="list-style-type: none"> • Cues, questions, and advance organizers • Nonlinguistic representation • Summarizing and note taking • Cooperative learning • Reinforcing effort
4. Which strategies will help students practice, review, and apply learning?	<ul style="list-style-type: none"> • Identifying similarities and differences • Homework and practice • Generating and testing hypothesis

The effective and systematic use of the nine research-based instructional strategies in correlation with the research of Jay McTighe, provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

A 21st Century Curriculum will be delivered to meet the needs of Indiana’s students through the CSUSA Education Model. The Guaranteed and Viable Curriculum, the proven framework behind Marzano’s What Works in Schools, provides for teachers the intended curriculum sequenced and organized in a manner to ensure the essential content is addressed in the instructional time available, thereby creating for students, the greatest opportunity to learn the content expected of them at that grade level or subject. This process is supported by Personalized Learning Plans to reach each student’s educational needs.

CSUSA has used its Educational Model to reach academic success within its schools. CSUSA has had success outperforming students within Florida in the general population, low-income and minority student categories as well as students who are economically disadvantaged, as indicated by the national free or reduced lunch designation. It is important to note that throughout CSUSA’s outstanding performance over the past 7 years, the population of its educationally disadvantaged students increased by an average rate of 62% each year, with English Language Learners topping the list at 115%. Hispanic and black students, English Language Learners (ELL) and students who are economically disadvantaged—those eligible for free or reduced lunch (FRL)—outperformed students in the State on average by 10 percentage points in reading, 6 percentage points in mathematics, and 6 percentage points in writing each year for the past 7 years. Additionally, CSUSA continues to show higher performance than the State among white students and the total population, outperforming the State on average by 5 percentage points in reading, 3 percentage points in mathematics, and 6 percentage points in writing (see Attachment 28 “Results with Target Populations” for expanded data and graphs).

5. Provides an overview of the planned curriculum.

South Indianapolis Charter Academy will adopt CSUSA’s Guaranteed and Viable Curriculum, as aligned with the Indiana Academic Standards and the Common Core Standards, as the framework for what is taught at each grade-level. A month-by-month scope and sequence within each CSUSA Curriculum Map was created for all subjects aligned to the Indiana Academic Standards and the Common Core Standards. **Attachment 4** provides a course scope and sequence by subject for each grade level the school would serve. To ensure student achievement, CSUSA’s Guaranteed and Viable Curriculum assures the following:

- The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers.

- The amount of essential content that has been identified can be addressed in the instructional time available to teachers.
- The essential content is organized and sequenced in a way that students have ample opportunity to learn it.
- Minimized interruptions and the proactive scheduling of non-instructional activities during the school day protects the instructional time available to teachers.

The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. Textbooks and instructional materials will be approved to ensure the text and materials’ viability and effectiveness in positively impacting student achievement at South Indianapolis Charter Academy.

After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the Education Team and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

CSUSA’s curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with the each Response to Instruction (RtI) Tier Model. Below is a brief description of each content area and the alignment to the Indiana Academic Standards and the Common Core Standards.

Elementary Programs	
K-6: Reading	The primary goal of the reading program is to help students understand what they read, effectively convey what they mean, and apply these skills to all areas of the curriculum as expressed in the Indiana Academic Standards and the Common Core Standards and aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. A minimum of 90 minutes of uninterrupted instructional time on-task is required. The literature covers a broad scope of interests that encourage personal development through reading.
K-6: Language Arts	The primary goal of the language arts program is to help students build a basic understanding of the mechanics and structure of the English language as expressed in the Indiana Academic Standards and the Common Core Standards using a cross-curricular project based learning approach. Teachers evaluate students for skill development as they refine their skills while writing in their journals, reviewing current events, and enjoying literature. Students will improve speaking, listening, and writing abilities through small and large group instruction as well as project based learning.
K-6: Foreign Language	<p>The primary goal of the foreign language program is to develop the conversational and written skills required for living in a diverse environment. Further, the foreign language program has been designed to be an integral part of the school day in order to meet the requirements of foreign language in the Elementary Schools program for academically able students in fourth and fifth grade.</p> <p>The focus of the foreign language program is on communication. Students focus on developing the conversational and written skills for foreign language. To support and build background about the language, students are provided with information about culture and communities of foreign languages. Having a background about the relationships, perspectives, and products of culture are key in making connections about the language.</p>
K-6:	The Guaranteed and Viable Curriculum, which is centered on the Indiana Academic Standards

Elementary Programs	
Mathematics	and the Common Core Standards, focuses students on accuracy of computation and mastery of basic operations, fundamental math concepts and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills within project based learning.
K-6: Science	Science is a process, a way of thinking about and investigating the world in which we live. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials through investigative projects. Problem solving skills taught include process skills from the National Science Foundation and the National Association for the Social Sciences.
K-6: Social Studies	The social studies curriculum uses a sequential approach to unify history and the social sciences through the examination of the Indiana Academic Standards. The Guaranteed and Viable Curriculum promotes the development of concepts and the mastery of methods of inquiry. Students gain an understanding of the major factors that have influenced the structures of our society from earliest times to present day through project based learning. Teachers seek to educate students to become effective and contributing members of their community, to increase their understanding of privileges and responsibilities of citizenship, and to instill a feeling of patriotism and national identity.
K-6: Art	The primary goal of the art program is to provide every student an opportunity to develop and explore his or her creative potential. Art specialists encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models. Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression.
K-6: Music	The music curriculum includes both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances is incorporated throughout the music curriculum. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.
K-6: Technology	South Indianapolis Charter Academy recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow.
K-6: Health and Physical Education	The primary goal of the health and physical education program is for teaching what is necessary to maintain a healthy lifestyles as well as individual skills that comprise team sports. Mastery of the Indiana Academic Standards will include a variety of developmental activities emphasizing fine and gross motor skill development. The curriculum is focused on movement exploration, includes instruction in keeping growing bodies healthy, clean, and allows students to interact in team sports that also contribute to developing habits of good sportsmanship.
K-6: Library	South Indianapolis Charter Academy's Media Program will be the hub of learning and academic activity in the School. It will support the curriculum by providing access to current, adequate, and appropriate information resources and ensure that all students, teachers, and staff are effective users of ideas and information. Each classroom will maintain a library, which will include a selection of genres and reading levels.

Pupil Performance Standards

1. **Attachment 5** provides a complete set of the school's proposed learning standards for one grade.

Attachment 5 provides the complete set of the proposed exit standards for the core subjects from sixth grade, to prepare students for excellence in secondary school curriculum. By demonstrating mastery in these standards, students will be prepared for the College and Career Readiness Anchor Standards continued throughout the secondary curriculum.

Attachment 5 provides both the Common Core State Standards and the Indiana Academic Standards for core subjects in sixth grade, recognizing that the Common Core Standards will begin to be implemented in the 2011-2012 school year, with full implementation complete by the 2014-2015 school year. The Common Core State Standards:

- are aligned with college and work expectations.
- include rigorous content and application of knowledge through high-order skills.
- build upon strengths and lessons of current state standards.
- are internationally benchmarked.
- are evidence and/or research-based.

The Common Core State Standards will

- help prepare all students with the knowledge and skills needed to succeed in college and careers.
- assist students who move between states.
- create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.
- allow for more focused pre-service education and professional development.
- create economies of scale around areas such as curriculum, instructional resources, and assessment.

Assessment Horizon

Indiana is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Through PARCC a new generation of assessments will be developed and used throughout the nation, allowing us to compare and evaluate policies that affect student achievement across states and school districts. The Common Core assessment includes a summative test, which will be administered online beginning with the 2014-15 school year. The assessment also includes “through-course assessments” that take place over the course of the year, allowing teachers to adjust their instruction based on students’ results. As a governing state, Indiana will pilot Common Core items in 2012-13 and 2013-14 and provide schools with data regarding student performance on the Common Core State Standards.

Understanding of Impact on Instruction—Crosswalk from Indiana Academic Standards to Common Core Standards

Grades K, 1, and 2

In 2011-12, kindergarten teachers will be the first to teach only the Common Core. Those kindergarteners will be the first class of 3rd graders to participate in the Common Core assessment. First-grade and second-grade students will learn Indiana Academic Standards and identified elements of Common Core in 2011-12. First-grade students will learn only Common Core in 2012-13. Second-grade students will learn only Common Core in 2013-14.

Grades 3-12

Students in grades 3-12 will receive an intentional introduction to the Common Core beginning with the 2011-12 school year to ensure they have the foundation for future learning with no instructional gaps. In 2014-15, all ELA and math teachers will only teach Common Core.

2. If you plan to adopt or develop additional academic standards beyond Indiana’s Academic Standards, explain what kinds of standards (content areas, grade levels, etc.) you intend to adopt or develop, and describe the adoption or development process that has taken place or will take place.

CSUSA also includes a Character Education Program in all curriculum. An example of this is STRIVE (Schools/Students Taking Responsibility for Important Values of Excellence). This program is a comprehensive and systemic character education program that is part of the daily activities of our schools by recognizing that children develop character by what they see, by what they hear and by what they are repeatedly led to do. Character Education programs such as STRIVE provides our schools additional ways to partner with parents to help develop our students ethically, academically, and socially and provide enriched learning experiences for our students. We anticipate measurable positive results in the areas of:

- Academic performance
- Promotion rates
- Student attendance
- Student behavior
- Enhanced school climate

There are multiple ways for parents to get involved with the Character Education Program. These ways include parent training (“Parent University”); learning to support your child in character development; participating in the Kick-off every October; becoming a classroom sponsor; helping initiatives raise community support and participating in service projects.

3. Explain the school’s policies and standards for promoting students from one grade to the next.

CSUSA will meet and exceed the Indianapolis Public Schools Promotion and Retention Policies to include:

- a) Kindergarten students must meet the minimum Kindergarten Indiana Academic Standards and/or the Common Core Standards (depending on the year of adoption) in Language Arts and mathematics by receiving a grade of “Outstanding” or “Satisfactory”.
- b) Grades one (1) through six (6): students must receive a passing grade of “D” or higher in Reading, Math, English, Social Studies, and Science. A mandatory retention following third grade will be required for students not meeting the mastery levels in reading. Credit recovery opportunities will be provided for students in sixth grade not meeting mastery requirements in math. These credit recovery options will include virtual school opportunities to ensure our students are adequately prepared for success in Algebra.

Any provision in the IPS attendance policy which impacts promotion/ retention will be followed when reaching a final decision on a student’s grade placement.

Because CSUSA’s Student Information System and online Personalized Learning Plans are readily available to parents, constant communication will occur throughout the academic school year with this general timeline:

- October – January: Teacher will indicate concern to parents and initiate documentation of academic performance.
- Early March: Teacher will notify administrator if any alternative grade placement is being considered. The Student Intervention Team may be convened by administrator. Parents receive written notification of possible retention.

- Early April: If placement or retention is still being considered, parents are notified by this time and commitment to the decision secured.
- May – June: Decision on placement or retention is made by the teacher and administrator and student grade placement or retention is completed.

4. **Attachment 5** provides the school’s exit standards for graduating students.

School Calendar and Schedule

1. **Attachment 6** provides the school’s proposed calendar
2. Describe the structure of the school day and week. **Attachment 6**

South Indianapolis Charter Academy will follow the Indianapolis Public School’s annual calendar, including a number of additional school days. South Indianapolis Charter Academy’s course offerings will reflect Indiana Department of Education course coding and the School’s instructional day will accommodate seven (7) hours or three hundred and eighty (380) minutes of instructional time in Grades K through 6. This amount exceeds the minimum amount recommended by The State of Indiana by two (2) hours or eighty (80) minutes. The number of instructional days per year will be 189 which will exceed the minimum of 180 per Indiana Statutes (IC 20-18-2-17 and IC 20-30-2-3) by nine (9) school days. The increased school day minutes and school days allow for additional learning opportunities through classroom instruction. A number of interventions strategies will be implemented at the school during the additional minutes provided to address and help close the achievement gap. Overall success of the extended learning will be demonstrated through attained learning gains seen from a student’s CSUSA Benchmark scores, and I-STEP results.

School Culture

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

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

A positive and academic environment that reinforces student intellectual and social development is paramount to student success. CSUSA schools implement an integrated character education program that focuses on academic rigor, good citizenship, and opportunities for real-world experiences. This STRIVE (Schools/Students Taking Responsibility for Important Values of Excellence) curriculum is infused into the school days—academically and socially. The goal of the integrated character education program is to instill strong character and citizenship within each student. The character education program is infused into the academic courses through teaching character alongside academic content. Teachers can:

- Identify character curriculum components available within each lesson
- Access online media to supplement classroom instruction
- Access reading resources and writing prompts
- Access ideas on how to stimulate discussion and include inspirational stories

CSUSA supports student achievement through the inclusion of well-trained Student Services personnel. CSUSA holds bi-annual meetings for a Guidance Cadre made up of Student Support Coordinators, Guidance Counselors, School Counselors, Rtl coordinators and ESE Directors to promote initiatives such as Positive Behavior Support Programs and CHAMPS.

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

CSUSA holds an Open House prior to the first day of school for all students and parents to come to the school and meet the teachers. This is the time to begin to instill this culture of positive behavior from the moment students walk in the door. Posters displaying the STRIVE character traits are within steps of our front doors and handouts are available for parents and students. Calendars will display upcoming events such as a STRIVE kick-off assembly and which STRIVE traits are being focused on each month.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

Because South Indianapolis Charter Academy will follow an inclusion model with all populations incorporated into general education classes, academic excellence will be the goal for all students. Services will be provided for special education students (as indicated in their IEPs) as well as English Language Learners and at-risk students that adhere to a least-restrictive environment model. Parents know they can be very involved with their child's education and teachers and staff receive professional development workshops on inclusion and providing for differentiation.

4. See **Attachment 6** for a summary of a typical daily schedule for a 4th grade student and teacher.

Supplemental Programming

1. Will you offer summer school?

Summer school is not provided as students will receive academic support during the regular school year if there is a need for credit recovery. With ongoing assessments, early intervention, and strategic support, the academic focus allows for remediation and credit recovery to be built in to the curriculum. Additionally, by offering an extended day throughout the regular school year, the school meets requirements for and extended year program.

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

Before/After School Students in grades K-6 have a variety of options to participate in that include extra- and co-curricular programming both before and after school hours. In addition to a Before and After Care Day Care Program, a computerized academic program is available for students that require additional support. For 30 minutes before the school day begins, students will have access to instructional and supportive reading and math programs that are specifically geared to address each individual student's needs. The regular classroom teacher will set up skill focused lessons based on regular classroom assessments. This same program will be available after school and outside of school in the evenings and on weekends via the web based computerized academic support program. Teachers have access to data reports showing progress as well as weaknesses so that adjustments can be made weekly. Additional funding is not needed to staff this program as regular classroom teachers provide support.

Clubs A variety of After School Clubs are offered to students in grades K-6 for 6-8 week sessions. Parents pay a small fee for students to participate in group clubs such as dance, chess, drumming, drama, and photography. Student interest and staff skills will determine the types of clubs offered. Clubs meet after school for 60-90 minutes.

Extra Academic Support Homework and class-work help is offered during specific office hours throughout the week to assist students in need of extra practice. Teachers make themselves available during a time that is outside of the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school. Initiating and strengthening collaboration between school, home, and communities, provides the basis for support and reinforcement of student learning. Involving parents and students, and engaging them in a collaborative manner are critical to successful implementation. This plan for assisting remedial students involves continuous collaboration between all stakeholders.

Tutoring When learning gains are not progressing at an agreed upon rate for all stakeholders, there are additional resources available. For students that require additional intervention, tutoring will also be available at the School. These sessions are derived from our operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data.

Classroom teachers remain in contact with all stakeholders by updating the Personalized Learning Plans, using data derived from ongoing progress monitoring, Student Information System Narrative Report Cards, and ESP Benchmark testing results.

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

Teachers use their knowledge of child development to support their decision making when focusing on both individual student needs and the group as a whole. Through Team Meetings, Parent Conferences, PLPs, and daily observations, teachers communicate on a regular basis with students, parents, and the educational stakeholders within the school to monitor all students. School programs to support leadership training and social development can be found in opportunities such as Peer Mediation, Student Government, and Safety Patrol programs.

Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, the school will implement an integrated character education program as an innovative program that integrates a focus on academic rigor, good citizenship, and opportunities for real-world experiences.

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

A school-wide Reading Challenge implemented in all grade levels K-6 and is monitored daily, weekly, and monthly. By creating an expectation for students to read on a daily basis, this program supports fundamental reading benefits and builds an appreciation of literature. Students and parents alike are introduced to the grade level specific expectations at the beginning of the year so that the annual goal is then monitored on a monthly and weekly basis using a visual display in each classroom. Additionally, students and classrooms are recognized for their efforts as they meet their goals.

Special Populations and At-Risk Students

1. Describe the school's overall plan to serve students with special needs.

South Indianapolis Charter Academy's education of students with disabilities is guided by its belief that with appropriate services and supports, students with disabilities can learn, function as responsible citizens, and actualize their potential. Students receiving special education services shall be provided with a free and appropriate education (FAPE) in accordance with ISBE special education rules and regulations, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. South Indianapolis Charter Academy will utilize a service delivery model for students with disabilities which best represents the LRE in conjunction with the students' services identified on the IEP.

South Indianapolis Charter Academy will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment (LRE). The Case Conference Committee (CCC) team will determine the appropriate special education, related services, and placement for a student as well as the LRE in which those services will be provided in accordance with ISBE 511 IAC 7-32-12. South Indianapolis Charter Academy believes that it is very important that each student has the opportunity to learn and grow within their community so that they will be productive citizens upon graduation from the school.

South Indianapolis Charter Academy will employ or contract with the necessary personnel to provide Speech and Language services, Occupational Therapy and Physical Therapy as required by the student's IEP. In providing for the educational needs of the exceptional student, the principal, students with disabilities teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

South Indianapolis Charter Academy will conduct the child find process in accordance with ISBE 511 IAC 7-40-1, to focus on early identification and interventions of children with learning, physical, and emotional difficulties. The staff at South Indianapolis Charter Academy will be fully trained on implementing the Response to Instruction process.

South Indianapolis Charter Academy's Response to Instruction (RtI) program correlates with the Indiana Department of Education's three-tier instructional model, the flowchart of instructional decision-making, and the problem-solving model. RtI greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day.

Students who are referred to South Indianapolis Charter Academy's Child Study Team who are not making the expected level of progress will be analyzed to identify individualized interventions. Additional assessment data may be needed to assist in determining the individualized interventions. These interventions are then implemented for twelve weeks. Progress monitoring will be conducted, with a minimum of six assessments to determine if the student is responding to the interventions. Tier 3 interventions are in addition to Tier 1 and Tier 2 interventions. As with Tier 1 and Tier 2 interventions, Tier 3 interventions will be research based. If the student does not respond to the Tier 3 interventions at the pre-determined rate, the student may be referred for a comprehensive evaluation to determine if the student is a student with a disability.

South Indianapolis Charter Academy is responsible for ensuring that competent evaluation specialists conduct evaluations for students suspected of having a disability. Examiners must be qualified in the professional's field as evidenced by a valid license or certificate, and must have adequate training and knowledge to administer the particular assessment instrument. Tests of intellectual functioning must be administered and interpreted by a certified school psychologist or a licensed professional.

South Indianapolis Charter Academy will develop and oversee annual strategic plan for students with disabilities services that includes (1) how students will be identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the school's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. Further, the lead responsibilities will include assembling the CCC, coordinating the meeting and activities of the CCC, coordinating staff professional development regarding the delivery of special services, encouraging the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionality, ensuring delivery of IEP services, and ensuring compliance with all reporting and documenting requirements.

Special Education Teachers will be responsible for directly providing services for exceptional student in the classroom, interacting with the regular education teacher to optimize the inclusion of exceptional students in regular classroom activities, and reviewing lesson plans and strategizing ways to integrate special services seamlessly into classroom activities.

Once a student is referred for a comprehensive evaluation to determine if the student is a student with a disability; the parent/guardian will be requested to sign a parental consent for evaluation. Once parental consent has been granted the initial evaluation must be completed within 60 calendar days of receiving parental consent for the evaluation. The evaluation is the responsibility of a multidisciplinary evaluation team; however, if a student is referred for a psychological evaluation a qualified psychological examiner must conduct the evaluation.

After a psychologist concludes a formal evaluation of the student, results are given to the CCC to determine if the student is eligible to receive special education services. Members of the CCC will include at least one of the student's general education teachers, a special education teacher, LEA representative, and parent. Other individuals may be invited that have knowledge or special expertise regarding the student, and the student when appropriate. Once eligibility is determined an Individual Education Plan will be developed in accordance to ISBE 511 IAC 7-42-6; Developing an individualized education program. Placement of the student in student with disabilities services will be designed in the least restrictive environment. The Case Conference Committee will:

- Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP
- Review placement decisions annually at the IEP review meeting
- Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines
- Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services
- Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate certificate in that exceptionality.

Written procedural safeguards for students with disabilities will be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation; any meeting scheduled to discuss eligibility and/or placement; any time a due process hearing is filed; announcements of all Individual Educational Plan (IEP) meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be doubt or question as to procedural policy. If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand. School personnel will ensure the parent(s) has understood the information. They will also collect written documentation that this requirement has been met. These safeguards are in place in order to help the parents of children with disabilities to understand the rights that accompany programs for students with disabilities.

Federal and state laws regarding the protection of both the rights of the student and the parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes. For accountability purposes, all students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment.

In accordance with ISBE 511 IAC 7-42-9 the IEP Team will conduct a reevaluation of each student at least every 3 years, unless the parent and the IEP Team agree that the reevaluation is unnecessary. However, a reevaluation may be conducted at any time if the IEP Team feels the needs of the student should be reevaluated or the student's teacher or parent request a reevaluation. A reevaluation is not to occur more than one time a year unless agreed upon by the parent and the IEP Team. With regards to reviewing and revising of IEPs; the IEP Team shall review the IEP at least annually, however, a parent or the student's teacher may request to review or revise the IEP prior to the annual review requirement. South Indianapolis Charter Academy's effectiveness in serving students with disabilities will be evaluated on a continuous basis. The special education and general education staff will meet as a team on a quarterly basis to review progress monitoring data on the students served to determine if students are meeting the goals and objectives of their IEPs. Accommodations and supports will also be reviewed in order to ensure they are being implemented in the general education setting. If a student with a disability is not meeting the expected progress, a CCC meeting will be held to discuss the student's academic performance and to make any necessary recommendations. Each year, the administration and staff of the school will review all special education data, including assessment data and AYP data, to ensure the special education services are focused on student achievement.

The special education records of students with disabilities attending South Indianapolis Charter Academy will be stored in a secure location on the school premises. South Indianapolis Charter Academy will adhere to ISBE 511 IAC 7-38-1; Access to and disclosure of educational records.

The integration of special education services into the general education program will be supported by providing and requiring participation of both special education and general education staff in professional learning opportunities that focus on but limited too:

- Development of legally sound IEPs
- Educating students with disabilities in the general education setting.

- Implementing accommodations in the general education setting
- Progress Monitoring of IEP goals and objectives
- Special Education Legal Issues
- Differentiating instruction
- Implementing Effective Co-Teaching Models
- The Standard Based Classroom
- Implementing Assistive Technology in the general education setting

CSUSA and Indiana Charter School Board as well as staff participating in professional opportunities provided by the Indiana State Board of Education and the hiring of private consultants will provide technical assistance and training.

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

South Indianapolis Charter Academy's admission policy welcomes and encourages the enrollment of students of all learning profiles. The school's marketing strategy and materials will include a complete explanation that the school is "tuition-free" public charter school that welcomes students with "exceptionalities," "disabilities," and "limited English proficiency." At the heart of the Education Model's design is analyzing data, sharing this data with parents and students, and then planning for progress leading to the success of each student. Each student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning or more at a specific grade level is tracked and reviewed with parents and students. South Indianapolis Charter Academy will use the Personalized Learning Plan design that includes analyzing data, sharing this data with parents and students and then planning for progress leading to the success of each student to attract and retain students with disabilities by publicizing the benefit of individualized learning plans. Through understanding the process of individualized data analysis and goal-setting parents of students with disabilities will wish to continue their success within the student body of South Indianapolis Charter Academy.

The mission of the ELL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to support our Limited English Proficient (LEP) students, South Indianapolis Charter Academy will equip them with targeted instructional support necessary for their academic success. We will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with English language learners. In addition, our extended school day and school year will provide needed additional learning time for these students. For parents whose English proficiency is also limited, we will make sure that all school information is translated using a document service company or a staff member fluent in a particular language. South Indianapolis Charter Academy will actively recruit staff members that are native speakers or fluent in the prevalent non- English languages of our student population.

ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home. Once the assessment results are collected, an instructional plan for the students who qualify will be creating including the integration of scaffolding methods to address the ELL and set goals for achieving proficiency. As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge. The CSUSA Education Team will assist South Indianapolis Charter Academy in the tracking of individual student data through the Student Information System (SIS). The school will have the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online Web access to student data. Student achievement data will be included in each student's file and

will make year-to-year evaluation and tracking of mastery of individualized instruction and support for growth in the target language.

In order to promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELL program will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELL Students will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

South Indianapolis Charter Academy offers ELL students' instructional services through an English Immersion program mainstream/inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-LEP students at the same grade levels. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-LEP counterparts. Supplemental text and materials are also provided. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

South Indianapolis Charter Academy will work to support every student who wishes to enroll at the school. The School will be able to identify students who are homeless or at risk of being homeless through the schools open enrollment and registration process. Once identified, the school will comply with the federal requirements outlined in NCLB and IDEA, as well as work with local agencies to coordinate resources for shelter, clothing and food. Further, the school will notify the local agencies of guardianship issues as necessary. Student lacking documentation usually required due to homelessness will not be a barrier to enrollment at the school. The Student Services Coordinator will hold primary responsibility for the identification of homeless students, as well as ensuring that students identified as homeless are receiving the required services and supplies.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress.

Low performing students will also be identified through the use of diagnostic assessments. Students who score below grade level will be given extra support to reach grade level within the classroom, such as small group setting and differentiated instruction, as well as support outside of the classroom.

Comprehensive Intervention Reading Programs

South Indianapolis Charter Academy will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Some research-based programs that the teacher may utilize are:

- Reading Mastery (K-2)
- Early Success (K-2)
- Soar to Success (3 – 6)
- Voyager Passport (K – 6)

Progress Monitoring

Between diagnostic assessment periods, teacher will administer a variety of assessments to students in need of intervention.

- Fluency assessments – Teachers will administer fluency assessment such as oral reading fluency checks and high frequency word checks to determine fluency progress.
- Running Records – Teachers will track instructional reading level progress through periodic administration of running records
- Phonics & Phonemic Awareness assessments – Teachers will administer spelling assessments such as Words Their Way to determine mastery of phonics skills.
- Standards Assessments - Teachers will administer standards assessments to measure mastery. Standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. The School provides each grade level with standards assessments that are aligned to the Guaranteed and Viable Curriculum. Each standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times.
- Benchmarks –Benchmarks will be administered to provide data regarding progress toward Indiana Academic Standards, reading stamina, and reading level.

All elements of progress monitoring will be shared with parents through the Narrative Report Card and data conferences. This connection between home and school will enhance students' ability to achieve annual progress.

South Indianapolis Charter Academy's Student Support Team/Response to Instruction / 504 models are aligned with all Federal and state laws to ensure all students including students with disabilities receive a free appropriate public education using a guaranteed and viable curriculum to ensure learning gains. South Indianapolis Charter Academy's Response to Instruction (RtI) correlates with the Indiana Department of Education's three-tier instructional model, the flowchart of instructional decision-making, and the problem-solving model. The RtI model includes:

Tier 1 – Standards-Based Classroom Learning: all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Indiana Academic Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier 2 – Needs-Based Learning: In addition to Tier 1, targeted students participate in learning that is different by including: standard intervention protocol process for identifying and providing research based interventions based on student need, on-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 3 – SST-Driven Learning: in addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including: intensive, formalized problem solving to identify individual student needs, targeted research based interventions tailored to individual needs, frequent progress monitoring and analysis of student response to intervention(s).

Tier 4 – Specially- Designed Learning: In addition to Tiers 1 through 3, targeted students participate in: specialized programs, methodologies, or instructional deliveries, greater frequency of progress monitoring of student response to intervention(s).

South Indianapolis Charter Academy's curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with the each RtI Tier Model.

Additional Help: Homework and class-work help is offered during specific office hours throughout the week to assist students in need of extra practice. Teachers make themselves available during a time that is outside of the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school. Initiating and strengthening collaboration between school, home, and communities, provides the basis for support and reinforcement of student learning. Involving parents and students, and engaging them in a collaborative manner are critical to successful implementation. This plan for assisting remedial students involves continuous collaboration between all stakeholders.

Tutoring: When learning gains are not progressing at an agreed upon rate for all stakeholders, there are additional resources available. For students that require additional intervention, tutoring will also be available at the School. These sessions are derived from our operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data.

Classroom teachers remain in continual contact with all stakeholders by updating the Personalized Learning Plans, using data derived from ongoing progress monitoring, Student Information System Narrative Report Cards, and benchmark testing results.

Supplemental Intervention Reading Program: Based on diagnostic assessments and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity to support student achievement of individual learning goals. Some research-based programs that the teacher may utilize are:

- Research Based Center Activities
- Elements of Vocabulary
- Accelerated Reader
- Study Island
- Ticket to Read
- Reading Plus
- Words Their Way
- Systematic Sequential Phonics
- Ladders to Success

5. [Explain how the school will identify and meet the needs of intellectually gifted students.](#)

South Indianapolis Charter Academy recognizes the need to provide developmentally appropriate and challenging educational services for high ability students who have a potential for exceptional achievement and is committed to meeting the special needs of these students by providing a variety of service options and educational opportunities. High ability students are defined as "Students who perform at, or show the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests" according to IC 20-36-1-3.

Parents and/or guardians of children who enroll in South Indianapolis Charter Academy will be provided information on the following topics:

1. The gifted education program operated by South Indianapolis Charter Academy, its referral

procedures, and eligibility requirements.

2. Initial consideration of a student for gifted educational services.
3. The student's eligibility status after an evaluation, at which time the parent or guardian shall be afforded an opportunity for a conference to discuss student eligibility and placement.
4. The type of service to be provided annually, the teaching method to be used, and the time allotted for student to receive services. Parents or guardians shall also be informed of the objectives designed for students to meet and the manner in which evaluation of the mastery of these objectives will be conducted.
5. The performance standards the student shall meet for the continuation of high ability services;
6. The length of probationary period in which the student is in jeopardy of losing high ability services. The notice shall specify the criteria the student shall meet to continue receiving gifted services.
7. The termination of high ability education services in the event that the student fails to meet the continuation criteria. The notice shall contain a statement that the student shall become eligible to receive high ability services upon meeting the criteria for the continuation of services.

Referral

1. **Reported Referral.** Teachers, counselors, administrators, parents or guardians, and other individuals with knowledge of the student abilities may refer a student for consideration for high ability educational services.
2. **Automatic Referral.** Students who score at specified levels on a norm-referenced test shall be considered for further assessment to determine eligibility for high ability services.

Consent

Parents or guardians must give written consent for testing of a student who is being considered for high ability education services or before a student can receive high ability services.

Eligibility

1. To be eligible for high ability services, students will be evaluated by a qualified evaluator using a multifaceted assessment and meet the criteria in at least one (1) of the following domains:
 - General intellectual
 - General creative
 - Specific academic
 - Technical and practical arts
 - Visual and performing arts
 - Interpersonal
2. Data regarding a student's eligibility that was gathered and analyzed by an outside source may be considered; however, this data will not be substituted for data the school generates during the testing/evaluation process.

Continued Participation

Progress of each high ability student will be reviewed each year and he/she will continue to receive services provide the student demonstrates satisfactory performance in regular and high ability education classes

1. Any student who fails to maintain satisfactory performance in regular and high ability education classes will be provide a probationary period in which the student will continue to receive high ability services while attempting to improve to satisfactory performance. The length of this probationary period will be no less than one semester grading period.
2. Any student who fails to demonstrate satisfactory performance in both regular and high ability education classes during the probationary period and for whom high ability services are no longer appropriate will have a final review before services cease. If the student meets criteria for

continuation of high ability services, then services resume.

Reciprocity

Any student who meets the Indiana state eligibility criteria for high ability education services in another Indiana school district will be considered eligible to receive high ability services in South Indianapolis Charter Academy; however, a student who transferred from another Indiana system must meet the continuation criteria listed above for services. There is no mandated reciprocity between states.

Curriculum Services Provided

1. The curriculum provided for high ability students in South Indianapolis Charter Academy incorporate the Indiana State Board of Education approved student competencies and standards. The objectives focus on developing cognitive, learning, research and reference, and meta-cognitive skills at each grade level, using differentiation principles, creating a scholarly culminating product or performance, and incorporating one or more content areas into their scholarly studies.
2. Each student in high ability services will receive at least five segments per week of high ability instruction using an approved delivery model.

Data Collection

Data on the number of students referred for evaluation of eligibility for high ability education maintained by grade level, gender, and ethnic group.

Student Recruitment and Enrollment

1. State the maximum enrollment *school-wide* and *per grade level* you are setting to facilitate student academic success and the school's ability to achieve other performance expectations.

The maximum enrollment school-wide will be 1,140 students. Please refer to student enrollment projection table in the Executive Summary for grade level maximum enrollment.

2. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

South Indianapolis Charter Academy will conduct a three phase marketing campaign: Identification, Awareness and Recruitment. The efforts of this campaign should achieve enrollment capacity with a low student-to-staff ratio. The complete marketing and recruitment plan is provided in **Attachment 7**. South Indianapolis Charter Academy will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the same District. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

3. **Attachment 7** provides the South Indianapolis Charter Academy's Marketing and Enrollment Policy.

Student Discipline

1. Describe the philosophy of student discipline.

CSUSA's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment thus enhances the opportunity for exemplary academic achievement and personal development.

The adopted Student Discipline Plan will integrate, in large part, Indianapolis Public School's Code of Conduct and policy and procedures on discipline and dismissal as well as due process for non-disabled students. Exceptions will include areas that are integral to the successful implementation of the core academic and school-culture components outlined in this charter application. These include areas such as: school uniform policy, parent drop-off and pick-up procedures, and grading policy.

The final Code of Conduct and corresponding Parent/Student Handbook integrating that Code of Conduct will be developed and adopted by the school prior to school opening. Copies of the Student Code of Conduct will be distributed to each student and parent at the beginning of the school year.

Teachers will attend summer professional development sessions provided by CSUSA, prior to the start of the school year. Parts of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, the Student Code of Conduct, and classroom management. Teachers are also encouraged to attend classroom management professional development sessions, which are offered by the county where applicable.

New teachers participate in an annual New Teacher Induction session as well as in various sessions offered throughout the school year. These supplemental sessions are primarily designed to assist with classroom management. Throughout the year, new teachers have a network of support through our Teacher Learning Communities. A mentor teacher leads the Teacher Learning Communities at the School, providing support and training as well as an opportunity to share best practices. In addition, both the Teacher Learning Communities mentor teacher and new teachers receive support from our CSUSA Education Team through quarterly training sessions and monthly web-based video training sessions. Below is a sampling of professional development sessions related to classroom management and student discipline that will be provided:

- What Great Teachers Do Differently: 14 Things that Matter Most
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management
- Response to Intervention
- Exceptional Student Education Regulations and Procedures
- Positive Behavior Support Models

Communities of Character Program:

Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, South Indianapolis Charter Academy will implement the Communities of Character program as innovative programs that integrate a focus on academic rigor, good citizenship, and opportunities for real-world experiences.

Community of Character promotes an increase in student motivation towards academic learning by incorporating students' interest in real-world experiences. This is congruent with research that guides educators toward student engagement methods to increase student achievement. Students' interests are utilized to fuse the data-driven curriculum with real world application of principles giving students an opportunity to grow in the safe environment of the smaller learning groups. This is the core goal of CSUSA's philosophy that all children can learn, function as responsible citizens, and actualize their potential as productive members of an increasingly competitive global society.

2. **Attachment 8** provides the South Indianapolis Charter Academy’s discipline policy.

V. PERFORMANCE MANAGEMENT

1. Describe any mission-specific **educational** goals and targets that the school will have.

South Indianapolis Charter Academy will track specific and measurable goals regarding attendance, matriculation, individual and sub-group scores, and teacher retention. South Indianapolis Charter Academy will also align school structures and processes in response to this data through data-driven decision making. The table below provides summary academic goals:

Indicator	School Goals			
	Year 1	Year 2	Year 3	Year 4
Grade 3-6 Percent Passing ISTEP+ ELA & Math Standard	43%	45%	48%	52%
Grade 3-6 Percent Passing ISTEP+ ELA Standard	54%	56%	59%	63%
Grade 3-6 Percent Passing ISTEP+ Math Standard	57%	59%	62%	66%
Grade 4 & 6 Percent Passing ISTEP+ Science Standard	36%	38%	41%	45%
Grade 5 Percent Passing ISTEP+ Social Studies Standard	30%	32%	35%	39%
Attendance Rate	95%	95%	95%	95%
Percent of Students with More than 10 Unexcused Days Absent	2%	1%	<1%	<1%
Adequate Yearly Progress (AYP)	Once defined based on the enrolled population, The School will make every effort to achieve adequate yearly progress for all applicable subgroups, as defined by NCLB.			

2. Describe any mission-specific **organizational** goals and targets that the school will have.

PERFORMANCE OUTCOME	SCHOOL’S INTERNAL GOAL
Daily Attendance	<p>South Indianapolis Charter Academy average daily attendance rate will be 95% or higher each school year. Students must be present for a minimum of 162 days. A student who is absent 5 or more days in a six-week period shall receive an incomplete grade in all subjects involved if the grade is not made up before the end of the grading period.</p> <p>Measures:</p> <ol style="list-style-type: none"> 1. Each year, the School will seek to improve upon its prior year number percentage of students absent more than 10 days until it reaches 3% or less of all students being absent more than 10 days. 2. Each year, the School's average daily student attendance rate will exceed the state's average daily attendance rate for K-8 schools.

State Tests	<p>Continuously enrolled students will perform a passing level on all state assessments (ISTEP+) at a rate higher than similar schools demographically and geographically.</p> <p>Goal: Students will demonstrate aggressive progression in proficiency related to English Language Arts, Math, Science, and Social Studies.</p> <p>Measures:</p> <ol style="list-style-type: none"> 1. During the life of the Charter, the school will demonstrate reasonable progress on the ISTEP+ in ELA and Math in grades 3-6. Reasonable progress is defined as producing gains that are larger than comparable schools' gains 2. During the life of the Charter, South Indianapolis Charter Academy will demonstrate reasonable progress on the ISTEP+ in Science and Social Studies. Reasonable progress is defined as producing gains that are larger than comparable schools' gains (schools within +/-10% of the school's % "At Risk" and % Minority).
Diagnostic Tests	<p>During the life of the Charter, the school will demonstrate reasonable progress on diagnostic assessments in Reading, Language, and Mathematics Tests. Reasonable progress is defined as producing gains that are larger than comparable schools' gains. (schools within +/- 10% of the School's % "At Risk" and % Minority).</p> <p>Goal: Students will demonstrate continued increases in proficiency related to English Language arts, Math, and Science.</p> <p>Measures:</p> <ol style="list-style-type: none"> 1. Students in grades K-8 will take diagnostic tests three times per year. Each student will demonstrate progressive growth based on differences of scale scores between diagnostic assessments.
Matriculation	<p>South Indianapolis Charter Academy's enrollment goal is at least 95% of the projected enrollment for each year of operation. The waiting list goal is equal to at least 50% of the available spaces in kindergarten and first grade each year.</p>
Teacher Retention	<p>The school will strive to maintain an 85% teacher retention rate of continuing teachers, excluding teachers dismissed for cause, relocation, or those the school does not choose to retain.</p>
Other; describe	<ol style="list-style-type: none"> 1. Each year 80% The School's families will report being Satisfied or Highly Satisfied with the overall quality of the school's educational program. 2. The School will work towards meeting AYP requirements for all subgroups during each year of its operation.

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

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses, to effectively target instruction, and to set school-level classroom-level and individual student-level goals. Baseline assessments include summative assessments such as Criterion Referenced Competency Tests, the CSUSA Benchmark Tests, pre-assessments, and end of unit and chapter tests.

Teachers begin the school year by assessing the last year's data and CSUSA Benchmark #1 to target and differentiate instruction, and to help students focus their learning as they work to master specific skills and content. Throughout the year school administrators meet with teachers in Data Summits to review Benchmark #2 and #3 to further drive instruction.

4. Explain how the school will measure and evaluate academic progress.

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update Personalized Learning Plans, within the CSUSA Student Information System (SIS), as well as reflect data on the Report Cards, and discuss student progress via student/teacher and teacher/parent Data Conferences. In addition, CSUSA has designed and implemented the Student Information System, a web-based tool to assist in the daily communication and information maintenance of the school. This tool can be accessed from any computer with Internet access. The school will be equipped with computer stations for parent access. The Student Information System is currently designed to be a tool for administrators, faculty members, parents and students. Each different type of school community member can be given access to the Student Information System and what they are able to view will change depending upon their authorization level. Parents can view their child's assignments and cumulative grades, benchmark test scores, and personalized learning plans and then communicate via electronic mail with the classroom teacher.

South Indianapolis Charter Academy will require that parents pick up a student report quarterly, and sign the report card indicating that they are aware of their student's progress on mastering grade level expectations. A Progress Report will also be sent home every 4 weeks, as a means of communicating with parents throughout the quarter. Parent conferencing with teachers will be within the school schedule after the quarterly reports and parents can request a conference with their students' teacher at any time. It is the policy of the school that teachers and administrators return phone calls and correspondence within 48 hours of receipt.

Student Cohorts

Reporting in the Student Information System offers the school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student data. Administrators meet with grade-level teams at the beginning of the year to set grade-level achievement goals based on the previous year's performance of that cohort. These goals are tracked using the predictive CSUSA Benchmark Assessments. Administrators and grade-level teams then meet quarterly, to discuss progress and implement corrective actions where necessary.

School-Level

In the summer preceding each school year all CSUSA Administrators meet for a network-wide CSUSA Data Summit. School performance data is shared and compared, providing the administrators from each school to share best practices. During this summit administrators set their school-level goals, based on both their stated charter application goals, which sets the minimum, and the previous year's testing data, when available. CSUSA data analysts assist in the process, ensuring each school maintains rigor while setting their school-level goals.

Quarterly data summits are scheduled with each school to discuss progress being made using the predictive CSUSA Benchmark Assessments. The benchmark data is compared with the school's set goals and corrective action plans are put in place to cover any noticed gaps. This process is repeated throughout the year and the data outcomes and action plans are shared with Indiana Charter Education Foundation on a quarterly basis.

5. Describe the information system the school will use to manage student performance data.

CSUSA Student Information System

Grade Book: Grading is accomplished through the Teacher eGrade Book on the CSUSA's Student Information System graded at the most specific level of the state standards to facilitate data collection. As the data is collected, it is displayed within the Teacher eGrade Book in various formats for straightforward data analysis.

Reporting: Reporting in the Student Information System offers the school the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online web access to student state testing, benchmark, and grade-book data.

Responsibilities: Interpreting Data – The school administrators, with the help of CSUSA data analysts, are responsible for carrying out school-level data reviews. They will then conference with grade-level teams to create action plans aimed at covering gaps in student comprehension, based on specific standards.

Professional Development – Based on the school-level or grade-level data conferences, school administrators, with the help of CSUSA curriculum specialists, will review/revise the school's monthly and quarterly professional development calendars to target specific gaps in instruction.

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

All new CSUSA teachers are required to attend a CSUSA New Teacher Induction before the beginning of the school year. One of the main focuses of this workshop is analyzing student achievement data. They are taught how to effectively review previous year's state test data, benchmark data reports, and eGradeBook reports. After the administration of Benchmark 1, a refresher conference is held with each grade-level team, where administrators work with the teachers in analyzing and interpreting benchmark 1 results. This process continues for Benchmark 2 and 3. CSUSA curriculum specialists also administer a training session at the beginning of the year covering best practices in effectively entering grades using the CSUSA Standards-Based eGradeBook.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom or individual student level.

South Indianapolis Charter Academy will work to earn exemplary growth, as indicated by the first and second years as a school, and will further work to meet each targeted goal. As part of the CSUSA family of schools, South Indianapolis Charter Academy will reach and display a culture of excellence in all areas of service to the community. Corrective Action will be immediately taken if the schools internal goals and standards are not met. Some possible actions may include the following:

- Increased monitoring and site visits conducted by CSUSA
- External study in conjunction with an internal school study to target opportunities for growth

- Further explore and implement new methodologies to incentivize studying and achievement
- Evaluate the school-wide environment to ensure a safe and orderly environment

CSUSA actively monitors the learning environment of the school. CSUSA’s semiannual parent, student, and staff surveys are designed to provide the parents, students, teachers and administrators the opportunity to provide feedback on the school academic environment and school culture. Through analysis and evaluation of data, these results are used to develop action plans and facilitate the school’s improvement process both ongoing through the school year and as a part of goal setting prior to the beginning of each school year.

VI. GOVERNANCE & MANAGEMENT

Legal Status and Governing Documents - Attachment 9 provides corporate documents including Articles of Incorporation and proposed Board Bylaws. Attachment 10 provides the completed and signed Statement of Assurances. Attachment 11 provides Organizational Charts.

Governing Board

1. Governance Structure and Composition.

South Indianapolis Charter Academy will be governed by a single network-level governing board. Please refer to Attachment 11 for a detailed governance structure of Indiana Charter Education Foundation.

The Governing Board currently has six members; they have identified two prospective board members. One of the prospective board members has legal expertise and both have expertise in the fields of business and education.

2. Roles and Responsibilities.

Indiana Charter Education Foundation has control over the budget, and it is ultimately responsible for the results produced in the school, based upon its charter. The Governing Board will delegate certain day-to-day responsibilities to CSUSA who will be responsible for controlling expenditures according to the budget and for producing academic results according to the Governing Board’s directives; thus ensuring that accountability and responsibility continue to be monitored in this chain of command.

The President of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to her by the Board. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation.

Indiana Charter Education Foundation will be accountable to the Indiana Charter School Board, parents, students, teachers and community through regularly scheduled board meetings. Policies to be set by the Governing Board include;

- Oversee operational policies
- Academic and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.

- Report the School’s progress annually to the Indiana Charter School Board
- Ensure that the School has contracted with a certified public accountant for the annual financial audit
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - Student achievement performance data
 - Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt
 - Documentation of the facilities in current use and any planned facilities for use by the School
 - School Staff teaching in-field or out-of-field

3. Board Creation/Transition.

It is anticipated that several members of the Founding Group will transition to the Governing Board while several members may not. The Founding Board will be involved in school development and planning until school start-up activities are underway. Founding Board members will recruit, interview, and recommend new board members to the Governing Board. Founding Board members that transition off the board will remain as advisors to the board and advocates for the school for the long-term.

Attachment 12, provides a completed and signed Board Member Information Sheet and the required signed national background check authorization form for each proposed Board member.

4. Pre-Existing Nonprofit Organization. Not Applicable

5. Procedures.

The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation; provided, however, that the minimum number of directors shall be three (3). The term of office of a director shall be as specified in the Bylaws. Terms of office of directors may be staggered as specified in the Bylaws. Current Board members elect new members to the Board through a majority vote after determining that a proposed new member shares a similar vision for the School and can add value to the Board (also see “Board Expansion, Development, Succession” section below).

Indiana Charter Education Foundation will conduct regularly scheduled meetings in a manner compliant with Indiana’s Public Access Laws, as detailed above under “Governance Structure and Composition.” Beginning with the 2012-2013 School Year, the Board shall attempt to meet monthly, but in no case less than ten (10) times per year at a meeting location to be determined by the President of the Board. Monthly board meetings will provide detailed performance reports including the following:

- Monthly Financial Report – Including budget to actual presentation, narrative description of variances, and forecasts
- School Report – Update of enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school
- Action Items – Reports of specific tasks or activities requested by the Board Academic Achievement – Progress reports from benchmark tests during the year and results from annual standardized tests
- Satisfaction Surveys – Results from semi-annual parent, staff, and student satisfaction surveys
- Strategic Plan – Annually, the school will develop a strategic plan detailing the specific measurable

goals and objective to be accomplished over the course the coming school year

- Annual Report – At the end of each school year, the Board will be provided an Annual Report of school performance tied to the strategic plan goals and objectives established at the beginning of the year.

Indiana Charter Education Foundation will fulfill its responsibilities by establishing policy consistent with the School's mission and ensuring the School's programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements.

The Governing Board does not currently plan to have any standing committees, but may plan to develop some at a later time. Such committees may include a nominating committee or development committee.

6. **Ethics and Conflicts of Interest** -Attachment 13 provides the Foundation's proposed policy.
7. **Advisory Bodies.** At this time, the Governing Board has not formed any advisory bodies or councils and has not outlined specific plans for the formation of such bodies.

8. **Board Expansion, Development and Succession.**

The Indiana Charter Education Foundation believes continued Board development is one of the most critical responsibilities of the Foundation. Proper selection of board members will ensure desired continuity of the Foundation's mission and goal attainment. The directors should have a range of knowledge and experience in education, finance, law, management, business, fundraising, and political expertise. The Board should reflect the diverse population of the community it serves. New Board members will be nominated by existing Board members. The Board may appoint a nominating committee. Persons shall be offered a position on the Board contingent upon a favorable vote of a majority of the directors on the Board. All directors will complete initial and ongoing governance training, including but not limited to; Charter School Law in Indiana; Ethics and Conflicts of Interest Policy; Basic Understanding of Parliamentary Procedures; Guided Questions for Mission Statement and Strategic Planning; Drafting Board Policies; Personal liability of directors; Fiscal duties under Indiana charter school law; meeting requirements and best practices; Board agenda and calendar requirements and best practices; and Indiana Open Door Law.

Proper orientation will ensure desired continuity of the Foundation's mission and goal attainment. New Board members will receive an orientation which will include an overview of their responsibilities, a thorough review of the By-Laws, Articles of Incorporation and other applicable governing documents. Each board member will receive a comprehensive binder containing copies of the board by-laws, charter contract, management agreement, minutes for the previous year, contact information and other pertinent information. Board training will be held during regularly scheduled Board meetings, but there will be occasionally special training sessions.

9. **Grievance Process.**

Parents may bring complaints to the leadership team of the School at any time. It is the responsibility of the leadership team to work to understand the concern. The policy of the School will be that academic concerns are first discussed with the teacher. If the parent determines that the concern has not been adequately addressed, then they should make an appointment with a member of administration. If after a discussion with administration and ample time is given to address the concern the parent has determined that the concern has not been addressed, the parent may contact CSUSA as well as the

Governing Board. After working to resolve the concern with CSUSA, the parent may also contact the School's authorizer if they have determined that their concern has not been adequately addressed. It is the desire of the school, the Governing Board, and CSUSA to create the best learning environment for each student, including working to resolve concerns parents have regarding their child's academic environment.

School Management Contracts

Indiana Charter Education Foundation intends to contract with an Education Service Provider for school management, please refer to **Attachment 14**.

Several board members were involved in the process of evaluating CSUSA as a potential Indiana Turnaround School Operator (TSO) or were exposed to their work in the community during the TSO process. As a result of working with other community leaders around the TSO process, the concept of creating a system of high-performing elementary schools came into being. The idea of a successful turnaround school prompted the concept of starting K-6 schools to serve as feeders for the high schools, thereby creating a high-performing K-12 system. The board met with CSUSA twice in the month of October and did a thorough review of CSUSA's Educational Model and signed a Letter of Intent to enter into a contract with CSUSA to develop, manage, staff and operate the Academy.

To the best of its knowledge, the Board does not have any existing or potential conflicts of interest with CSUSA or any affiliated business entities.

NETWORK MANAGEMENT

1. **Identify the network organization's leadership team and their specific roles and responsibilities.**

CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip and maintain the facility and programs. Unlike many operators, CSUSA and its executive team take a hands-on approach with each one of its network schools through all aspects of development, implementation, and management. This approach is geared toward building strong enduring relationships with Governing Boards and schools as well as ensuring the quality expected from the stakeholders in a CSUSA network school. Attachment 14 provides biographies of the Management Team that will be assigned to work directly with the School.

2. **Explain any shared or centralized support services the network organization will provide.**

CSUSA will offer centralized support to the Foundation and School in the following areas: establishing the School; delivery of the Educational Model; human resource management; financial management; strategic improvement; technology; marketing, enrollment and communications; governing board relations; business and contracts management; and facility maintenance.

The organization will know that it is successfully delivering these services because the relationship between the Governing Board and the ESP will be codified with a performance-based contract. The Governing Board has complete authority to cancel the management agreement with the ESP for non-performance. A detailed explanation of costs is included in the Management Agreement – please see Attachment 14. For specific service goals, please see the Management Agreement as well as the Term Sheet (both in Attachment 14).

3. Using the table below, define school- and organization-level decision-making authority.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	Vice President of Education, CSUSA	School Principal
Curriculum	Vice President of Education, CSUSA	School Principal
Professional Development	Vice President of Education, CSUSA	School Principal
Data Management and Interim Assessments	Vice President of Education, CSUSA	School Principal, Assistant Principal
Promotion Criteria	Vice President of Education, CSUSA	Assistant Principal
Culture	Vice President of Education, CSUSA	School Principal, Parent Teacher Co-op
Budgeting, Finance, and Accounting	Vice President of Finance, CSUSA	School Business Administrator
Student Recruitment	Vice President of Education, CSUSA	School Registrar
School Staff Recruitment and Hiring	Sr. Director of Human Resources	School Principal
H/R Services (payroll, benefits, etc.)	Sr. Director of Human Resources	School Business Administrator
Development	Vice President of Development, CSUSA	School Principal, Parent Teacher Co-op
Community Relations	Vice President of Development, CSUSA	School Principal, Parent Teacher Co-op
IT	Information Technology Director	School Based Technician
Facilities Management	Director of Projects & Facilities, CSUSA	Assistant Principal
Vendor Management / Procurement	Senior Manager of School Operations	School Business Administrator

VII. SCHOOL STAFFING

Staff Structure

1. See **Attachment 15** for a complete staffing matrix for the proposed school.
2. Describe the administrative and staff structure planned for the school.

South Indianapolis Charter Academy's staffing structure will consist of a leadership team comprised of the Principal, Assistant Principal, Dean of Students, Student Support Coordinator and Curriculum Resource Teachers (CRT). The leadership team will work collaboratively to support the remaining faculty and staff. They will conduct weekly leadership team meetings to discuss student achievement and data trends, upcoming school or community events, and address additional school-based concerns prior to disseminating information to the faculty/staff. The leadership team will conduct faculty/staff meetings as well to present information updates, discuss school-wide data and provide professional development and/or feedback. In addition, grade-level team members will also meet weekly for planning and data analysis purposes. The CRTs will also meet with the grade-level teams to provide ongoing communication and support as well as discuss curriculum implementation, individual student data analysis, RtI support and lesson pacing and planning ideas.

- a. Total faculty and staff: 65 employees
- b. Teacher – Student Ratio: 1:17
- c. Adult – Student Ratio: 1:13

Flow chart of management:

Principal → Assistant Principal → Dean of Students → Student Support Coordinator, Curriculum Resource Teacher, Team Leads → Teachers & Staff → Parents & Students

Staffing Plans, Management and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees.

The relationship between the School and the employees will be such that the employees will be full time employees of the School. Each year the employees will be extended a one-year, at will offer of employment letter. This offer of employment does not serve as a contract between the employee and the School. See **Attachment 16** for the proposed employee handbook.

2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

CSUSA believes that it is in the best interest of both, the School and its employees, to fairly compensate our workforce for the value of the work provided and have structured the compensation system in a way that rewards high performers based on criteria linked to student achievement. Pay bands have been established to a minimum, midpoint, and maximum scale by which job families can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance through an annual performance appraisal process. Incentive bonuses are provided that link to the school strategic plan. Examples of these include: student achievement and school enrollment criteria. The governing board will work with the ESP to establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. When determining an employee’s starting salary several factors are considered, including but not limited to:

- 1. Base Pay, which is the start of the salary band.
- 2. Years of experience the candidate brings with them.
- 3. Higher education of a Master’s or Ph.D.
- 4. Critical shortage area: Science, Math, etc. (as needed)

South Indianapolis Charter Academy’s salaries are similar to the surrounding area schools but structured differently. South Indianapolis Charter Academy will use a salary worksheet to calculate starting salaries in a fair and consistent manner. For an example of how South Indianapolis Charter Academy might determine starting salaries, please see the table below for basic criteria:

Example	Criteria	Minimum - Midpoint - Maximum
Base Salary	Teachers (190 days)	\$30,684 \$33,684 \$36,684
Base – Plus	Experience	Up to \$2,000
Base – Plus	Education	Master’s or PhDs \$1,000
Base – Plus	Critical Shortage (if applicable)	\$2,000
Base – Minus	Met all requirements, Waiting for Certification documentation	\$-3,000

Once the starting salary is determined the employee moves through the band depending on how well he/she performs. The band is assessed annually based on local market analysis, COLA, budget and any other factors that might justify adjusting the salary band. The above does not include additional bonus

opportunities that teachers can be eligible for through school and goal achievement. Retaining high-performing teachers is equally important to the success and culture of any school. In order to reward high-performing teachers, CSUSA strives to provide additional incentives such as professional development opportunities, potential retention bonuses, leadership and growth opportunities, opportunities to participate in network-wide site visits, and participation in Leading Edge and Leadership Training Program which are designed to train aspiring leaders from within the network.

3. Describe the strategy, plans and timeline for recruiting and hiring the teaching staff in accordance with Indiana and federal law (see IC § 20-24-6-5). **Attachment #16**
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting national criminal background checks as required by the ICSB.

Indianapolis Charter Education Foundation will work directly with CSUSA to implement the school's employment procedures and policies. CSUSA has conducted extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, morale and student achievement. **Attachment #16** provides a complete response for #3 and #4 including the Academy's strategy for Recruitment, Hiring Practices, Dismissal and other Staff Procedures.

5. **Attachment 17** provides information on school staff evaluations.

6. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

The CSUSA Teacher Performance Evaluation supports the monitoring of the Educational Model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through Professional Development and provided feedback. The CSUSA family of schools will implement a revised Teacher Evaluation System (TES) for 2011-12. The purpose of the Teacher Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The TES will include the Teacher Performance Evaluation (TPE) instrument and the Strategic Support Observation Tool (SSOT) that are based on the research of Robert J. Marzano. Specifically, the research base for the TPE and SSOT include:

- Marzano, Robert J. What Works in Schools: Translating Research into Action. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003.
- Marzano, Robert J. The Art and Science of Teaching. Arlington, Virginia: Association for Supervision and Curriculum Development, 2007.
- Marzano, Robert J. et.al. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Upper Saddle River, New Jersey: Prentice Hall, 2004.
- Marzano, Robert J. et.al. Classroom Management That Works: Research-Based Strategies for Every Teacher. Upper Saddle River, New Jersey: Prentice Hall, 2008.
- Marzano, Robert J. Classroom Assessment & Grading that Work. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006.

The TPE is organized according to 5 strategic priorities (1)Academic Excellence (2) Financial Health (3) Growth (4) Operational Performance (5) Culture of Excellence – which reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's The Balanced Scorecard (1996). The 5 strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services

needed to increase student learning growth. The 5 strategic priorities align to the Marzano Evaluation Model as follows:

- **Academic Excellence:** An unwavering focus on implementing CSUSA's research-based Educational Model based on Marzano's research.
 - Domain 1: Classroom Strategies and Behaviors
 - Domain 2: Planning and Preparing
- **Culture of Excellence:** The intangible quality that inspires team members to volunteer their best every day, commits to their professional growth, and maximizes their effectiveness to increase student learning. It is also the component that supports team members in finding satisfaction and meaning in their work.
 - Domain 3: Reflecting on Teaching
 - Domain 4: Collegiality and Professionalism
- **Financial Health:** A commitment to sound business practices to ensure financial viability and the ability of the school to invest in educational programs and resources to increase student learning growth.
 - Domain 4: Collegiality and Professionalism – Promoting DOE and School Development
- **Growth:** The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school's financial health.
 - Domain 4: Collegiality and Professionalism – Promoting DOE and School Development
- **Operational Performance:** The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.
 - Domain 4: Collegiality and Professionalism – Promoting DOE and School Development

The TPE will be used for teachers' formal performance evaluation(s). The SSOT will be used throughout the year to provide feedback on performance, with outcomes used for the deliberate practice score for the 2012-13 academic year. The SSOT is a subset of the elements outlined in Academic Excellence and therefore reflects alignment to Domains 1 & 2 of Marzano's Evaluation Model.

CSUSA administrators address unsatisfactory teacher performance by initially identifying teacher deficiencies utilizing the Teacher Performance Evaluation, Strategic Support Observation Tool and monitoring day to day teacher activities. Once teacher performance/conduct deficiencies have been identified, the school administrator initiates disciplinary action which may range from verbal, written or final warnings to suspension or immediate termination, depending upon the facts of the particular case and the employment history of the teacher. The administrator utilizes corporate support throughout the process and CSUSA's Improvement Action form to document and present the teacher with a corrective action plan. The Improvement Action form outlines the Deficiencies, Expectations, Goals and Timeframe for Improvement which includes professional development tools and strategies, and follow up and consequences. During this process the administrator along with corporate support, will ultimately determine the final decision regarding the teacher's employment status.

CSUSA addresses unsatisfactory leadership performance through the use of a Corrective Action Plan. If a Principal is not performing satisfactorily, the Vice President of Education and the Sr. Director of Education will outline a plan of action for the Principal to help him/her reach their goals from their Professional Growth Plan. The VP of Education and Sr. Director of Education will consult with the Principal regularly to monitor the progress of reaching his/goals. On the other hand, if an Assistant Principal or Dean of Students is performing unsatisfactorily, the Principal will be the one to address the goals and use a Corrective Action Plan to monitor progress.

Professional Development

1. Identify who will be responsible for developing, leading and evaluating professional development. Identify school-level and network-level responsibilities.

South Indianapolis Charter Academy will be supported by the CSUSA Education Team for its development and implementation of professional development at the school. As the instructional leader within the School, the principal will be accountable for the quality and duration of professional development within the school. In conjunction with the CSUSA Education Team, the leadership team of the school will develop an Academic Plan that will include professional development based on the teachers needs according to the data gathered at the school, staff surveys, walk-thrus and site visits. Professional development will then be monitored by assessing student learning and teacher implementation after the professional development sessions have occurred. When gaps are found, teachers will be re-taught until mastery of key research based concepts. The network will identify and coordinate common professional development needs across multiple schools through the use of site visit walk-thru data and provide additional professional development opportunities through Curriculum Cadres, Webinars, and Principal and Assistant Principal meetings.

2. Describe how school leadership and teachers will be supported and developed throughout the year.

CSUSA utilizes a gradual release of control model which targets intensive support to the school for the first two years (or more) until student achievement goals are obtained. Once the school has mastered their target goals, the CSUSA Education Team becomes more of a partner in educational support and provides guidance to maintain high levels of success.

Professional Development

The professional development process has proven to be of great benefit to the organization and to individual employee success. The professional development available to all employees includes, but is not limited to the following:

- Professional Ethics
- Policies and procedures
- Employee benefits
- Classroom protocol, including the reporting of suspected child abuse and neglect
- Discrimination / harassment training
- Teambuilding and leadership
- Teacher Induction Program
- Employee Handbook
- Student Handbook
- Professional Seminars, Memberships and fee's
- HR workshops given with the current trends of new hiring procedures, progressive discipline, EEO compliance, customer service, and non-harassment training

With the on-going guidance and support of the corporate staff the school has developed a professional development calendar to include:

- Pre-school in service
- Staff development during teacher planning week at faculty meetings
- Participation in Curriculum Cadres

3. Provide a schedule and explanation of professional development that will take place prior to school opening.

Teachers attend summer professional development sessions provided by CSUSA and designed with a focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the grade level expectations, data-driven instructional planning, and the use of effective assessment feedback. These sessions, combined with the needs assessment and student data analysis are the basis for professional development throughout the year.

New teachers participate in an annual New Teacher Induction for three weeks prior to the beginning of the school year from 8am – 4pm. Topics include: CSUSA Overview, Mission, Vision, and Values; High Yield Instructional Strategies; Backwards Design/ Long-term Planning; Lesson Planning; Classroom Management & Setup; CSUSA Educational Model & SIS; CSUSA Grading Policy; RtI; Tracking Progress and Personal Learning Plans; Red Carpet Customer Service; and SIS Practice & Team Lesson Planning. These sessions also include orientation to and training for Marzano’s What Works in Schools, The Art and Science of Teaching, Understanding by Design and the Student Information System. Throughout the year, new teachers will have a network of support through our Teacher Learning Communities. A mentor teacher leads the Teacher Learning Communities at the school. The new teachers meet at least once a month with this mentor teacher to receive support and training as well as have the opportunity to share best practices. In addition, both the Teacher Learning Communities mentor teacher and new teachers receive support from our CSUSA Education Team through quarterly training sessions, and monthly web-based video training sessions.

4. [Include the expected number of days/hours for professional development throughout the school year.](#)

Professional Development Calendar - Attachment #16 provides a sample calendar

The administration designs the professional development calendar at the beginning of the year and then holds revision meetings with the CSUSA Curriculum Team on a quarterly basis.

Daily: Instructors are provided a “planning period” during each school day. Teachers in grade-level teams meet during their planning periods to organize and research content for future lessons, allowing each team member to share strategies and plan instruction as a team. This ensures every student, regardless of the class, is guaranteed the same standards-based content.

Bi-Weekly: School-wide professional development is held at a minimum every 2 weeks during a 1-2 hour after-school meeting. The strategies, concepts, and systems trained during these sessions are determined by the CSUSA Curriculum Team and school administration by reviewing administrator classroom walk-thru, site visit data, benchmark data, and standards assessments.

Quarterly: Full-day Learning Summits are held on a quarterly basis during teacher in-service days. Based on the needs of the school, as defined by the professional development calendar, schools will use these days to execute whole-school or grade-level workshops. These quarterly learning summits can also act as review sessions where administrators and instructors can share lessons learned from strategies, concepts, and systems learned at previous professional development meetings.

5. [Explain how the professional development program will be evaluated to assess its effectiveness and success.](#)

In addition to the formal review of student data, parent surveys, student surveys and staff surveys, teachers will be surveyed after each professional development training to better understand their grasp of the material as well as their self-identified gaps within their learning. This data will be used to revise

the Academic Plan to meet the needs of the teachers as they work to meet their individual students' needs. The leadership team will also utilize targeted walk-thrus to monitor implementation of strategies introduced in professional development, and ultimately consistent analysis of student achievement data will determine additional needs as well as overall effectiveness.

VIII. PARENT & COMMUNITY INVOLVEMENT

Attachment 18 provides evidence of support from community partners; including the role of any parents and community members; how parents and the community will be informed; and how the school will encourage parental involvement.

IX. START-UP & OPERATIONS

1. Start-Up Plan - Attachment 19.

2. Transportation.

South Indianapolis Charter Academy may provide transportation through an agreement or contract with the District, a private provider, or parents. The provider shall furnish proof that it meets or exceeds all applicable rules and regulations governing student transportation. South Indianapolis Charter Academy shall receive its portion of categorical funds relating specifically to transportation of students.

If transportation is offered, the School will restrict transportation of students to those who live within a reasonable distance from the School, generally considered to be within a 2-4 mile walkout radius of the School, those students subject to a hazardous walking condition.

South Indianapolis Charter Academy will provide transportation to students to comply with the McKinney-Vento Homeless Assistance Act. South Indianapolis Charter Academy may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available.

During the enrollment process, the applicants are asked whether they will desire transportation. All students are accepted without regard as to whether transportation is requested.

Transportation will be offered to students for field trips and athletic events. Vehicles that have been inspected and approved by the authority having jurisdiction will be utilized for all activities. Any time the students are in the vehicle, at least one staff member or chaperone is also expected to ride in the vehicle to supervise the students. All students are expected to ride in the approved vehicle to and from the activity, any exceptions to this rule must be approved by the school principal.

3. Safety and Security.

South Indianapolis Charter Academy's facility will meet all commercial and life safety codes for a school. All local and state policies related to health and safety will be met through rigorous oversight of facility maintenance by a Facilities Maintenance Supervisor at the school with additional oversight from the school principal and the Facilities Superintendent from CSUSA. Preventative maintenance and inspection calendars will be developed using CSUSA's tools and templates and all facility repair items will be tracked via CSUSA's web-based facility help ticket system. South Indianapolis Charter Academy will meet state and federal requirements for student immunization, food inspections, hazardous chemicals, and other health and safety issues.

It is acknowledged that as an independent charter school it will be required to develop and submit a plan in compliance with the Indiana Board of Education.

Technology: Security is vital in a school environment both for safety and privacy. To accomplish these two goals, CSUSA employs hardware-, software- and procedural-based security including the following:

- A closed TCP/IP-based network protected externally through a firewall
- Virtual local access networks (VLANs) to separate network traffic and avoid service interruptions
- Implementation of best practices to prevent unauthorized access to network equipment
- SSL encryption on CSUSA-based Internet services
- WPA2 encryption on all wireless access points
- Anti-virus/anti-malware software on all computers
- Content filtering to protect against inappropriate access
- Individual accounts with passwords
- Network-based permissions assigned to individuals and/or groups

Visitors: For the safety and protection of all students, visitors (including parents) must sign in and out with the front desk state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom.

To provide for the safety and security of employees and the facilities at CSUSA, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances. Per the Jessica Lunsford Act, all visitors must have photo identification and will be scanned using the Raptor system. All visitors should enter the office through the reception areas, and must check in with the Receptionist or front office at the school. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on CSUSA's premises, employees should immediately direct the individual to the reception area, or if necessary notify their Administrator/Manager. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

Operations: It is the policy of CSUSA to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. CSUSA will follow all applicable federal and/or state run Occupational Safety and Health programs. All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations. Supervisors are not authorized to change the duties of an employee's job function to something that they are not trained to safely perform. All incidents must be reported in your site's OSHA 300 log, and must be available for review by auditors if necessary.

Student Discipline: To ensure the safety and security of students and staff each student will receive a copy of the Student Handbook, which clearly outlines the behavior expectations of South Indianapolis Charter Academy. Students who become violent or disruptive shall, when safety permits be removed from other students. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and locate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and the appropriate disciplinary action shall be taken.

4. Technology Specifications and Requirements – Not Applicable.

5. **Insurance Coverage.** – Indiana Charter Education Foundation acknowledges that upon receiving a charter from the Indiana Charter School Board they will be required to indemnify the Indiana Charter School Board staff and Board members, the Indiana Department of Education, related entities and their respective officers, employees and agents. **Attachment 20** provides a list of the types of insurance coverage the school will secure, including a description of the levels of coverage and an estimate from an insurance broker.

X. FACILITIES

Indiana Charter Education Foundation is evaluating several potential facilities in South Indianapolis that are currently vacant commercial buildings that can be converted to a high quality charter school facility. In addition, Indiana Charter Education Foundation would like to consider the use of a surplus IPS school building. Continued due diligence will be conducted with an expectation that a facility will be identified within 30 days of charter application approval.

It terms of facility design, South Indianapolis Charter Academy will meet the needs of the intended student population and meet all commercial and life safety codes for a school. The facility layout will be based on previous plans that have been successfully deployed by the education service provider for charter schools serving similar populations. The layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and visitors.

It is anticipated that the facility will be owned, constructed or renovated, and financed by a private developer, who will then lease the facility to South Indianapolis Charter Academy. South Indianapolis Charter Academy will make rent payments for the facility. The budget provided in this application includes projected lease payments for the facility to demonstrate the viability of the school. The facility lease will be developed and executed as a component of the school development project plan. Before the school begins operations, the ICSB will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, and accessibility for the disabled.

The oversight of developing the facility will be managed by CSUSA who is a leader in the design and development of charter schools, having successfully managed the acquisition, financing, and development of eight new charter school openings in three states in 2011. CSUSA's team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. Progress in the development of the facility is a component of the project plan and project managers will work closely with the facility development team to ensure a timely completion of the facility. All project related schedules are tracked and accessible via the internet to ensure the most up-to-date information is available at all times. The CSUSA team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

XI. BUDGET & FINANCE

1. **Budget Form - Attachment 21** provides a detailed budget for the school.
2. **Budget Narrative - Attachment 22**
3. **Audits and Compliance. - Attachment 22**

XII. REPLICATION CAPACITY

1. Identify any other jurisdictions or markets (in Indiana or other states) where the organization is currently operating, developing, planning, or planning to apply for a charter school.

As of the 2011-2012 school year, CSUSA operates 31 charters on 28 campuses serving more than 25,000 students in Florida, Georgia and Louisiana. Recently, CSUSA entered the Indianapolis market with the Indiana State Department of Education's announcement that CSUSA was selected to be one of three Turnaround School Operators. CSUSA began assessment and transition planning at Emma Donnan Middle School, Emmerich Manual High School and Thomas Carr Howe Community High School in Sept. 2011. The assessment phase is designed to develop a transition plan with the intent to assume management of the schools in the fall of 2012. The turnaround schools along with South Indianapolis Charter Academy are key components of CSUSA's strategic growth plan. In addition, the Board is applying to the Indiana Charter School Board for a second charter to open another K-6 charter school, East Indianapolis Charter Academy. CSUSA's vision is that these K-6 schools will serve as feeders for the high schools, thereby creating a high-performing K-12 system.

2. Summarize the organization's capacity to support and ensure the quality and long-term success of the new school proposed.

Indiana Charter Education Foundation is highly qualified to oversee the start-up and operation of South Indianapolis Charter Academy. The Founding Group has expertise in school leadership, administration and governance; curriculum, instruction and assessment; financial, business and school operations management; performance management; parent and community engagement; and facilities management. Indiana Charter Education Foundation intends to contract with CSUSA to start and manage South Indianapolis Charter Academy. CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip and maintain the facility and programs. CSUSA is effective at replicating its existing schools' high performance primarily because its Educational Model is research-based and they have experienced tremendous success with implementing this model in new and struggling schools. The entire CSUSA network, including corporate staff, as well as key leaders from existing schools will be deployed to implement and monitor the school design. CSUSA will leverage all of the tools and techniques in use at existing schools into any new school(s) they are responsible to manage.

CSUSA has developed formal processes for on-boarding new schools in its network, whether through interventions or through start-up. Each functional area in the organization is appropriately staffed and prepared to support each school. All new and existing schools in the CSUSA network are provided ongoing hands-on support services to ensure long-term consistent success. CSUSA possesses expertise across the broad array of disciplines required to start-up and operate charter schools. As new schools are added to its network, the organizational infrastructure grows to accommodate the additional support requirements.

CSUSA will lead in launching and supporting South Indianapolis Charter Academy at the direction of Indiana Charter Education Foundation. CSUSA has extensive experience opening charter schools and will commit the necessary resources to deploy a School Start-Up Team. Indiana Charter Education Foundation will work closely with CSUSA's Executive Management Team who will employ their resources and expertise to deliver a successful start-up. CSUSA's Vice President of Development along with their Implementation Project Manager will coordinate directly with the Board and other key stakeholders. If necessary, ancillary support organizations will be determined by the Board in conjunction with the Start-up Team and managed accordingly.

CSUSA has built a corporate infrastructure to support expansion and has proven processes and tools to ensure its ability to replicate consistent results as evidenced by the SACS accreditation as an organization. CSUSA has expanded successfully in existing communities consistently over its 14 year history, including successfully opening eight new schools in 2010-11.

XIII. PORTFOLIO REVIEW & PERFORMANCE RECORD

1. **Attachment 23 provides** a complete summary of CSUSA’s network of schools.
2. Attachment 23 Select one or more of the consistently high-performing schools that the organization operates and discuss the school’s performance.
3. Attachment 23 Select one or more of the organization’s schools whose performance is relatively low or not satisfactory and discuss the school’s performance.
4. **Not applicable**
5. See **Attachment 25**.
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”

The management agreement for the City of Palm Bay municipal charter school was mutually terminated. There was not a material breach and the school remained open. Additionally, ten years ago, a division of CSUSA managed some short term contracts for charters in Texas that they soon after separated from due to unforeseen business issues.

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

Only once in CSUSA's history has a situation occurred leading to the closure of a school under our management. CSUSA operated two charters on one campus (Northeast Academy and North County Charter School) in Miami-Dade. Prior to the beginning of SY 2005-06 the schools were voluntarily shut down by CSUSA and the Governing Board with support from the Miami-Dade School District due to unresolved facility issues. School facility safety concerns existed that the third-party landlord was unwilling or unable to correct.

8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

There have not been any performance deficiencies or compliance violations that have led to formal authorizer intervention with any CSUSA school in the last three years.

9. See **Attachment 26**.

Experienced Operator Application Checklist

Item	Status
Proposal Overview and Enrollment Projection	<input checked="" type="checkbox"/>
Proposal Narrative	<input checked="" type="checkbox"/>
Attachment 1: Founding Group Resumes and Bios	<input checked="" type="checkbox"/>
Attachment 2: Head of School/Principal Candidate Information	<input checked="" type="checkbox"/>
Attachment 3: School Administrator Information	<input type="checkbox"/>
Attachment 4: Course Scope and Sequence	<input checked="" type="checkbox"/>
Attachment 5: Academic and Exit Standards	<input checked="" type="checkbox"/>
Attachment 6: School Calendar and Schedule	<input checked="" type="checkbox"/>
Attachment 7: Enrollment Policy	<input checked="" type="checkbox"/>
Attachment 8: Student Discipline Policy	<input checked="" type="checkbox"/>
Attachment 9: Articles of Incorporation, Board Bylaws and Policies	<input checked="" type="checkbox"/>
Attachment 10: Statement of Assurances	<input checked="" type="checkbox"/>
Attachment 11: Organizational Charts	<input checked="" type="checkbox"/>
Attachment 12: Board Member Information	<input checked="" type="checkbox"/>
Attachment 13: Code of Ethics and Conflict of Interest	<input checked="" type="checkbox"/>
Attachment 14: Education Service Provider (ESP) Documentation	<input checked="" type="checkbox"/>
Attachment 15: Staffing Chart	<input checked="" type="checkbox"/>
Attachment 16: Personnel Policy	<input checked="" type="checkbox"/>
Attachment 17: Head of School/Principal and Faculty Evaluation Tools	<input checked="" type="checkbox"/>
Attachment 18: Evidence of Support from Community Partners	<input checked="" type="checkbox"/>
Attachment 19: Start-Up Plan	<input checked="" type="checkbox"/>
Attachment 20: Insurance Coverage	<input checked="" type="checkbox"/>
Attachment 21: Detailed Budget Forms	<input checked="" type="checkbox"/>
Attachment 22: Budget Narrative	<input checked="" type="checkbox"/>
Attachment 23: Portfolio Summary	<input checked="" type="checkbox"/>
Attachment 24: Indiana School Financials	<input type="checkbox"/>
Attachment 25: Operator Financials	<input checked="" type="checkbox"/>
Attachment 26: Litigation Documentation	<input checked="" type="checkbox"/>

Founding Group Membership

1. Identify the key members of the founding group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will thus share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

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

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

Collectively, the Founding Group ("Group") is highly qualified and respected by Indianapolis community leaders. They are well connected to the community they will serve, but more importantly, they are deeply committed to serving their community. The Founding Group is passionate about creating pathways for meaningful change in education and its collective experience in education, business, policy and community work will enable the Group to deliver a successful charter school to a community in need. The Founding Group has expertise in the following areas: school leadership, administration and governance; curriculum, instruction and assessment; financial, business and school operations management; performance management; parent and community engagement; and facilities management. Both Joe Brown and LaTonya Turner have experience as school principals and have successfully led staff, students and parents to successful outcomes via a focus on mission, values and learning leadership. During his two year tenure as Principal at Delphi Community Elementary School, Mr. Brown led the school to achieving AYP in both 2010 and 2011; this was the first time this had been achieved at the school since the 2006 school year. During Ms. Turner's tenure as Principal at Brebeuf, she led the school to its first ever Four Star School recognition. These achievements, however, cannot go without the recognition of Mr. Brown's and Ms. Turner's ability to successfully engage parents and their communities.

Dr. Molly Chamberlin also brings great experience to the board in the areas of leadership, governance and administration. Dr. Chamberlin works for the Indiana Commission of Higher Education overseeing and developing their data collection system. Prior to her current role, Dr. Chamberlin was the Director of Education Options with the Indiana Department of Education and was responsible for charter schools, alternative schools, homeless education and Supplemental Education Services (SES). She promoted to Chief Academic Officer at the DOE for federal and state accountability.

Overall, the Founding Group members have a wealth of classroom teaching experience and are very well versed in instruction and curriculum. More than half have degrees in education and have been teachers at some point along their career paths. In the area of assessment, Chandre Sanchez-Reyes and Joe Brown bring additional leadership. In Ms. Reyes' current role at Marian University she oversees the strategic planning of coursework and assessments for various cohorts for Teaching and Learning Leadership. At Marian University, Mr. Brown is currently teaching an assessment course for Indianapolis Teaching Fellows and Teach for America cohorts.

Our board is well versed in matters of education management as it relates to financial, business and school operations. Part of Ms. Turner's responsibility as Vice President for Student Life and Leadership at Brebeuf Jesuit were to direct the preparation and administration of the school budget. She also oversaw all state reporting and grants funding. During her tenure at The New Teacher Project, Ms. Sanchez-Reyes was responsible for strategic business forecasting and planning in her role as Training and Resource Manager.

The ability to support and mentor educators is another valuable hallmark of the Founding Board. Casey Patterson brings a strong connection to and knowledge of teachers through her extensive background in teaching and education labor management. Over the course of Ms. Patterson's career she has built a strong reputation as a leader who is able to build bridges between teachers and administration. Providing additional leadership in this aspect, Ms. Sanchez-Reyes is skilled in developing and supporting educators in utilizing instructional and management practices that positively impact achievement.

Derek Redelman brings extensive business and education expertise to the Founding Group. Mr. Redelman currently serves on the Indiana Chamber of Commerce as the Vice President of Education and Workforce Development Policy. Mr. Redelman has authored many reports on various education topics and he has contributed to several pieces of Indiana's notable education legislation, such as the 2001 charter school law and the recent accountability rules.

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

South & East Indianapolis Charter Academy will seek the assistance of community organizations to provide educational experiences to students outside of the classroom. Community partnerships will be an important way for the Academy to enrich students' learning experience and connect students to the resources available in their community. The Central Indiana Community Foundation (CICF) has written a letter to express its support of Charter Schools USA. Please see Attachment #18. We anticipate forging a strong relationship with CICF that may allow us to partner with donors who have a specific interest in establishing college scholarship funds for our students. In addition, Marian University has expressed an interest in

working with the Indiana Charter Education Foundation to assist with a mentoring, tutoring, leadership training or internship program within South & East Indianapolis Charter Academy to help fulfill the needs of students.

Background

1. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Several board members were involved in the process of evaluating CSUSA as a potential Indiana Turnaround School Operator (TSO) or were exposed to their work in the community during the TSO process. As a result of working with other community leaders around the TSO process, the concept of creating a system of high-performing elementary schools came into being. The idea of a successful turnaround school prompted the concept of starting K-6 schools to serve as feeders for these schools, thereby creating a high-performing K-12 system.

2. Describe the Founding Group's ties to and knowledge of the local community. Summarize each person's experience, qualifications and affiliations directly relevant to developing a quality charter school. Explain why he or she was chosen to participate in this founding group. Explain what role each individual will play.

Each Founding Group member is tied to and knowledgeable about the local community via their professional roles and personal pursuits. These are individuals who serve as principals, school leaders, chamber of commerce leaders, education policy leaders and business leaders in the Indianapolis community. Each one of them champions education reform and is committed to serving the children of Indianapolis. A complete list of board member's resumes is included in Attachment #1.

Casey Patterson was chosen to participate in this founding group because of her strong connection to and knowledge of teachers through her extensive background in teaching and education labor management. Over the course of Ms. Patterson's career she has built a strong reputation as a leader who is able to build bridges between teachers and administration.

Joe Brown was chosen to participate in this founding group because of his education and curriculum expertise as well as his successful track record as a school leader. During his two year tenure as Principal at Delphi Community Elementary School, Mr. Brown led the school to achieving AYP in both 2010 and 2011; this was the first time this had been achieved at the school since the 2006 school year.

LaTonya Turner was chosen to participate in this founding group because of her success track record as an education leader. During Ms. Turner's tenure as Principal at Brebeuf Jesuit Preparatory School, a premier high school in Indiana, she led the school to its first ever Four Star School recognition.

Dr. Molly Chamberlin, was chosen to participate in this founding group because of her experience in education leadership, governance and administration. She has extensive knowledge of charter schools as she was responsible for charter schools, alternative schools, homeless education and Supplemental Education Services during her tenure as Director of Education Options with the Indiana Department of Education. She promoted to Chief Academic Officer at the DOE for federal and state accountability.

Chandre Sanchez-Reyes was chosen to participate in this founding group because of she has been heavily involved with education reform in Indianapolis and is a strong advocate of educational options for children. She is respected as an innovator in developing programs to address new teacher training and she continues to develop her career with her involvement in turnaround school management.

Derek Redelman was chosen to participate in this founding group because of his extensive business and education expertise. Mr. Redelman currently serves on the Indiana Chamber of Commerce as the Vice President of Education and Workforce Development Policy. Mr. Redelman has authored many reports on various education topics and he has contributed to several pieces of Indiana's notable education legislation, such as the 2001 charter school law and the recent accountability rules.

Provide, as **Attachment 1**, full resumes (including contact information) and professional bios for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school proposed for 2012 opening. *Please label each document with the individual's affiliation with the proposed school.*

Dr. Molly Chamberlin, Existing Board Member

Molly Chamberlin, works for the Indiana Commission of Higher Education overseeing and developing their data collection system. Prior to her current role, Dr. Chamberlin conducted research and evaluation at The Center for Evaluation and Education Policy (CEEP) at Indiana University. She became the Director of Education Options with the Indiana Department of Education and was responsible for charter schools, alternative schools, homeless education and Supplemental Education Services (SES). Dr. Chamberlin was promoted to Chief Academic Officer at the DOE for federal and state accountability.

Joe Brown, Existing Board Member

Joe Brown, is the principal of North Elementary School. Mr. Brown began his career in education as a third-grade teacher at Camden Elementary School in the Delphi school district. He also taught fifth and sixth grades for IPS before being named assistant principal and then principal at the Delphi school where he worked previously. Joe received his bachelor's degree in education from IUPUI and his master's degree in educational administration from Purdue

University. He is working toward a doctorate degree in educational administration from Marian University.

LaTonya Turner, Existing Board Member

LaTonya Turner is currently Vice President of Student Life and Leadership for Brebeuf Jesuit Preparatory School, a premier high school in Indiana. Prior to serving as Vice President, Ms. Turner was the first African-American Principal at Brebeuf Jesuit. Ms. Turner holds a Master of Science Degree in Education from Indiana University. Since 2010 she has been a member of Marian University's Academy for Teaching and Learning Leadership Program. She has directed a number of task forces and chaired numerous committees. Her extensive experience in education includes counseling at the secondary and collegiate levels.

Chandre Sanchez-Reyes, Existing Board Member

Chandre Sanchez-Reyes, is currently the Associate Director for the Academy for Teaching and Learning Leadership at Marian University. Previously she was an IPS teacher & instructional coach for six years and is known as an innovator in developing programs to address new teacher training. Previously, Ms. Sanchez-Reyes worked with the New Teacher Project and with the Mindtrust. She has been heavily involved with education reform in Indianapolis and is a strong advocate of educational options for children. Ms. Sanchez-Reyes earned a Bachelor's Degree in Education from Indiana University and a Master's Degree in Education from Indiana Wesleyan University.

Casey Patterson, Existing Board Member

Casey Patterson is the principal at Brown Elementary School in Brownsburg, Indiana. Most recently, Casey served as the Executive Director of Teach Plus in Indianapolis, IN. Casey brings a strong connection to and knowledge of teachers through her extensive background in teaching and education labor management. Casey served as a UniServ Director for the Indiana State Teachers Association serving Indianapolis Public Schools. Prior to her assignment in IPS, she served other urban, suburban, and rural school corporations in the same capacity. She built a strong reputation as a leader who was able to build bridges between teachers and administration. Her passion for helping teachers with support and experience proved to be an invaluable tool while at the same time working co-operatively with education leaders to provide a better quality of education. In her position with Teach Plus and The ISTA, Casey worked with legislators and other policy makers on important issues involving education including school funding and the impact of Reductions in Force.

Prior to this work, Casey taught sixth and seventh grade math and science for eleven years and spent one year as an eighth grade school counselor. She earned her Bachelor's Degree in Education from Franklin College and her Master's Degree in School Counseling from Indiana University. She is currently an enrolled as an inaugural member of the Marian University Turnaround Leaders Academy cohort.

Derek Redelman, Proposed Board Member

Derek Redelman is the Vice President, Education and Workforce Development Policy at the Indiana Chamber of Commerce. He rejoined the Indiana Chamber in August 2007 as vice president of education and workforce development. After his first stint with the Chamber, Mr. Redelman continued his lobbying career and concentrated on education research. He worked as a senior fellow at both the Hudson Institute and the Sagamore Institute. Derek also founded his own public policy research and advocacy consulting firm specializing in education that served Indiana and nationally-based clients. Mr. Redelman holds a MBA from the University of Chicago and two bachelor's degrees from Miami University (Ohio).

Attachment 1

CHARTER SCHOOL BOARD MEMBER INFORMATION

Joseph Brown
October 21, 2011

Background

5. Why do you wish to serve on the board of the proposed charter school?

I entered the education field because I love working with students. I moved into an administration position to help raise student achievement by providing effective classroom instruction. I would like to serve on this board to utilize my teaching and administrative knowledge to provide the best educational opportunities possible for students in Indianapolis.

6. What is your understanding of the appropriate role of a public charter school board member?

School board members are to communicate the mission and vision of the school to the community. This is done through being visible in the communities in which the schools serve. School board members are responsible for holding Charter Schools USA accountable to the created mission and vision of the schools.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board.

Since entering the education administration field a few years ago I have represented my school at many public school board meetings. I know that it takes an effective manager and an instructional leader to raise student achievement. Not settling for anything less than the best is one of the lessons I have learned through my experiences that I would take with me into this position.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked in the elementary school setting for the past six and a half years. I have been a classroom teacher in both a 3rd grade and a 5th/6th grade classroom. I served as an assistant principal for a year and a half and am now in my third year as a principal. I have worked in rural, suburban, and urban schools. I have been successful in raising student achievement in all of my positions by addressing the quality of classroom instruction. I have recently started working towards my PhD in Education Administration with an emphasis on turnaround and transformative leadership. The experiences I've gained through my coursework have provided me a wealth of knowledge in urban education.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To build a school that truly places students first with a dedication to student achievement.

2. What is your understanding of the school’s proposed educational program?

The educational program will be build around opportunities for learning for all students. The content and time for instruction will be integrated into the scope and sequence that will provide a guaranteed and viable curriculum.

3. What do you believe to be the characteristics of a successful school?

- Community and parental involvement
- Character education
- Data driven instruction
- Effective and Highly effective teachers and administrators
- Differentiated professional development

4. How will you know that the school is succeeding (or not) in its mission?

Success will be evident through student achievement data coupled with building a culture of learning with all stakeholders.

Governance

1. Describe the role that the board will play in the school’s operation.

The board will be responsible for communicating the mission and vision of the school to the community. The board is also responsible for holding Charter Schools USA accountable to the created mission and vision of the schools.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

Though communicating the mission and vision I hope to have adequate enrollment after year one. The non-negotiables such as materials, a safe building, effective teachers, and effective leadership must be in-place. At the five-year mark we will be the best school in the state of Indiana and a national leader. Due to our success and culture of learning we will have grown to multiple schools. I want to set the mark for what a highly effective school looks like regardless of the barriers.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I feel that by being part of the developmental process of the school that we will be an embedded piece to the whole school. Through developing the mission and vision of the school, setting goals, and monitoring progress we will be ensuring a positive learning environment.

4. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

I would communicate with the appropriate board member(s) so the perceived unethical act could be discussed amongst the school board. I would research both views before making any conclusions. By putting students first in every decision, I’m confident the board members will make the correct decision.

Joseph Brown

402 North Meridian #209
Indianapolis, IN 46204
(765) 491-6879
indybrown7@hotmail.com

Objective: To become part of a team focusing on student achievement through education reform.

Education

IUPUI	Purdue University	Marian University
August 2000-May 2005	May 2005-August 2007	September 2010-Present
Bachelor of Science in Education	Master of Science in Education	Doctor of Philosophy
Elementary Education	Educational Administration	Educational Leadership/ Turnaround Schools
Indiana Teaching License # 1051738	Principal License # 1088436	

Experience

Instructor, Marian University August 2011-Present

- Teaching an assessment course for Indianapolis Teaching Fellows and Teach For America cohort

Principal, North Elementary School July 2011-Present
Noblesville Schools

- Serving on Math Program Evaluation Committee
- Serving on Teacher Evaluation Committee

Principal, Delphi Community Elementary School June 2009-July 2011
Delphi Community School Corporation

- Made AYP in 2010 and 2011 for the first time since the 2006 school year**
- Recognized by the Indiana Department of Education as an "A" school in 2011 according to PL221
- Recognized by the Indiana Department of Education for high growth in LA and Math
- Developed pacing guides for LA and Math standards
- Implemented Reading and Writing Workshop framework
- Developed and implemented RtI plan, including Bloomberg Model training from ISU
- Implemented Professional Learning Communities
- Conducted weekly classroom observations, including instructional audits by the instructional coaches
- Used data, PLC discussion, and observation documentation to guide teacher development
- Integrated one-to-one computing for 2nd through 5th grade
- Facilitated School Wide Planning Committee
- Assisted with writing Title One grant
- Served as K-12 High Ability Coordinator
- Provided leadership for 80 employees and approximately 600 students
- Continued with Assistant Principal duties

Assistant Principal, Delphi Community Elementary School March 2008-June 2009
Delphi Community School Corporation

5th/6th Grade Teacher, Brookside Elementary August 2007-March 2008
Indianapolis Public Schools

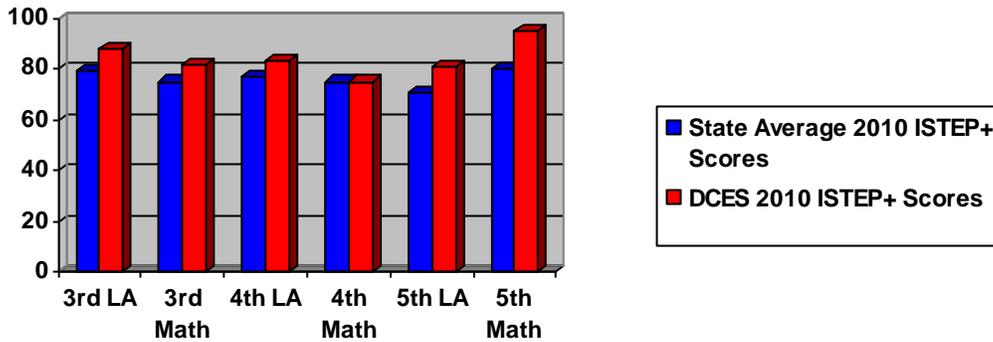
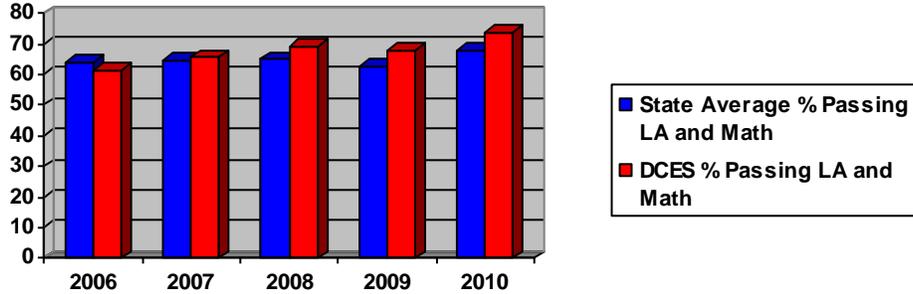
3rd Grade Teacher/Administrative Intern, Camden Elementary August 2005-August 2007
Delphi Community School Corporation

Delphi Community Elementary School Data

Grade levels: 1-5

Enrollment: 592

Free/Reduced percentage: 51%



Professional References

Dr. Judi Hendrix

Superintendent, Western Boone Community School Corporation and Faculty Member, Marian University

1201 North State Road 75

Thorntown, IN 46071

Judi.Hendrix@webo.k12.in.us

Phone Number (765) 984-0333

Chandre Sanchez-Reyes

Director of Graduate Programs

3200 Cold Springs Road

MH 002

Indianapolis, IN 46222

csanchezreyes@marian.edu

Phone Number (317) 258-4186

Ralph Walker

Superintendent, Delphi Community School Corporation

501 Armory Road

Delphi, IN 46923

walkerr@delphi.k12.in.us

Phone Number (765) 427-5149

Chandre E. Sanchez Reyes
949 East Bradbury Avenue
Indianapolis, Indiana 46203
chemorga@yahoo.com
317.258.4186

**Work
Experience**

Marian University
School of Education, Director of Graduate Studies &
Associate Director for the Academy for Teaching and Learning Leadership
September 2011-Present

- Oversee the graduate programs for Transition into Teaching, namely Indianapolis Teaching Fellows and Teach for America
- Oversee cohorts for the Academy of Teaching and Learning Leadership, including but not limited to:
 - Securing national and local faculty
 - Monitoring and responding to data
 - Strategic planning of coursework and assessments
 - Recruitment and Selection

The New Teacher Project
Indianapolis Teaching Fellows, Training and Resource Manager
February 2008-August 2011

- Director for Development and Training of Alternate Route Teachers
 - Exceeded Client and Program goals, 2008 to 2011
- Coordinator and Liaison for University Partnership and Mentoring of Alternate Route Teachers
- Coordinator and Liaison for K-12 School Visits and Debriefing Meetings with Alternate Route Teachers and Administration
- Responsible for Data-Driven, Strategic Business Forecasting and Planning
- Provider of Individualized Coaching and Mentoring to Alternate Route Teachers
- Management and Supervisory Experience

Indianapolis Public Schools
Broad Ripple High School, Instructional Coach
June 2007-February 2008

- Facilitator for Professional Learning Community
- Coordinator for school-wide Professional Development
- Responsible for school-wide Data-Driven Student Instruction
- Leader for School Based Improvement Plan
- Provider of Individualized Teacher Coaching and Mentoring
- Site Based Decision Making Member
- 11th grade English Teacher, where in one semester all my students who had previously not passed the English portion of the Graduation Qualifying Exam, passed

Brownsburg Community School Corporation
East Middle School, 8th Grade English Teacher
August 2006-June 2007

- CARE Committee Member
- Diversity Committee Member
- School Improvement Plan Committee Member

**Indianapolis Public Schools
Northwest High School, English Teacher
August 2001-2006**

- 9th and 11th grade English Teacher, facilitated significant student growth in literacy as measured by the Scholastic Reading Inventory and NWEA
- Head Softball Coach
- Site Based Decision Making Member and Facilitator
- Career Day Committee Leader, piloted the 1st Career Day at Northwest
- Indiana Certified Mentor for New Teachers
- School Improvement Plan Committee Member
- Co-designer and teacher of Sheltered Classes (content classes designed specifically for ESL students with a Language Proficiency Score of 1-3)
 - ESL students made a minimum of one level of growth in language proficiency each semester as measured by the LAS Links test
 - Core Content Class failure rate for our group of ESL students was reduced
 - School attendance for our group of ESL students increased

Professional Experiences

- Director and designer of new teacher programs and curriculum
- Extensive experience in using data to inform program goals and needs as well as new teacher strengths and areas for development
- Served as Project SEAM representative, *Read Across America* sponsor, *Understanding by Design* coach and participant
- Trained in *International Baccalaureate* Middle Years Programme
- Presenter at Indiana Department of Education conference, *Celebrating Our Rising Stars*
- Receiver of *Who's Who Among America's Teachers* award, 2005
- *Pearson Prentice Hall* teacher evaluator, 2003-2008
- National School of Reform member, 2007
- Critical Friends Group facilitator, 2007
- Presenter at *CELL's Future Conference*, 2007

**Community Experience Give Hope, Fight Poverty
Indianapolis, Indiana
Board of Directors, President
June 2011- Present**

- Give Hope, Fight Poverty is an organization whose mission is to foster philanthropy domestically by designing service-learning programs that engage US students with communities abroad where we work together to educate, empower and lift orphaned and vulnerable children out of poverty.

**Education Marian University
Indianapolis, Indiana
Academy for Teaching and Learning Leadership**

- Building Level Administrator's coursework completed, July 2011
- Building Level Administrator's License and Turnaround Principal Certificate, Pending 2013

**Indiana Wesleyan University
Indianapolis, Indiana
December 2006**

- Master of Education, M.ED.
- GPA 4.0

**Indiana University
Bloomington, Indiana
May 2001**

- Bachelor of Science in Education; GPA 3.18
- Student Teaching completed in Fort Wayne Community Schools, Northrop High School, January 2001-April 2001
- Dean's List Spring/Summer/Fall 2000

Strengths

- Personable, dependable, and extremely self-motivated
- Efficient, well-organized, and flexible
- Collaborator and Team Oriented
- Strong Critical Thinking and Problem Solving skills
- Technology Proficient

Charter School Board Member Information

Background:

- 1- Charter Schools USA- takeover of Emma Donnan, TC Howe and Manual High School
- 2- Chandre Elaine Sanchez Reyes
Marian University, Director of Graduate Programs and Associate Director of the Academy for Teaching and Learning Leadership
3200 Cold Springs Road, Indianapolis, IN 46222
work: 317-955-6093, cell: 317-258-4186
email: chemorga@yahoo.com
- 3- See Resume
- 4- I currently serve on the Give Hope, Fight Poverty Board of Directors- see resume.
- 5- I wish to serve on the Board for a couple of reasons. One, I believe strongly in providing students and families with a school choice. Two, Emma Donnan and Manual High School are located in my neighborhood, and I possess a real commitment to providing my community with the best educational choices therein.
- 6- I understand the role to be two-fold, to advise the administrative team and Charter Schools USA on the work within the 3 IPS takeover schools and to serve as an advisory council for the starting/opening of the 2 k-6 feeder schools. This includes, but is not limited to, advising on fiscal matters, instruction, culture as well as to be the "keeper" of the mission and goals for the schools. I also see the Board as an accountability lever for the schools.
- 7- My previous experience that is relevant to serving on a board includes my ability to ensure the goals and work is driven by the mission of the school/entity, comfortableness with serving as a public servant and my skill at being an objective, non-partisan decision-maker.
- 8- I bring extensive knowledge in the arena of teacher quality and effectiveness. My former role with The New Teacher Project allowed me to gain significant experience in human capital as it applies to ensuring the staff of a school is a good fit to drive excellence as determined by the goals of the school. In addition, I am not only deeply committed to all students achieving at high levels, I am skilled in developing and supporting educators in utilizing instructional and management practices that positively impact achievement.

School Mission and Program

- 1- At this point, my understanding is that the each school will be focused on ensuring all students are achieving at high levels. Parents, students and teachers will be an integral part of each student's learning plan and goals.
- 2- Charter Schools USA utilizes a curriculum that is based on Robert Marzano's work. It is a Guaranteed and Viable Curriculum that embeds the state's standards to ensure alignment to the state's assessments and data collection. The curriculum includes Reading, Math, Science, Language Arts as well as the Arts and Music.

- 3- A successful school is one where all students are exceeding the state standards/grade level expectations/individualized goals. This school will also ensure that each and every student is a steward of h/her community as well as 21st century skill prepared.
- 4- Student achievement data will be the main way to ensure that the school(s) is fulfilling its mission. It will also be necessary to engage in anecdotal data collection such as parent and community partner interviews, teacher interviews, teacher observations, etc. to get the whole picture of the school's progress towards its mission and goals.

Governance

- 1- The Board will be responsible for the fiscal and legal obligations of the school, in addition to ensuring the school's mission is the lens through which all decisions are made and actions are conducted.
- 2- After the first year of operation, I see the 3 turnaround schools as safe, nurturing environments where all staff is dedicated to ensuring that each and every student is making significant academic gains. I expect that at the end of the first year, we would see academic growth in each and every student. After 4 years in the 3 turnaround schools, I would expect success in the aforementioned milestones. Additionally, I would expect to see strong community and university partnerships that enhance the school's mission and curriculum and achievement gains that exceed the state's averages.
- 3- I think the Board will need to meet regularly with the administrative team to discuss and share progress. The Board should also conduct regular visits to the schools to observe day-to-day operations as well as attend extracurricular and parent activities. And finally, I believe the Board should consistently provide the schools with resources and community connections as well as support to aid the schools in meeting their respective mission and goals.
- 4- I believe the first step would be to confront the individual about h/her behavior and allow the member to correct h/her ways or actions. If this proved to be ineffective, I would then approach the Board President with the facts and allow h/her to guide the next steps.

LATONYA M. TURNER

11910 Kelso Drive, Unit 1 • Zionsville, IN 46077 • latonya.m.turner@gmail.com • (317) 710-6394

Dedicated, resourceful and innovative Professional Educator and Leader committed to helping students learn and become successful adults. Hold a Master's Degree in Counselor Education. Goal-oriented and positive leader dedicated to making a difference in the lives of children. Aptitude to remain flexible, ensuring that every student's learning styles and abilities are addressed. Expertise in all aspects of school operation including instructional leadership, planning and implementation, staff selection and evaluation, staff development, student placement and discipline, school finance, and facilities supervision. Chaired numerous committees and task forces. Excel in leading the development and attainment of strategic organizational goals. Strong ability to form relationships with outside organizations. Skilled in guiding people to quickly reach a consensus.

EDUCATION AND TRAINING

Academy for Teaching and Learning Leadership Program

September 2010- Present

Marian University- Indianapolis, IN

M.S. Education

Indiana University -Indianapolis, IN

B.S. Mass Communications

Missouri Valley College – Marshall, MO

Professional Educator's Licenses

Secondary Administration and Supervision

School Counseling

PROFESSIONAL EXPERIENCE

Vice President for Student Life and Leadership

07/2011– Present

Brebeuf Jesuit Preparatory School- Indianapolis, IN

- Has responsibility for achieving the mission of the school by maintaining and developing a school strong in leadership development, student support services and ample programs to meet the co-curricular and extra-curricular needs of the students.
- Implement and supervise a system of identification, integration, experience and development of the characteristics of the profile of the Graduate-at-Graduation in the classroom and extra-curricular curriculum of the school. Create systems of formal and informal assessment and evaluation of these characteristics for each student.
- Works closely with direct reports in exercising general supervision of student activities and programs.
- Works with the Vice President of Academics and the counseling staff to retain students experiencing academic difficulties.
- Makes final decision regarding probations, suspensions and dismissals upon advice of the Vice President of Academics and/or Deans.
- In collaboration with HR Director, interviews, hires, and evaluates members of the administrative staff.
- Appoints and supervises all student activities moderators.
- Directs the preparation and administration of the budget.
- Reviews and approves budgets for all co-curricular areas and submits the budgets to the Chief Financial Officer.
- Ensures the coordination of the use of school facilities for school and non-school related functions.
- In conjunction with the President, represents the school to the various stakeholder communities.

Principal

07/2007- 06/2011

Brebeuf Jesuit Preparatory School- Indianapolis, IN

- Served as educational leader of the school, was responsible for the development and administration of the academic, co-curricular and formational programs of the school and for the planning, coordination and execution of the school's educational policy.
- Oversaw the academic life of the school.
- Developed and managed the master and students' schedules, grade reporting, final exams and state testing.

LATONYA M. TURNER

- Was responsible for the creation of the course catalog.
- Acted as supervisory team leader of the Assistant Principals, the Deans, and other school Program Directors to ensure the effective operation of the school.
- Worked to ensure all governance responsibilities are fulfilled effectively.
- Oversaw all teachers and staff to ensure they were actively engaged and reached their highest potential.
- Was responsible for the school's consistent achievement of its mission and financial objectives.
- Established annual development plan, timeline, and resource allocations using performance evaluation metrics.
- Prepared and administered the budget for the Principal's office; oversaw all state reporting and grant funding.
- Collaborated with Assistant Principals to review and approve budgets for all academic and co-curricular areas and submitted the budgets to the Chief Financial Officer.
- In collaboration with HR Director, interviewed, hired, and evaluated members of the administrative staff.
- Conducted conferences on student and school issues with parents, students, and teachers.
- Lead Brebeuf Jesuit to its first ever Four Star School Recognition.
- Lead Brebeuf Jesuit to its first ever Gold Star Counseling Designation.

Interim Assistant Principal for Academic Programming

07/2006- 06/2007

Brebeuf Jesuit Preparatory School- Indianapolis, IN

- Developed and managed the master and students' schedules, grade reporting, final exams and state testing.
- Developed relationships and worked closely with all members of the school community.
- Was responsible for the daily implementation of academic policies.
- Evaluated all prospective transfer students' transcripts.
- Initiated and led conferences on student and school issues with parents, students, and teachers.
- Created and coordinated special schedules in conjunction with the Asst. Principal for Student Life and Community Relations.

Director of Academic Counseling

07/2004- 06/2007

Brebeuf Jesuit Preparatory School- Indianapolis, IN

- Presided over and managed the organization and operation of the department.
- Collaborated closely with all members of the school community, developing strong working relationships.
- Facilitated student guidance program, including classroom and large group developmental guidance lessons.
- Provided individual counseling to meet the developmental, preventive and remedial needs of students.
- Assisted students with developing a four-year academic plan.
- Interpreted test results and other student data.
- Assisted teachers with the educational placement of students by using educational assessment strategies.
- Helped students select courses that were appropriate for graduation requirements and career goals.
- Served as resource for teachers, staff and parents regarding the developmental needs of the students.
- Supervised the academic counselors.

Guidance Counselor & Health Teacher-High School & Middle School

08/2001 – 06/2004

International School of Indiana- Indianapolis, IN

- Designed and constructed the guidance department and implemented guidance programs.
- Recruited prospective students by promoting the benefits of private education.
- Established and cultivated beneficial relationships with colleges and universities.
- Counseled students, parents, faculty, and staff on students' personal and academic issues.
- Promoted students' academic and career development as well as their social and emotional development.
- Coordinated all academic achievement standardized tests.
- Planned, prepared and delivered lessons for Middle and High School Health classes.

Guidance Counselor

08/1999- 08/2001

North Central High School, Indianapolis, Indiana

- Developed and cultivated strategic relationships with colleges and universities.
- Provided counseling services to students, parents, faculty, and staff on students' personal and academic issues.
- Promoted students' academic and career development as well as their social and emotional development.
- Coordinated Teen Parent Support Program.
- Served as Women's Track & Field Coach

LATONYA M. TURNER

**Assistant Director of Admissions
Admissions Counselor**

**09/1995 – 06/1997
08/1995 – 09/1995**

Purdue University- West Lafayette, IN

- Responsible for the Admission Office's consistent achievement of its mission and financial objectives.
- Served as spokesperson for the University and ensured proper representation at high schools, college fairs & college nights and alumni functions.
- Recruited, interviewed, selected and enrolled first-year students with emphasis on minority recruiting;
- Formulated, implemented, monitored, and evaluated programs that improved relationships with prospective students.
- Served as Member of Enrollment Management team.
- Researched, analyzed and prepared trend data for enrollment management decision-making.
- Prepared reports and disseminated information to academic units and University administrative staff
- Developed, interpreted, communicated, and implemented admissions standards.
- Served on various campus, University System, and professional committees.

**Assistant Director of Admissions
Admissions Counselor**

**07/1994 – 08/1995
10/1992 – 06/1994**

Valparaiso University- Valparaiso,
IN

- Recruited, interviewed, selected and enrolled first-year students with emphasis on minority recruiting with the intent to cultivate promising, economically disadvantaged youth into college educated leaders.
- Represented the University at high schools, college fairs and college nights and alumni functions.
- Planned, developed, implemented, monitored, and evaluated programs that improved relationships with prospective students.
- Researched and prepared trend data for enrollment management decision-making.
- Prepared reports and disseminated information to academic units and University administrative staff.
- Developed, interpreted, communicated, and implemented admissions standards.
- Served on various campus, University System, and professional committees.
- Established a partnership with the Gary Public School System to increase African American enrollment

PRIOR POSITIONS HELD

Probation Officer

Vermillion County Probation Department- Danville, IL

Job Training Coordinator

Center for Children's Services- Danville, IL

LaTonya M. Turner is currently Vice President of Student Life and Leadership for Brebeuf Jesuit Preparatory School, a premier high school in Indiana. Prior to serving as Vice President, LaTonya was the first African-American Principal at Brebeuf Jesuit. LaTonya holds a Master of Science Degree in Education from Indiana University. Since 2010 she has been a member of Marian University's Academy for Teaching and Learning Leadership Program. She has directed a number of task forces and chaired numerous committees. Her extensive experience in education includes counseling at the secondary and collegiate levels.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
Indiana Charter Education Foundation

2. Full name: Casey Dawn Patterson

Business Name and Address: 6132 Glebe Dr. Indianapolis, IN 46237

Telephone No.: 317 446 4868

E-mail address: cpatterson2206@gmail.com

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)

Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school?

I strongly believe the children and families of Indianapolis deserve the highest quality educational options and unfortunately, those are currently very limited. I am excited about the opportunity to be a part of this board which I believe will bring a greater wealth of educational options to Indianapolis

6. What is your understanding of the appropriate role of a public charter school board member?

A charter school board member should set policy, have a vested interest in the success of the school, and act as a public ambassador for the school.

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have a long history of working in public education as a teacher, teacher union leader, leader of a teacher leadership organization, and now in my role as a principal. I have in depth knowledge of what is necessary to increase student achievement and successful human capital practices.

8. Describe the specific knowledge and experience that you would bring to the board.

I understand the education and political landscape in Indiana. I have been at the forefront of education reform in Indiana and nationally and bring that knowledge and the connections to this work. I understand education, education policy, politics, fundraising, and labor management relationships in a way that I think can be very beneficial to Indiana Education Charter Foundation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to encourage and educate all children to reach their highest level possible of achievement in a public school setting.

2. What is your understanding of the school's proposed educational program?

The school imposes a rigorous curriculum that uses formative assessments and research based instructional practices to teach all children.

3. What do you believe to be the characteristics of a successful school?

Successful schools look at the educational, physical, and emotional needs of each individual child and work to take each child to their maximum potential. This may be done through enrichment or remediation or both, but high expectations are common throughout both avenues.

4. How will you know that the school is succeeding (or not) in its mission?

There will be a strong use of data to measure the success of the school - from standardized test scores to local formative assessments. Additionally, student, parent, and teacher surveys will be given regularly to measure the school culture.

Governance

1. Describe the role that the board will play in the school's operation.

The board will set policy for the school's operation, but will not work to implement the policy or have any direct role in staffing or day to day operations.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

After the first year, I predict the school will be receiving accolades from the community and growing in student enrollment while still struggling to show the student achievement numbers that are ultimately expected. Within four years I expect the school will be showing large gains in student growth and will be filled or nearly at capacity.

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I think the charter school board will need to be a visible force at events to help with the recruitment of students to the school and to help alleviate fears of the community. I also think the board should help with the logistical and legal and financial details necessary to ensure a timely opening.

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would address the situation both individually with the person and I would share my concerns with the other board members to consult on the next appropriate steps to be taken.

Disclosures

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

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

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

I / we do not know any such persons. Yes

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

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

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

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

I / we do not know any such persons. Yes

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

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

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

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

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

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

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

Certification

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

Signature

Date

CASEY PATTERSON

6132 Glebe Dr. Indianapolis, IN 46237

(317)446-4868

casey_patterson@comcast.net

PHILOSOPHY OF EDUCATION

To transform the lives of young people by creating memorable learning experiences that are engaging and rigorous within the context of a nurturing and respectful relationship

EDUCATION AND CERTIFICATION

Marian University

Graduate Program: Academy for Teaching and Learning Leadership (TLL)

- Cumulative GPA : 4.00/4.00
- Indiana Administrative License – August, 2011

Indianapolis, IN
2010 – Present

Indiana University

Masters of Arts in School Counseling

- Cumulative GPA: 3.8/4.0

Indianapolis, IN
1999 – 2001

Franklin College

Bachelors of Arts in Elementary Education

Franklin, IN
1989-1993

LEADERSHIP EXPERIENCE

Brownsburg Community School Corporation

July 2011 – Present

Principal, Brown Elementary School: Instructional leader of an A rated elementary school of approximately 600 students

- Quickly changed a school culture to one that is highly supportive of teachers and teacher leadership
- Leading instruction through the implementation of research based models including 6+1 Writing, Everyday Math, and Debby Diller's Literacy Stations
- Ensuring and overseeing the implementation of formative assessments to drive instruction

Teach Plus

October 2009 – July 2011

Executive Director: Leader of a cohort of reform minded teacher advocates and local program and development manager

- Teach Plus is a national non-profit organization dedicated to retaining experienced, effective teachers to impact student achievement.
- Catalyzed a contract change in IPS to include performance measures in layoff decisions in addition to seniority
- Led a cohort of early-career district and charter teachers to impact policies that would help retain them in the profession. This included researching, writing and publishing policy briefs, serving on state level cabinets, writing op-eds, testifying before the state legislature, and working with local, state, and national policy makers to ensure teacher voice is included in education reforms
- Collaborated with Teach Plus National Office to recruit and select highly effective teachers
- Secured over \$100,000 in funding

Indiana State Teachers Association

October 2004 – October 2009

UniServ Director: Labor management liaison between state teachers union, local unions, and district administration

- Represented teachers associations beginning with Jay, Delaware, and Randolph counties. Moved to Marion County in December 2005 to represent Warren, Decatur, Perry, and Franklin Townships and Beech Grove. In July 2008 moved to represent Indianapolis Public Schools.
- Served as chief spokesperson and/or team member during collective bargaining
- Worked together with teachers and building administrators for teachers on performance improvement plans
- Represented teachers in dismissal hearings, unfair labor practice hearings, and arbitrations
- Collaborated with building and district administrators to improve working conditions for teachers
- Worked in partnership with state legislators on issues regarding teachers and school funding
- Led the Emerging Leaders Program

Teaching Experience

Clark-Pleasant Middle School, Clark Pleasant Community School Corporation
Whiteland, IN

6th and 7th Grade Math and Science Teacher

1993 – 2004

- Taught a variety of subjects early in experience, but later transitioned to math and science
- Developed lessons that correlated with state and district standards
- Taught in both a teaming model and fully departmentalized model
- Piloted a looping model for 6th grade students going to 7th in a non-departmentalized setting. Achieved an average of 5% higher ISTEP scores through the use of this model as compared to the other two 7th grade teams in math.
- Math Department Chair

ADDITIONAL RESPONSIBILITIES AND ACHIEVEMENTS

Panelist: Served on roundtables and panel discussions for The Aspen Institute in Washington D.C., Indiana Chamber of Commerce, The Philanthropy Roundtable and The Gates Foundation for Teacher Voice

Franklin Township Referendum Volunteer Coordinator: Organized and trained community volunteers to staff school and community events and to canvas neighborhoods to promote the local referendum effort and served as point person for all referendum communications and on the Executive Committee.

Member Indiana State Technical Assistance Teams: Served as a member of teams deployed by the Indiana Department of Education to evaluate schools who reach the highest category of intervention under PL 221 which included site visits, classroom observations, multiple conversations with administrators, teachers, students, and community members and helping to draft the final recommendations.

Chair ISTA Internship Program: Served as chairperson for ISTA's program to develop strong building level leaders into future UniServ Directors which included recruitment and selection of the candidates, mentoring, and monitoring and coordinating with multiple directors.

Track and Cross Country Coach: Led over 50 middle school students in the cross country program and over 100 students in the track program per year for ten years, helped to coordinate conditioning practices and create a climate where all students can feel success and pride in their athletic achievements, also established study tables for athletes to ensure academic excellence was a part of their experience

REFERENCES

Dr. Heather Peske

Teach Plus National Director of Programs
hpeske@teachplus.org
(617) 428.0700 ext. 104

Dr. Dan Clark

Executive Director Governor's Roundtable
(Formerly ISTA Deputy Director of Programs)
dclark@doe.in.gov
(317) 697.6141

Dr. Walter Bourke

Superintendent, Franklin Township Community School Corporation
walter.bourke@ftcsc.k12.in.us
(317) 862.2411

Mr. David Harris

CEO and Founder of The Mind Trust
dharris@themindtrust.org
(317) 822.8102

Dr. Peggy Hinckley

Superintendent, MSD of Warren Township
phinckle@warren.k12.in.us

Attachment 2

Attachment 2

The School Principal selection criterion includes the following, at a minimum:

1. Educational Leadership Certification
2. Educational Background - Degree in Education with appropriate school grade level background; experience as an educational leader
3. Teaching experience
4. Knowledge of the needs of the School's population
5. Knowledge of curriculum for appropriate grades of student body
6. Experience in working with governing school boards
7. Skills in using technology as a tool for learning and monitoring student progress
8. Ability to work with community organizations, agencies and resources
9. Motivation to establish innovative and creative learning programs
10. Dedication to providing supplementary programs to enhance student learning
11. Commitment to professional development programs for faculty and school concepts
12. Ability to implement staff development and training
13. Ability to promote a positive school climate
14. Commitment to enabling each student to reach his/her personal best

Process used to select the School Leaders

The ESP uses a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for Dean, Assistant Principal and School Principal participate in the one day event. Leadership Assessment Center activities consist of:

Technology Activity – Desegregating Data (60 Minutes)

This activity evaluates a candidate's ability to access raw data through the state's department of education (Internet) and compile it into a useable spreadsheet and convert it into a graph (Excel). Finally, the candidates transfer the graphs into a presentation (Power Point).

- Each technology component is intended to gauge the level of basic computer skills.
- Assessors of this activity look for mastery of a cohesive and complete data analysis presentation.

Essay Writing Sample (60 Minutes)

This activity is used to assess the candidate's writing ability as well as their overall philosophy of education.

- The subject of the essay forces the candidate to read an education article, reviewing the subject and asserting a personal view point.
- Assessors of this activity look for congruence with the Educational Model as well as the candidate's ability to articulate their viewpoint in writing.

Group Presentation (40 Minutes)

This activity is used to determine the candidate's ability to work collaboratively with a group as well as their ability to present in front of a group.

- Group topics are decided by company assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice and other leadership traits.

Interview (60 Minutes)

Each candidate is interviewed by the ESP. Interview templates are prepared in advance and include the following topics:

- The candidate's philosophy of education
- The candidate's understanding of his/her role
- The candidate's use of data including understanding of FCAT/FCAT 2.0
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a building leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

Candidates that participate in the event may be invited into the company's pool of approved candidates. As the organizational demand for talented leaders arise, candidates in the pre-approved pool are offered positions within their preferred regional areas. Care is also given to match each school leader to the school environment that best matches their leadership strengths. The governing board is also consulted about leadership candidates in an effort to support a positive working relationship between the School Principal and the Governing Board.

Setting Performance Expectations (School Principal)

Performance expectations are communicated in August of each year in two ways:

- Criteria on Performance Evaluation Tool. All criteria that the School Principal will be evaluated on, is communicated in August. Given the range of responsibilities for which principals are accountable, the August communication ensures that specific expectations are set. Charter Schools USA clearly defines "what good performance looks like". Performance within each criterion is used to determine merit increases.
- School Principal Goals: Each school has a Strategic Plan as well as a School Improvement Plan. School-wide goals are developed from these two documents. The School Principal in conjunction with the ESP jointly determines performance goals. The School Principal goals are developed in these five areas:

1. Academic Excellence
2. Operational Performance
3. Superior Culture
4. Financial Health
5. Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Monitoring Performance and Providing Feedback

Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- School site visits conducted semiannually
- Staff surveys conducted in November and April
- Parent survey conducted in November and April
- Monthly Principal meeting and reporting
- Benchmark tests
- Regular conversations and visits with the ESP’s Education team

Performance Management – School Principal Evaluation Tool

A formal evaluation is conducted at the end of the year. The following are the categories included in the School Principal evaluation tool. For each factor, specific criteria have been identified in terms of what performance is expected.

School Principal Evaluation

Academic Excellence	Operational Management	Superior Culture	Financial Growth	Growth
<ul style="list-style-type: none"> • Guaranteed and viable curriculum • Challenging goals and effective feedback • Parent and Community involvement • Safe and orderly environment • Collegiality and professionalism • Teacher level factors • Technology 	<ul style="list-style-type: none"> • Registration and student record keeping • Customer service • Governing board relations • Following ESP guidelines for facility operations • Supports ESP communications functions • Compliance with district and state regulation 	<ul style="list-style-type: none"> • Leadership • Human Resources • Performance and planning • Compensation management • Charter Schools USA values • Staff Recognition • Hiring • Fellowship 	<ul style="list-style-type: none"> • Budget development and management • Business manager relations • Fundraising • Risk management 	<ul style="list-style-type: none"> • Enrollment • Succession Planning • School Opening Team

Job Title: PRINCIPAL

Reports to: Vice President of Education

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Serves as the site based leader of the school. Responsible for implementing and managing the policies, regulations, procedures and CSUSA curriculum, to ensure all students have a safe learning environment and receive instruction that meets or exceeds CSUSA standards. Responsible for leading curriculum content and course development, program evaluation, extracurricular activities, personnel management, financial management, facilities operations, emergency procedures, and resource scheduling.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Develops and coordinates educational programs in accordance with CSUSA and state standards and guidelines.
- Supervises the guidance program to enhance individual student education and development.
- Leads school-level planning of processes to ensure development, implementation, and evaluation of all school programs and activities.
- Supervises the instructional programs of the school, ensures lesson plans are evaluated and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with CSUSA guidelines and procedures.
- Requests and allocates supplies, equipment and instructional material as required in CSUSA guidelines and procedures.
- Formulates student personnel policies within CSUSA guidelines.
- Approves and provides supervision to school student activity programs.
- Provides regular opportunities for students to celebrate success in instructional programs and extracurricular activities

Serves as Chief Administrator of School

- Plans, organizes, and directs implementation of all school activities.
- Works to achieve/sustain 100% of projected student enrollment capacity.
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Maintains a professional rapport with students and staff.
- Operates school within approved budget and follows budgetary guidelines.
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
- Tours school frequently to monitor safety, security and effectiveness of school programs.
- Plans and directs building maintenance.

Principal

- Supervises all operations involving the management of the school including school funds, payroll, purchases, inventories and office operations.
- Prepares and submits the school's budgetary requests and monitors expenditures.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
- Plans and supervises fire drills, emergency readiness programs and ensures a safe school environment.
- Directs preparation and maintenance of class schedule, cumulative records and attendance reports.
- Ensures personnel and student records are complete and secure.
- Ensures compliance with Federal, state, and local regulations and policies.
- Communicates with supervisor regularly about the needs, successes, and general operation and performance of the school.
- Supervises and establishes schedules and procedures for the supervision of students in non-classroom areas, including before and after school, and student pick-up and drop-off areas.
- Completes in a timely fashion all records and reports as requested by CSUSA.
- Manages and administers CSUSA workers compensation program.
- Follows policy for the school's Abuse posting requirements.
- Adheres to statutory, regulatory and company hiring guidelines, including completing background checks for all school personnel, contacting references and verifying employment history.

Supervises and Develops Staff

- Motivates staff to achieve school objectives.
- Communicates with staff and is responsive to their workplace-related needs.
- Evaluates performance of staff and provides ongoing performance feedback.
- Counsels staff regarding inappropriate behavior or violation of CSUSA policies and/or practices.
- Adheres to Human Resources policies and practices. Notifies appropriate CSUSA personnel of serious employee violations.
- Maintains a productive and positive employee climate.
- Selects and hires school staff, including teachers and school-based support staff.
- Adheres to statutory, regulatory and company hiring guidelines, including policies and procedures for background check and employment history verification.
- Ensures the annual re-appointment process of staff is completed timely and within budget.

Communicates with Stakeholders

- Communicates regularly with parents, seeking their support and advice, to create a cooperative relationship to support the students in the school.
- Establishes and maintains relationships with colleges, community organizations and other SCUSA schools to promote the school.
- Confers with teachers, students, and parents concerning educational and behavioral issues in school.
- Maintains a positive, cooperative, and mutually supportive relationship with CSUSA, parents and community.
- Confers with Board Members and responds appropriately to issues that arise

Principal

- Represents school and SCUSA at community functions.
- Uses effective presentation skills when addressing students, staff, parents, board member and the community.
- Articulates the school's vision, values, and goals and models those values.
- Attends special events held to recognize student achievement, attends school sponsored activities, functions and athletic events.
- Promotes school in community.

****MAY PERFORM OTHE DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrated ability to lead people and get results through others.
2. Ability to think ahead and plan over a 1-2 year time span.
3. Ability to organize and manage multiple priorities.
4. Problem analysis and problem resolution at both a strategic and functional level.
5. Collaborate to establish and manage the school's budgets and resources, including negotiating variances and related reporting.
6. Employee training and development.
7. Strong customer and student orientation.
8. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
9. High performance teams and a strong team player.
10. Strong track record for analyzing complex problems/issues, identifying patterns and recommending creative solutions.
11. Broad conceptual perspective and forward-thinking on business issues and their long-term impact on the business unit, the finance function and the firm. Ability to systematically analyze complex issues and data.
12. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.
13. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law preferred.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Computer literacy skills; proficient in Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

PHYSICAL DEMANDS

Principal

- No physical exertion required.
- Required to sit and/or stand for long periods of time.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate. Noise level may rise during periods of high student traffic.

TERMS OF EMPLOYMENT:

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

EVALUATION:

Performance will be evaluated in accordance with Charter Schools USA Policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Job Title: ASSISTANT PRINCIPAL

Reports to: Principal

Job Code: 410X00

Revision Date: 01/2009

JOB PURPOSE

Assist the principal in providing school-wide leadership so as to promote the educational development of each student and to ensure the effective operation of the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Serves as Educational Leader of the School

- Assists the principal in establishing and maintaining an effective learning climate in the school.
- Assists the principal in the overall administration of the school.
- Serves as principal in the absence of the regular principal.
- Assists the principal in the design and implementation of programs, based on current educational theory and research, to meet the specific needs of the school and its students.
- Facilitates and evaluates, in assigned departments, the CSUSA-approved instructional program in a manner designed to maximize the cognitive and affective progress of each student.
- Assists the principal in the acquisition and utilization of instructional supplies, equipment and textbooks for the school.
- Assists the principal in facilitating services for all students in the school including, but not limited to, those with special needs.
- Participates, as requested, in school-level activities to design educational philosophy and goals which maximize student growth.
- Assists the principal in overseeing the facility and grounds of the assigned school and makes recommendations about short-range and long-range needs.
- Assists in the development of a schedule which maximizes the educational program for students and utilizes district resources to their greatest advantage.
- Assists the principal in conducting an on-going assessment of the educational program in the assigned school, including the strengths and areas in need of improvement; the analysis of test results, attendance records, discipline reports; feedback from students, staff, administrators and parents; and other formal and informal data.

Serves as Administrator of School

- Evaluates staff in assigned departments in accordance with state law and regulation, and CSUSA policy and practices.

Assistant Principal

- Assists the principal in the recruiting, screening, recommending and assigning of school staff. Is familiar with hiring statutory laws and state regulations.
- Assists the principal in the orientation of new staff in accordance with state law and regulation as well as CSUSA policy and procedures.
- Assists the principal in generating and maintaining personnel records, reports and documentation as required by state and federal law and regulation as well as by CSUSA policy and procedures.
- Works to achieve/sustain 100% of projected student enrollment capacity.

Student Management

- Maintains high standards of student conduct and enforces discipline as necessary, according due process rights of the students
- Establishes and publishes guidelines for proper student conduct in keeping with state law, CSUSA policy and school practices in cooperation with the principal
- Attends school-related activities and events to oversee student behavior and achievements
- Generates and maintains accurate discipline records
- Works with students, staff, parents, law enforcement officials and others in the implementation of student behavior codes in cooperation with the principal

Communicates with Stakeholders

- Assists the principal in promoting on-going, two-way communications with relevant audiences (i.e., students, staff, parents, community residents) to enhance the educational program provided by the school.
- Assists the principal in utilizing the resources of the school and community to enhance the educational program
- Serves as a member of such committees and attends such meetings as directed by the principal and/or Superintendent

****MAY PERFORM OTHER DUTIES AS ASSIGNED****

DISCLAIMER

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SKILLS AND KNOWLEDGE

1. Demonstrates enthusiasm and commitment toward the job and the mission of the company; supports the company's values in the strategic areas of academic excellence, operational performance, superior culture, and financial health and growth, as outlined in the Employee Handbook.
2. Demonstrated ability to lead people and get results through others.
3. Establishes excellent interpersonal skills between all constituents: being courteous, professional, and helpful; demonstrates high level of interpersonal skills to handle sensitive and confidential situations. Position continually requires demonstrated poise, tact and diplomacy.
4. Work and interact with individual at all levels of the organization.
5. Think ahead and plan over a 1-2 year time span.
6. Ability to organize and manage multiple priorities.
7. Ability to consistently be at work, to arrive on time, to follow instructions, to respond to management direction and solicit feedback to improve performance.
8. Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness. Strives to research, evaluate and implement best practices.
9. Ability to work with large amounts of data, to interpret data, to detect errors, and prepare reports.
10. Strong customer and student orientation.
11. Proactive and takes initiative. Thinks creatively. Drives projects to completion. Insists on highest level of quality.

JOB REQUIREMENTS

- Master's degree (MA) from an accredited college or university or equivalent.
- Florida Professional Certification in Educational Leadership.
- 2 - 5 years relevant experience (in school administration preferred) and/or training.
- Experience in student instruction.
- Equivalent combination of education and experience.
- Such alternatives to the above requirements as CSUSA may find appropriate and acceptable.

WORK ENVIRONMENT

While performing the responsibilities of this position, the work environment characteristics listed below are representative of the environment the employee will encounter:

- Usual school working conditions.

PHYSICAL DEMANDS

- No physical exertion required.
- Travel within or outside of Florida.
- Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.



Job Description

TERMS OF EMPLOYMENT

- Salary and benefits shall be paid consistent with CSUSA salary and benefit policy. Length of the work year and hours of employment shall be those established by Charter Schools USA.
- This document does not create an employment contract, implied or otherwise, other than an “at will” relationship.

FLSA OVERTIME CATEGORY

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION

Performance will be evaluated in accordance with Charter Schools USA’s policy.

DECLARATION

Human Resources retains the sole right and discretion to make changes to this job description. Any employee making changes unauthorized by the CEO or the Senior Director of Human Resources will be subject to disciplinary action up to and including termination.

Attachment

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Attachment

Attachment 4

Scope and Sequence—English/Language Arts and Math

Kindergarten	
English/Language Arts	Math
<p>Quarter 1</p> <ol style="list-style-type: none"> 1. Reading Standards: Foundational Skills 2. Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts 3. Reading Standards for Literature: Stories, Novels, Dramas, and Poetry 4. Writing Standards 5. Language Standards 6. Speaking and Listening Standards <p>Quarter 2</p> <ol style="list-style-type: none"> 1. Reading Standards: Foundational Skills 2. Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts 3. Reading Standards for Literature: Stories, Novels, Dramas, and Poetry 4. Writing Standards 5. Language Standards 6. Speaking and Listening Standards <p>Quarter 3</p> <ol style="list-style-type: none"> 1. Reading Standards: Foundational Skills 2. Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts 3. Reading Standards for Literature: Stories, Novels, Dramas, and Poetry 4. Writing Standards 5. Language Standards 6. Speaking and Listening Standards <p>Quarter 4</p> <ol style="list-style-type: none"> 1. Reading Standards: Foundational Skills 2. Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts 3. Reading Standards for Literature: Stories, Novels, Dramas, and Poetry 4. Writing Standards 5. Language Standards 6. Speaking and Listening Standards 	<p>Quarter 1</p> <ol style="list-style-type: none"> 1. Mathematical Practices 2. Counting and Cardinality 3. Number and Operations Base Ten 4. Measurement and Data 5. Geometry <p>Quarter 2</p> <ol style="list-style-type: none"> 1. Mathematical Practices 2. Counting and Cardinality 3. Operations and Algebraic Thinking 4. Geometry 5. Number and Operations in Base Ten 6. Measurement and Data <p>Quarter 3</p> <ol style="list-style-type: none"> 1. Mathematical Practices 2. Counting and Cardinality 3. Operations and Algebraic Thinking 4. Number and Operations in Base Ten 5. Measurement and Data 6. Geometry <p>Quarter 4</p> <ol style="list-style-type: none"> 1. Mathematical Practices 2. Counting and Cardinality 3. Operations and Algebraic Thinking 4. Number and Operations in Base Ten 5. Measurement and Data 6. Geometry

First Grade	
English/Language Arts	Math
<p>Quarter 1</p> <ol style="list-style-type: none"> 1. Print Concepts 2. Phonological Awareness 3. Phonics and Word Recognition 	<p>Quarter 1</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data

<p>4. Fluency Ongoing Reading Informational Text</p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity <p>Ongoing Reading Literature</p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity <p>Ongoing Writing</p> <ol style="list-style-type: none"> 1. Text Types and Purposes 2. Production and Distribution of Writing 3. Research to Build and Present Knowledge <p>Ongoing Speaking and Listening</p> <ol style="list-style-type: none"> 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas <p>Ongoing Language</p> <ol style="list-style-type: none"> 1. Conventions of Standard English 2. Vocabulary Acquisition and Use 	<p>4. Geometry 5. Standards for Mathematical Practice Quarter 2</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry <p>5. Standards for Mathematical Practice Quarter 3</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry <p>5. Standards for Mathematical Practice Quarter 4</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry <p>5. Standards for Mathematical Practice</p>
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Second Grade	
English/Language Arts	Math
<p>Ongoing Reading Foundational Skills</p> <ol style="list-style-type: none"> 1. Phonics and Word Recognition 2. Fluency <p>Ongoing Reading Literature</p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity <p>Ongoing Reading Informational Text</p> <ol style="list-style-type: none"> 1. Key Ideas and Details 2. Craft and Structure 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity <p>Ongoing Writing</p> <ol style="list-style-type: none"> 1. Text Types and Purposes 2. Production and Distribution of Writing 3. Research to Build and Present Knowledge <p>Ongoing Speaking and Listening</p> <ol style="list-style-type: none"> 1. Comprehension and Collaboration 	<p>Quarter 1</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry <p>5. Standards for Mathematical Practice Quarter 2</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry <p>5. Standards for Mathematical Practice Quarter 3</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry <p>5. Standards for Mathematical Practice Quarter 4</p> <ol style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry <p>5. Standards for Mathematical Practice</p>

2. Presentation of Knowledge and Ideas Ongoing Language 1. Conventions of Standard English 2. Knowledge of Language 3. Vocabulary Acquisition and Use	
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Third Grade	
English/Language Arts	Math
Quarter 1 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language 9 Week(s) Quarter 2 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language 9 Week(s) Quarter 3 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language 9 Week(s) Quarter 4 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language	Quarter 1 1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Standards for Mathematical Practice 45 Day(s) Quarter 2 1. Operations and Algebraic Thinking 2. Number and Operations - Fractions 3. Measurement and Data 4. Standards for Mathematical Practice 45 Day(s) Quarter 3 1. Measurement and Data 2. Geometry 3. Operations and Algebraic Thinking 4. Number and Operations - Fractions 5. Standards for Mathematical Practice 45 Day(s) Quarter 4 1. Number and Operations in Base Ten 2. Measurement and Data 3. Operations and Algebraic Thinking 4. Number and Operations - Fractions 5. Geometry 6. Standards for Mathematical Practice

Fourth Grade	
English/Language Arts	Math
Quarter 1 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language 9 Week(s) Quarter 2 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language 9 Week(s) Quarter 3	Quarter 1 1. Number and Operations in Base Ten 2. Measurement and Data 3. Number and Operations- Fractions 4. Mathematical Practices 45 Day(s) Quarter 2 1. Number and Operations- Fractions 2. Number and Operations in Base Ten 3. Measurement and Data 4. Geometry 5. Operations and Algebraic Thinking 6. Mathematical Practices 45 Day(s) Quarter 3 1. Geometry 2. Measurement and Data

<ul style="list-style-type: none"> 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language <p>9 Week(s) Quarter 4</p> <ul style="list-style-type: none"> 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language 	<ul style="list-style-type: none"> 3. Number and Operation-Fractions 4. Mathematical Practices <p>45 Day(s) Quarter 4</p> <ul style="list-style-type: none"> 1. Operations and Algebraic Thinking 2. Measurement and Data 3. Mathematical Practices
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Fifth grade	
English/Language Arts	Math
<p>Quarter 1</p> <ul style="list-style-type: none"> 1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Language 6. Speaking and Listening <p>9 Week(s) Quarter 2</p> <ul style="list-style-type: none"> 1. Reading Foundational Skills 2. Reading Informational Text 3. Reading Literature 4. Writing 5. Language 6. Speaking and Listening <p>9 Week(s) Quarter 3</p> <ul style="list-style-type: none"> 1. Reading Foundational Skills 2. Reading Informational Text 3. Reading Literature 4. Writing 5. Language 6. Speaking and Listening <p>9 Week(s) Quarter 4</p> <ul style="list-style-type: none"> 1. Reading Foundational Skills 2. Reading Informational Text 3. Reading Literature 4. Writing 5. Language 6. Speaking and Listening 	<p>Quarter 1</p> <ul style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Number and Operations - Fractions 3. Standards for Mathematical Practice <p>45 Day(s) Quarter 2</p> <ul style="list-style-type: none"> 1. Number and Operations - Fractions 2. Geometry 3. Measurement and Data 4. Standards for Mathematical Practice <p>45 Day(s) Quarter 3</p> <ul style="list-style-type: none"> 1. Number and Operations in Base Ten 2. Measurement and Data 3. Operations and Algebraic Thinking 4. Geometry 5. Standards for Mathematical Practice <p>45 Day(s) Quarter 4</p> <ul style="list-style-type: none"> 1. Operations and Algebraic Thinking 2. Measurement and Data 3. Standards for Mathematical Practice

Sixth Grade	
English/Language Arts	Math
<p>Quarter 1</p> <ul style="list-style-type: none"> 1. Reading Informational Text 2. Reading Literature 3. Writing 4. Speaking and Listening 5. Language 	<p>Quarter 1</p> <ul style="list-style-type: none"> 1. The Number System: Fractions, Decimals, and Percents 2. The Number System: Integers 3. Standards for Mathematical Practice <p>45 Day(s) Quarter 2</p>

9 Week(s) Quarter 2 1. Reading Informational Text 2. Reading Literature 3. Writing 4. Speaking and Listening 5. Language 9 Week(s) Quarter 3 1. Reading Informational Text 2. Reading Literature 3. Writing 4. Speaking and Listening 5. Language 9 Week(s) Quarter 4 1. Reading Informational Text 2. Reading Literature 3. Writing 4. Speaking and Listening 5. Language	1. Expressions and Equations 2. Ratios and Proportional Relationships 3. Standards for Mathematical Practice 45 Day(s) Quarter 3 1. Geometry 2. Standards for Mathematical Practice 45 Day(s) Quarter 4 1. Geometry 2. Statistics and Probability 3. Standards for Mathematical Practice
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Science, Social Studies and Electives

Indiana State Academic Standards will be followed for the integrated of Social Studies and Science in grades K-6. In addition, the following elective (enrichment) courses will be integrated into grades K-6.

K-6: World Language

The focus of the foreign language program is on communication. Students focus on developing the conversational and written skills for world language required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge affords them the ability to recognize cultural practices and the uniqueness of various communities.

Based on the demographics of the community and the student population, school administration and faculty will determine which world language(s) will be offered prior to the start of the school year. Choices may include, but are not limited to, Spanish, French, and American Sign Language. World language is a required subject at the School.

K-6: Art

The primary goal of the art program is to provide every student an opportunity to develop and explore his or her creative potential. Art specialists encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models.

Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

K-6: Music

The music curriculum includes both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances is incorporated throughout the music curriculum. Music specialists introduce students to both music skills and knowledge of various types of musical literature. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

Skills and techniques are developed throughout all grade levels. The curriculum focuses on the refinement of musical skills by introducing and practicing techniques such as blending vocal timbres, matching dynamic levels, appropriate tempo and balance, and responding to cues of the conductor through the singing of songs, rhymes, and melodies both individually and as a group. In addition, instruction will lead students to demonstrate progressive competency in reading and interpreting simple melodies, rhythms, melodic patterns, and appropriate dictation.

Creation and communication is another important part of the curriculum. Creative expression, individual interpretation and the creation of original musical works and songs will be encouraged and guided throughout the curriculum.

The last area included within the field of music is application to life. Real applications of music within the curriculum help students connect the impact of music to their everyday lives. Awareness of the use and role of music in media and entertainment is a focus of development. The curriculum provides an opportunity for modeling and practice of appropriate audience behavior in various musical settings.

K-6: Technology

The School recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

The School's philosophy of the role of technology in the classroom is based on three concepts. First, technology is a core for learning. Second, technology must be ubiquitous, (i.e., readily accessible to teachers and students in the classroom and all areas where learning takes place). Third, educational use of the Internet broadens and deepens students' knowledge and academic achievement. Appropriate use of the Internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for student access including pornographic sites. Supervision by faculty and staff will further ensure appropriate student use of the Internet.

The School bases technology instruction on six national standards (Spiral of Skills) that support computer literacy beginning in kindergarten. These standards are taught with

increasing complexity at appropriate levels (Level I, Grades K-2; Level II, Grades 3-5) as follows. The student:

1. Knows the characteristics and uses of computer hardware and operating systems
2. Knows the characteristics and uses of computer software
3. Understands the relationship among science, technology, society, and the individual
4. Understands the nature of technological design
5. Understands the nature of, and operation of systems
6. Understands the nature and uses of different forms of technology

K-6: Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities, emphasizing fine and gross motor skill development. The kindergarten through second grade curriculum, is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five, allows students to interact in team sports that also contribute to developing habits of good sportsmanship. The School will provide a minimum of 150 minutes of physical activity each week.

The kindergarten through fifth grade curriculum encompasses the following physical education big ideas:

- Cognitive Ability
- Lifetime Fitness
- Movement Competency
- Responsible Behaviors and Values
- The kindergarten through fifth grade curriculum encompasses the following health literacy big ideas:
 - Concepts
 - Promotions
 - Responsible Behavior

Attachment

Pupil Performance Standards

Attachment 5b provides the complete set of the proposed exit standards for the core subjects from sixth grade, to prepare students for excellence in secondary school curriculum. By demonstrating mastery in these standards, students will be prepared for the College and Career Readiness Anchor Standards continued throughout the secondary curriculum.

Attachment 5b provides both the Common Core State Standards and the Indiana Academic Standards for core subjects in sixth grade, recognizing that the Common Core Standards will begin to be implemented in the 2011-2012 school year, with full implementation complete by the 2014-2015 school year.

The Common Core State Standards Philosophy

The Common Core State Standards:

- are aligned with college and work expectations.
- include rigorous content *and* application of knowledge through high-order skills.
- build upon strengths and lessons of current state standards.
- are internationally benchmarked.
- are evidence and/or research-based.

The Common Core State Standards will

- help prepare all students with the knowledge and skills needed to succeed in college and careers.
- assist students who move between states.
- create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.
- allow for more focused pre-service education and professional development.
- create economies of scale around areas such as curriculum, instructional resources, and assessment.

Assessment Horizon

Indiana is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Through PARCC a new generation of assessments will be developed and used throughout the nation, allowing us to compare and evaluate policies that affect student achievement across states and school districts. The Common Core assessment includes a summative test, which will be administered online beginning with the 2014-15 school year. The assessment also includes “through-course assessments” that take place over the course of the year, allowing teachers to adjust their instruction based on students’ results. As a governing state, Indiana will pilot Common Core items in 2012-13 and 2013-14 and provide schools with data regarding student performance on the Common Core State Standards.

Understanding of Impact on Instruction—Crosswalk from Indiana Academic Standards to Common Core Standards

Grades K, 1, and 2

In 2011-12, kindergarten teachers will be the first to teach *only* the Common Core. Those kindergarteners will be the first class of 3rd graders to participate in the Common Core assessment. First-grade and second-grade students will learn Indiana Academic Standards and identified elements of Common Core in 2011-12. First-grade students will learn *only* Common Core in 2012-13. Second-grade students will learn *only* Common Core in 2013-14.

Grades 3-12

Students in grades 3-12 will receive an intentional introduction to the Common Core beginning with the 2011-12 school year to ensure they have the foundation for future learning with no instructional gaps. In 2014-15, all ELA and math teachers will *only* teach Common Core.

2. Charter Schools USA also includes the STRIVE (Schools/Students Taking Responsibility for Important Values of Excellence) Character Education Program in all curriculum.

This program is a comprehensive and systemic character education program that is part of the daily activities of our schools by recognizing that children develop character *by what they see, by what they hear and by what they are repeatedly led to do*. STRIVE provides our schools additional ways to partner with parents to help develop our students ethically, academically, and socially and provide enriched learning experiences for our students. We anticipate measurable positive results in the areas of:

- Academic performance
- Promotion rates
- Student attendance
- Student behavior
- Enhanced school climate

There are multiple ways for parents to get involved with STRIVE. These ways include parent training (“Parent University”); learning to support your child in STRIVE character development; participating in the STRIVE Kick-off every October; becoming a STRIVE classroom sponsor; helping STRIVE initiatives raise community support and participating in service projects.

3. Charter Schools USA will mirror the Indianapolis Public Schools Promotion and Retention Policies to include::

- a. Kindergarten students must meet the minimum Kindergarten Indiana Academic Standards and/or the Common Core Standards (depending on the year of adoption) in Language Arts and mathematics by receiving a grade of “Outstanding” or “Satisfactory”.

- b. Grades one (1) through six (6): students must receive a passing grade of “D” or higher in Reading, Math, English, Social Studies, and Science.

Any provision in the IPS attendance policy which impacts promotion/ retention will be followed when reaching a final decision on a student’s grade placement.

Because CSUSA’s Student Information System and online Personalized Learning Plans are readily available to parents, constant communication will occur throughout the academic school year with this general timeline:

- October – January: Teacher will indicate concern to parents and initiate documentation of academic performance.
- Early March: Teacher will notify administrator if any alternative grade placement is being considered. The Student Intervention Team may be convened by administrator. Parents receive written notification of possible retention.
- Early April: If placement or retention is still being considered, parents are notified by this time and commitment to the decision secured.
- May – June: Decision on placement or retention is made by the teacher and administrator and student grade placement or retention is completed.

Pupil Performance Standards

Attachment 5b

Proposed Learning Standards (Exit Standards)

This document provides both the Common Core State Standards and the Indiana Academic Standards for core subjects in sixth grade, recognizing that the Common Core Standards will begin to be implemented in the 2011-2012 school year, with full implementation complete by the 2014-2015 school year.

The Common Core State Standards Philosophy

The Common Core State Standards:

- are aligned with college and work expectations.
- include rigorous content *and* application of knowledge through high-order skills.
- build upon strengths and lessons of current state standards.
- are internationally benchmarked.
- are evidence and/or research-based.

The Common Core State Standards will

- help prepare all students with the knowledge and skills needed to succeed in college and careers.
- assist students who move between states.
- create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.
- allow for more focused pre-service education and professional development.
- create economies of scale around areas such as curriculum, instructional resources, and assessment.

Assessment Horizon

Indiana is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Through PARCC a new generation of assessments will be developed and used throughout the nation, allowing us to compare and evaluate policies that affect student achievement across states and school districts. The Common Core assessment includes a summative test, which will be administered online beginning with the 2014-15 school year. The assessment also includes “through-course assessments” that take place over the course of the year, allowing teachers to adjust their instruction based on students’ results. As a governing state, Indiana will pilot Common Core items in 2012-13 and 2013-14 and provide schools with data regarding student performance on the Common Core State Standards.

Impact on Instruction

Grades K, 1, and 2

In 2011-12, kindergarten teachers will be the first to teach *only* the Common Core. Those kindergarteners will be the first class of 3rd graders to participate in the Common Core assessment. First-grade and second-grade students will learn Indiana Academic Standards and identified elements of Common Core in 2011-12. First-grade students will learn *only* Common Core in 2012-13. Second-grade students will learn *only* Common Core in 2013-14.

Grades 3-12 Students in grades 3-12 will receive an intentional introduction to the Common Core beginning with the 2011-12 school year to ensure they have the foundation for future learning with no instructional gaps. In 2014-15, all ELA and math teachers will *only* teach Common Core.

Common Core	Indiana Academic Standards
English Language Arts/Reading	English Language Arts/Reading
<p>Students exiting sixth grade will be ready for excellence in middle school by demonstrating proficiency by being able to:</p> <p>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>Craft and Structure</p> <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Integration of Knowledge and Ideas</p> <p>6.RI.7 Integrate information presented in different media or</p>	<p>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development <i>Decoding and Word Recognition</i></p> <p>6.1.1 Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p><i>Vocabulary and Concept Development</i></p> <p>6.1.2 Identify and interpret figurative language (including similes, comparisons that use <i>like</i> or <i>as</i>, and metaphors, implied comparisons) and words with multiple meanings.</p> <p>6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p> <p>6.1.5 Understand and explain slight differences in meaning in related words. .</p> <p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text. <i>Structural Features of Informational and Technical Materials</i></p> <p>6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the</p>

<p>formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>Range of Reading and Level of Text Complexity</p> <p>6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Literature</p> <p>Key Ideas and Details</p> <p>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Craft and Structure</p>	<p>features to obtain information.</p> <p>6.2.2 Analyze text that uses a compare-and-contrast organizational pattern..</p> <p><i>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</i></p> <p>6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.</p> <p>6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.</p> <p>6.2.5 Follow multiple-step instructions for preparing applications.</p> <p><i>Expository (Informational) Critique</i></p> <p>6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.</p> <p>6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.</p> <p>6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something. .</p> <p>6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).</p> <p>Standard 3</p> <p>READING: Comprehension and Analysis of Literary Text</p> <p><i>Structural Features of Literature</i></p> <p>6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form..</p> <p><i>Analysis of Grade-Level-Appropriate Literary Text</i></p> <p>6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict. .</p> <p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p> <p>6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration</p>
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<p>6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>(repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme. .</p> <p>6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the “I” perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p> <p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.</p>
<p>Integration of Knowledge and Ideas</p> <p>6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>6.RL.8 (This College and Career Readiness Standard does not have a literature component)</p> <p>6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>• Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace</p> <p>• Imagery: the use of language to create vivid pictures in the reader’s mind</p> <p>• Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>.</p> <p>6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p><i>Literary Criticism</i></p> <p>6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic. .</p>
<p>Range of Reading and Level of Text Complexity</p> <p>6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Standard 4</p> <p>WRITING: Processes and Features</p> <p><i>Organization and Focus</i></p> <p>6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>6.4.2 Choose the form of writing that best suits the intended purpose.</p> <p>6.4.3 Write informational pieces of several paragraphs that:</p> <ul style="list-style-type: none"> engage the interest of the reader. state a clear purpose.

<p>Writing Standards Text Types and Purposes</p> <p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. <p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. 	<ul style="list-style-type: none"> develop the topic with supporting details and precise language. conclude with a detailed summary linked to the purpose of the composition. <p>6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.</p> <p><i>Research Process and Technology</i></p> <p>6.4.5 Use note-taking skills when completing research for writing.</p> <p>6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.</p> <p>6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.</p> <p><i>Evaluation and Revision</i></p> <p>6.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>6.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p> <p>6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:</i></p> <p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> establish and develop a plot and setting and present a point of view that is appropriate to the stories.
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<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate</p>	<ul style="list-style-type: none"> • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense. <p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions. <p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • support statements with evidence from the text. <p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counterarguments. <p>6.5.6 Use varied word choices to make writing interesting.</p> <p>6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.</p> <p>6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p><i>Research Application</i></p> <p>6.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p>
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to task, purpose, and audience.

6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").

- uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.
- demonstrates that information that has been gathered has been summarized.
- demonstrates that sources have been evaluated for accuracy, bias, and credibility.
- organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Standard 6

WRITING: English Language Conventions

Sentence Structure

6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.

6.6.6 Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).

- We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).
- Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).

Grammar

6.6.2 Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*), present perfect (*have been, has been*), past perfect

b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").

Range of Writing

6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards

Conventions of Standard English

6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

6.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and

(*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.

- Indefinite pronouns: Each should do his or her work.
- Indefinite pronouns: Many were absent today.
- Correct verb agreement: Todd and Amanda were chosen to star in the play.
- Incorrect verb agreement: Todd and Amanda was chosen to star in the play.

Punctuation

6.6.3 Use colons after the salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*).

Capitalization

6.6.4 Use correct capitalization.

Spelling

6.6.5 Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw*).

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

Comprehension

6.7.1 Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).

6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.

6.7.3 Restate and carry out multiple-step oral instructions and directions.

6.7.15 Ask questions that seek information not already discussed.

Organization and Delivery of Oral Communication

6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal

<p>spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly. 	<p>6.7.5 modulation (changes in tone) to the audience. Emphasize important points to assist the listener in following the main ideas and concepts.</p> <p>6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.</p>
<p>Knowledge of Language</p> <p>6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/ listener interest, and style. Maintain consistency in style and tone. 	<p>6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>), for intent and effect.</p>
<p>Vocabulary Acquisition and Use</p> <p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>6.L.5 Demonstrate understanding of figurative language, word</p>	<p>6.7.9 Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.</p> <p>6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.</p> <p><i>Speaking Applications</i></p> <p>6.7.10 Deliver narrative presentations that:</p> <ul style="list-style-type: none"> establish a context, plot, and point of view. include sensory details and specific language to develop the plot and character. use a range of narrative (story) devices, including dialogue, tension, or suspense. <p>6.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> <p>6.7.11 Deliver informative presentations that:</p>

<p>relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty). <p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking and Listening Standards Comprehension and Collaboration</p> <p>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 	<ul style="list-style-type: none"> pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. <p>6.7.12 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> develop an interpretation that shows careful reading, understanding, and insight. organize the presentation around several clear ideas, premises, or images. develop and justify the interpretation through the use of examples from the text. <p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> provide a clear statement of the position. include relevant evidence. offer a logical sequence of information. engage the listener and try to gain acceptance of the proposition or proposal. <p>6.7.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> theorize on the causes and effects of each problem. establish connections between the defined problem and at least one solution. offer persuasive evidence to support the definition of the problem and the proposed solutions.
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<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Presentation of Knowledge and Ideas</p> <p>6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
Common Core	Indiana Academic Standards
Mathematics	Mathematics

<p>Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>6.RP.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>6.RP.2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p>6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p>Solve unit rate problems including those involving unit pricing and constant speed</p> <p>Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent</p> <p>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p> <p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem</p> <p>Compute fluently with multi-digit numbers and find common factors and multiples.</p>	<p>Students exiting sixth grade will be ready for excellence in middle school by demonstrating proficiency by being able to:</p> <p>6.1.1 Understand and apply the basic concept of negative numbers (e.g., on a number line, in counting, in temperature, in “owing”).</p> <p>6.1.2 Interpret the absolute value of a number as the distance from zero on a number line and find the absolute value of real numbers.</p> <p>6.1.3 Compare and represent on a number line positive and negative integers, fractions, decimals (to hundredths), and mixed numbers.</p> <p>6.1.4 Convert between any two representations of numbers (fractions, decimals, and percents) without the use of a calculator.</p> <p>6.1.5 Recognize decimal equivalents for commonly used fractions without the use of a calculator.</p> <p>6.1.6 Use models to represent ratios.</p> <p>6.1.7 Find the least common multiple* and the greatest common factor* of whole numbers. Use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).</p> <p>* positive and negative integers: ..., -3, -2, -1, 0, 1, 2, 3, ...</p> <p>* multiples: e.g., multiples of 7 are 7, 14, 21, 28, etc.</p> <p>* factors: e.g., factors of 12 are 1, 2, 3, 4, 6, 12</p>
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6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.

6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor

Apply and extend previous understandings of numbers to the system of rational numbers.

6.NS.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.

Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the

- * least common multiple: e.g., the least common multiple of 4 and 6 is 12
- * greatest common factor: e.g., the greatest common factor of 18 and 42 is 6

Standard 2 Computation

Students solve problems involving addition, subtraction, multiplication, and division of integers. They solve problems involving fractions, decimals, ratios, proportions, and percentages.

6.2.1 Add and subtract positive and negative integers.

6.2.2 Multiply and divide positive and negative integers.

6.2.3 Multiply and divide decimals.

6.2.4 Explain how to multiply and divide positive fractions and perform the calculations.

6.2.5 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

6.2.6 Interpret and use ratios to show the relative sizes of two quantities. Use the notations: a/b , a to b , $a:b$.

6.2.7 Understand proportions and use them to solve problems.

<p>points are related by reflections across one or both axes.</p> <p>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>6.NS.7. Understand ordering and absolute value of rational numbers.</p> <p>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>Write, interpret, and explain statements of order for rational numbers in real-world contexts\</p> <p>Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p>Distinguish comparisons of absolute value from statements about order.</p> <p>6.NS.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>6.EE.1. Write and evaluate numerical expressions involving whole-number exponents.</p> <p>6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>Write expressions that record operations with</p>	<p>6.2.8 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</p> <p>6.2.9 Use estimation to decide whether answers are reasonable in decimal problems.</p> <p>6.2.10 Use mental arithmetic to add or subtract simple fractions and decimals.</p> <p>Standard 3 Algebra and Functions</p> <p><i>Students write verbal expressions and sentences as algebraic expressions and equations. They evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results. They investigate geometric relationships and describe them algebraically.</i></p> <p>6.3.1 Write and solve one-step linear equations and inequalities in one variable and check the answers.</p> <p>6.3.2 Write and use formulas with up to three variables to solve problems.</p> <p>6.3.3 Interpret and evaluate expressions that use grouping symbols such as parentheses.</p> <p>6.3.4 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.</p> <p>6.3.5 Use variables in expressions describing geometric</p>
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<p>numbers and with letters standing for numbers..</p> <p>Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity</p> <p>Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations)..</p> <p>6.EE.3. Apply the properties of operations to generate equivalent expressions.</p> <p>6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them)..</p> <p>Reason about and solve one-variable equations and inequalities.</p> <p>6.EE.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p>6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p> <p>6.EE.8. Write an inequality of the form $x > c$ or $x < c$ to</p>	<p>quantities.</p> <p>6.3.6 Apply the correct order of operations and the properties of real numbers (e.g., identity, inverse, commutative*, associative*, and distributive* properties) to evaluate numerical expressions. Justify each step in the process.</p> <p>6.3.7 Identify and graph ordered pairs in the four quadrants of the coordinate plane.</p> <p>6.3.8 Solve problems involving linear functions with integer* values. Write the equation and graph the resulting ordered pairs of integers on a grid.</p> <p>6.3.9 Investigate how a change in one variable relates to a change in a second variable.</p> <ul style="list-style-type: none"> * commutative property: the order when adding or multiplying numbers makes no difference (e.g., $5 + 3 = 3 + 5$), but note that this is not true for subtraction or division * associative property: the grouping when adding or multiplying numbers makes no difference (e.g., in $5 + 3 + 2$, adding 5 and 3 and then adding 2 is the same as 5 added to $3 + 2$), but note that this is not true for subtraction or division * distributive property: e.g., $3(5 + 2) = (3 \times 5) + (3 \times 2)$ * integers: ..., -3, -2, -1, 0, 1, 2, 3, ... <p>Standard 4 Geometry</p>
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represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

6.EE.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Solve real-world and mathematical problems involving area, surface area, and volume.

6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a

Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them.

- 6.4.1 Identify and draw vertical*, adjacent*, complementary*, and supplementary* angles and describe these angle relationships.
- 6.4.2 Use the properties of complementary, supplementary, and vertical angles to solve problems involving an unknown angle. Justify solutions.
- 6.4.3 Draw quadrilaterals* and triangles from given information about them.
- 6.4.4 Understand that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360° . Use this information to solve problems.
- 6.4.5 Identify and draw two-dimensional shapes that are similar*.
- 6.4.6 Draw the translation (slide) and reflection (flip) of shapes.
- 6.4.7 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

- * vertical angles: angles 1 and 3 or 2 and 4
- * adjacent angles: angles 1 and 2 or 2 and 3, etc.
- * complementary angles: two angles whose sum is 90°
- * supplementary angles: two angles whose sum is 180°

<p>side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>Develop understanding of statistical variability.</p> <p>6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers..</p> <p>6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p>Summarize and describe distributions.</p> <p>6.SP.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.5. Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. 	<p>(angles 1 and 2)</p> <ul style="list-style-type: none"> * quadrilateral: a two-dimensional figure with four sides * similar: the term to describe figures that have the same shape but may not have the same size <p>Standard 5 Measurement</p> <p><i>Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems. They calculate with temperature and money, and choose appropriate units of measure in other areas.</i></p> <p>6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p>6.5.2 Understand and use larger units for measuring length by comparing miles to yards and kilometers to meters.</p> <p>6.5.3 Understand and use larger units for measuring area by comparing acres and square miles to square yards and square kilometers to square meters.</p> <p>6.5.4 Understand the concept of the constant π as the ratio of the circumference to the diameter of a circle. Develop and use the formulas for the circumference and area of a circle.</p> <p>6.5.5 Know common estimates of π (3.14, $\frac{22}{7}$) and use these values to estimate and calculate the circumference and the</p>
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<p>Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>	<p>area of circles. Compare with actual measurements.</p> <p>6.5.6 Understand the concept of significant figures and round answers to an appropriate number of significant figures.</p> <p>6.5.7 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area of these objects.</p> <p>6.5.8 Use strategies to find the surface area and volume of right prisms* and cylinders using appropriate units.</p> <p>6.5.9 Use a formula to convert temperatures between Celsius and Fahrenheit.</p> <p>6.5.10 Add, subtract, multiply, and divide with money in decimal notation.</p> <p>* right prism: a three-dimensional shape with two congruent ends that are polygons and all other faces are rectangles</p> <p>Standard 6 Data Analysis and Probability</p> <p><i>Students compute and analyze statistical measures for data sets. They determine theoretical and experimental probabilities and use them to make predictions about events.</i></p> <p>6.6.1 Organize and display single-variable data in appropriate graphs and stem-and-leaf plots*, and explain which types of graphs are appropriate for various</p>
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	<p data-bbox="1157 196 1272 220">data sets.</p> <p data-bbox="1062 277 1906 480">6.6.2 Make frequency tables for numerical data, grouping the data in different ways to investigate how different groupings describe the data. Understand and find relative and cumulative frequency for a data set. Use histograms of the data and of the relative frequency distribution, and a broken line graph for cumulative frequency, to interpret the data.</p> <p data-bbox="1062 532 1881 630">6.6.3 Compare the mean*, median*, and mode* for a set of data and explain which measure is most appropriate in a given context.</p> <p data-bbox="1062 683 1892 781">6.6.4 Show all possible outcomes for compound events in an organized way and find the theoretical probability of each outcome.</p> <p data-bbox="1062 834 1839 859">6.6.5 Use data to estimate the probability of future events.</p> <p data-bbox="1062 912 1906 1050">6.6.6 Understand and represent probabilities as ratios, measures of relative frequency, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable.</p> <ul data-bbox="1209 1099 1906 1365" style="list-style-type: none"> * stem-and-leaf plot: the example under 6.6.1 shows 62, 63, 67, 71, 75, 75, 76, etc. * mean: the average obtained by adding the values and dividing by the number of values * median: the value that divides a set of data, written in order of size, into two equal parts * mode: the most common value in a given data set
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**Standard 7
Problem Solving**

Students make decisions about how to approach problems and communicate their ideas.

6.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

6.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.

6.7.3 Decide when and how to break a problem into simpler parts.

Students use strategies, skills, and concepts in finding and communicating solutions to problems.

6.7.4 Apply strategies and results from simpler problems to solve more complex problems.

6.7.5 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work..

6.7.6 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

6.7.7 Select and apply appropriate methods for estimating

	<p>results of rational-number computations.</p> <p>6.7.8 Use graphing to estimate solutions and check the estimates with analytic approaches.</p> <p>6.7.9 Make precise calculations and check the validity of the results in the context of the problem.</p> <p><i>Students determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.</i></p> <p>6.7.10 Decide whether a solution is reasonable in the context of the original situation.</p> <p>6.7.11 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>
<p>Common Core Literacy Standards</p>	<p>Indiana Academic Standards</p>
<p>Social Studies</p>	<p>Social Studies</p>

<p>Key Ideas and Details</p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>Craft and Structure</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Students exiting sixth grade will be ready for excellence in middle school by demonstrating proficiency by being able to:</p> <p>Historical Knowledge</p> <p><i>Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.</i></p> <p>6.1.1 Describe the rise; the political, technological and cultural achievements; and the decline of ancient civilizations in Europe and Mesoamerica*. (Individuals, Society and Culture)</p> <p>6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica. (Individuals, Society and Culture)</p> <p><i>Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.</i></p> <p>6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.</p> <p>6.1.4 Describe and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. (Individuals, Society and Culture)</p> <p>6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.</p> <p>6.1.6 Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe and Mesoamerica.</p> <p>6.1.7 Explain the effects of the Black Death, or bubonic plague, along with economic, environmental and social factors that led to the decline of medieval* society.</p> <p>6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.</p>
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<p>Range of Reading and Level of Text Complexity</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>(Individuals, Society and Culture)</p> <p>6.1.9 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest. (Individuals, Society and Culture)</p> <p>* Mesoamerica: the area of Mexico and Central America where early civilizations were located</p> <p><i>Early Modern Era: 1500 to 1800</i></p> <p>6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world. (Individuals, Society and Culture)</p> <p>6.1.11 Compare Spanish and Portuguese colonies in Mexico and South America with French and British colonies in North America.</p> <p>6.1.12 Describe the Reformations and their effects on European and American society. (Individuals, Society and Culture)</p> <p>6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment. (Individuals, Society and Culture)</p> <p>6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the changes it brought about. (Individuals, Society and Culture)</p> <p><i>Modern Era: 1700 to the present</i></p> <p>6.1.15 Describe the impact of industrialization* and urbanization* on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world. (Individuals, Society and Culture)</p> <p>6.1.16 Trace the individuals, beliefs and events that represent</p>
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	<p>various political ideologies during the nineteenth and twentieth centuries. (Individuals, Society and Culture)</p> <p>6.1.17 Compare the opportunities and dangers related to the development of a highly technological society.</p> <ul style="list-style-type: none"> * industrialization: the growth of machine production and the factory system; the process of introducing manufacturing into countries or regions where most people are engaged in primary economic activities * urbanization: a process in which there is an increase in the percentage of people living and working in urban places as compared to rural places * liberalism: a theory of government that pertains to individuals' personal and private rights to liberty * conservatism: a philosophy based on gradual development, tradition and social stability, and maintaining established institutions and customs * nationalism: the belief that groups of people are bound together by cultural, ethnic and territorial links * socialism: an economic and political system based on government control of all businesses, lands and natural resources * communism: a theoretical economic and political system where property is collectively owned and society is organized for the benefit of all its members * fascism: a totalitarian form of government that promotes a form of nationalism in which the goals of the nation are more important than those of the individual. Nazism, a German form of fascism, considered Jews to be the greatest threat to the nation. * popular sovereignty: governing power belongs to all the people and is a synonym for democracy, but it
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emphasizes the belief that everyone is politically equal

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

- 6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas. (Individuals, Society and Culture)
- 6.1.19 Define and use the terms *decade*, *century*, and *millennium*, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.1.20 Recognize historical perspectives in fiction and nonfiction by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.
- 6.1.21 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. (Individuals, Society and Culture)
- 6.1.22 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.1.23 Form research questions and use a variety of information resources* to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas. (Individuals, Society and Culture)
- 6.1.24 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of

those involved.

- * anthropology: the study of human beings; there are four major fields of anthropology: cultural anthropology, forensic anthropology, linguistics and archeology
- * archeology: a branch of anthropology which studies past cultures through the things that remain, such as buildings, tools or pottery
- * information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

**Standard 2
Civics and Government**

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

Foundations of Government

- 6.2. Identify and compare major forms of historical and contemporary governments in Europe and the Americas.
- 6.2.2 Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.
- 6.2.3 Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy.
- 6.2.4 Define the term nation-state* and describe the rise of

nation-states headed by monarchs in Europe from 1500 to 1700.

- * nation-state: a political entity that claims the right to rule over a defined territory and jurisdiction over everyone within it based on the belief (false assumptions) that this territory belongs to a nation

Functions of Government

6.2.5 Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.

6.2.6 Identify the functions of international political organizations in the world today.

- * information resources: print media, such as books, magazines and newspapers; electronic media such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

Roles of Citizens

6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.

Standard 3 Geography

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

The World in Spatial Terms

	<p>6.3.1 Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.</p> <p>6.3.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS)* to distinguish absolute and relative location and to describe Earth's surfaces.</p> <p>* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth</p> <p>Places and Regions</p> <p>6.3.3 Describe and compare major physical characteristics* of regions in Europe and the Americas.</p> <p>6.3.4 Describe and compare major cultural characteristics* of regions in Europe and the Western Hemisphere.</p> <p>* physical characteristics: natural features, such as land and water forms, climate, natural vegetation and native wildlife</p> <p>* cultural characteristics: learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines</p> <p>Physical Systems</p> <p>6.3.5 Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.</p> <p>6.3.6 Explain how ocean currents and winds influence climate</p>
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	<p>differences on Europe and the Americas.</p> <p>6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.</p> <p>6.3.8 Identify major biomes* of Europe and the Americas and explain how these are influenced by climate.</p> <ul style="list-style-type: none"> * biomes: major ecological communities, such as rainforest, desert grassland <p>Human Systems</p> <p>6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography.</p> <p>6.3.10 Explain that cultures change in three ways: cultural diffusion*, invention* and innovation*. (Individuals, Society and Culture)</p> <p>6.3.11 Define the terms anthropology* and archeology* and explain how these fields contribute to our understanding of societies in the present and the past. (Individuals, Society and Culture)</p> <ul style="list-style-type: none"> * cultural diffusion: the spread of ideas from one culture to another * invention: a new idea about how something can be made or done * innovation: an improvement in a culture's technology * anthropology: the study of human beings; there are four major fields of anthropology: cultural anthropology, forensic anthropology, linguistics and archeology * archeology: a branch of anthropology which studies past cultures through the things that remain, such as
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buildings, tools or pottery

Environment and Society

- 6.3.12 Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood and water in countries such as Brazil, Mexico, Canada, Great Britain and Russia.
- 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.
- 6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.

**Standard 4
Economics**

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

- 6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas.
- 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.
- 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.
- 6.4.4 Describe how different economic systems* (traditional*, command*, market* and mixed*) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.
- 6.4.5 Explain how financial institutions (banks, credit unions and stocks-and-bonds markets) channel funds from savers to borrowers and investors.
- 6.4.6 Compare the standard of living of various countries of

	<p>Europe and the Americas today using Gross Domestic Product* (GDP) per capita as an indicator.</p> <p>6.4.7 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources*.</p> <p>6.4.8 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p>6.4.9 Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful spillovers* or harmful spillovers to people inside a country who are not directly involved in the consumption or production of a product.</p> <p>6.4.10 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.</p> <ul style="list-style-type: none"> * economic systems: ways that people allocate economic resources, goods and services * traditional economy: an economy in which resources are allocated based on custom and tradition * command economy: an economy in which resources are allocated by the government or other central authority * market economy: an economy in which resources are allocated by individuals * mixed economy: an economy in which resources are allocated by some combination of traditional, command or market systems * Gross Domestic Product (GDP): the value of all goods and services produced in a country in a year * information resources: print media, such as books, magazines and newspapers; electronic media, such as
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	<p>radio, television, Web sites and databases; and community resources, such as individuals and organizations</p> <p>* spillover: the impact of an activity (positive or negative) on the well-being of a third party</p>
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Common Core Literacy Standards	Indiana Academic Standards
Science	Science

<p>Key Ideas and Details</p> <p>RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>Craft and Structure</p> <p>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p> <p>RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RST.6-8.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9. Compare and contrast the information gained from</p>	<p>Students exiting sixth grade will be ready for excellence in middle school by demonstrating proficiency by being able to:</p> <p><i>The Scientific View of the World</i></p> <p>6.1.1 Explain that some scientific knowledge, such as the length of the year, is very old and yet is still applicable today. Understand, however, that scientific knowledge is never exempt from review and criticism.</p> <p><i>Scientific Inquiry</i></p> <p>6.1.2 Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses* and explanations, in order to make sense of the evidence.</p> <p>6.1.3 Recognize and explain that hypotheses are valuable, even if they turn out not to be true, if they lead to fruitful investigations.</p> <p>* hypothesis: an informed guess or tentative explanation for which there is not yet much evidence</p> <p><i>The Scientific Enterprise</i></p> <p>6.1.4 Give examples of employers who hire scientists, such as colleges and universities, businesses and industries, hospitals, and many government agencies.</p> <p>6.1.5 Identify places where scientists work, including offices, classrooms, laboratories, farms, factories, and natural field settings ranging from space to the ocean floor.</p>
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<p>experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>6.1.6 Explain that computers have become invaluable in science because they speed up and extend people’s ability to collect, store, compile, and analyze data; prepare research reports; and share data and ideas with investigators all over the world.</p> <p><i>Technology and Science</i></p> <p>6.1.7 Explain that technology is essential to science for such purposes as access to outer space and other remote locations, sample collection and treatment, measurement, data collection and storage, computation, and communication of information.</p> <p>6.1.8 Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.</p> <p>6.1.9 Explain how technologies can influence all living things.</p> <p>Standard 2 Scientific Thinking</p> <p><i>Students use computers and other tools to collect information, calculate, and analyze data. They prepare tables and graphs, using these to summarize data and identify relationships.</i></p> <p><i>Computation and Estimation</i></p> <p>6.2.1 Find the mean* and median* of a set of data.</p> <p>6.2.2 Use technology, such as calculators or computer spreadsheets, in analysis of data.</p> <p>* mean: the average obtained by adding the values and dividing by the number of values</p> <p>* median: the value that divides a set of data, written in</p>
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order of size, into two equal parts

Manipulation and Observation

6.2.3 Select tools, such as cameras and tape recorders, for capturing information.

6.2.4 Inspect, disassemble, and reassemble simple mechanical devices and describe what the various parts are for. Estimate what the effect of making a change in one part of a system is likely to have on the system as a whole.

Communication Skills

6.2.5 Organize information in simple tables and graphs and identify relationships they reveal. Use tables and graphs as examples of evidence for explanations when writing essays or writing about lab work, fieldwork, etc.

6.2.6 Read simple tables and graphs produced by others and describe in words what they show.

6.2.7 Locate information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

6.2.8 Analyze and interpret a given set of findings, demonstrating that there may be more than one good way to do so.

Critical Response Skills

6.2.9 Compare consumer products, such as generic and brand-name products, and consider reasonable personal trade-offs among them on the basis of features, performance, durability, and costs.

Standard 3
The Physical Setting

Students collect and organize data to identify relationships between physical objects, events, and processes. They use logical reasoning to question their own ideas as new information challenges their conceptions of the natural world.

The Universe

- 6.3.1 Compare and contrast the size, composition, and surface features of the planets that comprise the solar system, as well as the objects orbiting them. Explain that the planets, except Pluto, move around the sun in nearly circular orbits.
- 6.3.2 Observe and describe that planets change their position relative to the background of stars.
- 6.3.3 Explain that Earth is one of several planets that orbit the sun, and that the moon, as well as many artificial satellites and debris, orbit around Earth.

Earth and the Processes That Shape It

- 6.3.4 Explain that we live on a planet which appears at present to be the only body in the solar system capable of supporting life.
- 6.3.5 Use models or drawings to explain that Earth has different seasons and weather patterns because it turns daily on an axis that is tilted relative to the plane of Earth's yearly orbit around the sun. Know that because of this, sunlight falls more intensely on different parts of Earth during the year (the accompanying greater length of days also has an effect) and the difference in heating produces seasons and weather patterns.

	<p>6.3.6 Use models or drawings to explain that the phases of the moon are caused by the moon's orbit around Earth, once in about 28 days, changing what part of the moon is lighted by the sun and how much of that part can be seen from Earth, both during the day and night.</p> <p>6.3.7 Understand and describe the scales involved in characterizing Earth and its atmosphere. Describe that Earth is mostly rock, that three-fourths of its surface is covered by a relatively thin layer of water, and that the entire planet is surrounded by a relatively thin blanket of air.</p> <p>6.3.8 Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life.</p> <p>6.3.9 Illustrate that the cycling of water in and out of the atmosphere plays an important role in determining climatic patterns.</p> <p>6.3.10 Describe the motions of ocean waters, such as tides, and identify their causes.</p> <p>6.3.11 Identify and explain the effects of oceans on climate.</p> <p>6.3.12 Describe ways human beings protect themselves from adverse weather conditions.</p> <p>6.3.13 Identify, explain, and discuss some effects human activities, such as the creation of pollution, have on weather and the atmosphere.</p> <p>6.3.14 Give examples of some minerals that are very rare and some that exist in great quantities. Explain how recycling and the development of substitutes can reduce the rate of depletion of minerals.</p> <p>6.3.15 Explain that although weathered* rock is the basic component of soil, the composition and texture of soil and</p>
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	<p>its fertility and resistance to erosion* are greatly influenced by plant roots and debris, bacteria, fungi, worms, insects, and other organisms.</p> <p>6.3.16 Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms.</p> <p>* weathering: the breaking down of rocks and other materials on Earth’s surface by such processes as rain or wind</p> <p>* erosion: the process by which the products of weathering are moved from one place to another</p> <p><i>Matter* and Energy*</i></p> <p>6.3.17 Recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound.</p> <p>6.3.18 Investigate and describe that when a new material, such as concrete, is made by combining two or more materials, it has properties that are different from the original materials.</p> <p>6.3.19 Investigate that materials may be composed of parts that are too small to be seen without magnification.</p> <p>6.3.20 Investigate that equal volumes* of different substances usually have different masses as well as different densities*.</p> <p>* matter: anything that has mass* and takes up space</p>
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- * mass: a measure of how much matter is in an object
- * energy: what is needed to make things move
- * volume: a measure of the size of a three-dimensional object
- * density: the density of a sample is the sample's mass divided by its volume

Forces of Nature

- 6.3.21 Investigate, using a prism for example, that light is made up of a mixture of many different colors of light, even though the light is perceived as almost white.
- 6.3.22 Demonstrate that vibrations in materials set up wavelike disturbances, such as sound and earthquake waves*, that spread away from the source.
- 6.3.23 Explain that electrical circuits* provide a means of transferring electrical energy from sources such as generators to devices in which heat, light, sound, and chemical changes are produced.

- * wave: a traveling disturbance that carries energy from one place to another
- * circuit: the complete path of an electric current

**Standard 4
The Living Environment**

Students recognize that plants and animals obtain energy in different ways, and they can describe some of the internal structures of organisms related to this function. They examine the similarities and

differences between humans and other species. They use microscopes to observe cells and recognize cells as the building blocks of all life.*

Diversity of Life

- 6.4.1 Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods.
- 6.4.2 Give examples of organisms that cannot be neatly classified as either plants or animals, such as fungi and bacteria.
- 6.4.3 Describe some of the great variety of body plans and internal structures animals and plants have that contribute to their being able to make or find food and reproduce.
- 6.4.4 Recognize and describe that a species comprises all organisms that can mate with one another to produce fertile offspring.
- 6.4.5 Investigate and explain that all living things are composed of cells whose details are usually visible only through a microscope.
- 6.4.6 Distinguish the main differences between plant and animal cells, such as the presence of chlorophyll* and cell walls in plant cells and their absence in animal cells.
- 6.4.7 Explain that about two-thirds of the mass of a cell is accounted for by water. Understand that water gives cells many of their properties.

* species: a category of biological classification that is comprised of organisms sufficiently and closely related as to be potentially able to mate with one another

* chlorophyll: a substance found in green plants that is

needed for photosynthesis*

- * photosynthesis: a process by which green plants use energy from sunlight to make their own food

Interdependence of Life and Evolution

6.4.8 Explain that in all environments, such as freshwater, marine, forest, desert, grassland, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions.

6.4.9 Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship, such as producer*/consumer*, predator*/prey*, or parasite*/host*.

6.4.10 Describe how life on Earth depends on energy from the sun.

- * producer: an organism that can make its own food
- * consumer: an organism that feeds directly or indirectly on producers
- * predator: an organism that kills and eats other organisms
- * prey: an organism that is killed and eaten by a predator
- * parasite: an organism that feeds on other living organisms
- * host: an organism in which or on which another organism lives

Human Identity

- 6.4.11 Describe that human beings have body systems for obtaining and providing energy, defense, reproduction, and the coordination of body functions.
- 6.4.12 Explain that human beings have many similarities and differences and that the similarities make it possible for human beings to reproduce and to donate blood and organs to one another.
- 6.4.13 Give examples of how human beings use technology to match or exceed many of the abilities of other species.

Standard 5
The Mathematical World

Students apply mathematics in scientific contexts. They use mathematical ideas, such as relations between operations, symbols, shapes in three dimensions, statistical relationships, and the use of logical reasoning in the representation and synthesis of data.

Numbers

- 6.5.1 Demonstrate that the operations addition and subtraction are inverses and that multiplication and division are inverses of each other.
- 6.5.2 Evaluate the precision and usefulness of data based on measurements taken.

Shapes and Symbolic Relationships

- 6.5.3 Explain why shapes on a sphere* like Earth cannot be depicted on a flat surface without some distortion.
- 6.5.4 Demonstrate how graphs may help to show patterns —

such as trends, varying rates of change, gaps, or clusters — which can be used to make predictions.

* sphere: a shape best described as that of a round ball, such as a baseball, that looks the same when seen from all directions

Reasoning and Uncertainty

6.5.5 Explain the strengths and weaknesses of using an analogy to help describe an event, object, etc.

6.5.6 Predict the frequency of the occurrence of future events based on data.

6.5.7 Demonstrate how probabilities and ratios can be expressed as fractions, percentages, or odds.

**Standard 6
Historical Perspectives**

Students gain understanding of how the scientific enterprise operates through examples of historical events. Through the study of these events, they understand that new ideas are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators.

6.6.1 Understand and explain that from the earliest times until now, people have believed that even though countless different kinds of materials seem to exist in the world, most things can be made up of combinations of just a few basic kinds of things. Note that there has not always been agreement, however, on what those basic kinds of things

are, such as the theory of long ago that the basic substances were earth, water, air, and fire. Understand that this theory seemed to explain many observations about the world, but as we know now, it fails to explain many others.

6.6.2 Understand and describe that scientists are still working out the details of what the basic kinds of matter are on the smallest scale, and of how they combine, or can be made to combine, to make other substances.

6.6.3 Understand and explain that the experimental and theoretical work done by French scientist Antoine Lavoisier in the decade between the American and French Revolutions contributed crucially to the modern science of chemistry.

Standard 7
Common Themes

Students use mental and physical models to conceptualize processes. They recognize that many systems have feedback mechanisms that limit changes.

Systems

6.7.1 Describe that a system, such as the human body, is composed of subsystems.

Models and Scale

6.7.2 Use models to illustrate processes that happen too slowly, too quickly, or on too small a scale to observe directly, or are too vast to be changed deliberately, or are potentially dangerous.

	<p><i>Constancy and Change</i></p> <p>6.7.3 Identify examples of feedback mechanisms within systems that serve to keep changes within specified limits.</p>
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Attachment 6

<i>First Day of School:</i>	August 6, 2012
<i>School Day Start/ End Time:</i>	Approximately 8:00 - 3:00
<i>Hours in school day:</i>	Approximately 7 hours
<i>Number of Instructional Minutes per day:</i>	Approximately 380
<i>Number of Instructional School Days per year:</i>	189
<i>Number of Before School hours devoted to academics:</i>	0
<i>Number of After School hours devoted to academics:</i>	0
<i>Number of days devoted to staff development during school year:</i>	Approximately 2
<i>Number of days devoted to staff development prior to school opening:</i>	Approximately 15

Charter Schools USA- Marion County

2012-2013

Academic Year Calendar



July 12						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 12						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 12						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 12						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 12						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 12						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 13						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 13						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 13						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 13						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 13						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 13						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 13						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Notes

- July 16- 20 (New Teacher Induction)
- July 23- August 5 (Teacher Planning Days)
- August 6 (Start of the 1st Quarter)
- September 3- School Holiday
- September 19 (Parents In Touch Day)
- October 5 (End of the First Quarter)
- October 6- 21 (Fall Break)
- November 19- 23 (Thanksgiving Break)
- December 20 (End of the 2nd Quarter)
- December 21 (Records and Close Out Day)
- December 22- January 6 (Winter Break)
- January 21 (School Holiday)
- March 22 (End of the 3rd Quarter)
- March 25- April 8 (Spring Break)
- May 27 (School Holiday)
- June 11 (End of the 4th Quarter)
- June 12 (Records and Close Out Day)

- New Teacher Induction
- Parents In Touch Day
- School Holiday
- Start/ Close of Quarters
- Teacher Planning Day

MARION COUTNY

Dates in the following calendar may be changed if such is necessary to schedule makeup days, for days lost to emergency school closings, in order to meet the minimum number of student instructional days required by state law.

SEMESTER/ QUARTER SCHEDULES

END OF GRADING PERIOD....Friday, October 5, 2012, Thursday, December 20, 2012, Friday, March 22, 2013, Tuesday, June 11, 2013

First Semester. Thursday, August 2, 2012 through Thursday, December 20, 2012

Pupils Report Monday, August 6, 2012 (Pupils attend FULL DAY)

Second Semester Monday, January 7, 2013 through Tuesday, June 11, 2013

Last Day. Tuesday, June 11, 2013 (Pupils attend FULL DAY)

PROFESSIONAL ACTIVITY DAYS AND HOLIDAYS

Teachers' Planning and New Teacher Induction Monday, July 16, 2012 through Friday, August 3, 2012

Labor Day. Monday, September 3, 2012

Parents In Touch Day Wednesday, September 19, 2012 (Pupils do not attend)

Fall Break Close of School Friday, October 5, 2012 and reopen Monday, October 22, 2012

Thanksgiving Vacation. Monday, November 19, 2012 through Friday, November 23, 2012

Records and Close Out Day. Friday, December 21 2012

Winter Break. Close of school Thursday, December 20, 2012 and reopen Monday, January 7, 2013

Dr. Martin Luther King, Jr. Day. Monday, January 21, 2013

Spring Break. Close of school Friday, March 29, 2013 and reopen Monday, April 8, 2013.

Memorial Day Monday, May 27, 2013

Last Day for Pupils. Tuesday, June 11, 2013 (Pupils attend FULL DAY)

Records and Close out Day. . . . Wednesday, June 12, 2013

	A	B	C	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV	BW	BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK
1	2011-2012 Sample Master Schedule																																																																																							
2	Teacher			8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM	3:00 PM
3	Kindergarten- Intensive	K-A	HR	RTI		90 Minute Reading Block										Lunch		30 Min Language Arts		Specials			Vocab/Sight Words		Guided PE		60 Minute Mathematics Block					Social Studies/Science			MATH INTER.																																																					
4	1st Grade- Intensive	1-A	HR	RTI		90 Minute Reading Block										Guided PE		Lunch		Language Arts			Specials			60 Minute Mathematics Block					Social Studies		Science		MATH INTER.																																																					
5	2nd Grade- Intensive	2-A	HR	RTI		90 Minute Reading Block										Language Arts			Lunch		Guided PE		60 Minute Mathematics Block					Specials			Social Studies		Science		MATH INTER.																																																					
6	3rd Grade- Intensive	3-A	HR	RTI		90 Minute Reading Block										Language Arts			Social Studies		Lunch		Guided PE		60 Minute Mathematics Block					Science		Specials			MATH INTER.																																																					
7	4th Grade- Intensive	4-A	HR	RTI		90 Minute Reading Block										Social Studies			Lunch		Guided PE		60 Minute Mathematics Block					Science		Specials			MATH INTER.		Language Arts																																																					
8	5th Grade- Intensive	5-A	HR	RTI		Specials			90 Min Reading Block										L.A./Social Studies			50 Min Reading			Lunch		50 Min Reading Block					L.A. / Social Studies			Guided PE																																																					
9	6th Grade- Intensive	6-A		Intervention		Science			60 Min Reading Block					60 Min Language Arts Block					60 Min Tutoring Session			Lunch		50 Min Mathematics Block					Science/ SS			Guided PE																																																								
10																																																																																								
11	Schedule Key			Specials	Elective Offerings																																																																																			
12				RTI	Response to Intervention																																																																																			
13				Guided PE	Outdoor Recess																																																																																			
14				MATH INTER	Additional Math Instructional Minutes																																																																																			
15				Vocab/Sight Word	Additional Language Arts Instruction																																																																																			
16																																																																																								

Summary of a daily typical schedule for a 4th grade student and teacher:

- 7:30-8:20 **For teacher: Leadership meeting if team lead; team meetings; parent conferences; RtI conferences**
- 8:20-8:40 Arrival and Daily Morning Work
- A. Word of the Day- write in vocab. notebook; include the part of speech, definition, and a sentence that demonstrates understanding.
 - B. Daily Sentence Activities-packet that includes approximately 5 questions per day; includes 2 sentences to be rewritten for correct conventions; analogies, classifying, etc.
- 8:40-9:20 Writing
- 9:25-10:10 Enrichment/Specials for Students; **Planning for Teacher—Data Chats during team meetings; create prescriptions; Instructional Focus Calendars through Instructional Focus Program;**
- 10:15-12:10 Reading/L.A.
- A. Read weekly story (20-30 min.) (Pull out by co-teacher for remediation or enrichment can occur during this time using the story)
 - B. Complete activities that go along with the story- for example: small or whole group activity such as Jigsaw, brainstorming, 4 corners, pair n share, interviewing, fact vs. fiction, etc. (20 min.)
 - a. Enhancement Activity- Groups create a ladder or timeline that explains the sequence of events using 5 W's to explain and justify their reasoning for the placement of each event on the ladder or timeline. Groups will then present and the remaining students will ask questions so that the presenters need to explain their reasoning by providing proof and make changes as necessary.
 - C. Vocabulary activity (20 min.)
 - a. Enhancement Activity- Students must find the root word of new vocab. words and tell if the root is Greek, Latin, etc. They must identify the meaning of the root word and list others that have the same root and tell their meaning. Create flashcards.
 - D. Language Arts
 - a. Direct Instruction (10 min.)
 - b. Guided Practice (5 min.)
 - c. Independent Practice (15-30 min.)
 - i. Small group remediation or enrichment during this time
 - E. Literature Circle- Students are broken into leveled reading groups. Each group is assigned a novel. There are jobs that are rotated- Questioner, Illustrator, Summarizer, Connector, and Vocabulary. During the meeting with teacher (1x per week), round robin style discussion takes place and each job is carried out. Other days of the

week students work independently on their novel to prepare for the lit circle.

12:15-12:45 Lunch (may include Lunch Bunch for small group intervention time)

12:55-2:05 Math

- A. Review (5 min.)
- B. Direct Instruction (15 min.)
- C. Guided Practice (15 min.)
 - a. Enhancement Activity- Square Math- use graph paper to cut out a square array for mult. Facts such as 5×5 , 7×7 , etc. Make connection to how this helps not only with mult. Practice but also square roots of numbers
- D. Independent Practice (30 min.)
 - a. Small group pull out for remediation or enrichment during this time

2:10-2:50 Science or Social Studies

- A. Science example- Mini Water Cycle Experiment
- B. Direct Instruction (20 min.)
- C. Guided Practice (20-30 min.)
 - a. Enhancement Activity- Students prepare a water cycle environment by filling a small cup about half full with water, seal it inside a Ziploc bag, tape it to a window that receives sunshine during the day, and monitor it daily for 5 days. Students will use the scientific method to analyze the process and results, using questions such as- Why is there condensation on the bag? How is that created? Can we see evaporation? Why or why not? Etc. Students must compare the final results with their hypothesis and identify similarities and differences and reason why.

2:50-3:00 Pack up/Dismissal

3:00-3:40 **Teacher: Dismissal duty; parent teacher conferences planned.**

3:45-4:45 **Once a week: team meetings; faculty meetings; professional development sessions.**

Attachment 7

INDIANA CHARTER EDUCATION FOUNDATION, INC.
Marketing and Enrollment Policy

Marketing and Recruitment Policy

Understanding that the School is indeed a “school of choice,” the Governing Board recognizes the importance of marketing and recruiting to parents and students. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a “wait-list” application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the Schools’ Student Information System, applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels.

The School will conduct a three phase marketing campaign: Identification, Awareness and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the ESP will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc.)

Phase II: Awareness

Beginning approximately one year prior to School opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the School. Publications and media clips will be produced as needed to match the demographics of the community.

These efforts will include, but not be limited to:

- Local print media
- Development of a school website accessible via the internet, with email options
- Distribution of brochures and flyers about the School and the programs offered
- Participation in “town hall” type meetings with local organizations
- Direct mailings and targeted Cable TV advertisements to the community

- Local television public service announcements
- Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

These efforts will include, but will not be limited to:

- Targeted Direct Mail, Cable television advertisements, Newspaper ads
- Continued distribution of brochures and flyers about the School and the programs offered
- Presentations/Information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and flyers throughout the immediate and surrounding communities
- Open houses and information sessions at the School
- Information sessions and meetings at area schools classified as “overcrowded”
- Internal company email advertisements through local businesses
- Notifications and information through municipal opportunities (e.g. – notice in utility bills, etc.)

Charter Schools USA marketing strategy materials will include an explanation of the school highlights:

- Tuition-free
- Public charter school
- Accommodates students with "exceptionalities," "disabilities," and "limited English proficiency”

Enrollment Overview

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Indiana Statutes, IC 20-24-2-2, that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section IC 20-24-5-5, the charter school shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In accordance with IC 20-24-5-5 (c), a charter school may give enrollment preference to the populations denoted in the Enrollment Rules, Process, and Procedures.

The School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the same District. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Enrollment Rules, Process, and Procedures

Rules: General

1. For the purposes of the following rules, the following terms are defined as follows:
 - a. All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.
 - b. Lottery refers the selection of applicant names by a random method such as a system generated process or the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - c. Lottery refers to the process whereby all eligible applicants are assigned a random number by the SIS and sorted, by grade, in order of the randomly assigned number.
2. All applicants (students not already attending school, including siblings of those already attending) participate in the lottery irrespective of preference status.
3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be moved to a pool for the subsequent lottery.
5. A lottery shall be conducted by a school to include all grades in which the number of applicants exceeds the number of expected seats available.
 - A. If the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, **ALL** offers shall be rescinded and applicants shall be offered admission based upon the system assigned numbers.
 - B. Siblings of applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer **SHALL** maintain the seat accepted and the sibling whose offer that has been rescinded shall be considered to have a preference of an applicant with a sibling applying for the same academic year.
6. **ALL** offers of registration shall be made in the order of the lottery results.

Rules: Preferences

1. All preference categories shall be published prior to the lottery being conducted.
2. All applicants entitled to receive a placement preference shall be identified **PRIOR** to the lottery.
3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.
4. All preferences shall be considered in the following hierarchy:
 - A. Applicant sibling of a currently attending student.
 - B. Applicant sibling of an accepted applicant applying for the same academic year.
5. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.
6. In the event that The School qualifies and receives Federal funding in the form of a CSP grant, The School may give enrollment preference to the following populations:
 - A. Students who are enrolled in a public school at the time it is converted into a public charter school.
 - B. Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school.
 - C. Siblings of students already admitted to or attending the same charter school.
 - D. Children of the charter school's founders, teachers, and staff. This would include the children of Board members and Charter Schools USA staff members.
 - E. Children of employees in a work-site charter school.

Process:

Applications will be made available online through our Student Information System, accessible on the school website, and in paper form at local distribution sites. Charter Schools USA's proprietary Student Information System accepts student applications and monitors the number of applications submitted for each grade. Student Information System is the only system designed specifically to meet the unique needs of charter school's application management needs. Student Information System manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the Open Enrollment period, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with access to registration requirements, via the Student Information System (SIS). Documentation required by the School District is collected for review and verification. The following items are generally required for all students:

- Authorization for request of cumulative folder
- Proof of residence
- Social security card (optional)
- Birth certificate
- Report card, transcript
- Current immunization/medical history
- When appropriate, ESE, ESOL/ELL, literacy folder, and any conduct/discipline actions

Procedure:

Once all current students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students is generated as appropriate.

Prior to the School's opening, an Open Enrollment period will be established and announced. During Open Enrollment, CSUSA staff will host informative meetings in areas where new schools will be opening for the upcoming school year. These meetings will not only focus on informing the community about CSUSA schools, but more specifically the meeting will provide direction for parents/guardians interested in enrolling their child(ren). At the end of these meetings, a confirmation code will be given to the parents/guardians present. This confirmation code will be a necessary prerequisite in the application process. A parent/guardian will not be able to submit an application without first attaining the confirmation code specific to the school that they wish their student to attend, and therefore a parent/guardian must attend an informative session before submitting an application for their student. If for any reason, a parent/guardian is unable to attend one of these informative meetings, they should contact Charter Schools USA's Corporate Office, in order to make supplemental arrangements. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established Enrollment Period, subsequent applications will be accepted and ordered based on the date the application was received and the preferences extended to the applicant. As

seats become available, they will be offered to applicants according to this established order, until capacity is reached.

In subsequent years, applications will be accepted each year during an Open Enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the Open Enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery will be both random and system generated.

Each applicant selected in the lottery will receive an offer letter, containing a confirmation code specific only to that applicant. This confirmation code is linked to the applicant's file in SIS (Student Information System), which makes tracking and confirming each applicant plans for attendance expedient for the Charter Schools USA enrollment staff. An applicant will have one week (7 days), dating from the date that the offer was made, to respond to the offer letter via the internet or mail. They will have the opportunity to confirm their plans for attendance at the school, by either accept or decline the offer. If the applicant fails to respond to the letter, in either the affirmative or the negative, the offered seat will be rescinded and offered to an applicant on the waiting list.

Should the applicant decide to accept the offered seat, they will receive a confirmation email within 24-48 hours of their response. The email will contain instructions for completing the enrollment and registration process. Dating from the day of the applicant's acceptance, the applicant will have two weeks (14 days) to complete and submit several items of the required registration paperwork. If these specified registration items are not submitted within the two week window, the applicant will lose their seat. The registration items required to secure an applicant's seat can all be electronically signed online through SIS, and they include:

- Dress Code Agreement
- Internet Use & Promotion Form
- Parent Contract
- Photograph & Video Release Permission Form
- Volunteer Form

Charter Schools USA provides a bar code tracking system for recording receipt of registration items. Reports detailing status of student registration items are produced using this data.

Student Information System (SIS) Based Lottery Process:

1. Enrollment office will select the applicants eligible to participate in the lottery.
2. Enrollment office will select the grade levels which require a lottery.
3. Enrollment office will run the lottery process.
4. The lottery results module of Student Information System will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students an acceptance in the charter school.
6. The remaining students will move to a waitlist based on their lottery number. Applications received after the enrollment period will be placed on the waitlist in the order in which they are received (according to date, time, and preference).

Attachment 8

Sample School Discipline Policy

Schools, just as in all of society, need rules and regulations to protect the rights of all students. Students have a right to know what is expected of them. School rules are written to describe limits of student behavior. To enforce reasonable rules in a consistent manner is to improve the educational climate for the student to enjoy.

Grounds for suspension or expulsion apply when a student is on school grounds before or during school hours; after school hours or at any other time when the school is being used by a school group; off school grounds at a school activity or event; and/or at a school bus stop, traveling to or from school or a school activity or event. A student's degree of involvement for violating any type of inappropriate behavior may be considered.

Minor infractions would include items such as dress code violations, horseplay, tardiness, misuse of equipment, or failure to do homework. In order to resolve minor infraction discipline problems, the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Behavioral Contract
- Detention (lunch)

Major infractions would include items such as disrespect, cheating, having a weapon on campus, and smoking, having drugs on campus, fighting, or skipping school. In order to resolve a major infraction/offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (after school administrative)
- Detention (after school teacher)
- In school suspension
- Conference with Principal or designee
- Saturday School
- Out of school suspension
- Work Detail
- Community Service
- Expulsion

This list includes examples of, and by no means exhausts all types of student misconduct.

Student expulsions will be coordinated with the Indiana Public School District to ensure proper handling with the Code of Student Conduct. To ensure the safety and security of students and staff, each student

will receive a copy of the Student Handbook which clearly outlines the behavior expectations of the School. Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, the School staff will immediately remove the other students from the area and relocate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and the appropriate disciplinary action shall be taken. The School will maintain a safe learning environment at all times.

Each teacher will establish appropriate procedures for behavior in his/her classroom based on these guidelines. The following list is not all-inclusive.

1. Students are expected to respect the authority of all school personnel which includes but is not limited to: administration, teachers, staff, and substitutes. All teachers and staff have authority over all students.
2. Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property or use of markers/pens/pencils on walls/fixings is forbidden.
3. Students shall help keep the school clean at all times. There is to be no gum chewing in any of the school buildings or on the school grounds.
4. Items such as water pistols, matches, radios, CD players, skateboards, toys, collectable trading cards, electronic handheld games, lighters, weapons of any sort, etc. are not permitted at school and will be confiscated as well as the appropriate consequence will be issued.
5. No notebooks, albums, magazines, lunchboxes, etc. will be permitted that carry pictures or slogans referring to the drugs, alcohol, gangs or violence.
6. No profane, abusive or slang language is to be used.
7. Zero tolerance for bullying or aggression-verbal, physical, or cyber.
8. Teachers will encourage a sense of community and inclusiveness that is apparent through the involvement of all children in all class activities.
9. All cell phones/electronics must be turned off (not even on vibrate) and placed safely out of sight once the student enters school. Electronics must remain off until they are released from class at the end of the school day.

Consequences may include, but not limited to: verbal warning, seat change, detentions, removal from class, in-school suspension, out of school suspension, and expulsion based. Detentions can be given by administration, teachers or school staff. Parents will be notified at a later date of the school wide procedures regarding detention.

CHARACTER/CITIZENSHIP/STRIVE:

Students are expected to demonstrate superior character and citizenship. We encourage students to always do the right thing and seek the assistance of staff members when a troublesome situation arises.

the Academy will implement an integrated character education that includes a character model to instill strong character and citizenship. An example character model is Schools Taking Responsibility for Important Values of Excellence or "STRIVE." STRIVE is a unique character education model created by Charter Schools USA through a partnership with the Clarion Council for Educational Greatness. The STRIVE Model will be implemented fully in the Academy. The STRIVE Model has three domains (Moral Character, Performance Character, Active Citizenship) and is supported by explicit behaviors.

POSITIVE BEHAVIOR PLAN:

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a loving desire to help the student to do what is right. Though few students desire discipline, they often need it in order to reach their full potential.

Students with Disabilities:

All discipline issues regarding students with disabilities will be handled in accordance with IDEA and ISBE special education rules (511 IAC 7-44-1 through 511 IAC 7-44-10) and regulations. Expulsion of a student with disabilities is considered a change in placement. If there is a situation that may warrant a recommendation of expulsion for a student with disabilities, then a CCC must be held prior to any consideration of punishment to determine whether there is a relationship between the misconduct and the disability. If there is no causal relationship, the regular due process procedures should be followed. If there is a causal relationship between the misconduct and the disability, the Case Conference Committee should consider whether or not a change of placement is necessary and determine what the placement should be. The student with disabilities should not be suspended pending an expulsion meeting unless the student is a substantial disruption to the school environment or a danger to herself or himself or others. If the student is a substantial disruption or a danger, he or she may be suspended only until the school is able to place the student in an appropriate, more restrictive environment. In addition, any student with a disability attending the Academy that displays behaviors that are interfering with his/her education or the education of others will determine the need of the CCC to conduct a functional behavior assessment and develop a behavior intervention plan.

Appeals Process

The student or his/her parent(s) may, within ten (10) calendar days of receipt of the expulsion examiner's decision appeal that decision. The student's suspension may be continued by the expulsion examiner until his/her decision is rendered if the expulsion examiner determines that the student must be suspended immediately to prevent or substantially reduce the risk of interference with an educational function or school purposes, or a physical injury to the student or others.

Attachment 9

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

CERTIFICATE OF INCORPORATION

of

INDIANA CHARTER EDUCATION FOUNDATION, INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, October 24, 2011.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 24, 2011

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE



APPROVED AND FILED
CHARLES P. WHITE
INDIANA SECRETARY OF STATE
10/24/2011 2:12 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

INDIANA CHARTER EDUCATION FOUNDATION, INC.

ONE AMERICAN SQUARE SUITE 2900, INDIANAPOLIS, IN 46282

ARTICLE II - REGISTERED OFFICE AND AGENT

JAMES R. BETLEY

ONE AMERICA SQUARE SUITE 2900, INDIANAPOLIS, IN 46282

ARTICLE III – INCORPORATORS

JAMES R. BETLEY

ONE AMERICA SQUARE SUITE 2900, INDIANAPOLIS, IN 46282

Signature: JAMES R. BETLEY

ARTICLE IV – GENERAL INFORMATION

Effective Date: 10/24/2011

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

(A) TO ESTABLISH, DEVELOP AND ADMINISTER CHARTER SCHOOLS IN THE STATE OF INDIANA IN ACCORDANCE WITH THE PROVISIONS OF THE INDIANA CHARTER SCHOOLS ACT, IND. CODE § 20-24, ET SEQ, AS AMENDED;

(B) TO RECEIVE AND DISBURSE FUNDS TO SUPPORT THE OPERATION OF SAID CHARTER SCHOOLS; AND

(C) IN FURTHERANCE OF THE AFORESAID PURPOSES, TO TRANSACT ANY AND ALL LAWFUL BUSINESS FOR WHICH CORPORATIONS MAY BE INCORPORATED UNDER THE ACT, PROVIDED SUCH BUSINESS IS NOT INCONSISTENT WITH THE CORPORATION BEING ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE OR EDUCATIONAL PURPOSES.

Distribution of assets on dissolution or final liquidation

IN THE EVENT OF THE COMPLETE LIQUIDATION OR DISSOLUTION OF THE CORPORATION, OR THE WINDING UP OF ITS AFFAIRS, THE BOARD OF DIRECTORS SHALL, AFTER PAYING OR MAKING PROVISION FOR THE PAYMENT OF ALL THE LIABILITIES OF THE CORPORATION, DISTRIBUTE ALL

THE ASSETS OF THE CORPORATION EXCLUSIVELY FOR THE PURPOSES OF THE CORPORATION AS FOLLOWS:

FIRST, ALL FUNDS RECEIVED BY THE CORPORATION FROM THE INDIANA DEPARTMENT OF EDUCATION ("DEPARTMENT") SHALL BE RETURNED TO THE DEPARTMENT;
SECOND, ALL REMAINING ASSETS SHALL BE DISTRIBUTED IN SUCH MANNER, OR TO SUCH ORGANIZATION OR ORGANIZATIONS ORGANIZED AND OPERATED EXCLUSIVELY FOR EDUCATIONAL OR CHARITABLE PURPOSES AS SHALL AT THE TIME QUALIFY AS AN EXEMPT ORGANIZATION OR ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS, AS THE BOARD OF DIRECTORS SHALL DETERMINE; AND
THIRD, ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE JUDGE OF THE CIRCUIT COURT OF MARION COUNTY, INDIANA, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE V

NUMBER AND TERM OF OFFICE. THE NUMBER OF DIRECTORS SHALL BE AS SPECIFIED IN OR FIXED IN ACCORDANCE WITH THE BYLAWS OF THE CORPORATION; PROVIDED, HOWEVER, THAT THE MINIMUM NUMBER OF DIRECTORS SHALL BE THREE (3). THE TERM OF OFFICE OF A DIRECTOR SHALL BE AS SPECIFIED IN THE BYLAWS. DIRECTORS MAY BE ELECTED FOR SUCCESSIVE TERMS. TERMS OF OFFICE OF DIRECTORS MAY BE STAGGERED AS SPECIFIED IN THE BYLAWS.

QUALIFICATIONS. EACH DIRECTOR SHALL HAVE SUCH QUALIFICATIONS AS MAY BE SPECIFIED FROM TIME TO TIME IN THE BYLAWS OF THE CORPORATION OR AS REQUIRED BY LAW.

BOARD OF DIRECTORS. THE NAMES AND ADDRESSES OF THE BOARD OF DIRECTORS OF THE CORPORATION ARE:

NAMES ADDRESSES

LATONYA TURNER, 2801 W. 86TH STREET, INDIANAPOLIS, IN 46268

CHANDRE SANCHEZ-REYES, 3200 COLD SPRING ROAD, INDIANAPOLIS, IN 46222-1997

JOSEPH A. BROWN, 440 NORTH 10TH STREET NOBLESVILLE, IN 46060

The following Amended and Restated Articles of Incorporation were duly adopted by the unanimous vote of the Board of the Indiana Charter Education Foundation, Inc. at a meeting held on October 29th, 2011, at which a quorum of such Board was present. The Amended and Restated Articles were filed with the Indiana Secretary of State on October 31, 2011.

EXHIBIT A

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

INDIANA CHARTER EDUCATION FOUNDATION, INC.

The undersigned incorporator, desiring to form a corporation (the "Corporation") organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby amends its Articles of Incorporation as follows:

ARTICLE I

Name

The name of the Corporation is Indiana Charter Education Foundation, Inc.

ARTICLE II

Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III

Purposes and Powers

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

- (a) To establish, develop and administer charter schools in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code § 20-24, *et seq*, as amended;
- (b) To receive and disburse funds to support the operation of said charter schools; and
- (c) In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable or educational purposes.

Section 3.2. Nonprofit Purposes.

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

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

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

(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

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

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

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

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

Section 3.4. Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by

Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(c) The Corporation shall not retain any excess business holdings which would subject it to the taxes on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d) The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

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

ARTICLE IV

Distribution of Assets on Dissolution

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

First, all funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department;

Second, all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Third, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V

Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI

Registered Office and Registered Agent

Section 6.1. Registered Office and Registered Agent. The street address of the Corporation's registered office is One American Square, Suite 2900, Indianapolis, Indiana 46282-0200 and the name of the Corporation's registered agent at that office is James R. Betley.

Section 6.2. Principal Office. The post office address of the principal office of the Corporation is One American Square, Suite 2900, Indianapolis, Indiana 46282-0200.

ARTICLE VII

No Members

The Corporation shall have no members.

ARTICLE VIII

Board of Directors

Section 8.1. Number and Term of Office. The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation; provided, however, that the minimum number of directors shall be three (3). The term of office of a director shall be as specified in the Bylaws. Directors may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

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

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

<u>Names</u>	<u>Addresses</u>
LaTonya Turner	11910 Kelso Dr., Unit 1 Zionsville, IN 46077
Chandre Sanchez-Reyes	3200 Cold Spring Road Indianapolis, IN 46222-1997
Joeseeph A. Brown	402 N. Meridian #209 Indianapolis, IN 46204

ARTICLE IX

Name and Address of Incorporator

The name and address of the incorporator of the Corporation is James R. Betley, ICE MILLER LLP, One American Square, Suite 2900, Indianapolis, Indiana 46282-0200.

ARTICLE X

Indemnification

Section 10.1. Rights to Indemnification and Advancement of Expenses. The Corporation shall indemnify as a matter of right every person made a party to a proceeding because such person is or was:

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

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

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

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

Notwithstanding any other provision of this Article, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of net earnings of the Corporation "to the benefit of any private shareholder or individual," or an "excess benefit transaction" within the meaning of Sections 501(c)(3) or 4958 of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent Federal tax laws.

Section 10.3. Definitions. For purposes of this Article:

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

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

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

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

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

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

BYLAWS
OF
INDIANA CHARTER EDUCATION FOUNDATION, INC.

ARTICLE I

Board of Directors

Section 1.1. Duties and Qualifications. The business and affairs of the Indiana Charter Education Foundation, Inc. (the "Corporation") shall be managed by the Board of Directors.

Section 1.2. Number, Election and Term. The Board of Directors shall consist of a minimum of three (3) and a maximum of nine (9) Directors, with the exact number of Directors specified from time to time by resolution of the Board of Directors. The term of office of Directors shall be staggered by dividing the total number of Directors into three (3) groups, with each director serving a term of three (3) years. The groups shall be as near equal in size as possible. A group of Directors shall be elected at each annual meeting of Directors.

Other than the initial Directors, the Directors shall be elected at the annual meeting of the directors by a majority of the votes cast by the Directors. Despite the expiration of a Director's term, the Director continues to serve until a successor is elected and qualifies, or until there is a decrease in the number of Directors.

Section 1.3. Vacancies. Any vacancy among the Directors caused by death, resignation, removal, increase in the number of Directors, or otherwise may be filled by a majority of the votes cast by the remaining members of the Board of Directors. The term of office of a Director chosen to fill a vacancy shall expire at the later of the next annual meeting of the Directors, or at such time as a successor shall be duly elected and qualified.

Section 1.4. Resignation and Removal. A Director of the Corporation may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. A Director may be removed, with or without cause, by a majority of the remaining Directors whenever the number of votes cast to remove the Director would be sufficient to elect the Director at a meeting to elect Directors.

Section 1.5. Annual Meetings. The Board of Directors shall meet at a time and place to be determined by the Board of Directors each year, for the purpose of election of Directors and officers of the Corporation and consideration of any other business which may be brought before the meeting.

Section 1.6. Regular and Special Meetings. Regular meetings of the Board of Directors shall be held at least four (4) times each year, once during each calendar quarter.

Special meetings of the Board of Directors may be held upon the call of the President or a majority of the Directors then in office.

Section 1.7. Notice of Meetings. Notice of annual meetings, regular meetings, special meetings, committee meetings, or any other meeting of the Board of Directors shall comply with the requirements of the Indiana Open Door Law (Indiana Code § 5-14-1.5 or any successor statute).

Section 1.8. Open Door Law and Access to Public Records Act. The Corporation is subject to the Indiana Open Door Law and the Indiana Access to Public Records Act (Indiana Code § 5-14-3 or any successor statute).

Section 1.9. Participation. A Director may participate in an annual, a regular, or a special meeting of the Board of Directors by or through the use of any means of communication by which all Directors participating may simultaneously hear each other during the meeting, provided at least three (3) Directors are present in person. Participation by these means constitutes presence in person at the meeting.

Section 1.10. Quorum; Voting. A majority of the Directors in office when action is taken, but in no event fewer than two (2) directors, shall be necessary to constitute a quorum for the transaction of any business at a meeting of the Board of Directors. If a quorum is present when a vote is taken, the affirmative vote of a majority of the Directors present when the act is taken shall be the act of the Board of Directors, unless the act of a greater number is required by law, the Articles of Incorporation or these Bylaws.

Section 1.11. Committees. The Board of Directors may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations and carry on functions for the purpose of efficiently accomplishing the purposes of the Corporation. The purpose, duties, number of members and reporting requirements of each committee shall be specified in the resolution creating the committee. Unless otherwise specified by resolution of the Board or these Bylaws, the President shall annually appoint the members and the chairpersons of the each committee and shall fill vacancies on any committee; however, all committee appointments and chairperson appointments must be approved by a vote of the Board. A committee, to the extent specified by the Board of Directors, may exercise the powers, functions or authority of the Board of Directors, except where prohibited by law; provided, however, that if a committee is to exercise board powers, functions, or authority: (a) all the persons serving on the committee must be directors, and (b) there must be at least two (2) persons on the committee. Meetings of any committee may be called by the chairperson of such committee or upon the written request of one-third (1/3) of the committee members. Notice of committee meetings shall comply with the requirements of the Indiana Open Door Law.

Committee members shall continue in office until a successor is appointed at the next annual meeting of the Board, unless the committee is sooner terminated by resolution of the Board or such committee member dies, resigns or is removed. A member of any committee may

resign at any time by tendering his or her resignation in writing to the President. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE II

Officers

Section 2.1. Officers and Qualifications Therefor. The officers of the Corporation shall consist of a President, Vice-President, Secretary and Treasurer. The officers shall be chosen by the Board of Directors. Any two (2) or more offices may be held by the same person.

Section 2.2. Election and Terms of Office. Each officer of the Corporation shall be elected by the Board of Directors at its annual meeting and shall hold office for a term of one (1) year and until a successor shall be duly elected and qualified, or until resignation, removal or death.

Section 2.3. Vacancies. Whenever any vacancies shall occur in any of the offices of the Corporation for any reason, the same may be filled by the Board of Directors, and any officer so elected shall hold office until the expiration of the term of the officer causing the vacancy and until the officer's successor shall be duly elected and qualified.

Section 2.4. Resignation or Removal. An officer of the Corporation may resign at any time by tendering his or her resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. Any officer of the Corporation may be removed, with or without cause, at any time by a majority vote of the Board of Directors.

Section 2.5. Compensation. The officers of the Corporation shall receive no compensation for their services in such offices.

ARTICLE III

Powers and Duties of Officers

Section 3.1. President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. The President shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. The President shall preside at all meetings of the Board of Directors and shall report as directed to the Board at each meeting. The President may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to

execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 3.2. Vice-President. Subject to the general control of the Board of Directors, if the President is not present, the Vice President shall discharge all the usual functions of the President and shall have such other powers and duties as these Bylaws, the Board of Directors or an officer authorized by the Board may prescribe.

Section 3.3. Secretary. The Secretary shall attend all meetings of the Board of Directors, and prepare, keep, or cause to be kept, a true and complete record and minutes of the proceedings of such meetings, and shall perform a like duty, when required, for all committees appointed by the Board of Directors. If required, the Secretary shall attest the execution by the Corporation of deeds, leases, agreements and other official documents. The Secretary shall attend to the giving and serving of all notices of the Corporation required by these Bylaws, shall have custody of the books (except books of account) and records of the Corporation, shall be responsible for authenticating records of the Corporation, and in general shall perform all duties pertaining to the office of Secretary and such other duties as these Bylaws, the Board of Directors, or an officer authorized by the Board may prescribe.

Section 3.4. Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall have charge and custody of, and be responsible for, all funds, notes, securities and other valuables which may from time to time come into the possession of the Corporation and shall deposit, or cause to be deposited, all funds of the Corporation with such depositories as the Board of Directors shall designate. At each annual meeting of the directors, the Treasurer, or the Treasurer's designee, shall report on the financial condition of the Corporation. The Treasurer, or the Treasurer's designee, shall furnish, at meetings of the Board of Directors or whenever requested, a statement of the financial condition of the Corporation, and in general shall perform all duties pertaining to the office of Treasurer. The Treasurer may be bonded by an indemnity bonding company for such amount as the Board of Directors may require.

Section 3.5. Assistant Officers. The Board of Directors may from time to time designate and elect assistant officers who shall have such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as these Bylaws or the Board of Directors may prescribe. An Assistant Secretary may, in the absence or disability of the Secretary, attest the execution of all documents by the Corporation.

ARTICLE IV

Nondiscrimination

No school owned or operated by the Corporation shall discriminate against any student, teacher or employee on the basis of race, religion, gender or national origin. Furthermore, with respect to students, such school shall admit students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs and activities generally accorded or made available to students at such school. Any such school shall not discriminate on the basis of race, religion, gender, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs or athletic or other school-administered programs.

ARTICLE V

Miscellaneous

Section 5.1. Corporate Seal. The Corporation may, but need not, have a corporate seal. The form of any such corporate seal may be specified in a resolution of the Board of Directors. A corporate seal, however, shall not be required for any purpose, and its absence shall not invalidate any document or action.

Section 5.2. Fiscal Year. The fiscal year of the Corporation shall begin on July 1 of each year and end on the immediately following June 30.

ARTICLE VI

Amendments

Subject to law and the Articles of Incorporation, the power to make, alter, amend or repeal all or any part of these Bylaws is vested in the Board of Directors. The affirmative vote of two-thirds of the members of the Board of Directors shall be required in order to amend, alter or repeal all or any part of these Bylaws.



Secretary's Initials

Date: October 29, 2011

I/2683610.2

Attachment 1

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

Statement of Assurances	
The charter school agrees to comply with all of the following provisions: <i>(Read and check)</i>	
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	4. Recipients will comply with all relevant federal laws including, but not limited to, the <i>Age Discrimination in Employment Act</i> of 1975, Title VI of the <i>Civil Rights Act</i> of 1964, Title IX of the <i>Education Amendments of 1972</i> , section 504 of the <i>Rehabilitation Act</i> of 1973, Part B of the <i>Individuals with Disabilities Education Act</i> , and section 427 of the <i>General Education Provision Act</i> .
<input checked="" type="checkbox"/>	5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
<input checked="" type="checkbox"/>	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 <i>Individuals with Disabilities Education Act</i> , will follow the student, in accordance with applicable federal and state law.
<input checked="" type="checkbox"/>	7. Recipients will comply with all provisions of the <i>No Child Left Behind Act</i> , including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

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

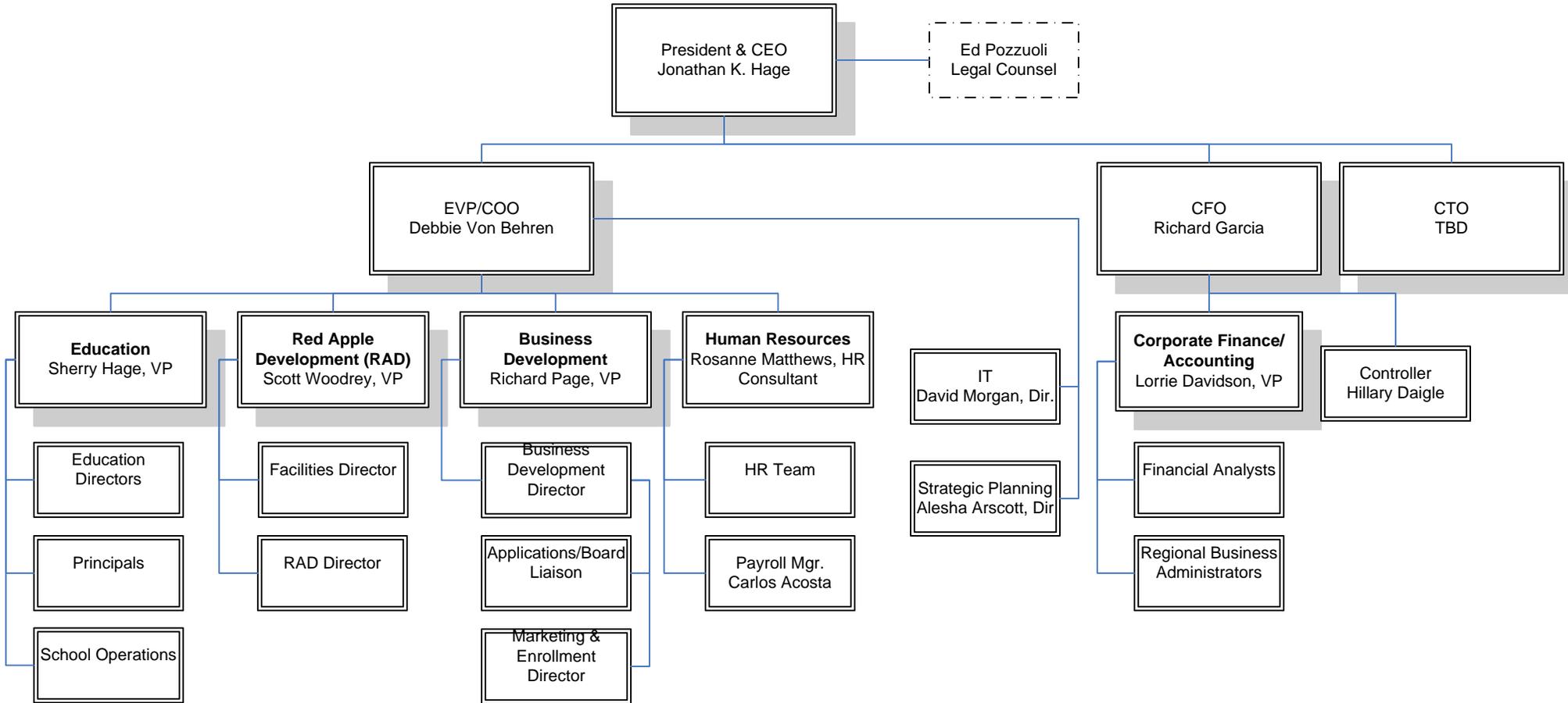
Signature from Authorized Representative of the Charter School Applicant

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

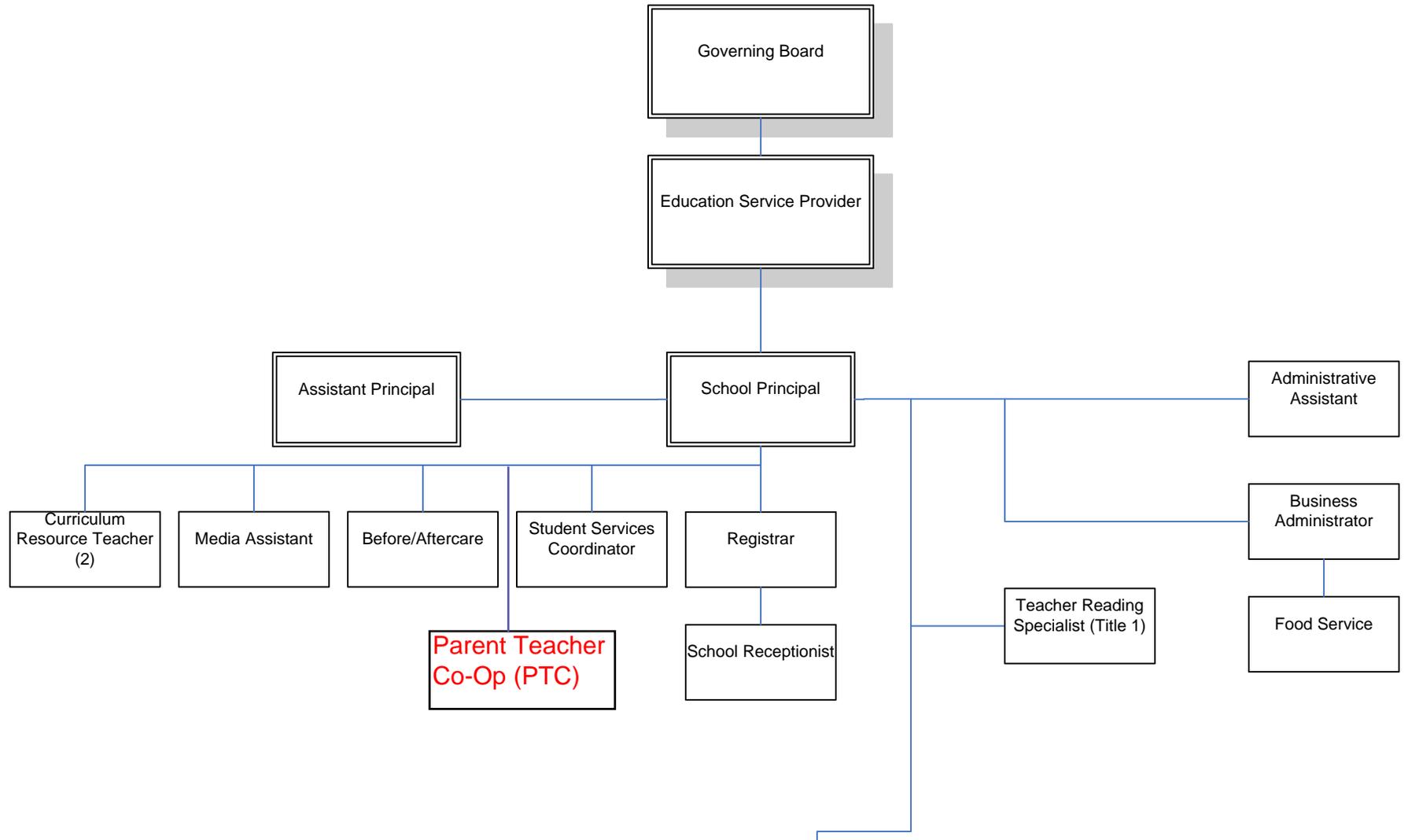
Print Name and Sign	Date
Casey Patterson 	10/30/2011

Attachment 11

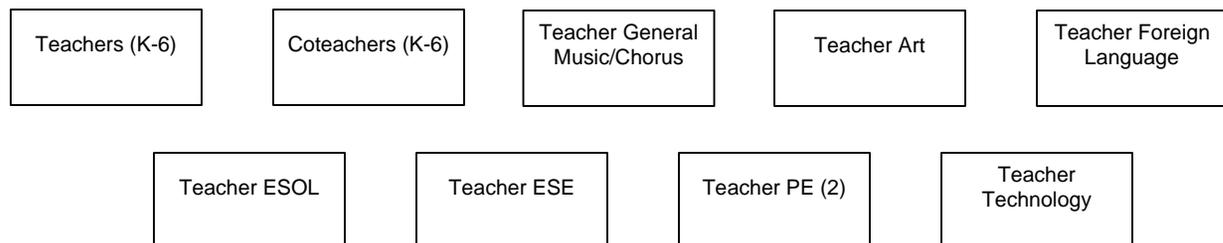
CHARTER SCHOOLS USA ORGANIZATION CHART 2011



ADMINISTRATIVE STAFF

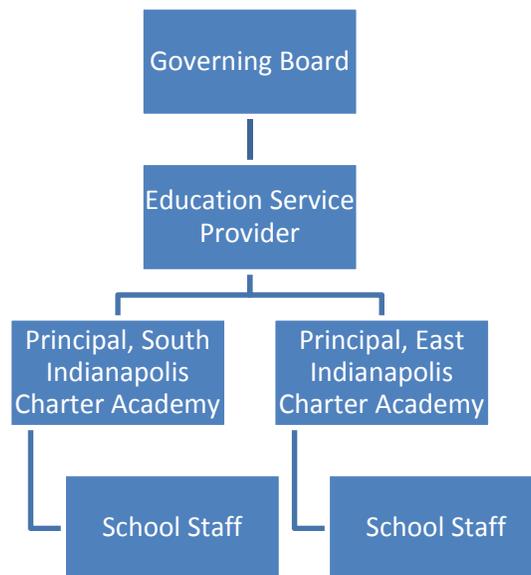


INSTRUCTIONAL STAFF



Attachment 11 a – Year One Network Organizational Chart

The graphic below depicts the organizational structure for network management and schools within the network.



Management of relationship between governing board and school administration:

Indiana Charter Education Foundation intends to contract with CSUSA (or “ESP) to manage the day-to-day operations of The Academy. CSUSA will be responsible to the Governing board. The Principal will be employed by the ESP and will report directly to the ESP’s Senior Director of Education. The Principal is responsible for managing all School Staff. The duties of the School Administrator, and the terms of the School Administrator’s employment contract, shall be determined by CSUSA subject to approval by the Board.

The proposed relationship between Indiana Charter Education Foundation and the ESP provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for The Academy’s performance and the ESP must be actively involved in managing The Academy’s operations to be successful. While the Principal will not report directly to the Governing Board, a strong relationship will exist. The Governing Board will ultimately hold the Principal accountable through the performance expectations defined by the Board and through the management agreement between the Board and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by the ESP that aligns expectations to the Educational Model and to the specific mission of The Academy.

An appraisal of the Principal’s performance takes place annually and is conducted in collaboration with the Vice President of Education with input from each department within

CSUSA. The Principal's evaluation includes the following components: Academics, Human Resources, Operations, Finance, Values, and the 21 Responsibilities of a Leader as defined by Robert Marzano. Governing Board members will be given the opportunity to provide input on the Principal's performance. As per the management agreement, CSUSA shall consult with the Board with respect to the hiring of the Administrator, and CSUSA shall remove the Administrator from The Academy if the Board is reasonably dissatisfied with his or her performance.

The Principal or designee will attend all Governing Board meetings and provide status updates to the Governing Board on a routine basis. During board meetings, the Principal will present The Academy's status report and field any questions of the board. The ESP maintains primary responsibility for reporting to the Governing Board and conducting follow-up action items. The Governing Board will monitor progress and ensure quality through routine review of the school's performance. Monthly board meetings will provide detailed performance reports including the following:

- Monthly Financial Report – Including budget to actual presentation, narrative description of variances, and forecasts
- School Report – Update of enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school
- Action Items – Reports of specific tasks or activities requested by the Board Academic Achievement – Progress reports from benchmark tests during the year and results from annual standardized tests
- Satisfaction Surveys – Results from semi-annual parent, staff, and student satisfaction surveys
- Strategic Plan – Annually, the school will develop a strategic plan detailing the specific measurable goals and objective to be accomplished over the course the coming school year
- Annual Report – At the end of each school year, the Board will be provided an Annual Report of school performance tied to the strategic plan goals and objectives established at the beginning of the year.

Attachment 12

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed charter school board member)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
2. Full name: *Joseph Allan Brown*
~~Business Name and Address:~~ *402 North Meridian #209*
Indianapolis, IN 46204
Telephone No.: *(765) 491-6879*
E-mail address: *indybrown7@hotmail.com*
3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
5. Why do you wish to serve on the board of the proposed charter school?
See attachment
6. What is your understanding of the appropriate role of a public charter school board member?
See attachment
7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
See attachment

8. Describe the specific knowledge and experience that you would bring to the board.

See attachment

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

See attachment

2. What is your understanding of the school's proposed educational program?

See attachment

3. What do you believe to be the characteristics of a successful school?

See attachment

4. How will you know that the school is succeeding (or not) in its mission?

See attachment

Governance

1. Describe the role that the board will play in the school's operation.

See attachment

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

See attachment

3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

See attachment

4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

See attachment

Disclosures

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

I / we do not know any such trustees. Yes *Chandre Sanchez-Reyes* *LaTonya Turner* *Casey Patterson* *all are part of my cohort at Marion University.*

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

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

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

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

Joseph Brown
 Signature

10/21/2011
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed charter school board member)

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Background (See attachment.)

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

2. Full name:

Business Name and Address:

Telephone No.:
E-mail address:

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
 Resume and professional bio are attached.

4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

5. Why do you wish to serve on the board of the proposed charter school?

6. What is your understanding of the appropriate role of a public charter school board member?

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. Provide a forecast of where you see the school after its first year of operation and then again in four years.
3. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
4. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes I was a peer to them in the Marian University's Academy for Teaching and Learning Leadership. This includes Casey Patterson, Joseph Brown, Latonya Turner.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes Marian University, Dr. Lindan Hill; Marian expects to serve as a community support.

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

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

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

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

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

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

Certification

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

Chandre E. Sanchez Reyes
 Signature

10-24-2011
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed *individually* by each proposed charter school board member)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
2. Full name: **LaTonya Michelle Turner**

Business Name and Address:

**Brebeuf Jesuit Preparatory
School
2801 W. 86th Street
Indianapolis, IN 46268**

Telephone No.: **317-710-6394**

E-mail address: **latonya.m.turner@gmail.com**

3. Brief educational and employment history. (No narrative response is required if resume and professional bio are attached.)
Resume and bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
Does not apply to me.

5. Why do you wish to serve on the board of the proposed charter school?
In Indiana and nationwide, charter schools are making a difference in the lives of so many students. Charter schools, such as the one Charter Schools USA is proposing offer choice for those who would normally not have a choice. Charter Schools USA's belief that all children deserve a quality education, all children can learn, all children can become life-long learners, and responsible citizens are what I strongly believe as well. Watching a child succeed and excel in the environment Charter Schools USA proposes will be both rewarding and heartwarming. To know that, as a board member, I played a critical role in that success will be priceless. I am honored to have been chosen to serve.

6. What is your understanding of the appropriate role of a public charter school board member? **The appropriate role of a member is to ensure that the operational outcomes are established and achieved. As a member of the board, I believe our main charge will be organizational governance. In addition, as a board member it will be my responsibility to help establish the mission, vision, and values of the school and safeguard the mission and resources in a way that maintains the trust of our school community (i.e., administrative staff, teachers, parents, students, immediate community and greater Indianapolis community). When appropriate, visiting the school and taking part in activities should be a part of a board member's role as well (an ambassador of the school).**

7. Describe any of your previous experiences that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've chaired numerous committees and task forces and based on my employment experience, have shown I can excel in leading the development and attainment of strategic organizational goals.

8. Describe the specific knowledge and experience that you would bring to the board. **I have experience in all aspects of school operation including instructional leadership, planning and implementation, staff selection and evaluation, staff development, student placement and discipline, school finance, and facilities supervision. I have a strong ability to form relationships with outside organizations. I also believe I am skilled in guiding people to quickly reach a consensus.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **My understanding of the school's mission is to provide quality education for all students no matter socioeconomic status. The learning environment will utilize best practices and will have a high level of academic rigor. Student safety and success through citizenship will be integral along with hands on learning through community engagement.**

2. What is your understanding of the school's proposed educational program? **Guaranteed and Viable Curriculum is aligned to Indiana standards and grade-level expectations and is the framework for what will be taught at each grade level. Timely and specific feedback based upon formative assessments of student performance on grade level expectations is given to establish individualized goals for all students and to modify instruction to meet students' learning needs.**

Incorporation of the community through the Community of Character Framework will also be a part of the educational program. This framework integrates community partners in learning and lifelong activities.

3. What do you believe to be the characteristics of a successful school?
- **Clearly defined vision (clearly articulated goals, principles, and expectations for the entire school community)**
 - **Strong leadership (administration expects and holds staff accountable for challenging all students with a rigorous, culturally relevant curriculum and for demonstrating high expectations for each student)**
 - **Has high academic standards for all students (establishes measurable performance indicators and benchmarks for each student)**
 - **Creates a positive school climate (helps students become responsible citizens and model core values of respect, responsibility, honesty)**
 - **Has a strong family and community partnership (recognizes the important role family and community partners play in the success of students; encourages all to bring their skills, perspectives, and strengths to the table to create a successful partnership that benefits the students)**
 - **Provides professional development (focuses on individual and organizational development related to improving student achievement; develops expertise in both content and process; focuses on teaching and learning for all students)**

4. How will you know that the school is succeeding (or not) in its mission? **The Board will know that the school is succeeding (or not) by monitoring and analyzing data which**

will demonstrate that the actual outcomes of the school's efforts and activities are congruent with stated goals and objectives (mission/vision). The Board will use this data to inform decision making and resource allocation.

Governance

1. Describe the role that the board will play in the school's operation.

The Board's focus should be on measuring operational outcomes and the school leader is responsible for the means by which the outcomes are achieved.

2. Provide a forecast of where you see the school after its first year of operation and then again in four years.

After the first year I would expect to see raised student achievement. In four years I would expect to see an engaged and committed community, students who are giving to the community and the community giving to the students. Data will be used to drive instruction and student achievement will continue to rise. I see teachers setting high expectations for their students and working with them to meet those expectations.

2. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- **Hire a strong leader**
- **Develop a long range/strategic plan that is assessed and updated annually**
- **Work in collaboration with the head to live the mission and attain goals set**

3. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would take my concerns to the board chair who, in consultation with the governance committee should determine what steps to take next.

Disclosures

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

Yes, I know three of the prospective board members (Casey Patterson, Chandre Sanchez-Reyes and Joe Brown) through my involvement in the Academy for Teaching and Learning Leadership Program at Marian University.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I/we do not know any such employees.

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

I/we do not know any such persons.

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

I/we do not anticipate conducting any such business.

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

I/we do not know any such persons.

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

I/we have no such interest.

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

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

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

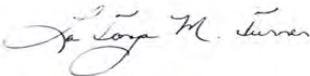
Does not apply to me, my spouse or family.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None.

Certification

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



10/23/2011

Signature

Date

Attachment 13

**CONFLICT OF INTEREST POLICY
OF
INDIANA CHARTER EDUCATION FOUNDATION, INC.**

Section 1. Purposes. The proper governance of Indiana Charter Education Foundation, Inc. (the “Corporation”) depends upon directors who give of their time to further the Corporation's tax-exempt purposes. The giving of this service, because of the varied interests and backgrounds of the directors, may result in situations involving a dual interest that might be interpreted as a conflict of interest. This service should not be rendered impossible solely by reason of duality of interest or possible conflicts of interest. This service nevertheless carries with it a requirement of loyalty and fidelity to the Corporation, it being the responsibility of the directors to govern the Corporation’s affairs honestly and economically, exercising their best care, skill, and judgment for the benefit of the Corporation. Based on the foregoing, the purpose of this conflict of interest policy is to protect the interest of the Corporation when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation while recognizing that it would disadvantage the Corporation to deprive it of the involvement of interested colleagues.

Section 2. Definitions.

- (a) Interested Person. Any director, principal officer, key employee, or member of a committee with board delegated powers who has a financial interest is an interested person.

- (b) Financial Interest. A person has a financial interest if the person has, or as a result of the transaction at issue will have, a compensation or other financial arrangement with the Corporation, including but not limited to, a sale, exchange or leasing of property; the lending of money or other extension of credit; the furnishing of goods, services or facilities, including specifically the provision of services as a vendor; the payment of compensation (or payment or reimbursement of expenses); or the receipt of, or use of, the income or assets of the Corporation.

In identifying and disclosing a Financial Interest, an Interested Person shall consider and disclose all personal Financial Interests, together with any Financial Interest involving:

- i. His or her family members, including but not limited to, his spouse, ancestors, children, grandchildren, great grandchildren, and the spouses of children, grandchildren, and great grandchildren; or

- ii. Any corporation, partnership or other legal entity in which the Interested Person (together with all family members described in 2(b)(i) above or other Interested Persons):

- A. Holds a position of influence or control, such as, but not limited to, a trustee, director, president, chief executive officer, chief operating officer, chief financial officer, or treasurer; or
- B. Owns greater than 2% of the total combined voting power.

Section 3. Procedures.

- (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence and nature of his or her Financial Interest to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.
- (b) Determining Whether a Conflict of Interest Exists.
 - i. Upon disclosure of a Financial Interest, the Interested Person shall leave the board or committee meeting while the Financial Interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists by a two-thirds vote.
 - ii. If it is determined that a conflict of interest exists, the board or committee shall proceed as provided in Section 3(c).
- (c) Addressing the Conflict of Interest.
 - i. The President or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - ii. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - iii. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the directors (excluding an Interested Person who has a Financial Interest) whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

- iv. In determining whether to enter into the transaction or arrangement under Section 3(c)iii., the board or committee may request that the Interested Person provide additional information to the board or committee. The Interested Person shall not be present or participate in the vote on whether to enter into such transaction, but may be counted for purposes of determining the existence of a quorum. If the Interested Person is counted for quorum purposes, the action must be approved by a sufficient number of votes based upon that quorum. For example, if a majority vote of the quorum is required to approve an action, and eight (8) directors constitute a quorum, the action must be approved by five (5) of the seven (7) disinterested directors voting on the transaction or arrangement.

(d) Violations of the Conflict of Interest Policy.

- i. If the board or committee has reasonable cause to believe that an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.
- ii. If, after hearing the response of the Interested Person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the Interested Person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Proceedings. The minutes of the board and all committees with board delegated powers shall contain:

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

Section 5. Annual Statements. Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement similar to that attached as Exhibit A which affirms that such person:

- (a) has received a copy of the conflict of interest policy;
- (b) has read and understands the policy;
- (c) has agreed to comply with the policy; and
- (d) understands that the Corporation is a tax-exempt organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, assess whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.

Section 7. Use of Outside Experts. In conducting the periodic reviews provided for in Section 7, the Corporation may, but need not, use outside advisors. If outside advisors are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

EXHIBIT A

CONFLICT OF INTEREST STATEMENT

To: Board of Directors, Indiana Charter Education Foundation, Inc.

I, the undersigned, associated with the above-captioned Corporation (hereinafter the "Corporation") in a capacity of director, principal officer, key employee, or member of a committee with board delegated powers represent that as of the date specified below, I have the Financial Interests described below.

In accordance with the Corporation's duly adopted Conflict of Interest Policy, I understand that I have a "Financial Interest" if I have, or as a result of a transaction at issue will have, a compensation or other financial arrangement with the Corporation, including but not limited to, a sale, exchange or leasing of property; the lending of money or other extension of credit; the furnishing of goods, services, or facilities, including specifically the provision of services as a vendor; the payment of compensation (or payment or reimbursement of expenses); or the receipt of, or use of, the income or assets of the Corporation.

Furthermore, I have a "Financial Interest" if I, together with my family:

A. Hold a position of influence or control, such as, but not limited to, a trustee, director, president, chief executive officer, chief operating officer, chief financial officer, or treasurer of a corporation, partnership or other legal entity that enters a transaction with the Corporation; or

B. Own greater than 2% of the total combined voting power of a corporation, partnership, or other legal entity that enters a transaction with the Corporation.

As of this date, I have the following Financial Interests:

As of this date, I am employed by, or am a principal of:

I declare that I will inform the President (or in the case of the President, the Board of Directors) of the Corporation, in writing, of any material change in the information I have provided herein.

I do further specifically represent that I have received a copy of the Corporation's conflict of interest policy, that I have read and understand such policy, and that I agree to comply with such policy in every respect.

I understand that the Corporation is a tax-exempt organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

I hereby affirm that the foregoing information is correct and complete.

Signed: _____

Printed Name: _____

Dated: _____

Attachment 14

Attachment 14 - School Management Contracts

- a. An explanation of how and why the ESP or CMO was selected;

Several board members were involved in the process of evaluating CSUSA as a potential Indiana Turnaround School Operator (TSO) or were exposed to their work in the community during the TSO process. As a result of working with other community leaders around the TSO process, the concept of creating a system of high-performing elementary schools came into being. The idea of a successful turnaround school prompted the concept of starting K-6 schools to serve as feeders for the high schools, thereby creating a high-performing K-12 system. The board met with CSUSA twice in the month of October and formally decided to enter into a contract with CSUSA to develop, manage, staff and operate the Academy.

- b. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

Attached

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

Attached

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

The Governing Board has contracted with ESP to manage the day-to-day operations of The School. The ESP is responsible to the Governing board according to the terms of the management agreement. The Principal will be employed by the ESP and will report directly to the ESP's Vice President of Education. The Principal is responsible for managing all School Staff. The duties of the School Administrator, and the terms of the School Administrator's employment contract, shall be determined by CSUSA subject to approval by the Board.

The direct relationship between the Governing Board and the ESP provides internal controls to govern the relationship and clear accountability for the services provided by the ESP. The organization as a whole is responsible for The School's performance and the ESP must be actively involved in managing the School's operations to be successful. While the Principal will not report directly to the Governing Board, a strong relationship will exist. The Governing Board will ultimately hold the Principal accountable through the performance expectations defined by the Board and through the management agreement between the Board and CSUSA. A comprehensive and rigorous performance evaluation process has been developed by the ESP that aligns expectations to the Educational Model and to the specific mission of The School.

An appraisal of the Principal's performance takes place annually and is conducted in collaboration with

the Vice President of Education with input from each department within CSUSA. The Principal's evaluation includes the following components: Academics, Human Resources, Operations, Finance, Values, and the 21 Responsibilities of a Leader as defined by Robert Marzano. Governing Board members will be given the opportunity to provide input on the Principal's performance. As per the management agreement, CSUSA shall consult with the Board with respect to the hiring of the Administrator, and CSUSA shall remove the Administrator from The Academy if the Board is reasonably dissatisfied with his or her performance.

The Principal (or their designee) will attend all Governing Board meetings and provide status updates to the Governing Board on a routine basis. During board meetings, the Principal will present The School's status report and field any questions of the board. The ESP maintains primary responsibility for reporting to the Governing Board and conducting follow-up action items. The Governing Board will monitor progress and ensure quality through routine review of the school's performance. Monthly board meetings will provide detailed performance reports including:

- Monthly Financial Report – Including budget to actual presentation, narrative description of variances, and forecasts
 - School Report – Update of enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school
 - Action Items – Reports of specific tasks or activities requested by the Board Academic Achievement – Progress reports from benchmark tests during the year and results from annual standardized tests
 - Satisfaction Surveys – Results from semi-annual parent, staff, and student satisfaction surveys
 - Strategic Plan – Annually, the school will develop a strategic plan detailing the specific measurable goals and objective to be accomplished over the course the coming school year
 - Annual Report – At the end of each school year, the Board will be provided an Annual Report of school performance tied to the strategic plan goals and objectives established at the beginning of the year.
- e. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and

No conflicts of interest will exist between the Indianapolis Charter Education Foundation, Indianapolis Charter Academy, and/or any of its partners or contractors. There are no potential conflicts of interest to disclose.

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

Attached

State of Indiana
Office of the Secretary of State

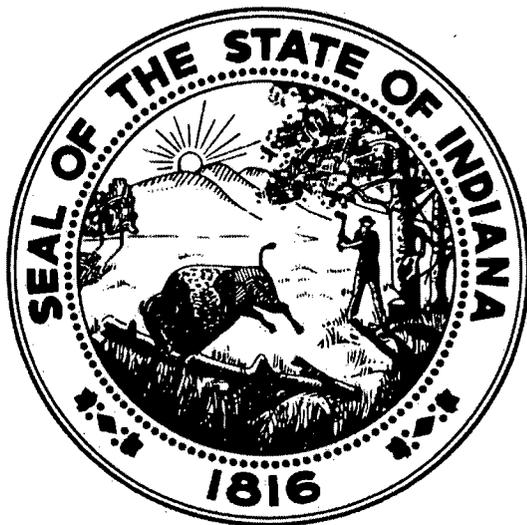
CERTIFICATE OF AUTHORITY

of

CHARTER SCHOOLS USA, INC.

I, CHARLES P. WHITE, Secretary of State of Indiana, hereby certify that Application for Certificate of Authority of the above Delaware For-Profit Foreign Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Business Corporation Law.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, October 21, 2011.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 21, 2011.

A handwritten signature in black ink that reads "Charles P. White".

CHARLES P. WHITE,
SECRETARY OF STATE

2011102500074 / 2011102542888



APPLICATION FOR CERTIFICATE OF AUTHORITY OF A FOREIGN CORPORATION

State Form 38784 (R10 / 2-11) Corporate Form 112
Approved by State Board of Accounts, 1995

CHARLES P. WHITE
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington Street, Room E018
Indianapolis, Indiana 46204
Telephone: (317) 232-6576

- NOTES:**
1. An Original Certificate of Existence duly authenticated by the proper authority from corporation's domiciliary state within the last sixty (60) days must be submitted with this application.
 2. A Registered Agent with an Indiana street address (not a PO BOX) must be listed in ARTICLE III.

Indiana Code 23-1-49-1 et seq.
23-1-49-3

Filing Fee: \$90.00

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

**APPROVED
AND
FILED**

RECEIVED
CORPORATIONS DIV.
11 OCT 21 PM 4:42

Charles P. White

IND. SECRETARY OF STATE

APPLICATION FOR CERTIFICATE OF AUTHORITY
OF

CHARTER SCHOOLS USA, INC.

A FOREIGN CORPORATION
TO TRANSACT BUSINESS IN THE STATE OF INDIANA

The undersigned officer of the above corporation which was formed as:

- A general business corporation A professional corporation

desiring to effectuate the admittance of the Corporation to transact business in the State of Indiana, certifies the following facts:

ARTICLE I - Name		
Name of Corporation (Must be identical to name shown in Articles of Incorporation and Amendments thereto) CHARTER SCHOOLS USA, INC.		
ARTICLE II - Address of Corporation		
Address of the principal office of corporation (Number and street, city, state and ZIP code) 6245 N. FEDERAL HIGHWAY, 5th FLOOR, FORT LAUDERDALE, FL 33308		
ARTICLE III - Registered Office and Registered Agent		
Name of the Registered Agent of the corporation (cannot be the corporation itself) C T Corporation System		
Indiana address of the registered office of corporation (Number and street, city; P.O. Box not accepted)	INDIANA	ZIP code
251 E Ohio St, Suite 1100, Indianapolis		46204
ARTICLE IV - Date and State of Incorporation and Duration of Existence		
Date of incorporation in domiciliary state (month, day, year): August 24, 1999	State of incorporation DELAWARE	
Expected period of duration listed in the Articles of Incorporation (perpetual, term of years or date certain e.g. December 31, 2050) PERPETUAL		
ARTICLE V - Corporate Officers		
The names and business addresses of the officers of the Corporation:		
Name	Title	Address (Number, street, city, state and ZIP code)
Jonathan K. Hage	President	6245 N. Federal Highway, 5th Floor, Ft. Lauderdale, FL 33308
Jonathan K. Hage	Secretary	6245 N. Federal Highway, 5th Floor, Ft. Lauderdale, FL 33308
Jonathan K. Hage	Treasurer	6245 N. Federal Highway, 5th Floor, Ft. Lauderdale, FL 33308

ARTICLE VI Board of Directors

The names and business addresses of the Board of Directors of the Corporation are as follows:

Name	Address (Number, street, city, state and ZIP code)
Jonathan K. Hage	6245 N. Federal Highway, 5th Floor, Ft. Lauderdale, FL 33308

In witness whereof, the undersigned being the President of said Corporation executes this
(Title: officer or Chairman of Board)
Application for Certificate of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true this 19th day
of October, 2011.

Signature



Printed name

Jonathan K. Hage

Delaware

PAGE 1

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY "CHARTER SCHOOLS USA, INC." IS DULY INCORPORATED UNDER THE LAWS OF THE STATE OF DELAWARE AND IS IN GOOD STANDING AND HAS A LEGAL CORPORATE EXISTENCE SO FAR AS THE RECORDS OF THIS OFFICE SHOW, AS OF THE TWENTY-FIRST DAY OF OCTOBER, A.D. 2011.

AND I DO HEREBY FURTHER CERTIFY THAT THE ANNUAL REPORTS HAVE BEEN FILED TO DATE.

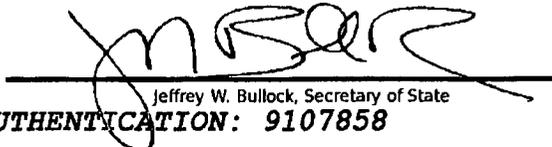
AND I DO HEREBY FURTHER CERTIFY THAT THE FRANCHISE TAXES HAVE BEEN PAID TO DATE.

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Jeffrey W. Bullock, Secretary of State
AUTHENTICATION: 9107858

DATE: 10-21-11

You may verify this certificate online
at corp.delaware.gov/authver.shtml

LETTER OF INTENT

October 30, 2011

Richard Page
Vice President of Development
Charter Schools USA, Inc.
6245 North Federal Highway, 5th Floor
Fort Lauderdale, FL 33308

Re: Management Services Agreement

Dear Mr. Page:

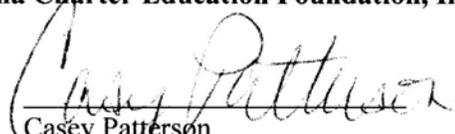
This Letter of Intent ("Letter") serves to memorialize the intent of the Indiana Charter Education Foundation, Inc., ("Corporation") to engage Charter Schools USA, Inc. ("CSUSA," and collectively with the Corporation, the "Parties") to provide certain services to the Corporation related to the operation of two charter schools in Indianapolis, Indiana.

It is the intention of the Corporation to submit an application to the Indiana State Charter School Board for charters to operate two schools to be located in the greater Indianapolis, Indiana area. The Corporation will enter into negotiations with CSUSA to provide assistance to the Corporation in the operation and management of the schools pursuant to a Management Services Agreement ("MSA"), the specific terms of which shall be agreed upon to the mutual satisfaction of both Parties, in compliance with the Indiana Charter School Law, Indiana Code Section 20-24, et. seq., as amended, and in compliance with the terms of the Corporation's Charters should they be granted.

Very truly yours,

Indiana Charter Education Foundation, Inc.

By:


Casey Patterson
President

ACCEPTED AND AGREED TO:
Charter Schools USA, Inc.

By:

Richard Page
Vice President of Development

MANAGEMENT AGREEMENT SUMMARY OF TERMS

October __, 2011

THIS DOCUMENT SUMMARIZES THE PRINCIPAL TERMS OF THE MANAGEMENT AGREEMENT MADE BY AND BETWEEN CHARTER SCHOOLS USA (“CSUSA”) AND INDIANA CHARTER EDUCATION FOUNDATION (“ICEF”). THIS SUMMARY IS FOR DISCUSSION PURPOSES ONLY; THERE IS NO OBLIGATION ON THE PART OF ANY PARTY UNTIL A DEFINITIVE MANAGEMENT AGREEMENT IS SIGNED BY BOTH PARTIES.

Contract Duration:

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier.

Roles and Responsibilities of the school governing board:

- (a) **Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA’s recommendations concerning policies, rules, regulations and budgets. If the Board’s unwillingness to adopt CSUSA’s reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA’s ability in implementing the school design as set forth in the Charter Contract, CSUSA shall have the option of terminating this Agreement.
- (b) **Assistance to CSUSA.** The Foundation shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Foundation shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.
- (c) **Unusual Events.** The Foundation agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.
- (d) **Retained Authority.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School. The Board

retains the ultimate responsibility for the approval and oversight of the Charter School's budget and oversight of CSUSA in deliverance of its curriculum.

- (e) **Building Facility.** The Board shall work together with CSUSA and Red Apple Development, LLC, a Florida limited liability company (RAD) to lease or otherwise make available a facility for the Charter School. The facility shall comply with, or otherwise be approved, with respect to state regulations governing the use of the facility as a Charter School. The Board agrees to engage RAD, upon terms and conditions that are mutually acceptable, to assist in the acquisition, planning, development, design and financing of the Charter School facility. The Board agrees that RAD's engagement scope shall include, but not be limited to, assisting the Board with: (i) site selection; (ii) facilities planning and development; (iii) pre-construction activities; (iv) contract administration; and (v) project oversight.
- (f) **Food Service.** The Foundation shall provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

Roles and Responsibilities of School Staff:

CSUSA school staff will implement the educational goals and programs as set forth in the Charter Application (the "Educational Program"). In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor..

Roles and Responsibilities of CSUSA:

CSUSA shall be responsible for the management, operation, administration, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Foundation, the Charter Contract and subject to the direction given by the Foundation;
2. Implement and administrate the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Foundation. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report

findings to the Foundation upon its request;

3. Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or are required by the Charter Contract;

4. Manage all personnel functions, including professional development for the Charter School Administrator and all instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the CSUSA and as approved or requested by the Foundation;

5. All aspects of the business administration of the Charter School.

6. All aspects of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed Annual Budget for presentation to the Foundation for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Foundation and be consistent with the staffing and educational models set forth in the Charter School Application, and

7. Any other function necessary or expedient for the administration of the Charter School.

Services provided by CSUSA:

Establishing the charter school; Education Delivery; Human Resource Management; Financial Management; Strategic Improvement; Technology; Marketing, Enrollment & Communications; Governing Board Relations; Business & Contracts Management; Facility Maintenance

Performance evaluation measures and mechanisms:

Pupil Performance Standards and Evaluation. CSUSA shall implement pupil performance evaluations that permit evaluation of the education progress of each Charter School student. CSUSA shall administer to the students of the Charter School all standardized tests that are required by this Agreement and the Sponsor.

Compensation paid to CSUSA:

CSUSA shall be entitled to retain as compensation for its services rendered pursuant to this Agreement the difference, if any, between the amount of the Charter School's Revenues and the amount of Revenues actually expended by CSUSA in operation and/or management of the Charter School during its fiscal year (the "Fee") in accordance with the Approved Budget. The Approved Budget will include a projected

management Fee. A Fee in excess of the projected Fee requires Board approval.

Financial Controls and Oversight:

Financial Reporting. CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.
5. All financial reports provided or prepared by CSUSA shall be presented in the format prescribed by the Indiana or the Sponsor, or, if the Sponsor has not prescribed a format, in GAAP/FASB approved nonprofit format.

Methods of Contract Oversight and Enforcement:

The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Indiana, and subject to venue in Marion County, Indiana. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding, or counterclaim brought by either CSUSA or the Foundation against the other.

Investment Disclosure:

Not applicable.

Conditions for Renewal and Termination of the Contract:

After the initial term, then the term of the Agreement shall be extended to (i) the extent the CSUSA performs in accordance with the terms of this Agreement, and (ii) the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless the Charter Contract is otherwise terminated or cancelled earlier for good cause, as agreed by CSUSA and the Foundation.

Upon the occurrence of an Event of Default by CSUSA, the Foundation shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7)

days prior written notice.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the ___ day of _____, 2011 by and between Charter Schools USA, a Florida limited liability company (“CSUSA”), and Indiana Charter Education Foundation, Inc., an Indiana nonprofit corporation (the “Foundation”).

RECITALS

WHEREAS, the Foundation has submitted or will submit an application to the Indiana Charter School Board (the “Sponsor”) for charter contracts to operate South ('Gcu/Indianapolis Charter Academy, a public charter school (the “Charter Application”); and

WHEREAS, the Foundation has determined that it is in its best interest to contract with a qualified and competent educational management firm to operate the public charter school, [INSERT NAME OF SCHOOL] (the “Charter School”); and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Foundation wishes to hire CSUSA, and CSUSA wishes to be hired by the Foundation to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Foundation represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Foundation further represents that it expects the Charter Application will be approved by the Sponsor to organize and operate the Charter School and that once the Charter Application has been approved, the Foundation will enter into a charter contract with the Sponsor (the “Charter Contract”). The Foundation is therefore authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control the Charter School, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Foundation hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Foundation’s Board of Directors (the “Board”) and included in the Charter Contract between the Charter School and the Sponsor. CSUSA’s obligations to the Foundation shall be only as expressly set forth in this Agreement. Duties

required to be carried out for the operation of the Charter School, which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA is a Florida limited liability company, and is not a division or a part of the Foundation. The Foundation is an Indiana non-profit corporation authorized by its corporate documents to execute and deliver this Agreement and perform its obligations hereunder. The Foundation and Charter School are not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in Article I(C) above, no agent or employee of CSUSA, shall be deemed to be the agent or employee of the Foundation. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Foundation is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Foundation.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier. After the initial term, then the term of the Agreement shall be extended to (i) the extent the CSUSA performs in accordance with the terms of this Agreement, and (ii) the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless the Charter Contract is otherwise terminated or cancelled earlier for good cause, as agreed by CSUSA and the Foundation.

ARTICLE III FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the administration, operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget which is to be submitted and approved by the Board as provided in this Agreement and (ii) the availability of funding to pay for said services. Neither CSUSA nor the Foundation shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget.

B. Educational Program. CSUSA agrees to implement the educational goals and programs as set forth in the Charter Application (the "Educational Program"). In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Foundation and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested,

CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, administration, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Foundation, the Charter Contract and subject to the direction given by the Foundation;
2. Implement and administrate the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Foundation. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Foundation upon its request;
3. Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or are required by the Charter Contract;
4. Manage all personnel functions, including professional development for the Charter School Administrator and all instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the CSUSA and as approved or requested by the Foundation;
5. All aspects of the business administration of the Charter School.
6. All aspects of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed Annual Budget for presentation to the Foundation for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Foundation and be consistent with the staffing and educational models set forth in the Charter School Application, and
7. Any other function necessary or expedient for the administration of the Charter School.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Foundation's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Foundation. The Foundation will own all proprietary rights to curriculum or educational materials that are both directly developed and paid for by the Foundation. CSUSA shall own all proprietary rights to, and the Foundation's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Foundation. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School, including, but not limited to transportation and/or food service. However, CSUSA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Student Recruitment. CSUSA and the Board shall be jointly responsible for the recruitment of students subject to agreement on general recruitment and admission policies. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with applicable laws. CSUSA shall solicit and recruit enrollment of students by various means, which may include but shall not be limited to the following: utilize paid and unpaid media-advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth, and presentations to interested groups and distribute information through advertisements utilized by the Sponsor.

H. Due Process Hearings. CSUSA shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Foundation's own obligations. The Foundation shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide educational programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived, but the Charter School shall interpret state and local regulations liberally to give CSUSA flexibility and freedom to implement its educational and management programs.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Charter School.

L. Pupil Performance Standards and Evaluation. CSUSA shall implement pupil performance evaluations that permit evaluation of the education progress of each Charter School student. CSUSA shall administer to the students of the Charter School all standardized tests that are required by this Agreement and the Sponsor. In particular, without limiting the generality of the foregoing:

- (a) CSUSA shall administer the Pre-Test for the Enrolled Students. The Pre-Test shall be the Standard 9 test, or such other test as deemed appropriate by the CSUSA.
- (b) CSUSA shall administer the Post-Test for the Enrolled Students in accordance with the Sponsor's testing schedule.
- (c) CSUSA shall take steps to assess and address possible reasons for any decrease in individual Enrolled Student scores or Enrolled Students' scores in the aggregate, for each grade level at the Charter School. Such steps shall include a mid-year progress report that the CSUSA must submit to

the Board for review. Consistent and dependent upon the Annual Budget, if the Foundation determines improvements are necessary, such improvements will be implemented.

CSUSA shall use reasonable efforts to ensure that the Charter School and the students of such Charter School meet or exceed all performance criteria set forth in this Agreement. CSUSA will make reasonable efforts to ensure both that each individual Enrolled Student's score and Enrolled Students' scores in the aggregate for each grade level at the Charter School, increases from year to year in accordance with the objectives set forth in this Agreement. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Foundation.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner that will cause the Foundation to be in breach of its Charter Contract with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records / Property. The financial, educational and student records pertaining to the Charter School are the Foundation's property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals. CSUSA shall be held to the same performance goals as in the Charter Contract.

**ARTICLE IV
OBLIGATIONS OF THE BOARD**

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Contract, CSUSA shall have the option of terminating this Agreement.

B. Assistance to CSUSA. The Foundation shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Foundation shall timely furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Foundation agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School. The Board retains the ultimate responsibility for the approval and oversight of the Charter School's budget and oversight of CSUSA in deliverance of its curriculum.

E. Building Facility. The Board shall work together with CSUSA and Red Apple Development, LLC, a Florida limited liability company (RAD) to lease or otherwise make available a facility for the Charter School. The facility shall comply with, or otherwise be approved, with respect to state regulations governing the use of the facility as a Charter School. The Board agrees to engage RAD, upon terms and conditions that are mutually acceptable, to assist in the acquisition, planning, development, design and financing of the Charter School facility. The Board agrees that RAD's engagement scope shall include, but not be limited to, assisting the Board with: (i) site selection; (ii) facilities planning and development; (iii) pre-construction activities; (iv) contract administration; and (v) project oversight.

F. Food Service. The Foundation shall provide authority to CSUSA to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

**ARTICLE V
FINANCIAL ARRANGEMENTS**

A. Revenues. Except as hereinafter provided, all monies received by the Foundation shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.

2. Special education funding provided by Federal, State and Local Governments to the Foundation that is directly allocable to special education students in the Charter School.
3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Foundation that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Foundation that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School start up funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Foundation (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law.

(all of the above are hereinafter collectively referred to as the “Revenues”).

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School’s operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Annual Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA’s option, deposit funds into the Charter School Operating Accounting (“Operating Advances”). Operating Advances can only be made in accordance with the approved Annual Budget. The Foundation shall reimburse CSUSA all Operating Advances, together with Interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA shall forgive the un-reimbursed balance of Operating Advances, including Interest earned thereon.

B. Budget. CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Foundation for its approval for each Fiscal Year (June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the school facility or portions thereof. CSUSA shall obtain approval from the Foundation to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of MFP funding per year for both the reserve and fund balance.

(i) CSUSA shall submit to the Foundation for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Foundation a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Foundation must notify CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Foundation does not approve the Annual Budget, the Foundation shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Foundation does not approve the Annual Budget within thirty days of submission by CSUSA, Foundation shall be deemed to approve the Annual Budget. CSUSA and the Foundation acknowledge that a Final Budget shall be completed no later than June 30th.

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semiannually in order to reflect the results of the most recent MFP count and may make such other modifications as it may from time to time find necessary or advisable pursuant to the terms above. Any such amendment shall only be valid if approved by the express vote of the Board. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Fee. CSUSA shall receive all Revenues minus expenses paid by the Board directly as its gross revenue, from which it shall pay all other operating costs of the Charter School identified in the Annual Budget approved by the Board, including the provision of reserve expenses and fund balance as provided in the approved budget. CSUSA shall be entitled to retain as compensation for its services rendered pursuant to this Agreement the difference, if any, between the amount of the Charter School's Revenues and the amount of Revenues actually expended by CSUSA in operation and/or management of the Charter School during its fiscal year (the "Fee") in accordance with the Approved Budget. The Approved Budget will include a projected management Fee. A Fee in excess of the projected Fee requires Board approval.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Annual Budget.

E. Financial Reporting. CSUSA shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.

4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

5. All financial reports provided or prepared by CSUSA shall be presented in the format prescribed by the Indiana or the Sponsor, or, if the Sponsor has not prescribed a format, in GAAP/FASB approved nonprofit format.

F. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Foundation shall maintain the proper confidentiality of personnel, students, and other records as required by law.

G. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by CSUSA.

H. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Charter School's independent auditor.

I. Start-up Financing/Operating Losses. CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School, including funds for the development of a curriculum, technology system and school operations plan; recruiting, selecting and pre-service training of staff members; and cleaning, fixing and equipping of the Charter School facility as required by this Agreement. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

J. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and shall not include costs for the marketing and development of CSUSA.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School and shall ensure that all employees or contractors hired by CSUSA who have direct, daily contact with students of the Charter School shall be subject to criminal background check requirements pursuant to applicable state laws, to the same extent as employees of the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Foundation is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Noninstructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the Annual Budget, local, state and federal law, and consistent with the parameters adopted and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default ("Event of Default") by either party shall be limited to the following:

1. The Foundation fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Foundation materially breaches any of its obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor, conservator or trustee for itself or for

any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.

4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.

5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this agreement or the law, (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the student's is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the sponsor of the Charter Contract, or a default thereunder, solely as the direct result of an act or failure to act CSUSA. In the event of a material breach, CSUSA shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an Event of Default by CSUSA, the Foundation shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA, provide the Foundation reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records,
- Transferring any and all other non proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School's operation as a result of the termination of this agreement,

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree. In addition, each party to this Agreement shall indemnify the sponsor to the fullest extent of the law from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of CSUSA or the Foundation, (ii) any action taken or not taken by CSUSA or the Foundation.

**ARTICLE IX
INSURANCE**

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

**ARTICLE X
WARRANTIES AND REPRESENTATIONS**

A. Foundation Warranties and Representations. The Foundation represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company in good standing and is authorized to conduct business in the State of Indiana. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Foundation agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Foundation and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

**ARTICLE XI
MISCELLANEOUS**

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Foundation and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Indiana, and subject to venue in Marion

County, Indiana. CSUSA and the Charter School hereby waive the right to a jury trial in any action, proceeding, or counterclaim brought by either CSUSA or the Foundation against the other.

D. Agreement in Entirety. This Agreement (including attachments) constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Foundation shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

The Foundation:

CSUSA:

Jon Hage, CEO
6245 N. Federal Highway, 5th Floor
Fort Lauderdale, FL 33308
Telephone: 954-202-3500
Facsimile: 954-202-2047

with a copy to:

Tripp Scott, P.A.
110 SE 6th Street, 15th Floor
Fort Lauderdale, FL 33301
Attn: Edward J. Pozzuoli
Telephone: 954-525-7500
Facsimile: 954-761-8475

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and CSUSA and signed by both the President of the Board and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract and the terms and conditions of the Charter Contract are incorporated herein by reference.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

CSUSA

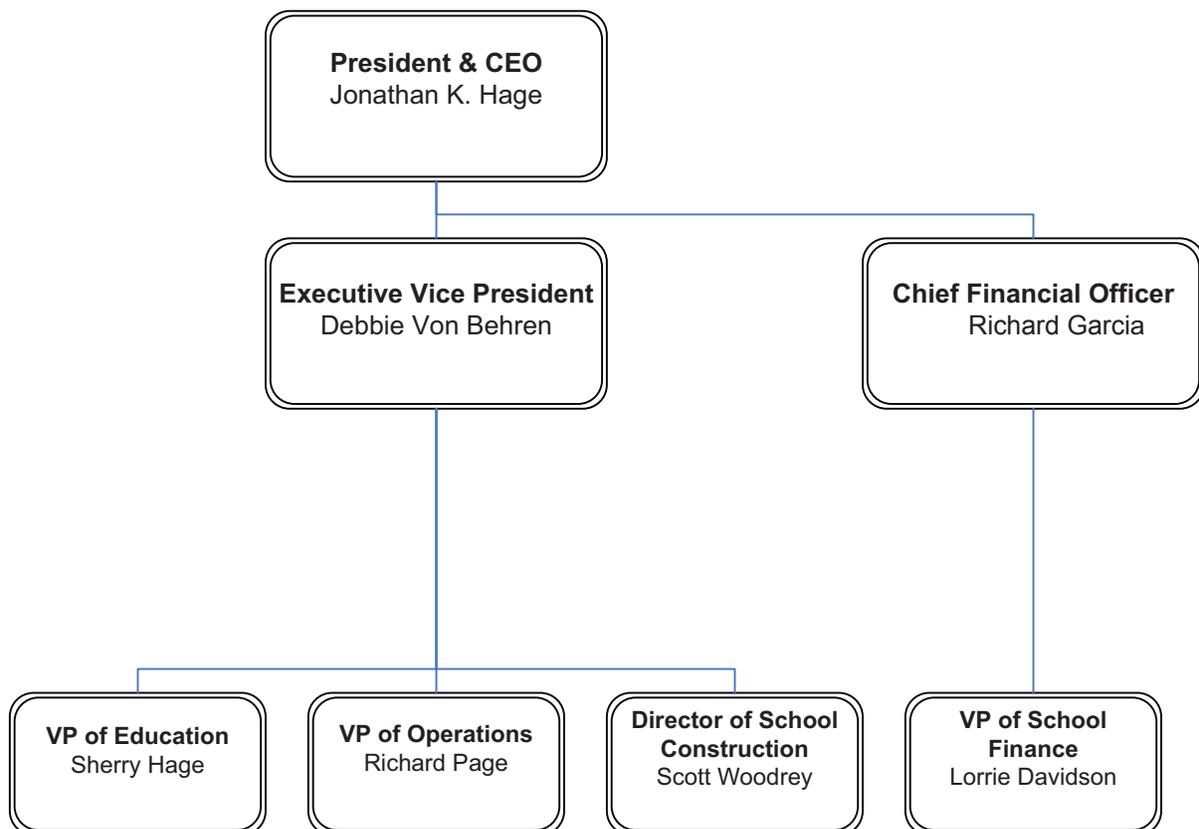
By: _____
Name: Jonathan K. Hage
Title: Chief Executive Officer
Date: _____

FOUNDATION

By: _____
Name: _____
Title: _____
Date: _____



CHARTER SCHOOLS USA ORGANIZATIONAL CHART





JONATHAN K. HAGE

PRESIDENT AND CEO

Jonathan Hage serves as the President and Chief Executive Officer of Charter Schools USA (CSUSA), an education management company he founded in 1997. CSUSA is one of the nation's fastest growing and most successful education companies, with approximately 2,000 employees educating approximately 14,000 students. CSUSA schools produce some of the strongest academic gains in reading and math in the nation based on state and federal standards. Under Mr. Hage, CSUSA started the nation's first charter school-in-the-workplace, the first municipal charter school and the largest charter high school.

In 2003, Mr. Hage helped form the nation's first national association for the emerging private education service industry, the National Council of Education Providers (NCEP). Representing the \$2.6 billion industry, Mr. Hage served for two years as the founding president and chairman of the board of NCEP, based in Washington, D.C. and currently serves as Vice Chairman. Mr. Hage has advised numerous political leaders, agencies and government bodies regarding education reform, including serving on the National Steering Committee of the 2004 Presidential Campaign, Education Transition Advisor to Florida's Governor Charlie Crist in 2007 and testifies regularly before Legislative and Committee bodies. He is a sought after source for comment and insight, being quoted in the media nationally, including Education Week, Fox News, and other national media. During the 1992 Presidential race, Mr. Hage developed research material for President George H. W. Bush. He has also served on multiple public boards including Broward County's Charter Task Force and the Charter Review Panel appointed by the Senate President.

Prior to CSUSA, Mr. Hage was President & CEO of Integrated Strategies Group, Inc. (ISG), a corporate and government affairs consulting firm serving government, non-profit, political and corporate clients. Prior to ISG, Mr. Hage was Director of Research for Jeb Bush's Foundation for Florida's Future. Mr. Hage also assisted in the early development of the first charter school in Florida, the Liberty City Charter School, a collaboration between Jeb Bush and T. Willard Fair, President of the Miami Urban League. From 1990-1994, Mr. Hage served as Research Associate in Foreign Policy and Defense Studies for The Heritage Foundation, a Washington, D.C. based think-tank, where he researched, wrote and published public policy studies and articles.

Mr. Hage served in the United States Army, Army National Guard and Army Reserves as a commissioned officer in the Special Forces (Green Berets), from 1986-1996 and was discharged honorably. He holds a B.A. in Political Science from the University of Colorado and an M.A.L.S. in International Affairs and Economics from Georgetown University. Mr. Hage currently serves on the Board of Directors for Goodwill Industries, Child Net and Associated Industries of Florida.





DEBBIE VON BEHREN
EXECUTIVE VICE PRESIDENT AND COO

Debbie Von Behren is Executive Vice President for Charter Schools USA. Her professional career spans three decades and includes elementary, secondary and post secondary education as well as strategic planning, organizational development and executive leadership. Prior to joining CSUSA, she was co-founder and president of VBA Consulting Group an organizational development and strategic planning consulting company. As president of VBA, she led her firm in many successful engagements in the US, Canada, South and Central America, Europe and Asia. Clients included Dell, Hewlett Packard, Nike Global Retail, Disney, Sun Trust Banks, The City of Coral Springs, Florida, Florida Division of State Parks and many other world class organizations. Ms. Von Behren received her Bachelor's degree in Education from Florida Bible College and subsequently taught elementary, middle and high school. After completing advanced degree work at the University of Central Florida in Organizational Development and at Rollins College's Master of Liberal studies, Ms. Von Behren became an adjunct professor at Valencia Community College's School of Business and Industry.

Prior to founding VBA Consulting, she served as Director of Corporate Training for Harcourt Brace and Jovanovich where she supported organizational and professional development projects for divisions throughout the US including SeaWorld Parks, HBJ Publishing, WB Sanders and the Psychological Corporation. Having served as an external consultant for Charter Schools USA, Debbie is familiar with the organization's opportunities and challenges. Ms. Von Behren's role includes executive oversight of strategic planning, organizational alignment and process and system development to maximize operational effectiveness and to drive successful outcomes.



RICHARD GARCIA **CHIEF FINANCIAL OFFICER**

Richard Garcia serves as Chief Financial Officer for Charter Schools USA, with more than 20 years of domestic and international experience in established and entrepreneurial companies.

Before joining CSUSA, Mr. Garcia was CFO of Todobebe Inc. of Miami, a privately held global media company providing family entertainment and expert advice to millions of Spanish speakers worldwide through national broadcast TV, radio, digital community and content Web sites, promotions and licensing. He previously served as the CFO of ION Media Networks Inc. of West Palm Beach. ION owns and operates the nation's largest broadcast television station group reaching more than 94 million U.S. television households.

Prior to ION, Mr. Garcia served as Senior Director and Controller of DirecTV Latin America LLC, a multi-national digital satellite television provider based in Fort Lauderdale that is an affiliate of the Cisneros Group of Companies. He has also served as Vice President, Chief Accounting Officer and Controller with Claxson Interactive Group Inc. of Miami, which is another Cisneros Group affiliate and is a multi-national, publicly traded media enterprise primarily engaged in the operation of pay-television channels and radio stations in Latin America.

Mr. Garcia previously served with the international accounting and auditing firm, Deloitte & Touche LLP of Miami, as Senior Manager with a client base including a range of companies from multi-national organizations and governmental enterprises to various small to medium-sized businesses. He is a Certified Public Accountant and a graduate of Florida International University.





SHERRY A. HAGE **VICE PRESIDENT OF EDUCATION**

Sherry Hage is Vice President of Education at Charter Schools USA. Mrs. Hage obtained her Masters Degree in Education from the University of Maryland. A seasoned educator for 17 years, her career started in the elementary and middle school classrooms within

Broward County Public Schools where she also served in the Curriculum Department as a Teacher on Special Assignment. Additionally, Mrs. Hage has worked as an Adjunct Professor for the School of Education at Florida Atlantic University. Mrs. Hage has aligned the CSUSA Educational Model and the Student Information System with Sunshine State Standards to ensure that the combination is innovative and stimulating both for the teacher and the student. She is a keen supporter of educators, believing in their ability to guide and move all students to higher levels of performance and proficiency, serving as a model for high academic achievement. As Vice-President of Education with Charter Schools USA, she assesses and monitors student progress at CSUSA-managed charter schools and continually refines and utilizes best practices that promote high academic achievement for all.





RICHARD PAGE **VICE PRESIDENT OF OPERATIONS**

As Vice President of Operations, Mr. Page oversees school facilities, maintenance, contract management, enrollment & marketing, information technology and planning and communications. Mr. Page brings a depth of experience in business management, organizational and strategic planning, contract management, government reform and public sector relations. Prior to joining CSUSA, Mr. Page was the Chief Operating Officer for a land development/resort operations company in the Florida panhandle. He also spent many years working for Bearing Point (formerly KPMG Consulting) as a manager in the State of Florida government practice with lead responsibility for Health and Human Services. Mr. Page started his career as an employee with the State of Florida performing various roles primarily related to health care reform. Mr. Page holds Bachelor's and Master's degrees in Economics from Florida State University and is a Certified Public Accountant.





LORRIE DAVIDSON **VICE PRESIDENT OF FINANCE**

Lorrie Davidson serves Charter Schools USA as Vice President of School Finance. Ms. Davidson joined CSUSA from key accounting positions at major corporations in South Florida. Prior to CSUSA, she was the Controller for Stephens Distributing Company, an Anheuser-Busch wholesaler, for five years. Prior to Stephens Distributing, Ms. Davidson contributed in taking ProSource Distribution Services, a national food distribution company, through its initial public offering. With an entrepreneurial spirit. She also ran her own financial consulting business focusing on computer automation, financial management and business acquisitions. Ms. Davidson's early 5 career began at Barnett Bank of Palm Beach County where she managed two banking offices in Northern Palm Beach County. Her focus at Barnett was on Business Development and Commercial Lending. Ms. Davidson is a graduate of the University of Florida with a BS in Accounting and a BS in Business Administration.





SCOTT WOODREY
VICE PRESIDENT OF RED APPLE DEVELOPMENT

Scott Woodrey joined Red Apple Development during the summer of 2008, with over 20 years of experience in development and construction management. As Vice President of Development, Mr. Woodrey oversees land acquisition, entitlement, development, construction and maintenance of school facilities. Mr. Woodrey brings extensive experience in planning, design, and project management for new construction. Prior to joining Red Apple Development, Mr. Woodrey spent 9 years as a Division President for a Fortune 500 Developer managing development, sales, and construction for a division with revenues of as much as \$300,000,000 annually. Mr. Woodrey holds a Bachelor's degree in Finance and is a State Certified General Contractor.





BILLIE MILLER
SENIOR DIRECTOR OF EDUCATION

Billie Miller joined the Education Team at Charter Schools USA as Senior Director on July 1, 2010. Prior to going to the corporate level, Ms. Miller served as Principal of Coral Springs Charter School for six years. Under her leadership the 6-12 school, with an enrollment of 1620 students, was rated an “A” all six years. Before joining Charter Schools USA, Ms. Miller was a Broward Schools’ Assistant Principal at Pompano Beach High School, a District Curriculum Specialist and a classroom teacher. In 1992, she was named Broward Teacher of the Year. In 2004 Ms. Miller retired after 31 years with Broward Public Schools.





This is to certify that

Charter Schools USA

having met the requirements established by the Advanced®
Accreditation Commission and Board of Trustees
is hereby accredited by Advance Education, Inc. (Advanced).

Valid through June 30, 2016

Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, Advanced

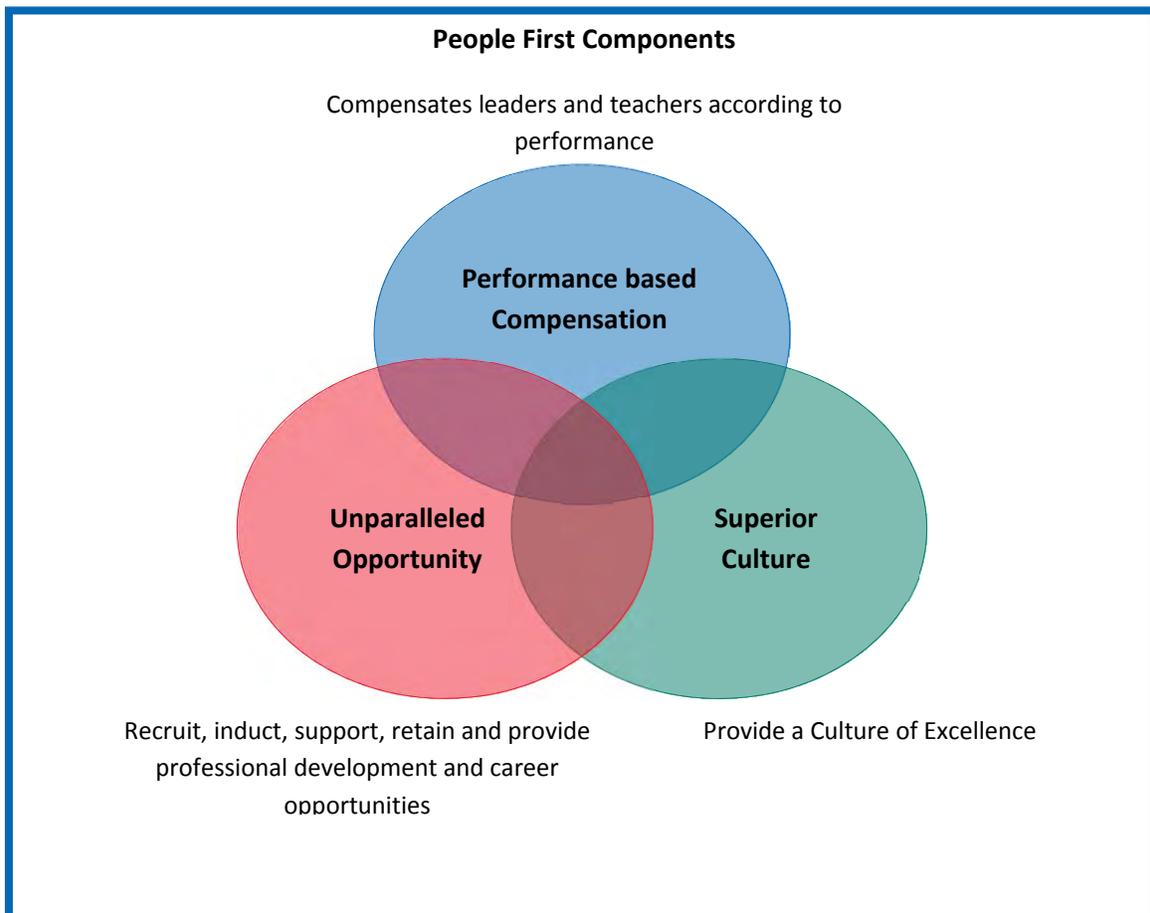
Attachment 15

Staffing Matrix
Indiana Charter School

			Yr1	Yr2	Yr3	Yr4	Yr5
Total Number of Students			810	950	1,044	1,092	1,140
Administration Staff							
Principal		90,000	1.00	1.00	1.00	1.00	1.00
Assistant Principal		70,000	1.00	2.00	2.00	2.00	2.00
Dean of Students		60,000	1.00	1.00	1.00	1.00	1.00
Business Administrator		45,000	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	per hour	12.00	2.00	3.00	3.00	3.00	3.00
Receptionist	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Registrar/DPC		30,000	1.00	1.00	1.00	1.00	1.00
Student Services Coordinator		36,684	1.00	1.00	2.00	2.00	2.00
Media Assistant (Clerk)	per hour	14.00	1.00	1.00	2.00	2.00	2.00
Food Service-Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Food Service	per hour	10.00	2.00	2.00	3.00	3.00	3.00
Before/Aftercare Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	per hour	9.00	4.00	4.00	5.00	5.00	5.00
			18.00	20.00	24.00	24.00	24.00
Instruction Staff							
Teachers (K-5)		36,684	33.00	38.00	41.00	42.00	43.00
Teachers (6-8) (Math, Sci, SS, LA, Reading)		36,684	3.00	4.00	5.00	6.00	7.00
General Music / Chorus Teacher		36,684	1.00	2.00	2.00	2.00	2.00
Art Teacher		36,684	1.00	2.00	2.00	2.00	2.00
PE Teacher		36,684	1.00	2.00	2.00	2.00	2.00
Foreign Language Teacher		36,684	1.00	2.00	3.00	3.00	3.00
Technology Teacher		36,684	1.00	2.00	2.00	2.00	2.00
PE Aide	per hour	13.00	1.00	1.00	2.00	2.00	2.00
Special Education		36,684	2.00	3.00	3.00	3.00	3.00
Reading Specialist		36,684	1.00	1.00	1.00	1.00	1.00
Co-Teacher		36,684	-	-	2.00	3.00	3.00
Curriculum Resource Teacher		36,684	2.00	2.00	2.00	2.00	2.00
			47.00	59.00	67.00	70.00	72.00
TOTAL Staffing			65.00	79.00	91.00	94.00	96.00

Attachment 16

The Governing Board will work directly with the ESP to implement the School's employment procedures and policies. The ESP has conducted extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, build morale, and promote student achievement. The following describes the School's People First Plan which is the framework for all employment policies and procedures.



The School will implement the People First Plan as outlined below:

Performance Based Compensation

Research supports the notion that people are motivated through achievement and growth. Moreover studies indicate that not only does this contribute to the retention of high quality staff, but also positively impacts student achievement. Consequently, the School will adopt a performance-based compensation plan that includes:

- Performance bonuses for Administration based on pre-determined goals
- Merit increases for faculty and staff are determined by a robust evaluation tool based on the research of Robert Marzano
- Participation in various programs to provide incentive bonuses for teachers

- Participation in American Board for Certification of Teacher Excellence which will provide an incentive bonus to teachers who achieve this distinction
- Provide school wide performance incentive goal– provided to faculty and staff at each school that achieves predetermined school wide goals

Superior Culture

The culture of each school is integral to the attraction and retention of high quality staff. The following are cultural elements that will be built into the School:

- Uniforms
- Parent Involvement including voluntary involvement contracts
- Strong discipline plans
- Classroom management expectations
- Action plans based on semi-annual staff surveys
- Action plans based on semi-annual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that, according to research, drives student achievement
- Recognition programs (corporate and school based)
- Company Summit and Conferences that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Teambuilding and recreational events that build camaraderie and a sense of belonging
- STRIVE character education programs that supports an Ethical Learning Community and positive school culture
- Other factors that support a positive culture include:
 - Safe and Orderly Environment
 - Collegiality and Professionalism
 - Parent and Community Involvement

Unparalleled Opportunity

From New Teacher Induction for new teachers to the Leading Edge Program aimed at high performers, there are numerous opportunities provided to allow staff to learn, grow and adjust their career path according to their professional goals. One example is the school site visit process that will allow the ESP to not only monitor the School’s progress, but it also allows staff throughout the network to gain an opportunity to visit other schools and be involved in the continual improvement process. Conferences, seminars and other professional development activities are all opportunities that are provided.

Recruitment: All employees must be committed to the high academic standards of the Indianapolis Charter Academy. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student. All teachers must possess a passion for diligently working to mitigate and

eliminate the achievement gap. Teachers must have a mindset that all students can learn and whose mission as educators matches that of The Indianapolis Charter Academy.

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

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

The Indianapolis Charter Academy is an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School's website
- CSUSA Corporate website
- Student Information System to advertise all vacant positions internally
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover
- Search Resume Databases and Scan Social Networks
- Job Fairs: Holds education job fairs to seek teaching professionals
- College Recruiting: Identifies colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers
- On-line Job Posting Boards: Utilizes select educational and job recruitment websites sites to advertise teaching openings
- Minority Organizations: Works closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served

The ESP will manage job advertising, conduct applicant screening, and refer qualified applicants to the Principal and administration to ensure the school's staffing needs are met.

A consistent process of screening, interviewing and selecting employees is essential to The Indianapolis Charter Academy's ability to recruit qualified staff. A consistent process ensures

that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

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

Selection: The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. The following information is used to guide the process of paper screening applications, analyzing oral interviews, and teaching demonstrations:

School Principal:

Is responsible for the administration of The Indianapolis Charter Academy and must have:

- Educational Leadership Certification
- Degree in Education with appropriate school grade background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Ability to work with community agencies and resources
- Experience in working with school boards, board of directors, and advisory boards
- Experience in the start-up of a new school
- Skills in using technology as a tool for learning and monitoring student progress
- Knowledge of curriculum for appropriate grades of student body
- Motivation to establish innovative and creative learning programs
- Dedication to providing supplementary programs to enhance student learning
- Commitment to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Ability to promote of positive school climate
- Commitment to enabling each student to reach his/her personal best

Assistant Principal:

Is responsible for assisting in the supervision of the school program and the curriculum and must have:

- Educational Leadership Certification
- Similar qualities as designated for the School Principal

Classroom Teachers (must have):

- Bachelors Degree or higher in Education and/or area of specialization in the grades he/she is teaching

- Positive teaching evaluation history
- Exemplary personal presentation and interpersonal skills
- Strong written and oral communication skills
- Literate in computer skills
- In-depth knowledge of subject area
- Understanding of various teaching methods and learning styles
- Ability to make learning exciting and interactive for students
- Commitment to the academic development and character development of each student
- Enthusiasm, flexibility, and innovative techniques toward education
- Ability to work effectively with parents, students, resource personnel, and other school-wide groups of individuals
- Commitment to engaging in continual professional development seminars, presentations, and organizations
- Professional Certification

Teacher Selection Process – Evaluation Criteria

Prerequisites of Effective Teaching	Teacher as a Person: Mission Mindset	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience 	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice 	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline 	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning 	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement 	<ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities

Interviews: The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective.

The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the Principal. Final candidates progress to an interview with the Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses.

Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement. They are: 1) Prerequisites of effective teaching; 2) the teacher as a person (i.e., personal attributes); 3) classroom management and organization; 4) planning for instruction; 5) implementing instruction (i.e., instructional delivery); 6) monitoring student progress and potential (i.e., student assessment and student expectations). These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants.

Hiring Qualifications: The Indianapolis Charter Academy will comply with all mandates regarding the minimum and preferred qualifications for each instructional and student service position applicable to the School will be available for review. Qualification information will include: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials will be verified by the ESP. The verification process includes checking for clearance of disciplinary actions. All employees will be fingerprinted and have background checks conducted as required by Indiana State Statute. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, and substitute teachers, and others approved to support The Indianapolis Charter Academy's programs. All support staff will be required to be fingerprinted and have background checks prior to employment.

Certification Monitoring: Teachers' certification status will be actively monitored throughout their career with The Indianapolis Charter Academy. As a best practice, CSUSA's Human Resources department will maintain a file for every teacher and staff member and will ensure that their certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the ESP to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. Non-renewable certificates and renewable requirements will be actively monitored for compliance by Charter Schools USA.

Offer of Employment and On-boarding Practices: Processes are in place to ensure hiring is consistent with all state and federal law and supports the school budgets. Approval processes are followed that include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon acceptance of the offer, a New Hire Packet is presented to the new employee. The packet includes the required Human Resources forms, such as I-9 (to be completed within 3 days of

commencement of employment), W-2, state income tax form, Employee Handbook with acknowledgement page, and information related to company-offered benefits.

Employment Offers

Every hired employee will sign an offer of employment. Staff will be hired “at will” on a year-to-year basis. Extensions of employment offers are recommended on an annual basis. All instructional personnel will be considered 10-month employees paid over a 12-month period. Instructional personnel will begin approximately two weeks prior to the start of school and work about one week after the end of school.

Dismissal

The first 90 days of employment are considered an Introductory Period. The employee may resign from the school or company and the school or company without reason and without notice may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for minor performance situations and immediate termination for any violations of a serious nature. Per the employee handbook, The Indianapolis Charter Academy requests two weeks’ notice of all voluntary resignations. The Indianapolis Charter Academy reserves the right to dismiss employees “at will” but without being in violation of federal and state laws.

Faculty and staff evaluations will take place on an on-going basis through the use of classroom walk-thrus, formal observations and school site visits as conducted by the ESP.

The Indianapolis Charter Academy will not hire any individual who has been convicted of or has pleaded nolo contendere (No Contest) to specific crimes listed, according to Indiana State Law, as a teacher, substitute teacher, bus driver, substitute bus driver, janitor, or a school employee who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the district and the district attorney. This statement of approval shall be kept on file at all times by The Indianapolis Charter Academy and shall be produced upon request to any law enforcement officer.

The board shall establish regulations, requirements, and procedures consistent with the provisions of state statute under which the school systems shall determine whether an applicant or employee has been convicted of or plead nolo contendere (“no contest”) to specific crimes. Included in this regulation shall be the requirement and the procedure for the submission of a person's fingerprints in a form acceptable to the Indiana State Police prior to employment of such person. A person who has submitted his fingerprints to the Indiana State Police may be temporarily hired pending the report from the bureau as to any convictions of or pleas of nolo contendere by the person to a crime.

Criminal History Checks

1) All persons to be employed by and/or designated to work with The Indianapolis Charter Academy will undergo an appropriate criminal history check. Any such person who has been

convicted of or has pleaded nolo contendere to specific crimes shall not be hired, in accordance with Indiana State Law.

2) All persons to be engaged in the direct processing of The Indianapolis Charter Academy school funds shall undergo an appropriate criminal history check. Any such person who has been convicted of or has pleaded nolo contendere to specific crimes or any other felony related to misappropriation of funds or theft shall not be hired, in accordance with Indiana State Law.

3) The policies listed above shall also be applied to any person or persons who are listed on the charter school application as the contact person, and to anyone else associated with the charter school who is engaged in the direct processing of charter school funds.

4) Any policies adopted by the district related to the employment of public school personnel regarding rehabilitation, date of offense, pardon or expungement, and number of offenses, shall also apply to all persons associated with the Indianapolis Charter Academy who are subject to appropriate criminal history checks.

New Teacher Orientation

Once the above requirements are satisfied and the candidate is hired, new employees participate in a mandatory Human Resource Orientation geared to familiarize new employees with the School, company history, vision and mission, and to review key areas of our Employee Handbook. The first 90 days of employment are considered an orientation period, during this period new teachers go through a Teacher Induction Program.

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research based instructional strategies the ESP will provide the following professional development trainings:

Required Trainings	Other Offerings
<p>New Teacher Induction - a two to five day seminar depending on the needs of the teachers, that includes instructional methods for data-driven instruction and research based classroom management and student motivation.</p> <p>Teacher Learning Communities- an on-going community for new teachers that include monthly meetings to review and enhance the teacher’s knowledge of high-yield instructional strategies.</p>	<ul style="list-style-type: none"> ● Writing Effective Lesson Plans ● Formalization of the Instructional Program ● Development of a Comprehensive Assessment Plan ● Collection and Interpretation of Student Performance and Achievement Data ● Theory of Multiple Intelligences ● Harry Wong: The Effective Teacher ● Assessment and Evaluation ● What Great Teachers Do Differently: 14 Things that Matter Most ● Classroom Instruction that Works: 9 High-

Required Trainings	Other Offerings
<p>Curriculum Cadre - teachers from the ESP's network of schools meet to discuss innovative classroom strategies that support student achievement once a month, as well as to monitor the success of past strategies.</p> <p>Curriculum Mapping- although the process of curriculum mapping occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful next year by making them aware of any changes to the curriculum map.</p> <p>Data Analysis - staff development is provided to teachers to ensure that they are analyzing their students' data for maximum student achievement.</p>	<p>Yield Strategies</p> <ul style="list-style-type: none"> ● Six Traits of Effective Writers ● Using Manipulatives in Math ● Strategies for Successful Test Taking ● CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) ● "Best Practice" Strategies for the Classroom ● Centers in the Classroom ● Technology in the Classroom ● The Interdisciplinary Curriculum ● English for Speakers of Other Languages Regulations and Procedures ● Exceptional Student Education Regulations and Procedures ● Research-Based Innovative Learning Methods

Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees. Short-term plans are implemented to create projects; long-term plans are implemented for the organization; career development plans are implemented for the employee; and skill-building is used for immediate improvement in employee performance in areas of deficiency. All of these components are part of professional development.

Sample Professional Development Schedule

Week	Meeting	Topic	Facilitator	Goal
1	Team Mtg-4-6	Science Fair Expectations		Science
1	Wed. PD	Teach Like a Champion-Intro		Overall Instruction
1	Team Mtg	Data Analysis-Writing & Math		Writing & Math
1	Committees	Expectations/Reflections- Vocabulary, Protecting Instructional Time (Agendas) , Emails.		Overall Instruction/Reading
2	TLC	SIS, 4-Square & STRIVE		Writing/Discipline
2	Team Mtg	Using FAIR Data/FCCR Centers Envision Assessments/Centers (Agenda, Minute by Minute, Reading Challenge)		Reading & Math Instruction
3	Faculty Mtg	Team Building-Marlins Game		Motivation/Team
3	Teacher Planning Day	Teach Like a Champion-Chapter 1 Expectations for Reading in Content Areas PMP's (1 hour 15 min) Spelling Bee		Overall Instruction Reading
3	Faculty Mtg	Growth Mindset-Goal Setting-PGP Parent-Teacher Conference Expectations (emailed)		Overall Instruction
4	Team Mtg	Cadre Teach Back-Differentiation Benchmark Data Analysis Review Curriculum Plan for the Year		Overall Instruction
4	Team Mtg	Implementing IFC's		Reading/Math/Science
4	TLC			
5	Team Mtg	Data Analysis-Goal Setting		Reading/Math/Science
5	Wed PD	Teach Like a Champion-Chapter 2		Overall Instruction
6	Team Mtg	Data Analysis-Progress Monitoring		Reading
6	Teacher Planning Day	Teach Like a Champion-Chapter 3 Florida Writes- New Expectations-Writing Across Content Science Inquiry Labs Real Life Application-Making Math Come Alive		Overall Instruction Writing Science Math
7	Team Mtg	Progress Monitoring Expectations-Reading Plus/Study Island		Reading
8	Team Mtg	Data Analysis-Benchmark 2		Reading/Math/Science
9	Faculty Mtg	Growth Mindset-STRIVE Circle & Science Notebooks		Overall Instruction Science

9	Team Mtg	Cadre Teach Back-Differentiation		Overall Instruction
10	Wed PD	Teach Like a Champion-Chapter 4		Overall Instruction
10	Team Mtg	Data Analysis-Writing Prompts		Writing
11	Faculty Mtg	Mid Year Data Summit		Overall Instruction
11	Team Mtg	Data Analysis		
12	Wed PD	Teach Like a Champion-Chapter 5		Overall Instruction
12	Team Mtg	Data Analysis-Writing Prompts		Writing
12	TLC			
13	Team Mtg	Cadre Teach Back-Differentiation		Overall Instruction
13	Teacher Planning Day	Teach Like a Champion-Chapter 6 Application for Geometry and Measurement		Overall Instruction Writing Science Math
14	Faculty Mtg	Growth Mindset		Overall Instruction
14	Team Mtg	Data Analysis-FAIR & Writing Prompts		Reading/Writing
15	Faculty Mtg	Growth Mindset		Overall Instruction
15	Teacher Planning Day	Teach Like a Champion-Chapter 7 Teach Like a Champion-Chapter 8 TBA		Overall Instruction
15	Wed PD	Teach Like a Champion-Chapter 9		Overall Instruction
16	Team Mtg	Data Analysis-Benchmark 3 & Writing Prompts		Reading/Science/Math/ Writing
16	TLC			
17	Team Mtg	Building Academic Vocabulary		Reading/Writing
17	Wed PD	Teach Like a Champion-Chapter 10		Overall Instruction
18	Team Mtg	Data Analysis-IFC Data		Reading/Math/Science/ Writing
19	Team Mtg	Cadre Teach Back-Differentiation		Overall Instruction
19	Faculty Mtg	Growth Mindset		Overall Instruction
20	Team Mtg	Data Analysis- IFC Data & Writing Prompts		Reading/Math/Science/ Writing
20	TLC			
21	Team Mtg	FCAT Writes Training		Writing
21	Wed PD	Teach Like a Champion-Chapter 11		Overall Instruction
22	Team Mtg	Data Analysis		Reading/Math/Science/ Writing
23	Teacher Planning Day	Modifying IFC's Inventory/Consumable Review		Reading/Math/Science/
24	Faculty Mtg	Growth Mindset		Overall Instruction
24	Team Mtg	Data Analysis-IFC's		Reading/Math/Science/ Writing
25	Team Mtg	FCAT Training		Reading/Math/Science/

				Writing
25	Wed PD	Teach Like a Champion-Chapter 12		Overall Instruction
26	Team Mtg	Data Analysis		Reading/Math/Science/ Writing
26	TLC			
27	Team Mtg	TBA		
27	Faculty Mtg	Growth Mindset-SWOT/Staff Surveys		Overall Instruction
28	Team Mtg	TBA		
28	Wed PD	Teach Like a Champion-Wrap-up		Overall Instruction
29	Team Mtg	Data Analysis		Reading/Math/Science/ Writing
30	TLC			
31	Team Mtg	End of Year Procedures		Overall Instruction
31	Faculty Mtg	Growth Mindset		Overall Instruction
32	Team Mtg	Articulation Meeting		Overall Instruction
33	Team Mtg	TBA		

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INTRODUCTION

“PUTTING STUDENTS FIRST BY PUTTING PEOPLE FIRST”

A commitment to engage our teachers, staff and administrators in the discussion, planning and creation of learning environments that foster a community of students and teachers that extends far beyond the classroom.

ABOUT YOUR HANDBOOK

This Handbook was developed to acquaint you with Charter Schools USA (“CSUSA” or the “Company”) and to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by CSUSA to benefit employees. It is our desire to create a safe and meaningful work environment that is conducive to both personal and professional growth, to recognize individual contribution, and to make open, direct and personal communication a part of our organization.

This Handbook summarizes CSUSA’s personnel policies and plans that are now in effect and controlling. It is intended only as a guideline and is certainly not all-inclusive. We welcome and encourage any suggestions you may have for improving your work environment and any aspect of our policies. CSUSA’s management specifically reserves the right to amend the policies contained herein at its sole discretion with or without notice to CSUSA employees.

This Handbook contains rules, regulations and general information regarding CSUSA. Read the Handbook carefully. You will be required to sign a “Receipt of Handbook, Acknowledgement of At-Will Employment and Disclaimer of Contract.” You are expected to read and understand the Handbook so it is very important that you do in fact read the entire Employee Handbook, understand its contents and ask for an explanation if you have any questions.

Employment “At Will”

Your employment with CSUSA is “at-will”, which means that you voluntarily entered into it and are free to resign “at will” at any time, with or without cause. Similarly, CSUSA may terminate the employment relationship “at will” at any time, with or without notice, cause or reason. Should you be employed within a state other than Florida, the laws of that state will be followed.

NONE OF THE POLICIES OR GUIDELINES CONTAINED IN THIS EMPLOYEE HANDBOOK CREATES EITHER AN EXPRESS OR IMPLIED CONTRACT WITH REGARD TO THE SPECIFIC POLICIES CONTAINED IN THIS EMPLOYEE HANDBOOK. THIS EMPLOYEE HANDBOOK DOES NOT CREATE A CONTRACT OF EMPLOYMENT.

No representative of CSUSA, other than the CEO, has any authority to enter into any employment agreement for any specified period of time.

Revisions, Additions and Confidentiality

No employee handbook can anticipate every circumstance or question about a policy. As CSUSA continues to grow, the need may arise and CSUSA reserves the right to revise, supplement, or rescind any policies or portion of the Handbook from time to time as it deems appropriate, at its sole and absolute discretion.

These provisions supersede all existing policies and practices.

Some of the subjects described here are covered in detail in official policy or benefit documents. You should request and refer to these other documents for specific information since this Handbook only briefly summarizes those benefits. Please note that the terms of the written insurance policies or benefit plan documents are controlling.

Please treat this Handbook and the information in it as confidential. No portion of this Handbook should be disclosed to others, except CSUSA employees and others affiliated with CSUSA whose knowledge of the information is required in the normal course of business.

MISSION

We have developed a mission and vision to help us achieve our goals and uphold our values. This mission should guide how we do business and how to make decisions when faced with choices.

Our Mission Statement

CSUSA designs, develops and operates high performing public schools:

- Committed to student achievement
- Supported by sound business practices

Providing a choice for communities, parents, students, and professionals that fosters educational excellence in America.

Our Values

- **Students** – A student centered organization
- **High Standards** – Quality and professionalism
- **Integrity** – Honesty, loyalty and personal accountability
- **Fiscal Responsibility** – Building a sustainable, long-term investment in the future
- **Learning** – Continual improvement and innovation
- **People** – Empowering people with courage, talent and vision
- **Teamwork** – Partnership and fostering a respectful, family atmosphere
- **Commitment** – A life of purposefulness to a greater cause. Giving back and making a difference
- **Accountability** – To disciplined processes and required outcomes

OPEN COMMUNICATIONS & OPEN DOOR POLICY

Our experience has shown that when employees deal openly and directly with Administrators /Managers, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that CSUSA amply demonstrates its commitment to employees by responding effectively to employee concerns.

Problem Solving Procedure

We realize that misunderstandings and differences of opinion sometimes develop in the daily work situation. Should a problem or concern arise, the following problem solving procedure will assist with its resolution:

Discuss your problem or concern with your Administrator/Manager, who will listen and investigate or make recommendations as to how your problem might be resolved. We encourage you to try to resolve such matters through open discussion with your Administrator/Manager.

- If you are uncomfortable taking your concern to your Administrator/Manager, or if he/she does not help you to your satisfaction, you can take your concern directly to the next level of management or to Human Resources.

By bringing any dissatisfaction or complaint of any nature out into the open, most problems can be improved, if not resolved. We will work to resolve problems in the best interest of both you and CSUSA.

SUGGESTIONS

If you have any suggestions or ideas that you feel would benefit CSUSA, we would encourage you to tell us about them. We are always looking for suggestions that improve methods, procedures and working conditions, reduce costs or errors, and benefit the Company and its employees.

Persons who make suggestions, which are used to substantially benefit the Company and its employees, might (at the sole discretion of CSUSA) be considered for a one-time appreciation award.

Public Media Policy

It is the policy of Charter Schools USA to communicate with the media in the following manner:

At the school level the employee who receives the call, or is visited in person by a member of the media, is to contact the principal's office immediately. At that time they will in turn refer the contact to our Public Relations Firm or Corporate Office.

At the Corporate Office location the employee who receives the call, or is visited in person by a member of the media, is to engage a member of the executive team.

Under NO circumstance should any employee give a statement, or answer questions to any member of the media, unless given permission and direction by an Executive Team Member or the Public Relations Firm.

Media is defined as any broadcast system, i.e Radio, Television, Newspaper etc.

EMPLOYMENT POLICIES AND PROGRAMS

EQUAL OPPORTUNITY

CSUSA is an equal opportunity employer. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at CSUSA will be based on merit, qualifications, and abilities. CSUSA does not unlawfully discriminate in employment opportunities or practices on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, veteran status, disability, or any other characteristic protected by law. CSUSA will not unlawfully discriminate against any qualified employee or applicant on the basis of a physical or mental disability.

All supervisory personnel shall, in advertising and posting job opportunities, make reasonable efforts to ensure that the information regarding those job opportunities is properly and effectively disseminated internally within the organization. All advertisements shall state in clearly distinguishable type that CSUSA is an “Equal Opportunity Employer.”

When opportunities for job advancement occur and persons who are already employed by the Company are qualified to fill such positions, the job posting process and selection procedure shall allow all qualified employees to apply and be considered for the advancement opportunity.

It is the responsibility of all supervisory personnel to see that this policy is continued in its full spirit and intent.

If you believe you have witnessed or experience any form of discrimination, or if you have questions concerning this policy, you should notify your supervisor/Administrator or Human Resources immediately. If you believe it would be inappropriate to discuss the matter with your supervisor with whom you work, you may bypass that individual and report it directly to the next higher level of management. Reports will be investigated, and appropriate corrective action will be taken. Complaints will be handled confidentially, except as necessary for investigation and resolution. This policy prohibits retaliation, harassment or other adverse action being taken against you because of making a complaint of discrimination, assisting in an investigation, opposing discrimination or otherwise exercising rights protected by law.

NON DISCRIMINATION / HARASSMENT

CSUSA is committed to maintaining a work environment in which all individuals are treated with respect and dignity. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, co workers, vendors, clients, or clients of the Company. Harassment in employment is prohibited, both in the workplace and off the premises, including at social activities conducted or sponsored by the Company. Human Resources has overall responsibility for this policy and maintains reporting and monitoring procedures. Employees’ questions or concerns should be referred to Human Resources. Appropriate disciplinary action may be taken against any employee willfully violating this policy.

Harassment Defined

Harassment is defined as verbal, physical, or visual conduct which:

1. Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates
2. Has the purpose or effect of creating an intimidating, hostile or offensive working environment
3. Has the purpose or effect of unreasonably interfering with an individual's work performance or
4. Otherwise adversely affects an individual's employment opportunities

Prohibited harassment includes, but is not limited to, epithets, slurs, jokes, emails, negative stereotyping, or threatening, intimidating or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards or elsewhere on the premises, or circulated in the workplace. Harassment can consist of unwelcome conduct, whether verbal, physical, or visual, that is based upon a person's protected status, such as gender, color, race, ancestry, religion, national origin, age, physical handicap, medical condition, disability, marital status, veteran status, citizenship status, or any protected personal characteristic. The Company will not tolerate prohibited or unlawful harassment.

Sexual harassment deserves special mention. Unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on gender can constitute sexual harassment, particularly when:

- Submission to the conduct is an explicit or implicit term or condition of employment
- Submission to or rejection of the conduct is used as the basis for an employment decision or
- The conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment

Sexual harassment may include, but is not limited to the following:

- Repeated unwelcome requests for a romantic relationship
- Explicit sexual propositions, sexual innuendo, suggestive comments
- Sexually oriented "kidding" or "teasing," "practical jokes," jokes about gender specific traits,
- Foul or obscene language or gestures
- Display or circulation in the workplace of sexually suggestive objects or pictures (including through email) and
- Physical contact, such as patting, pinching, or brushing against another's body

CSUSA requires that all incidents of discrimination, harassment or retaliation be reported, regardless of the offender's identity or position. Individuals who believe they have witnessed or experienced conduct that they believe is contrary to the Company's harassment or discrimination policy or who have concerns about such matters should file their complaints with their immediate Administrator/Manager, next level of management, or Human Resources. Individuals should not feel obligated to file their complaints with their Administrator/Manager first before bringing the matter to the attention of one of the other Company's designated representatives identified above.

Procedure for Complaints

The Company's policy is to investigate all such complaints thoroughly and promptly. To the extent practicable, the Company will keep complaints and the terms of their resolution confidential. If an investigation confirms that a violation of Company policy has occurred, the Company will take corrective action, including such discipline up to and including immediate termination of employment as is appropriate.

CSUSA prohibits retaliation against any individual who makes a good-faith report of discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is in violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action up to and including termination.

All Company employees are responsible for helping to assure that we avoid harassment. If you feel that you have experienced or witnessed conduct contrary to this policy you have an obligation to immediately take advantage of this complaint procedure. It is important to immediately report any complaint rather than let time slip by or let the situation escalate. The more timely the reporting the more effective Human Resources can be at resolving the situation.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, CSUSA strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Company's Executive Vice President.

AMERICANS WITH DISABILITIES ACT POLICY STATEMENT

The Company is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA"). It is the Company's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, the Company will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made the Company aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the Company.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the Human Resources Department. The Company encourages individuals with disabilities to come forward and request reasonable accommodation.

Procedure for Requesting an Accommodation

On receipt of an accommodation request, Human Resources and your supervisor will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that the Company might make to help overcome those limitations.

The ADA does not require the Company to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify the Human Resources Department. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

IMMIGRATION LAW COMPLIANCE

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification I-9 Form and present documentation establishing identity and employment eligibility. This policy is in compliance with the Immigration Reform and Control Act of 1986. Former employees who are re-hired must also complete the form if they have not completed an I-9 with CSUSA within the past three years, or if their previous I-9 is no longer retained or valid.

Transition and transfer of employees to other subsidiaries must comply with local regulations.

In the case of a relocation to CSUSA subsidiary, the employment relationship will change to adhere to local regulations, policies/procedures and the compensation and benefits of that location.

Employees with questions or seeking more information on immigration law issues are encouraged to contact Human Resources. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

ORIENTATION PERIOD

Newly hired employees, and any current employees who have been transferred, promoted or reassigned to a new position, are employed with the understanding that their first 90 days in their new position are considered to be an orientation period.

This orientation period provides an opportunity for both you and CSUSA to evaluate each other and to determine the desirability of continuing the employment relationship. During your first 90 days in your new position your job performance will be observed by your Administrator/Manager to ensure job compatibility.

During this time, you will be provided with training and guidance from your Administrator/Manager. Under appropriate circumstances, your orientation period may be extended. Additionally, as is true at all times during an employee's employment with the Company, employment is not for any specific time and may be terminated at will, with or without cause or reason and without prior notice.

At the end of the orientation period, you and your Administrator/Manager may discuss performance. Provided the job performance is "satisfactory" at the end of the introductory period, you may continue in your employment as an at will employee. The orientation period does not represent a guarantee or contract of employment for 90 days or any other period of time and all aspects of "Employment-At-Will" will continue to apply.

Applicant Reference and Background Checks

To ensure that individuals who join CSUSA are well qualified and have a strong potential to be productive and successful, it is the policy of CSUSA to check the employment history, references and creden-

tials of all applicants.

Likewise, as a condition of employment, a release to conduct a background check is required. Examples include: driving records, credit checks, criminal background, fingerprinting, certification checks, District Ethics Committee, etc.

Providing References for Former Employees

Only the Human Resources Department are authorized to respond to inquiries for reference checks for current or former CSUSA employees. Responses to such inquiries will be limited to employment verification (confirmation of job position and dates of employment.) CSUSA is not responsible for any personal or business reference made by an employee on behalf of or regarding another employee.

PERFORMANCE

The results that CSUSA achieves are determined by how we perform – as individuals, teams, and as a company. The ways we focus our efforts, use our talents, manage our time and work together will determine our success. We emphasize the importance of ongoing communication between you and your Administrator/Manager about your performance, progress toward job expectations, results and any development or needs that you may have.

You and your Administrator/Manager are strongly encouraged to discuss job performance and goals on an informal, day to day basis. Additional formal performance evaluations are conducted to provide both Administrator/Managers and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated according to the schedule associated with your position. For a 10 month instructional, 12 month school administrators, or non-instructional employees, you are reviewed after 90 days, during the first semester and at the end of the school year. Your opportunity to recommit and your pay increase for the following school year will be dependent on your overall performance. For 12 month corporate employees, your performance reviews are after the first 90 days and then annual, usually in the Fall, or as the fiscal year dictates.

Your attendance and dependability is an important part of your overall performance. Excessive absenteeism could lead to disciplinary action and affect your performance rating.

Goal Setting

One of the most important aspects of the Performance Management process is goal setting. In this process, you and your Administrator/Manager meet in a highly participative manner to:

- Update your description of job duties and responsibilities so it reflects the current requirements and primary job content.
- Mutually agree upon and establish written SMART (specific, measurable, attainable, relevant and time bound) goals that clearly define what is expected by you.
- Ensure that individual goals are compatible with those of the work unit and the Company as a whole. Goals should be aligned with the Company and School Strategic Plan.
- Negotiate agreement on a weighting for each goal as a means of prioritizing what's important.
- Establish measures and standards that clarify how you will know if targets are being achieved and

- Agree on performance tracking and feedback requirements necessary for self-management or monitoring progress.

You should revisit and, where appropriate, reestablish goals with your Administrator at the beginning of the school year and/or with your Manager no less than quarterly.

At its sole discretion, CSUSA may award merit based pay adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process.

OUTSIDE EMPLOYMENT

CSUSA does not limit an employee's activities during non-working hours unless those activities interfere with or are in conflict with the performance of his/her job, or create a conflict of interest.

As a condition of employment, all employees must sign a non-compete and/or employment agreement if their work with CSUSA puts them in contact with or responsible for sensitive company information.

PROMOTIONS AND TRANSFERS

To provide our employees with opportunities for growth and advancement, CSUSA attempts to fill many of its job openings with qualified candidates from within. Internal candidates may be identified by management selection or thorough responses to job postings on the company website.

You are encouraged to seek advancement opportunities and to obtain promotion and career guidance from your Administrator/Manager and/or Human Resources.

The Leading Edge Program provides Professional Development opportunities to high performing employees who are identified by Senior Leadership as holding the characteristics and potential of leadership. Eligibility criteria may change from time to time as the needs of the business prepare for organizational growth, however, employees under an active Performance Improvement Plan are not eligible to participate for one year and must have clearance by the administration/manager to participate.

CSUSA strives to promote from within whenever possible. To obtain detailed information on the criteria and opportunity to participate, contact your Administrator/Manager.

TRANSFERS

Whenever possible, internal position opportunities will be communicated via the company website or through the Human Resource Department.

To be considered for an internal job opportunity, you must

- Possess the skills, education and experience required
- Be performing satisfactorily in your current position
- Have been in your current position at CSUSA for at least one year

If you are interested in promotion or transfer opportunities, it is ultimately your responsibility to apply for the position opening before the deadline shown on the job posting and to make your intentions known to your Administrator/Manager.

Consideration will be given based on the individual's skills, education, experience and qualifications, and will be in adherence to CSUSA's policy of equal employment opportunity.

EMPLOYMENT RECORDS

CSUSA maintains employment records on each employee. Your employment application and all other records that require specific information about you become part of your employment record. Information submitted on the employment application and other employment forms is subject to verification by the Company. If the Company determines you have provided false or misleading information, you may be subject to disciplinary action up to and including termination.

Keeping Your Files Up To Date

It is your responsibility to ensure your employment records are kept up-to-date. This includes notifying us of any changes in the following types of information:

- Name
- Telephone number
- Home and/or mailing address
- Number and identity of dependents (for benefits and tax purposes only)
- Telephone numbers and addresses of dependents, spouse, former spouse (for insurance purposes only)
- Beneficiary designations (for benefits purposes only)
- Persons to be notified in case of emergency
- Driving record or status of driver's license if you operate a Company vehicle or your position routinely requires you to drive during regular business hours
- Military or draft status
- Certification status

If there is a change to these types of information, you must notify Human Resources as soon as possible and/or log into HRO to make your changes.

Reviewing Your Employment Records

Employment records are the property of CSUSA, and access to the information they contain is restricted. Generally, only supervisors and management personnel of CSUSA who have a legitimate reason to review information in a file are allowed to do so.

With reasonable advance notice, employees may review their own employment records in CSUSA's offices and in the presence of an individual appointed by CSUSA to maintain the files. Records deemed to contain sensitive or confidential information could be excluded from the review. If you wish to review your employment records, contact Human Resources to schedule a file review.

SEPARATION FROM THE COMPANY

Every Company employee has the status of "employee at will," (as applicable by state law in which you work) meaning that no one has a contractual right, express or implied, to remain in the Company's employ unless they enter into a written contract signed by the President and CEO of the Company. This

means the Company or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason. No Administrator/Manager or other representative of the Company (except the CEO or his designee) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

Resignation

If you initiate the separation, it is considered a voluntary resignation. If you elect to resign, your Administrator/Manager would like the opportunity to discuss your resignation before final action is taken. The Company often finds during this conversation that another alternative may be better. If, however, after full consideration you decide to leave, it is requested that you provide the Company with a written two week advance notice period (bear in mind that PTO days may not be included in the two-week notice period). Though CSUSA requests two weeks notice the company may request earlier resignation if the circumstances require.

Exit Interview

In addition, employees separating from CSUSA may be asked to participate in an exit interview and provide any constructive comments and suggestions on improving working conditions. This interview may take place on your last day and/or a survey may be sent to your home via the internet. We appreciate receiving your candid opinion of your employment with us.

Job Abandonment

If you are absent from work for three consecutive scheduled work days without giving proper notice to your Administrator/Manager, you are advised that the Company will consider this an abandonment of your job, and your employment will be terminated.

A DRUG FREE WORKPLACE

CSUSA prohibits the following:

- Reporting to work under the influence of alcohol or illegal drugs or substances, including the illegal use of prescription drugs.
- Being intoxicated while on Company premises.
- The sale or purchase of alcoholic beverages on Company premises or while performing Company business, except in connection with Company-authorized events and gatherings.
- Working under the influence of prescription or nonprescription drugs that could impair judgment or motor functions and place persons or property in jeopardy.

Possession of paraphernalia used in connection with the use of any drug is evidence of violation of this rule.

A drug means an amphetamine, a cannabinoid, cocaine, phencyclidine (PCP), a hallucinogen, methaqualone, an opiate, a barbiturate, a benzodiazepine, a synthetic narcotic, a designer drug or a metabolite of any of these substances. Non prescribed use of prescription medication is also prohibited.

Employees may be tested for any and all of these drugs.

As a part of our policy prohibiting reporting to work or working with the presence of drugs, drug testing may be required. The Company must and will conduct drug tests under the following circumstances:

- For an employee whose conduct creates a reasonable suspicion of improper use or possession of drugs.
- For an employee subject to regular fitness-for-duty medical examination.
- For an employee previously given a drug-related suspension or a leave of absence for prohibited drug use. Such tests will be conducted on a quarterly, semi-annual, or annual basis for up to two years thereafter.
- On a random, unspecified basis.
- For an employee suffering a reportable accident and any other parties associated with the accident. If an employee refuses to be tested, he/she will be subject to suspension or dismissal.

Refusal to cooperate in the drug testing procedure will result in termination of employment.

Investigation – Site Inspections

CSUSA reserves the right to access and inspect all Company-owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary by management. Please cooperate with us on this matter, as it is done for your protection. CSUSA also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, laptops, and employee cars on Company property. CSUSA may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched.

Where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. CSUSA shall have the right to conduct a search if there is reasonable suspicion to believe that a violation of this policy has occurred.

Employee Assistance Program

This is a program designed to offer counseling and rehabilitation services to support employees, dependents and all members of your household. It offers you free 24 hour assistance, toll free or online.

- Emotional Well –Being and Life Events
- Family and Caregiving Resources
- Health and Wellness Resources
- Daily Living Resources
- In-Person Counseling

For more confidential information please contact your Business Administrator, or the Human Resource Department for your Brochure.

EXPECTATIONS AND STANDARDS

ATTENDANCE AND PUNCTUALITY

To maintain a safe and orderly work environment, CSUSA expects you to be reliable and to be punctual in reporting for scheduled work. Absenteeism and tardiness place a burden on other employees and on CSUSA. In the rare instances when you cannot avoid being late to work or are unable to work as scheduled, you should notify your Administrator/Manager as soon as possible in advance of the anticipated tardiness or absence.

Call-In Procedure

If it is necessary for you to be late or absent for any reason, you are responsible for following the call-in procedure for your work team or department.

While call-in procedures vary by department and location, there are some general requirements that are universal to all employees:

- You should telephone your Administrator/Manager before your starting time, if possible.
- If you are unable to make the call because of a medical condition, then you should have a person make the call for you and you should personally contact your Administrator/Manager at your earliest opportunity.
- If you cannot reach your Administrator/Manager when you call, speak with the person designated by your department/school.
- You must speak personally with an appropriate person. Leaving a message on voicemail is not sufficient.
- Provide an explanation of why you are going to be late or absent and when you expect to return to work. Also leave a phone number where you can be reached.
- If appropriate, provide an update on any pending work assignments that may need to be handled in your absence. Your Administrator/Manager may need to reschedule/redistribute your work activities while you are absent.

It is your responsibility to ensure that proper notification is given. Failure to do so will subject you to disciplinary action up to and including termination.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

WORK RULES AND STANDARDS

Work rules and standards regarding employee behavior are necessary in any company for the company's efficient operation and for the benefit and protection of the rights and safety of all. CSUSA is no exception. This section of your Handbook summarizes some of our expectations and work rules. The following lists are by no means all-inclusive.

Our Expectations

We expect our employees to be honest, reliable and conscientious in meeting the responsibilities of their job, and to perform all duties competently, professionally, and responsibly. In order to meet these expectations, you must understand and abide by the standards that govern job conduct. The following are examples of expectations that CSUSA has and some of the responsibilities you must observe:

- Comply with all of CSUSA's policies, procedures, safety and security guidelines.
- Learn your job and perform it to the best of your ability –efficiently, accurately, and safely.
- Take initiative to excel in your job and cooperate with your work team. Let us know your ideas for innovation and improvement.
- Speak up when you have problems, concerns or complaints.
- Report to work on time. Others depend on you.
- When you will be absent from work, or unable to arrive on time, follow the call-in procedure for your work team.
- Treat all clients, visitors, parents, students and co-workers with respect and courtesy. Provide the highest level of service to all clients.
- Follow and respect management's direction concerning job-related matters.
- Maintain the confidentiality of proprietary and confidential Company and customer information
- Present a professional, neat, and clean appearance appropriate to your work situation.
- Report to management any violations of the Company's policy, unethical or illegal conduct by co-workers, clients or vendors.
- Refrain from offensive or undesirable behavior or conduct.

Examples of Conduct Not Permitted

In general, conduct that interferes with operations, brings discredit to CSUSA or is offensive is not tolerated. The following are examples of conduct not permitted. Such conduct will subject the individual involved to disciplinary action up to and including termination.

- Failure to meet performance standards and fulfill job requirements
- Refusal to follow management's instructions concerning a job-related matter (insubordination)
- Unsafe practices or unsafe performance of any job
- Leaving the workplace during working hours without authorization
- Unauthorized use of Company or customer assets, including equipment, property, information and funds
- Improper use or disclosure of proprietary or confidential Company or customer information
- Violation of CSUSA's Code of Business Conduct (as outlined in this Handbook under separate section)
- Theft, misuse or willful destruction of Company property or of another individual's property
- Harassing, sexually or otherwise, another employee, business associate or customer, or failing to report harassment
- Improper, unprofessional, or threatening behavior or language while on Company property or on Company business

- Lying to employees, Administrator/Managers or clients
- Failure to report any knowledge of theft or other activities not in the best interest of CSUSA
- Any action that is or can reasonably be expected to be detrimental to CSUSA or its reputation
- Any violation of CSUSA's substance abuse policy
- Violation of Company safety or security policies or procedures
- Deliberately interfering with the operations of the Company
- Falsifying any Company record or report, including applications for employment, time sheets and client records
- Possession of firearms, weapons, ammunition or explosives on Company property or while on Company business
- Conviction of a crime committed in any Company workplace or during working hours

These examples are illustrative of the types of behavior that are not permitted at CSUSA, but are not intended to be all-inclusive. Other types of behavior or conduct could also lead to disciplinary action up to and including immediate termination. You are expected to comply with all Company policies and procedures and all standards of conduct.

Disciplinary Action

CSUSA seeks to resolve performance and conduct problems in the most positive and constructive manner possible. We believe our employees are responsible individuals interested in working together toward common goals. When situations arise which warrant disciplinary action, CSUSA will utilize corrective action to deal with the misconduct.

Improper conduct or improper work performance, regardless of whether covered by the specific rules of conduct above, may be grounds for disciplinary action in the judgment of the Company.

Disciplinary action may range from verbal, written or final warnings to suspension or immediate termination, depending upon the facts of the particular case and the employment history of the employee involved.

APPEARANCE AND DRESS CODE

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image CSUSA presents to clients and visitors. During business hours or when representing CSUSA, you are expected to present a clean, neat, and tasteful appearance. In all cases, good judgment and discretion are expected when selecting work attire. All attire must reflect current professional standards such as: Dresses and skirts (appropriate length), casual suits/slacks, blouses/shirts, blazers, vests, skorts (in business suitable fabrics, dress shoe or sandal, khaki or "docker" style pants.

You are expected to dress in a manner that is normally acceptable in similar business establishments. The wearing of suggestive attire or of denim jeans of any color, any material resembling denim, casual sandals, tennis shoes, hiking boots, flip flops, shorts, sweat suits, stirrup pants and leggings, sweatshirts or jogging suits, form fitting apparel, bare shoulders, character/advertisement printed which covers the front and/or back of shirts (chest pocket logos are acceptable), caps or hats, T-shirts and similar items of casual attire are not permitted as they do not present a business-like appearance.

In the event that CSUSA provides or requires uniforms which are expected to be worn in the perform-

ance of your duties, the uniforms should be kept clean and pressed.

Hair should be clean, combed, and neatly trimmed or arranged. Shaggy, unkempt hair is not permissible regardless of length. Sideburns, mustaches, and beards should be neatly trimmed.

Administrator/Managers will have the responsibility to privately correct any employee who violates accepted dress standards. Any employee who does not meet the standards of this policy will be required to take corrective action, which may include leaving the premises. Any work time missed because of failure to comply with this policy will not be compensated, and repeated violations of this policy will be cause for disciplinary action.

Business Casual Dress Code (for Casual Fridays/Summer Casual)

On Fridays or during the summer session, CSUSA allows employees to dress in a more casual fashion than is normally required. Our primary objective is to have employees project a professional image while taking advantage of more casual and relaxed fashions. Casual dress offers a welcome alternative to the formality of typical business attire. If CSUSA requires employees to wear uniforms in performance of their duties, the Casual policy does not apply; uniforms, if required, are to be worn on all working days.

Not all casual clothing is appropriate for the office. Casual business wear means clean, neat, professional clothing. It is never appropriate to wear stained, wrinkled, frayed, or revealing clothing to the workplace. If you are considering wearing something and you are not sure if it is acceptable, choose something else or inquire first.

Listed below is a general overview of acceptable casual business wear as well as a listing of some of the more common items that are not appropriate for the office. Obviously, neither group is intended to be all-inclusive. Rather, these items should help set the general parameters for proper casual business wear and allow you to make intelligent judgments about items that are not specifically addressed.

Examples of acceptable casual business wear include:

- Slacks
- Casual dresses and skirts
- Casual shirts and blouses
- Golf shirts
- Loafers
- Deck shoes
- Flats
- Dress sandals (not in schools)

Examples of inappropriate clothing items that should not be worn on casual days include:

- Jeans
- Warm up or jogging suits and pants
- T shirts or sweatshirts with offensive messages or images
- Thong sandals
- Bare midriffs or other revealing attire

- Stirrup pants or leggings
- Flannel shirts
- Tank tops/halter tops

For some, traditional business attire may simply remain a more favored option on casual days.

Body Piercing, Jewelry and Tattoos

All employees should exercise sound business judgment with regard to personal appearance, dress and grooming to enable them to be most effective in the performance of their duties. The company recognizes, however, that personal appearance is an important element of self-expression.

Factors used to determine whether jewelry and tattoos pose a conflict with the job or work environment will include, but are not limited to:

- Student Handbook (staff at each school shall follow and model the standard set by CSUSA for their students to follow)
- Safety of self or others
- Productivity or performance of tasks
- Perceived offensive on the basis of race, sex, religion, etc.
- Perceived offensive according to business norms. CSUSA's corporate business norm requires tattoos to be covered and visible jewelry piercing be removed when deemed necessary by their administrator/manager.
- Customer / Parent complaints

If a potential conflict is identified the employee will be encouraged to identify appropriate solutions such as removal of excess jewelry, covering of tattoos, transfers to alternative positions, etc.

Principals, managers, and supervisors will be responsible for answering questions and resolving issues related to this policy on a case-by-case basis to ensure unique circumstances are appropriately considered. The goal of CSUSA is mutual cooperation.

INTERNAL AND EXTERNAL CUSTOMER SERVICE

Charter Schools USA's, mission is to design, develop and operate high performing public schools. Superb customer service is everyone's responsibility and every employee must be able to deliver on this consistently. This may include clients, parents, community, boards, and other stakeholders.

Providing excellent customer service should be at the heart of everything you do. This means we expect the following from each of our employees:

- Establish and maintain effective relationships with clients, and work to gain their trust and respect.
- Always act with clients/students in mind.
- Work together (as a team) to support customer-focused goals and strategies.
- Exceed customer expectations at every customer touch-point.

- Work to obtain first-hand customer information and use it for improvements in work products and services. Be dedicated to meeting the expectations and requirements of you internal and/or external clients.

Remember ... you are a representative of CSUSA. To the student and parent, YOU are CSUSA.

Service Standards

CSUSA established service standards for employees use to interact with stakeholders (co-workers, parents, students, boards) and vendors. CSUSA expects that each employee provide excellent service to all they come in contact with. We know that our parents have a choice when it comes to their child's education and superior service along with academic excellence are the two main determining factors parents use to make their decision. Below are a list of behavioral standards we expect from each employee.

To help provide a good presentation

Standards

Use 10/5 Greeting

Everyone picks up trash as they pass

Speak first and last

Use intentional verbal's such as please, thank you, etc.

To be Reliable

Standards

Employees will use the LEAD technique (listen, empathize, apologize, do something or direct to someone who can) to deal with angry or upset parents/customers

All faculty and staff will know the answers to the top 10 questions asked about their school

Provide reassurance

Standards

Never talk about a student, supervisor, employment issue, another employee or negative school information in the presence of a parent/customer

Be empathetic

All employees will use NICE (neutralize through a positive beginning, immediately emphasize, courteously explain, emphasize your desire to help) technique when they have to decline a parent/customer request

All faculty and staff will thank parents and customers appropriately and/or offer a pleasant parting comment

Handling Customer Problems

Your job brings you into contact with many people – including both internal and external clients. Difficult situations and complaints may arise – regardless of how flexible, energetic or friendly you may try to be!

Always treat clients and business guests in a courteous, respectful manner. When a client has a question or complaint, give the matter your immediate attention. Look at complaints as an opportunity – to correct problems, improve customer service and ultimately raise customer satisfaction. If you ever feel you cannot properly handle a problem or difficult situation, refer the client to your Administrator/Manager or a higher member of management.

Telephone Courtesy

Telephone courtesy is essential to maintaining our favorable business reputation. Your telephone manners are a direct reflection on the Company and your professionalism. Therefore, please use proper telephone manners – be polite, helpful and service-oriented on the phone at all times.

We also ask that you try to return telephone calls as promptly as possible, even if you haven't obtained an answer for a client. Let the client know you are working on his/her issue. Continually communicate the status of your progress in resolving the issue to the customer.

BUSINESS CONDUCT

The successful business operation and reputation of CSUSA is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of CSUSA is dependent upon our clients' trust and we are dedicated to preserving that trust. Employees owe a duty to CSUSA's clients and fellow employees to act in a way that will merit the continued trust and confidence of the public.

The standards and expectations outlined in CSUSA's Code of Business Conduct are intended as a guide to making the right choice. When faced with a complicated situation, it is often difficult to decide where the ethical path lies. You have a responsibility to ask questions, seek guidance, report suspected violations, and express concerns regarding compliance with the Code and related procedures.

CSUSA's Code of Business Conduct

Unlawful and unethical business is of particular concern to CSUSA because they undermine employee and customer trust. CSUSA's Code of Business includes the following principles:

- **Conflicts of Interest:** You must conduct yourself in a manner that avoids conflicts of interest and that upholds the Company's business reputation.
- **Confidential Nature of Work:** Keep proprietary and personnel information to yourself and avoid compromising your integrity.
- **Fraud Dishonesty and Criminal Conduct:** Fraud, dishonesty and criminal conduct by employees will not be tolerated.

Conflicts of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which CSUSA wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the VP of Finance, Sr. Director of Human Resources or the CEO for more information or questions about conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of CSUSA's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of CSUSA as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which CSUSA does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving CSUSA (which is strictly prohibited).

Confidentiality

Your position at CSUSA may provide you with access to confidential information. The release of confidential information and/or trade secrets, whether intentional or unintentional, can injure the Company financially and competitively. Confidential information includes, but is not limited to, the following examples:

- New methods and materials research
- Pending projects and proposals
- Proprietary production processes
- Research and development strategies
- Technological data
- Technological equipment and prototypes
- Instructional methods
- Strategic Plan
- Student/Employee Information
- Facilities prototype

All Company records and information relating to the Company or its clients are confidential and employees must, therefore, treat all matters accordingly. No Company or Company related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials (except in the ordinary course of performing duties on behalf of the Company) may be removed from the Company's premises without permission from Company. Additionally, the contents of the Company's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose. Employees must not disclose any confidential information, purposefully or inadvertently (through casual conversation), to any unauthorized person in-

side or outside the Company. Employees that are unsure about the confidential nature of specific information must ask their Administrator/Manager for clarification.

Any breach of confidentiality will be taken very seriously and may subject you to termination and possibly legal action. If you are unsure if something is confidential, or if you have any questions regarding your responsibilities in dealing with confidential materials, speak with your Administrator/Manager.

Inventions, Proprietary Rights and Non-Compete Agreement

As an employee of CSUSA you may be required to sign an Agreement that addresses such things as Inventions, Proprietary Rights and Non-Competition as a condition of employment. You should read this Agreement carefully for additional information regarding your responsibilities to protect the Company's proprietary information. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

Fraud, Dishonesty, and Criminal Conduct

CSUSA will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

A. Accurate Books and Records

All employees must record and report information accurately and honestly. This includes reports of time worked, business expenses and other business related activity.

CSUSA's financial statements and the records on which they are based must always accurately and fairly reflect the activities and transactions of the Company in accordance with generally accepted accounting principles and the Company's accounting and financial policies. No undisclosed or unrecorded corporate funds or assets shall be established for any purpose, nor should Company funds be placed in any personal or non-corporate account. No employee shall make an entry on the Company's books and records that intentionally hides or disguises the true nature of a transaction.

B. Criminal Conduct

Criminal conduct by employees will not be tolerated, and such conduct may result in criminal or civil legal action. Criminal conduct includes, but is not limited to:

- Theft, misuse or abuse of Company, employee or customer property, including telephone, computer, or mail resources
- Violence or threats of violence
- Bribery or extortion involving CSUSA's assets or operations

Compliance

In signing the Acknowledgement for this Handbook, you certify your agreement to abide by this Code of Business Conduct. In addition, this Code requires that you must agree to report any conflicts of interest and any violations of the Code of Business Conduct to a member of the Human Resources or a member of management.

Violations

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate Administrator/Manager and, if necessary, with the CEO for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of all employees. Any employee who violates CSUSA's Code of Business Conduct or fails to report a violation by another employee will be subject to disciplinary action up to and including termination.

PERSONAL RELATIONSHIPS

While our company has family relationships, consenting "romantic" or personal relationships between an Administrator/Manager and an employee may at some point lead to unhappy complications and significant difficulties for all concerned, for the employee, the Administrator/Manager and the Company. Accordingly, the Company strongly discourages such relationships and any conduct (such as dating between a Administrator/Manager and an employee) that is designed or may reasonably be expected to lead to the formation of a "romantic" or personal relationship.

By its discouragement of romantic and personal relationships, the Company does not intend to inhibit the social interaction (such as lunches or dinners or attendance at entertainment events) that are or should be an important part or extension of the working environment; and the policy articulated above is not to be relied upon as justification or excuse for a Administrator/Manager's refusal to engage in such social interaction with employees.

If a romantic or personal relationship between an Administrator/Manager and an employee should develop, it shall be the responsibility and mandatory obligation of the Administrator/Manager to promptly disclose the existence of the relationship to Human Resources. The employee may make the disclosure as well, but the burden of doing so shall be upon the Administrator/Manager.

Guidelines and Determining Factors

For the purposes of this policy, a personal relationship is any intimate relationship existing between a member of CSUSA's management and any employee within his/her chain of command. A "management team member" is defined as any exempt employee classified as an officer, Administrator/Manager, official or supervisor. "Intimate personal relationships" may be manifested as patterned associations with select individuals of the work group, romantic affairs, etc.

Upon being informed or learning of the existence of such a relationship, the Company's management may take all steps that it, in its discretion, deems appropriate. At a minimum, the employee and Administrator/Manager will not thereafter be permitted to work together on the same matters (including matters pending at the time disclosure of the relationship is made), and the Administrator/Manager must withdraw from participation in activities or decisions (including, but not limited to, hiring, evaluations, promotions, compensation, work assignments and discipline) that may reward or disadvantage any employee with whom the Administrator/Manager has or has had such a relationship.

In addition, and in order for the Company to deal effectively with any potentially adverse consequences such a relationship may have for the working environment, any person who believes that he or she has been adversely affected by such a relationship, notwithstanding its disclosure, is encouraged to make his or her views about the matter known to Human Resources.

This policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

WORK ENVIRONMENT

SMOKE FREE ENVIRONMENT

In keeping with CSUSA's intent to provide a safe and healthful work environment for our students and employees, smoking in the workplace is prohibited. This policy applies equally to all employees, clients, and visitors. Employees who visit or work on-site at a school or at an administrative or corporate premise are expected to follow the smoking policy for that location.

You are expected to exercise common courtesy and respect the needs and sensitivities of your co-workers with regard to the smoking policy. CSUSA does not provide smoking areas for employees nor are smokers entitled to additional break time. Employees should not smoke at building entry ways, around students is never allowed, or in areas where others are obligated to be exposed to smoke in order to enter the workplace or school. In situations where the preferences of smokers and nonsmokers are in direct conflict, the preferences of non-smokers will prevail.

HIRING OF RELATIVES

To avoid misunderstandings, complaints of favoritism, and other problems of management credibility, CSUSA has established the following policy concerning the hiring of relatives.

Although CSUSA has no prohibition against employing relatives of current employees, we require executive approval before hiring. We will monitor situations in which such relationships exist to ensure they support a productive work environment. In case of actual or potential problems, CSUSA will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

SAFETY

It is the policy of CSUSA to manage and conduct its operations in such a manner as to eliminate or minimize all potential hazards and to avoid accidents involving injury to personnel or damage to property. CSUSA will follow all applicable federal, state, local and contractual safety and health regulations, including those of federal and/or state run Occupational Safety and Health programs.

All employees are charged with personal responsibility for constant adherence to safety procedures and safe practices. To achieve and maintain a safe working environment, each employee must take an active interest in safe work practices and must take responsibility for following any safety rules or recommendations.

It is important that you consider the work environment when determining proper attire and foot ware. We do not allow employees to wear open toe shoes and/or high heels in schools due to the work environment, student traffic, and the flooring. All Employee should also consider these factors when preparing to visit a school. See our dress policy for more information

Communications

CSUSA provides information to employees about workplace safety and health issues through regular internal communication channels such as department meetings, bulletin board postings, memos, or other written communications.

Making Suggestions and Reporting Violations

Some of the best safety improvement ideas come from employees. If you have ideas, concerns, or suggestions for improved safety in the workplace you are encouraged to raise them with your Administrator/Manager, or with another who is responsible for safety, or bring them to the attention of Human Resources.

You are expected to obey safety rules and to exercise caution in all work activities. You must immediately report any unsafe condition to the appropriate Administrator/Manager. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including termination of employment. Reports and concerns about workplace safety issues may be made anonymously if you wish. All reports can be made without fear of reprisal.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, you should immediately notify your Administrator/Manager and Human Resources. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

WORKERS' COMPENSATION INSURANCE

CSUSA provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides compensation benefits after a short waiting period. All approved medical expenses are covered immediately.

Employees who sustain work related injuries or illnesses must inform Human Resources immediately. All employees will be provided care, first aid and emergency service, as required, for injuries or illnesses while on Company time. Employees should contact their Administrator/Manager, the nearest Administrator/Manager, and/or 911 in the event of an accident or emergency.

No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. Failure to report accidents is a serious matter as it may preclude an employee's coverage under workers' compensation insurance.

Neither CSUSA nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off duty recreational, social, or athletic activity sponsored by CSUSA.

COMPANY EQUIPMENT AND VEHICLES

The Company provides supplies, equipment, vehicles and materials necessary for its employees to per-

form their job. These items are to be used for the Company's purposes. An Administrator/Manager must authorize use of Company vehicles for personal reasons. Employees are expected to exercise care in the use of Company equipment and property and use such property only for authorized purposes.

Loss, damages or theft of Company property should be reported at once. Negligence in the care and use of Company property may be considered grounds for discipline, up to and including termination.

The Company's equipment, such as telephone, postage, facsimile and copier machine, are intended for business use. An employee may use this equipment for non business purposes on a limited basis with the permission of his or her Administrator/Manager. Personal usage of these or other equipment that results in a charge to the Company should be reported to your Administrator/Manager or accounting so that reimbursement can be made.

Upon termination of employment, the employee must return all Company property, equipment, work product and documents in his or her possession or control.

Personal Vehicles used for Company Business

Only employees with an unrestricted, current driver's license may operate a vehicle to conduct Company business. A Motor Vehicle Request (MVR) may be requested for employees or applicants for employment who will be driving a rental or personal vehicle on Company business. This applies to all employees and applicants for employment for whom operating a motor vehicle is a regular and necessary activity of employment. CSUSA may, at its discretion, waive this requirement for those for whom driving is deemed incidental and occasional.

Any employee who uses a personal vehicle for any Company business must be on the approved driver list. In addition, the driver must provide a certificate of insurance that shows limits of liability of at least \$100,000 - \$300,000 - \$50,000. The certificate must show current coverage, and the employee may be asked to produce an updated certificate at any time. The vehicle must be in good working order.

Vehicle Safety Guidelines

All Company-approved drivers are required to:

- Maintain a valid driver's license and have a current, acceptable MVR on file if required.
- Drive defensively and anticipate driving hazards such as bad weather and bad drivers.
- Comply with all applicable motor vehicle laws, operating regulations and registration requirements (*Note: The use of radar detectors or similar devices while on Company business is expressly prohibited.*).
- Wear a safety belt as a driver or passenger in all vehicles used for Company business, and in any Company vehicle used for other than Company business.
- Drive without impairment by alcohol or drugs.
- Report all accidents (no matter how minor) to your Administrator/Manager immediately (i.e., the same day the accident occurs), providing full factual information about the incident (Your Administrator/Manager will need to notify CSUSA's insurer of accidents promptly.).
- Report any changes in the status of your driver's license (e.g., revocation or suspension, DUI, violations of law) to your Administrator/Manager immediately.
- Avoid driving distractions to the greatest degree possible. Specifically, drivers should avoid any activity that causes them to divert their attention from driving or to drive one-handed.

Cellular Phone Use Guidelines

Cell phone use while driving must be avoided. Drivers should be aware that the use of cell phones while driving is creating a distraction from safe driving and should not use the phone while driving. If the phone must be used, the driver should safely pull off the road and park the car prior to usage. Regardless of the circumstances, including slow or stopped traffic, employees are strongly encouraged to pull off to the side of the road and safely stop the vehicle before placing or accepting a call. While driving, attention to the road and safety should always take precedence over conducting business over the phone.

COMPUTERS AND COMMUNICATION SYSTEMS

CSUSA's computer and communication resources and services are for the use of CSUSA and its workers.

Computer and communication resources and services include, but are not limited to: printers, servers, workstations, standalone computers, laptops, software, computer files, internal/external communications networks, internet, commercial online services, bulletin board systems, email systems, telephone systems, long distance services, voicemail, cellular phones, pagers, video equipment, and tape that are accessed directly or indirectly as provided by CSUSA.

As a user, you are responsible for using these resources and services in an efficient, effective, ethical, and lawful manner. All communications transmitted by, received from, or stored in these systems are the **sole property of the Company**. As noted above, all such communications are subject to review and monitoring by CSUSA. Accordingly, you should have no expectation of privacy in such communications.

The following guidelines apply to all users of computer and communication resources and services, wherever the users are located. The term "users" refers to all employees, independent contractors, and other persons or entities accessing or using CSUSA computer and communication resources and services. CSUSA's Information Technology Department must approve access to any of these services by non-employees.

Violations of this policy may result in disciplinary action, up to and including possible termination, and/or legal action.

Policy

CSUSA has the right, but not the duty, to monitor any and all aspects of computer and communication systems used, maintained or provided in the conduct of its business, including email and Internet access, to ensure compliance with its policies. Computers and computer accounts are provided to assist employees in the performance of their job. No user should have an expectation of privacy in anything created, sent, received or downloaded on the computer or communication system. CSUSA is not responsible for the actions of individual users.

The computer and communication systems belong to CSUSA and should be used for business purposes only. The Company reserves the right to monitor the operation of these systems, to access all records within them, and to retain or dispose of those records as it deems necessary. Even if you use a personal password or code to access these systems, all messages composed, sent or received are not your private property; they belong to the Company. Any technical questions about this policy should be addressed to Information Technology Management.

Users are governed by the following provisions, which apply to all use of computer and communication resources and services:

- Users must comply with all software licenses, copyrights, and all other state and federal laws governing intellectual property.
- Fraudulent, harassing, embarrassing, indecent, profane, obscene, intimidating or other unlawful material may not be sent by email, downloaded by other form of electronic communication, or displayed on or stored in Company computers. If you encounter or receive such material, you should immediately report the incident to your Administrator/Manager.
- Without prior written permission, CSUSA's computer and communication resources and services may not be used for the transmission or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (viruses and/or self-replicating code), political material, obscene material or any other unauthorized or personal use.

Electronic Mail (email)

The electronic mail ("email") system is the property of CSUSA and is for use in conducting Company business. All communications and information transmitted by, received from, or stored in this system are Company records and property of the Company. While email usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. Employees will refrain from using Company issued email addresses for excessive incoming personal email and/or subscriptions to email lists (listservs) unrelated to individual job tasks.

Staff members should use the same care in drafting email and other electronic documents as they would for any other written communication. Anything created on the computer may, and likely will, be reviewed by others. In addition, the confidentiality of any message should not be assumed. Even when a message is erased, it is still possible to retrieve that message.

CSUSA's email and internet access systems are provided solely for business use. Communications by you through these systems are not private nor are they protected, and you should have no expectation of privacy in such communications. For security and operational purposes, CSUSA may monitor and/or retrieve messages, communications, material and attachments sent through these systems. Moreover, use of the internet access provided by CSUSA to obtain offensive or otherwise inappropriate material is completely prohibited. Likewise, you have no expectation of privacy with respect to any other information stored on any CSUSA computer or in any CSUSA work area.

CSUSA expects its employees to maintain organized electronic document and contact information files. Employees are not to email documents or materials to persons who are not authorized to receive or review such materials.

The following additional guidelines apply to the use of CSUSA's email system:

- Employees have no right of privacy in any material stored in, created, received, or sent over the email system.
- In its discretion as owner of the email system, the Company reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the email system, for any reason and without the permission of any employee.
- Even if employees use a password to access the email system, the confidentiality of any message stored in, created, received, or sent from the email system still cannot be assured. Use of passwords or other security measures does not in any way diminish the Company's rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to the Information Technology Ad-

administrator/Manager, as email files may need to be accessed by the Company in an employee's absence.

- Employees should be aware that deletion of any email messages or files would not truly eliminate the messages from the system. All email messages are stored on a central back up system in the normal course of data management.
- Even though CSUSA has the right to retrieve and read any email messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any email messages that are not sent to them. Any exception to this policy must receive the prior approval of management.
- The Company's policies against sexual or other harassment apply fully to the email system, and any violation of those policies is grounds for discipline up to and including discharge. Therefore, no email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law.
- Do not send personal messages or jokes using the Company's email. Even if the material is not offensive, you should not encourage the use of email for non-business related activities. If you receive non-business related messages, jokes or related files from someone else, delete the messages and refer that person to CSUSA's policies. If the activities continue, contact the person's Administrator/Manager.
- If you receive a chain mail message, do not respond to it. Inform IT and they will put a block on the message.

Personal Computers and Software Applications

The help desk and IT department are the only persons authorized to install software on company owned computers. If you need a particular software contact your supervisor or the IT department to authorize the use of the software and they will arrange to install it on your computer.

Any duplication of copyrighted software or data, except for backup and archival purposes, is a violation of both Company policy and federal law. Any unauthorized or unlicensed copies of software at CSUSA expose both you and the Company to potential civil and criminal penalties. Software must only be used according to the software license agreement. No unlicensed software may be used or installed into the Company's computers. CSUSA may delete any unlicensed software or personal software without notice to you.

The computer assigned to you is your responsibility. As such, it is your responsibility to take reasonable precautions to secure it from use and/or abuse by another. The following outlines some of your responsibilities and guidelines regarding computer use and security:

- You are responsible for immediately reporting any unlawful activity involving your personal computer. The data you work with may be more valuable and more difficult to replace than the hardware or software used to access it.
- Employees are responsible for safeguarding your password for the system. Individual passwords should not be printed, stored online, or given to others. You are responsible for all actions made using your password. Sharing of passwords is prohibited and may result in a limited or suspended account.
- In the event password protection is needed, the Administrator/Manager of Information Services and the employee's Administrator/Manager must be made aware of the password and the

document must be saved on the network.

- Be aware that a computer’s hard drive may fail at any time. Several backup methods are available. Consult IT for instructions on backing up your files or for any other questions.
- Employees should not read, alter or copy a file belonging to another user without first obtaining permission from the owner of the file. The ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file.

Important: A user’s ability to access other computer systems directly or through the network, including the CSUSA network does not imply a right to access those systems or to make use of those systems unless specifically authorized by the operators of those systems.

Internet

Internet access to global electronic information resources on the World Wide Web is provided by CSUSA to assist employees in obtaining work related data and technology. While Internet usage is intended for job related activities, incidental and occasional brief personal use is permitted within reasonable limits. The following guidelines have been established to help ensure responsible and productive Internet usage.

- All internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of CSUSA and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.
- Data that is composed, transmitted, accessed, or received via the Internet must not contain material that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, age, sex, pregnancy, religious or political beliefs, national origin, citizenship, veteran status, disability, sexual orientation, or any other characteristic protected by law.
- Abuse of the Internet access provided by CSUSA in violation of law or CSUSA policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:
 - Sending or posting discriminatory, harassing, or threatening messages or images
 - Sending or posting confidential material or proprietary information outside of the organization
 - Sending or posting messages or material that could damage the organization’s image or reputation

CSUSA reserves the right to, and does, monitor Internet usage including sites visited and time spent at those sites.

Personal Web Sites, Web Logs and Text Message Policy

Personal Web sites, Web logs (blogs), and text messaging have become prevalent methods of self-expression in our culture. Charter Schools USA respects the right of employees to use these mediums during their personal time. If an employee chooses to identify himself or herself as a Charter Schools USA employee on a Web site or Web log, he or she must adhere to the following guidelines:

- Make it clear to the readers that the views expressed are the employee's alone and that they do not reflect the views of Charter Schools USA.
- Do not disclose any information that is confidential or proprietary to Charter Schools USA or to any third party that has disclosed information to the company. Consult the company's confidentiality policy for guidance about what constitutes confidential information.
- Uphold Charter Schools USA's value of respect for the individual and avoid making defamatory statements about Charter Schools USA's employees, clients, partners, affiliates, students and others, including competitors.
- Be careful not to let blogging interfere with your job or ethic and standards commitments.

Employees, especially instructional staff, are held to a high standard. Your commitment and oath to the Educational Professional Ethics Standards must not be violated. These standards outline appropriate conduct with students, parents and peers and who have access to the internet and access to content you display on the internet, regardless of whether you believe it may be personally secured or not. Personal web sites and blogs are not exempt from the Educational Professional Ethics Standard or company standards. Furthermore, violations may be reported to the Florida Department of Education and may ultimately affect instructional certification.

If blogging activity is seen as compromising to the Educational Professional Ethics Standards, or the corporation or school standards, Charter Schools USA may request a cessation of such commentary and the employee may be subject to disciplinary action up to and including termination.

Telephones and Voice Mail

The telephone system is the property of CSUSA and, as such, the primary purpose is for the conduct of the business of CSUSA. Employees are required to reimburse CSUSA for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

The voicemail system is intended to send and receive business-related messages. It is not designed as a storage medium for these or personal messages. Voicemail messages should be checked and cleared daily. Saving multiple voice messages for an extended period of time can negatively impact system performance.

CSUSA reserves the right to monitor its voicemail system to ensure compliance with this policy. You should not have an expectation of privacy with respect to the voice messages you send or retrieve via the Company's voicemail system.

SECURITY

Security is the responsibility of all employees. Security safeguards are necessary to help protect you, your property and the property of the Company.

Guarding Your Personal Belongings

To guard against theft of your personal belongings, be sure to keep your wallet, purse and/or any other valuables in a safe place, and keep your car locked. CSUSA discourages you from keeping personal property in the office and will not assume responsibility for the loss of such property.

Security Checks

The inspection of packages, lockers, cabinets and drawers, handbags, briefcases, carrying cases and vehicles may be necessary at times, and CSUSA reserves the right to search an employee's personal property. As an employee of CSUSA, you are expected to reasonably comply with any Company investigations.

Employees are not permitted to remove any Company property or merchandise from the premises for any reason unless preapproved in writing by your Administrator/Manager.

Entering and Leaving the Premises

At the time you are hired, you will be advised of the proper procedures for entering and exiting your office and setting alarms. You are expected to abide by these guidelines at all times. If you do not receive this information upon starting work, please contact a Administrator/Manager or Human Resources immediately.

Parking

Parking may be restricted and/or assigned in certain situations. Ask your Administrator/Manager for instructions.

Visitors in the Workplace

To provide for the safety and security of employees and the facilities at CSUSA, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter the office through the reception areas, and must check in with the project/field Administrator/Manager at field sites. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on CSUSA's premises, employees should immediately direct the individual to the reception area, or if necessary notify their Administrator/Manager.

Violence in the Workplace

CSUSA does not tolerate fighting, threats and other acts of violence against employees, co-workers, job applicants, clients or vendors. In addition, possession of firearms, weapons, ammunition or explosives on Company property or while on Company business is strictly prohibited.

Acts or threats of violence or physical harm, whether made directly or indirectly, violate the safe and professional conduct of our business. If you are subjected to or threatened with harm by a co-worker, customer or vendor, or if you become aware of another individual who has been subjected to or threatened with violence, or if you know of circumstances which might result in violence, you should report this information to your Administrator/Manager or Human Resources immediately.

Please bring all threats to our attention so that we can deal with them appropriately. Do not assume that any threat is not serious. Any investigation into threatening remarks or conduct will be conducted with as much confidentiality as possible. No adverse action will be taken against anyone who brings a good-faith complaint under this policy.

Reporting Illegal and Unethical Acts

If you have knowledge of or suspect any illegal behavior by another employee, you are required to report such activity immediately to management.

PARTICIPATION IN COMMUNITY AFFAIRS

We encourage you to participate in community service affairs of charitable, educational and civic organizations. However, your participation in these activities must not adversely affect job performance, be detrimental to CSUSA's interests, or place you in the position of serving conflicting interests.

Time spent on community affairs, when not undertaken at the request of management, should normally be outside of your regular working hours and therefore will not be considered hours of work for pay purposes. Employee-initiated participation in community affairs that involves an extended period of time away from the job must be approved and handled in accordance with CSUSA's leave of absence policies.

EMERGENCY CLOSURES

At times, emergencies such as severe weather, fires, power failures, or earthquakes or hurricanes, can disrupt Company operations. In extreme cases, these circumstances may require the closing of a work facility/school. If such conditions exist, please consult your local emergency procedures and call the appropriate location for a message or contact your Administrator/Manager at home or at work as soon as possible.

When operations are officially closed due to emergency conditions, the time off from scheduled work for salaried employees and full time hourly employees will be paid.

In cases where an emergency closing is not authorized, employees who fail to report for work will be required to use PTO or take the time off without pay.

A copy of the CSUSA disaster procedure is located on the company intranet. All schools follow the disaster guidelines of the districts where they reside.

ENVIRONMENTAL

It is the policy of CSUSA to comply with all applicable laws and regulatory standards promulgated by the government to protect the quality of the environment. This includes eliminating or controlling pollution to the air, ground water or land, and to minimize potential exposure to hazardous materials.

It is the responsibility of each employee to be familiar with the requirements of his/her type of work and be sure that the work does not have any unnecessary impact on the environment. Employees are expected to recycle any materials for which collection services are provided.

Any person who becomes aware of any spill or inadvertent release of toxic or hazardous materials must report the incident immediately to his/her Administrator/Manager.

PAY RELATED INFORMATION

COMPENSATION

CSUSA's goal is to compensate its employees in a fair and competitive manner, based on the responsibilities of each job, the Company's overall growth and performance, and other business conditions affecting wages on an annual basis. In addition, our goal is to reward employees for their individual performance, achievements and contributions to the Company's success.

After the first year of employment, wages and salaries are normally reviewed annually, but a review does not guarantee an increase. All salaries, bonuses, stipends, and extra pay are taxable to the employee. Our philosophy is to pay for performance, and pay increases are based solely upon individual merit and business conditions.

Confidentiality- Employment, medical and wage information is confidential and should not be discussed with peers, parents, students, or vendors. This information is of a confidential nature and should not be discussed regardless of pertaining to yourself or others.

EMPLOYMENT CATEGORIES

Exempt/Non-exempt

Under the Fair Labor Standards Act, there are two categories of employees – exempt and non-exempt.

- **Exempt employees** are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Exempt employees are not eligible for overtime pay. Exempt employees generally include those in executive, Administrator/Managerial, professional, commissioned sales, and certain administrative positions. If you are an exempt employee, you are normally paid on a salary or commission basis regardless of hours worked. Exempt employees' salaries are calculated on a semi-monthly basis (24 pay periods).

- **Non-exempt employees** must keep records of their hours worked and must be paid overtime for any hours over 40 hours worked in a week. Salaries of non-exempt employees are calculated on an hourly basis.

Full-Time/ Part-Time/Temporary

At the time you are hired, your position is categorized as full-time, regular part-time, or temporary. At that time you will be informed of any Company benefits for which you are eligible. In general, employment category definitions encompass the following:

Full Time

A full-time employee is one who works the standard working hours of the Company each week (a minimum of 36 hours per week).

Part Time

Part time employees are classified as non exempt and work a regular schedule less than 36 hours per week.

Temporary and Seasonal Employees

A temporary employee is hired for a specified project or time frame and may work an irregular schedule. Seasonal employees are generally hired for an indeterminate time of limited duration and are also considered temporary employees. Temporary and seasonal employees do not receive any benefits provided by the Company.

Daily Substitutes

A temporary employee who is hired for the purpose of filling in for absent educators. They are hired on-call daily and do not receive benefits provided by the company.

Stipends and Other Supplemental Payments

For certain duties and responsibilities outside of your normal duties, CSUSA may provide a stipend. Principals and department managers are responsible for allocating stipends in accordance with the Compensation Plan and Budgeting Guidelines. Examples of stipends include but are not limited to Department Chair's, TLC, and extra duties or a project for a specific period of time.

TIME KEEPING AND PAY RECORDS

The attendance of all employees must be recorded and submitted to the Payroll Department weekly through E-Time. The payroll week begins on Sunday and ends on Saturday. To process payroll effi-

ciently, all time sheets must be received by the Payroll Department deadlines to your designated payroll representative.

Attendance records are Company records, and care must be exercised in recording the hours worked, overtime hours, absences and business expenditures.

Meal Periods

All full time employees are generally provided with one unpaid meal period of 1 hour in length each workday. Employees are relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Skipping a meal break to leave early and/or to get additional pay is not allowed, however, from time to time shortened meal breaks may be necessary to accommodate the daily schedule as the needs of the business allow, and with prior approval by the administrator/manager. However, adjustments should not exceed 8 hours per day or 40 hours in a work week.

Timekeeping

All hourly employees must record the hours worked including paid time off, and have their Administrator/Manager approve the completed timesheet weekly. All exempt salaried employees are required to report all paid time off.

Time Records

It is of utmost importance that timesheets are filled out properly with the correct associated information.

The following rules apply to completing time records:

- You are not permitted to work “off the clock,” including working through meal breaks or after scheduled work hour.
- You must accurately record all hours you spend on the job performing assigned duties.
- You are not authorized to work through scheduled lunch or meal breaks.
- Not accurately reporting PTO is a violation of company policy and is stealing. Supervisors must verify the employee has the PTO available, pre-approve, and sign off on the PTO request form.
- Compensatory time off in lieu of overtime pay is not permitted.

The Business Administrator at each school is responsible for accurate reporting and maintenance of documented reports. It is the employee’s responsibility to ensure their accurate time has been provided to the Business Administrator at the schools or through your manager at Corporate.

Altering, falsifying or tampering with time records, or recording time on another employee’s time sheet may result in disciplinary action, up to and including termination.

WORK HOURS

Your Work Schedule

The normal work schedule for most full-time employees is 8 hours a day, 5 days a week. Administra-

tor/Managers will advise employees of the times their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

Employees should establish a mutually workable schedule with their Administrator/Manager. Issues, such as staffing needs, the employee's performance, and the nature of the job will be considered when establishing work schedules.

It is recommended that hourly employees report to work no more than 15 minutes prior to their shift start and clock out within 15 minutes of their shift end unless pre-approved to work overtime.

Attendance is a major concern and is a major part of your performance. Students and fellow employees rely on you to be at work on time everyday. If you become ill please contact your administrator/manager in advance. Contact means speaking directly with your supervisor, not just leaving a message. Failure to report into your administrator/manager for 3 consecutive days will result in job abandonment and disciplinary action up to and including termination.

Overtime

When operating requirements or other needs cannot be met during regular working hours, employees will be given the opportunity to volunteer for overtime work assignments. If not enough people volunteer to meet work needs, employees may be required to work overtime. All overtime work must receive the Administrator/Manager's prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

EMPLOYEE REFERRAL PROGRAM

At CSUSA, we're always searching for talented performers—and that can mean a cash reward for you in recognition of your recruitment efforts. Sometimes you may know an individual who can be an asset to CSUSA. If we hire the referred individual, CSUSA may pay a referral bonus.

PAY PROCEDURES

CSUSA takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. It is the responsibility of the employee to report any errors or concerns as soon as known.

Unless otherwise specified by CSUSA, you will be paid semi-monthly every 15th and the last day of the month. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's PTO, the employee's paycheck will be available upon his or her return from PTO.

It is the Company's policy that employee paychecks will only be given personally to that employee. All other arrangements for mailing or pick up must be made with the employee's Administrator/Manager.

Underpayments and overpayments will be adjusted on the next pay period unless the amount creates a hardship for the employee. Then other arrangements can be made through the payroll office.

Direct Deposit/Payroll Check

CSUSA prefers and encourages employees to be paid through direct deposit of funds to either a savings or checking account at the bank of your choice. This can be set up during the “on-boarding” process.

The first pay period after receiving the direct deposit information will be directly deposited to your account. You will receive a direct deposit pay stub with all your earnings and deductions.

Final Pay

Upon separation, you will receive all unpaid wages and pay for any earned but unused paid time off in a manner consistent with the law in the state in which you work. If for any reason, you do not return equipment or property of CSUSA upon termination, the assessed value of the property will be deducted from the employee’s final paycheck. Be sure CSUSA has up to date address information.

BUSINESS-RELATED EXPENSE REIMBURSEMENT

Your duties as an employee may require you to travel. The Travel and Expense Policies set the guidelines on acceptable travel and business expenses, expense reports and the approval process. All expenses should cover the employee’s actual reasonable expenses while conducting business away from home on behalf of the Company or as associated with a business event. No personal expense should ever be charged to the Company. You are responsible to know the limits of the Travel and Expense Policy and seek the proper advanced approval through your direct supervisor and the VP of Corporate Finance.

When travel is completed you should submit your travel expenses on the expense report along with all original receipts. For further information, review the Travel and Expense Policy.

Travel

Employees whose travel plans have been approved are responsible for making their own travel arrangements.

Employees who are involved in an accident while traveling on business must promptly report the incident to the Human Resources. Vehicles owned, leased, or rented by CSUSA may not be used for personal use without prior approval.

With prior approval, employees on business travel may be accompanied by a family member or other person, when it will not interfere with successful completion of business objectives. Generally, employees are also permitted to combine personal travel with business travel, as long as time away from work is approved. Additional expenses arising from such non-business travel are the responsibility of the employee.

Employees should contact their Administrator/Manager for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not

incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

PROFESSIONAL MEMBERSHIPS

Professional employees are encouraged to become members in Professional Organizations and to actively participate.

With management approval, CSUSA may pay membership dues and other associated fees for professional memberships, if the membership is beneficial to both you and the Company.

TRAINING

Conferences, Short Courses, Seminars

CSUSA may pay all or a portion of the cost for job related approved conferences, courses and seminars. All attendees must have prior written approval by Administrator/Manager and the CEO and course must be directly related to a Professional Development Plan.

Employees are encouraged to become actively involved with professional associations to promote CSUSA as well as gain exposure by serving on boards, as officers, and by presenting technical papers. Expenses associated with mandatory company meetings are paid by the company and follow the corporate expense reimbursement policy.

BENEFITS

GENERAL OVERVIEW OF BENEFITS

CSUSA has established a variety of programs designed for the benefit of employees, including time off from work, assisting you in covering costs that can result from illness, helping you plan for an unexpected disability and several other benefits. This Handbook contains only a general listing of benefits. Your rights can be determined only by referring to the full text of the official plan documents, which are controlling and are available from Human Resources. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, the provisions of the official plan documents will govern in all cases.

The following are some of the benefit programs that are available to eligible employees:

- Personal Time Off
- Medical Insurance/Dental/Vision (Section 125)
- 401k
- Holiday Pay
- Life Insurance/Accidental Death and Dismemberment
- Short and Long Term Disability

- Leaves of Absence
- Family and Medical Leave (if applicable)

ELIGIBILITY FOR BENEFITS

At the time you are hired, you are categorized as a full-time, regular part-time, or temporary employee. Only full-time employees (36 or more hours per week) are eligible for the benefits outlined in this section.

Medical	1st Day of the month after 30 days
Dental	1st Day of the month after 30 days
Vision	1st Day of the month after 30 days
Disability	1st Day of the month after 30 days
Life	1st Day of the month after 30 days
401k	Next quarter after completing 60 days of service

The following table shows when benefits begin for full-time eligible employees. The company may change the waiting periods for employees hired after the beginning of the 2008/2009 school year as the business needs require.

Paid Time Off

PTO 10 month full time employees	Benefit period is the beginning and end of the school year. Must complete 30 days.
PTO 12 month full-time employees	Benefit Period Jan 1st -Dec. 31st for corporate employees and August 1st-July 31st for school employees. Must complete 30 days

Medical/Dental/Vision/Life/Disability Enrollment

You will be asked to select benefit coverage during your orientation.

Important: If you do not elect coverage within the first 30 days of your employment you **cannot** enroll in the Medical or Dental Insurance plans until the next open enrollment period unless you have a **qualifying event**.

You must also notify Human Resources if you experience a **qualifying event** and want to make a change to your existing medical plan.

A qualifying event includes:

- Legal separation
- Divorce
- Death
- Termination of other employment
- Loss of other coverage
- Marriage
- Birth
- Adoption, or placement for adoption

You must request enrollment within 30 days of any of these qualifying events. Please understand that you will not be entitled to special enrollment if loss of coverage is the result of failure to request enrollment.

401k Enrollment

A 401k retirement savings plan is available to qualified regular full-time employees and you must be at least 21 years of age. Eligible employees may participate in the plan on the next quarter after completing 60 days of service as a regular full time employee.

- The plan is a voluntary savings plan
- Allows you to set aside pretax money through payroll deductions
- Employee may contribute from 1-100% of their salary
- CSUSA will match 25% up to the first 6% employee elects
- CSUSA matched funds become vested 25% year over year with the total vested after 4 years
- Employee can roll over funds from other plans at any time

Details of all insurance plans are described in the orientation materials. The information on cost of coverage will be provided in advance of enrollment to eligible employees

Contact Human Resources for more information about insurance benefits

HOLIDAYS

*Holidays and breaks observed at the school districts are not considered part of the CSUSA. CSUSA grants holiday paid time off to all full-time eligible employees for the holidays listed below:

- New Year's Day (January 1)
- Martin Luther King, Jr. Day (3rd Monday in Jan)
- President's Day (3rd Monday in Feb)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving
- Christmas Eve (December 24)
- Christmas Day (December 25)
- New Year's Eve (December 31)

If a holiday falls on a weekend, the holiday will be observed on the closest Friday or Monday.

The Company recognizes and provides the listed holidays for its employees. Nevertheless, we must remember that from time to time our services may be required on holidays and depending on the business situation employees may be required to take an alternate day off. Also, certain job positions will require employees to regularly work on the listed holidays, and in those circumstances, those employees would be granted an alternate day off.

Holiday Policy

Employees wishing to observe other holidays than what is listed above may consider using PTO if approved by their administration.

Holiday Pay Considerations

- If a recognized holiday falls during an eligible employee’s approved paid time off, holiday pay will be provided instead of PTO benefit that would otherwise have applied, or an alternate day off as required by the needs of the business.
- Holiday pay will be calculated based on the employee’s straight time pay rate (as of the date of the holiday) times 8 hours for full-time employees.
- Employees may not elect financial compensation in lieu of taking time off for a holiday.
- Paid time off for holidays will not be counted as hours worked for the purposes of determining overtime.
- Employees must have worked or have pre-authorized PTO on the day before and the day after a holiday in order to be paid holiday pay.
- Early release time, must be approved by the CEO and is not considered a benefit for the purpose of providing alternate time off for use of PTO.

PAID TIME OFF (PTO)

PTO is available to eligible employees to provide opportunities for rest, relaxation, and personal pursuits. Full-time employees are eligible to take PTO as described in this policy. Temporary, part-time and seasonal employees are not entitled to PTO.

PTO for the calendar year or at the beginning of the school year is credited to an employee’s PTO account on the first day of each year. The full allocation is available at that time. An employee is eligible to take PTO after the first 30 days of employment.

PTO allocation rates are determined by length of service and by 10 month or 12 month status as allocated below:

LENGTH OF SERVICE	PTO 10 MONTH FULL-TIME EMPLOYEES avg (36-40 hours) (20 pay periods)	PTO 12 MONTH FULL-TIME EMPLOYEES avg. (36-40 hours) (24 pay periods)
1st Calendar Year (prorated from start date)	3.20 hours accrued per PAY PERIOD.	5.33 hours per PAY PERIOD prorated as of the date of hire.
Up to 5 years of Service (0-59 months)	3.20 hours per PAY PERIOD.	5.33 hours per PAY PERIOD.
More than 5 years, less than 10 years of service (60-119 months)	3.20 hours per PAY PERIOD.	7.00 hours per PAY PERIOD.
More than 10 years (over 120 months)	3.20 hours per PAY PERIOD.	8.67 hours per PAY PERIOD.

School Principals receive 4 weeks PTO, Assistant Principals and Dean’s receive 3 weeks PTO.

Other PTO Time Considerations

PTO may be taken at any time during the year – but must be scheduled to avoid conflicts with other employees' PTO and work demands of the Company.

1. PTO time may be taken in one-half day increments.
2. Specific PTO dates must be approved by the employee's Administrator/Manager at least two weeks prior to the anticipated time off.
3. In the case of separation from the Company after twelve months (12) of employment, instructional staff may be paid for unused allotted PTO in lieu of carry over.
4. Designated Company holidays will not be counted as PTO if they should fall within the period of time off.
5. A maximum of 5 days (40 hours) of PTO can be carried over to the next year. However, the total number of carry over days can never exceed 5 days (40 hours).
6. PTO will be scheduled in the mutual best interest of the Company and the employee -- we feel that paid time off from work is necessary and should not be forfeited. Length of service will determine priority for PTO in the case of conflicts.
7. Ten month instructional exempt staff may opt to cash out PTO days at the end of the school year in lieu of carry over of up to 5 days (40 hours). Payout does not exceed \$90.00 per day.
8. In the case of separation, vacation time taken in advance will be deducted from the final pay check.

NOTE: Employees must get prior approval from their supervisor in order to carry over PTO to the next year.

LEAVES OF ABSENCE

Family and Medical Leave

CSUSA may provide employees with a leave of absence to deal with serious medical problems and related disability or inability to work. Wherever applicable, it is the intention of CSUSA to comply with and conform to the provisions of the federal Family and Medical Leave Act ("FMLA"), CSUSA will allow employees who have a minimum of 12 months of service and who have worked at least 1,250 hours during the 12 months prior to the requested leave, to take job-protected leave for up to a total of 12 weeks during a rolling 12-month period, for certain reasons.

FMLA leave may be available for:

- The birth and care of a newborn child
- Placement of a child with an employee for adoption or foster care
- When an employee is needed to care for an immediate family member (child, spouse or parent) with a serious health condition, as defined by the FMLA or
- For an employee's own serious health condition, as defined by the FMLA, which makes him/her unable to perform the essential functions of his/her job

In certain cases, leave may be taken on an intermittent basis rather than all at once. PTO and holiday benefits are not applied or allotted during unpaid FMLA leave.

To apply for an FMLA leave, employees must submit a written request at least 30 days in advance of a

foreseeable leave, or as soon as practicable if the need is unforeseeable. Medical certification is required for leaves involving a serious health condition of the employee or an immediate family member, and must be provided to CSUSA within 15 days of CSUSA's request for medical certification.

The maximum allowable FMLA leave is 12 weeks (including any paid leave) during a rolling 12-month period. FMLA leave will be unpaid. The Company does require the use of applicable and available paid leave (e.g., PTO, personal, sick, STD, etc.) at the beginning of the FMLA leave, prior to the use of unpaid leave. All types of leave, paid or unpaid, for which an absence qualifies will run concurrently and will count against the maximum 12-week amount of FMLA leave. For example, if an employee is out for a total of nine weeks based on his/her own serious health condition, and the employee uses one week (five days) of PTO at the beginning of the leave and eight weeks (40 days) of STD leave for weeks two through nine, he/she will have used nine weeks of FMLA leave (leaving three more weeks of FMLA leave during that rolling 12-month period), one week of PTO, and eight weeks of STD.

Outside employment during your FMLA leave period is prohibited and may result in disciplinary action up to and including immediate termination.

Subject to some exceptions (e.g., elimination of job altogether, etc.), employees able to return to work before or at the conclusion of the 12-week FMLA leave generally will be reinstated to their same position, or to a position with equivalent pay and benefits. There is no guarantee of reinstatement after 12 weeks have elapsed. If an employee is unable to return to work after 12 weeks of FMLA leave, he/she generally will be terminated.

To request an FMLA leave, employees should contact the Human Resources Department.

Personal Non-FMLA Leave of Absence

CSUSA may provide leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations.

As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave providing a full explanation of the circumstances, in writing, from their Administrator/Manager at least two weeks before the start date of the leave of absence.

Personal leave of absence is provided without pay. Any available paid time off must be exhausted first.

Duration of Leave

Personal leave may be granted for a period of up to 90 calendar days every 3 years. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 90 calendar days.

Requests for Leave

Requests for personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence. Personal leave will not be granted if it places an undue burden on your department, or if it conflicts with work schedule demands.

Benefits During Leave

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be

provided by CSUSA until the end of the month in which the approved personal leave begins. Subject to the terms, conditions, and limitations of the applicable plans, at that time, the Company may continue to pay Company-paid benefits; you must pay 100% of their portion of insurance premiums in advance to the Company. Failure to pay this portion up front would result in a loss of benefits.

When you return from personal leave, benefits will again be provided by CSUSA according to the applicable plans.

Benefit accruals, such as PTO or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

Other Employment

Outside employment during your leave period is prohibited and may result in disciplinary action up to and including immediate termination.

Reinstatement

When a personal leave ends, every reasonable effort will be made to return you to the same position, if it is available, or to a similar available position for which you are qualified. However, CSUSA cannot guarantee reinstatement in all cases.

If you fail to report to work promptly at the expiration of the approved leave period, CSUSA will assume you have resigned.

OTHER TIME OFF

Bereavement Leave

Full-time employees are allowed up to 3 days off with pay in the event of a death in the immediate family. (For out of state funerals, more time may be approved by your Administrator/Manager.) Please notify your Administrator/Manager as soon as possible if you need to take bereavement leave.

For the purposes of this policy, immediate family is defined as father, mother, sister, brother, spouse, child, step-child, mother-in-law, father-in-law, grandparents, grandchildren, sisters-or-brothers-in-law.

Time off without pay may be granted at the discretion of your Administrator/Manager to attend the funeral of other relatives or friends. You have the option of using any available paid time off in these instances.

Jury Duty/Court Duty

CSUSA encourages employees to fulfill their civic responsibilities by serving jury duty or appearing in court as a witness when subpoenaed. Full-time employees may request up to 3 weeks of paid jury/court duty leave over any 2-year period.

Pay Considerations

Jury/court duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence, minus the jury duty pay awarded by the court.

Procedures

Employees must show the jury duty summons or subpoena to their Administrator/Manager as soon as possible so that the Administrator/Manager may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

While on jury duty, and particularly while on standby status, you are expected to work as much of your regularly scheduled workday as the jury duty reasonably permits. In the event you are excused from jury duty on a scheduled workday, you are required to contact your Administrator/Manager and be prepared to report to work as soon as possible.

Either CSUSA or the employee may request an excuse from jury duty if, in CSUSA's judgment, the employee's absence would create serious operational difficulties.

CSUSA will continue to provide health insurance benefits for the full term of the jury/court duty absence. Paid time off and holiday benefits will continue to accrue during jury/court duty leave.

Voting in Elections

CSUSA wants to make sure you have the opportunity to vote in national, state, or local elections. If your working hours make it impossible for you to get to the polls before or after work, please talk to your Administrator/Manager beforehand. If it is necessary, you can arrange to come in late or leave early, without a loss of pay, in order to get to the polls.

Employees who are assigned to a location outside of their voting precinct are encouraged to vote by absentee ballot.

Military Leave

CSUSA will grant a military leave of absence without pay to an employee who is inducted into the armed forces or who has reserve duty or National Guard obligations. Upon completion of duties, you will be reinstated into your former position or into another position of equal pay and status, consistent with applicable laws.



RECEIPT OF HANDBOOK, ACKNOWLEDGMENT OF AT-WILL EMPLOYMENT, AND DISCLAIMER OF CONTRACT

I, _____ ACKNOWLEDGE AND AGREE TO THE FOLLOWING:

1. I HAVE RECEIVED INSTRUCTIONS ON WHERE THE ELECTRONIC COPY OF THE CHARTER SCHOOLS USA (“CSUSA”) EMPLOYEE HANDBOOK (“HANDBOOK”) IS LOCATED AND WILL REVIEW IT WITHIN 10 DAYS OF EMPLOYMENT
2. I UNDERSTAND AND AGREE THAT NOTHING IN THE EMPLOYEE HANDBOOK CREATES, OR IS INTENDED TO CREATE, A PROMISE OR REPRESENTATION OF CONTINUED EMPLOYMENT AND THAT EMPLOYMENT AT CSUSA IS EMPLOYMENT AT-WILL, WHICH MAY BE TERMINATED AT THE WILL OF EITHER CSUSA OR ME. FURTHERMORE, I ACKNOWLEDGE THAT THIS HANDBOOK IS NEITHER A CONTRACT OF EMPLOYMENT NOR A LEGAL DOCUMENT. I UNDERSTAND AND AGREE THAT EMPLOYMENT AND COMPENSATION MAY BE TERMINATED WITH OR WITHOUT CAUSE AND WITH OR WITHOUT NOTICE AT ANY TIME BY CSUSA OR ME.
3. I WILL READ THE HANDBOOK IN ITS ENTIRETY. I UNDERSTAND THAT I AM OBLIGATED TO COMPLY WITH ALL OF THE POLICIES AND PROCEDURES CONTAINED IN THE HANDBOOK AND THAT ANY FAILURE BY ME TO ABIDE BY THOSE POLICIES AND PROCEDURES MAY RESULT IN DISCIPLINARY ACTION AGAINST ME INCLUDING, BUT NOT LIMITED TO, MY EMPLOYMENT BEING TERMINATED.
4. THE HANDBOOK IS A SUMMARY OF A FEW OF THE POLICIES AND PROCEDURES THAT GOVERN EMPLOYEES.
5. THE HANDBOOK SUPERSEDES AND REPLACES ALL PREVIOUSLY ISSUED HANDBOOKS.
6. CSUSA MAY REVISE THE POLICIES OR PROCEDURES IN THE HANDBOOK, IN WHOLE OR IN PART, AT ANY TIME, WITH OR WITHOUT NOTICE.
7. THE ONLY REPRESENTATIVES OF CSUSA AUTHORIZED TO ENTER INTO AN EMPLOYMENT CONTRACT OR OTHERWISE CHANGE THE AT-WILL NATURE OF MY EMPLOYMENT IS THE CEO OF CSUSA.

EMPLOYEE’S NAME (PLEASE PRINT)

WITNESS

EMPLOYEE’S SIGNATURE

DATE

Attachment 17

Teacher Evaluation Plan

1. Core of Effective Practices

The purpose of the Charter Schools USA Teacher Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory service. The observation instrument is based on the research of Robert J. Marzano and aligned to the 60 elements represented in the text The Art & Science of Teaching. To ensure the integrity of the system and inter-rater reliability, all evaluators will participate in extensive hands-on training. Additionally, all teachers will be properly informed and trained on the new Teacher Evaluation System.

2. Evaluation Rating Criteria **Rating Labels**

The School will utilize four comprehensive rating labels that will ultimately translate to the four labels required by Race to the Top (RTTT). The scale is as follows:

- *Level 4: Innovating* (ex. The teacher is a recognized leader in helping others with this activity)
- *Level 3: Applying* (ex. Within lessons the teacher organizes content in such a way that each new piece clearly builds on the previous piece)
- *Level 2: Developing/Beginning* (ex. The teacher scaffolds the information but the relationship between the evidences is not made clear OR The teacher attempts to perform this activity but does not actually complete or follow through with these attempts)
- *Level 1: Not Using* (ex. The teacher makes no attempt to perform this activity)

The scale outlined above will be used on observation forms and formal evaluations to ensure clear and specific feedback to teachers. The status score(s) from the formal evaluations will align to the above rating scale as followed:

- *Level 4: Innovating* → Highly Effective
- *Level 3: Applying* → Effective
- *Level 2: Developing/Beginning* → Needs Improvement/Developing
- *Level 1: Not Using* → Unsatisfactory

The teacher evaluation contains elements of all 60 elements outlined in 4 Domains, as prescribed by the research of Robert J. Marzano. The elements in the 4 Domains (1. Classroom Strategies and Behaviors, 2. Planning and Preparing, 3. Reflecting on Teaching, and 4. Collegiality and Professionalism) have been further grouped into 5 Strategic Priorities (1. Academic Excellence, 2. Financial Health, 3. Growth, 4. Operational Performance, and 5. Culture of Excellence) to ensure a balanced approach to continuous improvement throughout the School. The 4 Domains align to the 5 Strategic Priorities as followed:

- Academic Excellence (42 elements) → Domains 1 & 2
- Culture of Excellence (30 elements) → Domains 3 & 4
- Financial Health (3 elements) → Domain 4

- Growth (3 elements) → Domain 4
- Operational Performance (7 elements) → Domain 4

With 42 elements, Academic Excellence will have the most weight in determining the final rating. The process to assign a final rating is as followed:

- Step 1: Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing/Beginning (2), and Not Using (1).
- Step 2: Count the number of ratings at each level for each of the 5 Strategic Priorities (Academic Excellence, Financial Health, Growth, Operational Performance, and Culture of Excellence).
- Step 3: For each strategic priority, determine the percentage of the total each level represents.
- Step 4: For each strategic priority, apply the results from Step 3 to the description for each level on the Proficiency Scale (based on teacher’s experience level):
- Category I: 1-3 years
 - Category II: 4-7 years
 - Category III: 8+ years
- This is a domain proficiency score and will be a number between 1 and 4.
- Step 5: Compute the weighted average of the 5 strategic priority proficiency scores and find the resulting number on the scale.

The scale is as follows:

Highly Effective	Effective	Needs Improvement or Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.4	1.5 – 2.4	1.0 – 1.4

Note: All observation results will be calculated electronically via the School’s local instructional improvement system (when fully implemented), a process that will be overseen by the ESP’s Human Resources Department, and verified by the School’s principal.

3. Multiple Evaluations for First Year Teachers

First year teachers will be evaluated by their supervisor no less than two times annually with the inclusion of the instructional practice, student data reviews, and reviews of student work. The process will include feedback specific to the improvements and the level of progress to be achieved to attain greater effectiveness in instruction. The evaluation will include consideration from multiple forms of observation and evaluation types, including classroom walkthroughs, announced instructional observations, unannounced observations, student data reviews, Performance Growth Plan reviews, and participation in the Charter Schools USA Teacher Learning Community (TLC) for first year or newly hired teachers.

Newly hired teachers will receive the same process of multiple evaluations and multiple types of observation methods. Newly hired teachers will also participate in the Charter Schools USA Teacher Learning Community (TLC).

Student performance data will be essential to the evaluation process and will include review of quarterly benchmark assessments, ongoing formative classroom assessment, review of student generated learning goals in the Personalized Learning Plan, and summative assessment data available.

Evaluations will be conducted by the school principal, assistant principals, or trained principal designees. All evaluators will be trained through Charter Schools USA.

4. Additional Metric Evaluation Element

Additional metrics employed as part of the multi-metric evaluation for teachers prior to a milestone event will include specific goals in the Professional Growth Plans (PGPs) as a part of the Charter Schools USA's Leading Edge program. The PGP will be created, reviewed, and completed in concert with an assigned mentor and the result will be reflected as part of the teacher's deliberate practice score. Progress will be monitored via an additional evaluation review provided by the Leading Edge mentor assigned to the teacher. Opportunities are defined as "milestone career events". Another multi-metric evaluation for teachers prior to a milestone event may include participation in and successful completion of CSUSA's Leadership Assessment Center. Additionally, principals have the opportunity to include "Other Criteria" on the evaluation for individual teachers who may be facing a milestone career event.

5. Annual Evaluation

Principals and teachers were surveyed with specific questions relevant to the evaluation process. The following questions were responded to with a strong agreement rating. Consequently these have been incorporated into the process.

- To provide clarity about expectations, the classroom walk through form, site visit form and evaluation form should be aligned.
- Teachers should receive the revised performance evaluation form at the beginning of the year.
- Veteran teachers should be formally evaluated at least once per year.

Based on teacher and principal feedback, the following outlines the process for conducting the annual evaluations:

- Setting expectations – teachers will be provided a copy of the revised teacher evaluation form at the beginning of the year. Moreover, training sessions will be held so that they are aware of the process and the criteria.
- Non evaluation feedback – teacher will receive non evaluation feedback in the form of classroom walk-throughs (conducted regularly) and peer coaching via an observation that will be conducted at least 2 times per year.

- Formal observations – at least one formal observation/evaluation is required, but principals can use their discretion to conduct additional evaluations as they deem appropriate. The final score will be an average by these evaluations. Evaluations will be entered into the Student Information System (SIS) that will calculate the final score.
- Scheduling and Feedback - formal observations will be scheduled in advance. Evaluators* (Principals, Assistant Principals, Deans) will provide feedback to the teacher during a one on one session subsequent to the observation. Teachers will be asked to sign the evaluation form at the end of each evaluation process.

**All evaluators will attend training on conducting a formal evaluation.*

6. Improvement Plans

As a member of the CSUSA family of schools, the School will employ CSUSA’s Local Instructional Improvement System (LIIS). Planning is currently underway to link data collection and analysis from evaluation results through LIIS, which will seamlessly provide actionable data to inform the School’s, and CSUSA’s Improvement/Strategic Plans. When fully implemented, approved observers will be able to conduct teacher evaluations electronically. The system will not only generate a status score per the procedures outlined in Section 3, but will also provide formative data to be applied to the 5 Strategic Priorities—1.) Academic Excellence, 2.) Financial Health, 3.) Growth, 4.) Operational Performance, and 5.) Culture of Excellence—outlined in School Improvement Plans/Strategic Plans, school-based professional development and individual professional growth plans.

7. Continuous Professional Improvement

After each evaluation, Evaluator /Teacher conferences are conducted to review the teacher’s performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. Similarly, quarterly data summits are conducted for student growth data review. The evaluator will then work with the teacher to identify select goals to be articulated in the teacher’s Professional Growth Plan (PGP), as well as recommend specific professional development opportunities to ensure the teacher’s continuous professional improvement. Ongoing classroom walk-throughs and Quality Education for Student and Teachers (QUEST) School Site Visits conducted at least 2 times per year provide opportunities for instructional dialog, as well as continuous feedback and improvement. Annually, in quarter 4, CSUSA will solicit feedback from teachers and principals to ensure continuous improvement of the process.

8. Teaching Fields Requiring Specific Procedures

To identify fields that need special procedures/criteria, three classes of instructors have been identified: Class 1 – Classroom Instructor with Direct FCAT Link; Class 2 – Non-Classroom Instructor with Direct FCAT Link; and Class 3 – Classroom Instructor with Indirect FCAT Link. Fields that need special procedures/criteria include Class 1 – ESE Teachers, as well as Class 2 and 3. The following table outlines fields that are currently identified:

Level	Class 1 Classroom Instructor	Class 2 Non-Classroom Instructor	Class 3 Classroom Instructor
--------------	---	---	---

	with Direct FCAT Link	with Direct FCAT Link	with Indirect FCAT Link
Elementary K-2	<ul style="list-style-type: none"> • Kindergarten • Grades 1-2 General Teachers • ESE Teachers 	<ul style="list-style-type: none"> • Guidance Counselors • Curriculum Specialists • Reading Coaches • Technology Specialists • School Social Workers • School Psychiatrist 	<ul style="list-style-type: none"> • Music Teachers • Art Teachers • P.E. Teachers
Elementary 3-5	<ul style="list-style-type: none"> • Grades 3-5 General Teachers • ESE Teachers 		
Middle School	<ul style="list-style-type: none"> • Grades 6-8 Reading Teachers • Grades 6-8 Language Arts Teachers • Grades 6-8 Science Teachers • Grades 6-8 Math Teachers • ESE Teachers 	<ul style="list-style-type: none"> • Guidance Counselors • Curriculum Specialists • Reading Coaches • Technology Specialists • School Social Workers • School Psychiatrist • Technical/Career Education 	<ul style="list-style-type: none"> • Social Studies Teachers • Music Teachers • Art Teachers • P.E./Health Teachers • Foreign Language Teachers
High School	<ul style="list-style-type: none"> • Grades 9-10 Reading Teachers • Grades 9-10 Language Arts Teachers • Grade 11 Science Teachers • Grades 9-10 Math Teachers • ESE Teachers 	<ul style="list-style-type: none"> • Guidance Counselors • Curriculum Specialists • Reading Coaches • Technology Specialists • School Social Workers • School Psychiatrist • Technical/Career Education 	<ul style="list-style-type: none"> • Social Studies Teachers • Music Teachers • Art Teachers • P.E./Health Teachers • Foreign Language Teachers • Grades 11-12 Math Teachers • Grades 9, 10 & 12 Science Teachers • Grades 11-12 Language Arts

			Teachers <ul style="list-style-type: none"> • Grade 9-12 Social Studies Teachers
--	--	--	---

9. Evaluator Training

To build background knowledge, training will be provided for all evaluators utilizing the Florida Model Evaluation technical assistance materials from the Florida DOE and technical assistance as provided through Learning Sciences International on Marzano’s Evaluation. Evaluators will then attend a mandatory training on CSUSA’s Teacher Evaluation Plan. Training will include but not be limited to the research base, role modeling and practice for conducting evaluations and professional feedback discussions, and analysis of scoring consistency among Evaluators to ensure inter-rater reliability. Additionally, annual refresher training will be required for all Evaluators. Evaluator trainers will monitor through normed scoring in classrooms selected as random samples and reported to evaluators at least twice a year.

10. Process of Informing Teachers About the Evaluation Process

CSUSA recognizes that each school’s learning environment is unique and must be supported in its quest for increased student achievement. The What Works in Schools model, or continuous improvement process, by Robert J. Marzano (2003) translates 35 years of research into action and The Art & Science of Teaching, is applied to consider unique learning environments that focus on school goals to increase student achievement. Every school administrator and faculty member will be trained in Marzano’s research and CSUSA’s Educational Model. They will be trained in data collection systems to provide continuous assessment toward school goals. Student and school performance data are collected regularly throughout the year and used by school administrators and faculty members to monitor progress in achieving the School’s goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made. The teacher evaluation is included in each step of the training process of teachers through the professional development conducted in pre-service training, monthly professional development through faculty meetings, and in the common planning meetings with teachers.

At the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs in place and the staff development provided throughout the year. In addition, there is a staff development needs assessment that administrators and staff complete at both the end and beginning of the school year. These results are analyzed and used along with student performance data to facilitate the school improvement process. The staff development schedule is created upon completion of data collected from student performance, teacher evaluations, and needs assessment analysis. If analyzing different sources of student and teacher data throughout the year presents a need for additional professional development, the schedule is revised to include in-service to meet those training needs.

11. Parent Input

Parent input will not be included in teacher's evaluation assessment, however, parents have multiple opportunities to provide input:

- Parent/Teacher conferences
- Satisfaction surveys
- Focus groups
- Agenda books
- School's SIS

12. Annual Review by the District

Annually, as a part of the strategic planning process, CSUSA will review the instructional personnel evaluation assessment system to monitor and evaluate its effectiveness in improving instruction and student learning. The annual review begins with teacher feedback via a staff survey in May, on the effectiveness of the evaluation system in improving their instruction. Principals then review teachers' feedback each June at the CSUSA hosted Principals' Institute, and provide input for overall revisions to the evaluation system. When all FCAT/student performance data becomes available, CSUSA will work with the School's leadership team to review assessment results (i.e. proficiency, learning gains, student growth model, etc.) correlated to teacher evaluation results (i.e. status scores, deliberate practice scores, etc.). CSUSA's Human Resources and Education Departments will then take all input to revise the evaluation system as needed, set improvement goals for areas identified as opportunities for growth, and/or identify initiatives as needed to ensure continuous improvement. Goals at both the system and school level will be included in and tracked via the System and School Improvement/Strategic Plans.

13. Peer Review Option

At this time, peer review will not contribute to teacher evaluations. However, peers conduct informal observations as a part of the QUEST School Site Visit process and provide feedback to ensure continuous improvement.

14. Evaluation by Supervisor

Teachers will be evaluated by their School Principal or designee (ex. Assistant Principal or Dean), assigned to their school.

15. Input into Evaluation by Trained Personnel Other Than the Supervisor

Trained personnel including but not limited to Assistant Principals, Deans, Curriculum Resource Teachers (CRT), Department Heads, Team Leaders, Mentors through the Leading Edge Program (Leadership development program) and Teacher Learning Communities (TLC) Program (for new teachers) etc. may provide input to inform the deliberate practice score. All personnel who will provide such input will be fully trained in the process as described in step 12.

16. Amending Evaluations

The Evaluator may amend and evaluation based upon assessment data from the current school year if the data becomes available within 90 days after the close of the school year. All other amendments to an evaluation may be made only after an appropriate, successful appeal.

CSUSA DEVELOPMENT / GROWTH PLAN



Employee Name:				
Position:				
Supervisor:				
From: _____ to _____				
PERFORMANCE AREAS			OBJECTIVE ELEMENTS	
A. Classroom Curricular Design B. Research Based Instructional Strategies C. Classroom Management D. Student Motivation			S pecific M easurable A chievable R elevant T imebound	
Check As applicable	I Professional Development Objective:			
	Activities to meet Objective	Measurement Success Criteria	Schedule for Completion	Review
A.				
B.				
C.				
D.				

CSUSA DEVELOPMENT / GROWTH PLAN



Check As applicable	II Professional Development Objective:			
	Activities to meet Objective	Measurement Success Criteria	Schedule for Completion	Review
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">A.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">B.</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">C.</div> <div style="border: 1px solid black; padding: 2px;">D.</div>				

CSUSA DEVELOPMENT / GROWTH PLAN



Check As applicable	III Professional Development Objective:			
	Activities to meet Objective	Measurement Success Criteria	Schedule for Completion	Review
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.				
Check As applicable	IV Professional Development Objective:			
	Activities to meet Objective	Measurement Success Criteria	Schedule for Completion	Review
<input type="checkbox"/> A. <input type="checkbox"/> B. <input type="checkbox"/> C. <input type="checkbox"/> D.				

Supervisor Comments:

Employee Comments:

Employee Signature / Date:

Supervisor Signature / Date:

V.P Signature / Date:

Attachment 18

INDIANA CHARTER EDUCATION FOUNDATION, INC.

PARENT & COMMUNITY INVOLVEMENT

1. Describe the role of any parents and community members involved in developing the proposed school.

Meaningful parental and community involvement is integral to the strategic planning, implementation, management, and operation of any school. The recruitment, education, and involvement of local parents and community members are integral to the success of the School. The Indiana Charter Education Foundation (the Foundation) has made it a priority for the School to fully engage parents and community members in all aspects of the petition process, the operation, and the governance of the school. Parents and community members are viewed as essential to the success of the students and School.

The Foundation's primary responsibility to students, parents, and the Community is to ensure a shared vision and cohesive implementation for the proposed School. Community input and collaborative development activities ensure that Indiana Charter Education Foundation builds and secures broad community support for all phases of development, implementation, operation, governance, management, and evaluation of the School. To ensure community engagement as well as meet the requirements of the Indiana Charter School Board, The Foundation will initiate a multi-tiered approach to ensure stakeholder input, involvement, and continued collaboration at all levels of the charter process. The approach is designed to engage parents, community members, and a wide variety of citizens with specific outcomes geared toward creating a distinct school of choice incorporating the assets and resources unique and beneficial to the community in which the school will be located.

Proposed Outcomes of Stakeholder Involvement:

- Identification and articulation of current and future educational needs addressed by Indianapolis Charter Academy
- Identification of strengths and assets of the Indianapolis Community, the immediate area, and surrounding communities to be integrated into the School
- Identification and articulation of specific academic programs included in the design of the school

Identification of extracurricular and auxiliary educational activities that the School may offer with:

- Connection to areas and concepts identified by the community stakeholders,
- Identification of partnerships addressing identified activities and areas

- Identification and formalization of partnership opportunities to enhance the School and the immediate community in which the school is located including: existing schools, educational institutions, governmental entities, nonprofit and service organizations, and local businesses.
- Development of a comprehensive strategy for active and meaningful parental involvement

2. How will you inform parents and the community about the school's development?

The School will conduct a three phase marketing campaign: Identification, Awareness and Recruitment. The efforts of this campaign should achieve enrollment capacity with a low student-to-staff ratio.

Phase I: Identification

First, Charter Schools USA, in collaboration with the School, will identify eligible students as identified in the Charter. Second, Charter Schools USA will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the school's charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc).

Phase II: Awareness

Upon charter approval, Charter Schools USA, in conjunction with the School, will conduct a broad marketing campaign to educate and publicize to the community information about school-choice and charter school options and more specifically the opportunities and benefits available at the School. Publications and media clips will be produced bilingually as needed to match the demographics of the community. These efforts will include:

- Posting of information (in appropriate languages for the community) in local public areas such as public libraries, public housing, grocery stores, Boys and Girls Club, community centers and clubhouses, recreational fields and facilities, and others as identified
- Advertising in local magazines, free community publications, and others as identified
- Distribution of brochures and pamphlets about the School and the programs offered throughout Indianapolis
- Facilitation and continuation of "town hall" meetings utilized in the stakeholder input process

- Direct mailings to the community
- Local radio and television public service announcements
- Announcements in Human Resources Newsletters for area businesses
- use of the local print media including, Indianapolis Star, Southside Times, and The Recorder
- posting of information (in appropriate languages for the community) in local public areas such as public libraries; public housing; grocery stores; Boys and Girls Club; community centers and clubhouses; recreational fields and facilities; and others as identified by stakeholders
- Advertising in local magazines (e.g. Indianapolis Star, The Recorder, Southside Times, free community publications, and others)
- Distribution of information to the Human Resource departments at local businesses
- Outreach to local churches (e.g. Southside Church of Nazarene, Church of Christ, Southside Presbyterian) and places of worship
- Advertise Open House Information Sessions in a variety of locations and languages throughout the community including door-to-door
- Production of marketing materials and school applications in languages other than English as needed to accommodate the needs of the community
- Availability of bilingual staff to answer questions
- A website with online applications in appropriate languages for the community
- Radio public service announcements in multiple markets such as Amos Brown AM 1310,
- Utilization of local cable advertisements

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

Efforts will include:

- Continued distribution of brochures and pamphlets about the School and the programs offered
- Presentations/Information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and posters throughout the immediate and surrounding communities
- Open Houses and information sessions at the facility
- Information sessions and meetings at area schools classified as “underperforming”

- Announcements at the local college and university career centers (e.g. IUPUI, Ivy Tech, University of Indianapolis, Marian University, Martin University)
- University and college print media
- Attendance at local career fairs
- Presentations/Information sessions for employees at local businesses
- Education fairs for employees
- Internal company email advertisements through local businesses

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

The Governing Board believes that active parental participation is essential to operating high-quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parent/Teacher Co-ops (PTC) will be established to provide a voice for parent and community input that can be used in the development of existing schools as well as new schools and programs. PTCs will be organized each school year at the new schools. The PTC shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools' operations and governance will be fostered by a parental "contract" between the parent, student, and Schools. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. Moreover, the Student Information System provides a parent portal that gives parents access to real time student data, message boards and direct to teacher and administrator e-mail capability. This supports continual and meaningful parental involvement in each student's education. PTC representatives provide regular reports to the Governing Board. All parents are invited to attend the regularly scheduled public Governing Board meetings. All meeting minutes are available to the parents. In addition, School Advisory Councils (SAC) will be established at the beginning of each school year, which shall be comprised of parents of currently enrolled students, administrators, and teachers. The SACs facilitate achievement of the mission of the schools and ensure they meet the needs of the children and community. The SACs will act as a link between school administration, teachers, and the school community to discuss school-based issues, bringing them together in an authentic role in decisions, which affect instruction and the delivery of programs. SAC representatives will also provide regular reports to the Board.

Parental participation in the school's operations and governance will be fostered by:

- Attendance and participation in Governing Board meetings that will be open to the public and notification disseminated per Sunshine Law

- Parent/teacher conferences held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Semiannual surveys distributed to parents to receive input for school improvement and satisfaction.
- A parental obligation between the parent, student, and School.

Upon approval of this Charter Application, the School will work to develop community partnerships that are in the best interest of both the School and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples of the type of partnerships we expect to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health & Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses (e.g. United Way)

Parental involvement includes attending school functions; attending conferences; helping children improve their school work through encouragement, providing study time and place, model behavior, and tutoring; serving as advocates for their children and school; volunteering in The Academy and community; and assuming an active decision-making role in their child's education (Maynard 1997).

In addition to the role parents play in governance, all parents sign an agreement in which they agree to volunteer a minimum of twenty (20) hours per school year. When two or more children from the same family are enrolled, parents shall be required to volunteer a total of thirty (30) hours per school year. Parents are given access to our Student Information System allowing them to track their volunteer hours. As mentioned above, opportunities are individualized to meet the needs, demands, and capabilities of individual student/family as it pertains to required volunteer hours.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities. Provide, as Attachment 18, evidence of support from community partners, which may include letters

of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

The Foundation is currently seeking strategic partnerships with community organizations that they feel will be able to enrich The Academy and its mission, which includes concentration on academic rigor while focusing on citizenship and experiential learning through community engagement. The Foundation is particularly interested in fostering relationships with organizations that have stakeholders among at-risk communities. This is part of the Foundation's community outreach mission to reach its targeted population. The Foundation is also seeking partners from the community that will partner with them to create mentoring, leadership training, and/or tutorial programs in the K-6 systems and internship programs in the high school systems.

At the time of charter application, the Foundation has received a letter of support from the Marian University indicating its commitment to working with The Academy to establish a mentoring, leadership training, or tutoring program. The University's Letter of Support is included in Attachment # 18. The Foundation has also received a letter of support from the Central Indiana Community Foundation (CICF).

As partnerships and other formal relationships are developed, the School will provide necessary information (including any Memorandum of Understanding/Agreement –MOAs/MOUs).

Preliminary and/or potential partnership opportunities include: Indiana Chamber of Commerce, United Way of Central Indiana, Indiana Afterschool Network, McCoy, NAACP, The National Council on Educating Black Children, Southeast Neighborhood Coalition, Ivy Tech, The Center of Excellence in Leadership of Learning at the University of Indianapolis, Teach for America, The New Teacher Project, Teach Plus, Woodrow Wilson Indiana Teaching Fellowship, Stand for Children, The Mind Trust, Indiana Afterschool Network, NAACP, Southeast Neighborhood Coalition, Ivy Tech, IUPUI, Lumina Foundation for Education, Boys and Girls Club, Mayor Ballard.



CICF
CENTRAL INDIANA
COMMUNITY FOUNDATION

The INDIANAPOLIS
FOUNDATION

LEGACY FUND

Inspiring philanthropy

October 21, 2011

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Major Funds
Efrogmson Family
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Library Fund
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Central Indiana

Partnerships
Indianapolis Parks
Foundation
Lacy Leadership
Association
Making Connections
Indianapolis
TechPoint
Foundation
William E. English
Foundation

To whom it may concern:

It is with great confidence that I provide a letter of recommendation for Charter Schools USA. Central Indiana Community Foundation (CICF) has been a community partner of the Indiana Department of Education (IDOE) and its leader, Dr. Tony Bennett for approximately four years. The Foundation keenly recognizes the importance of providing access to high quality educational opportunities in our community and support the bold leadership of Dr. Tony Bennett.

Congratulations are in order for the accomplishment of Charter Schools USA and its ability to partner with our State Department of Education to turnaround historically low-performing schools in Indianapolis. The era of low accountability and wide-spread apathy towards improving our low performing schools has officially come to an end with the decision by our State's top educator to outsource management responsibilities and directly hold individual schools accountable for student achievement. It speaks volumes that Charter Schools USA has completed a rigorous process and demonstrate its ability to achieve high student outcomes, track and measure school performance, and demonstrate prudent fiscal management. It is the partnerships of results-oriented organization, like Charter School USA, the Foundation is pleased to have join our community of educators and to advance our collective goal of educating every student for productive citizenship.

College Readiness is a major community leadership initiative that the Foundation leads in Indianapolis. The Foundation realizes that preparing students for post-secondary success begins in elementary and secondary schools. We are pleased to offer this letter of recommendation for two reasons: (1) to express compete confidence in the leadership of Dr. Tony Bennett and his staff in selecting Charter School USA and (2) to welcome the potential that Charter School USA has in transforming the education landscape in our city and prepare our students for post-secondary success.

Sincerely,

Roderick D.S. Wheeler, M.P.A., M.B.A.
Senior Grant Officer

October 17, 2011

Indiana Charter Education Foundation

Marian University
3200 Cold Springs Road
Indianapolis, IN 46222

Re: Letter in Support of South and East Indianapolis Charter Academies

Dear Indiana Charter Education Foundation:

This letter is written on behalf of Marian University to express its support of the **South and East Indianapolis Charter Academies**. Specifically, our organization has an interest in working with the Indiana Charter Education Foundation to assist with a mentoring, tutoring, leadership training, or internship program within the Academies, to help fulfill the needs of its students.

We believe this is a wonderful opportunity to serve the children of the Indianapolis Public School System and look forward to creating a beneficial and successful partnership for those children.

Sincerely,



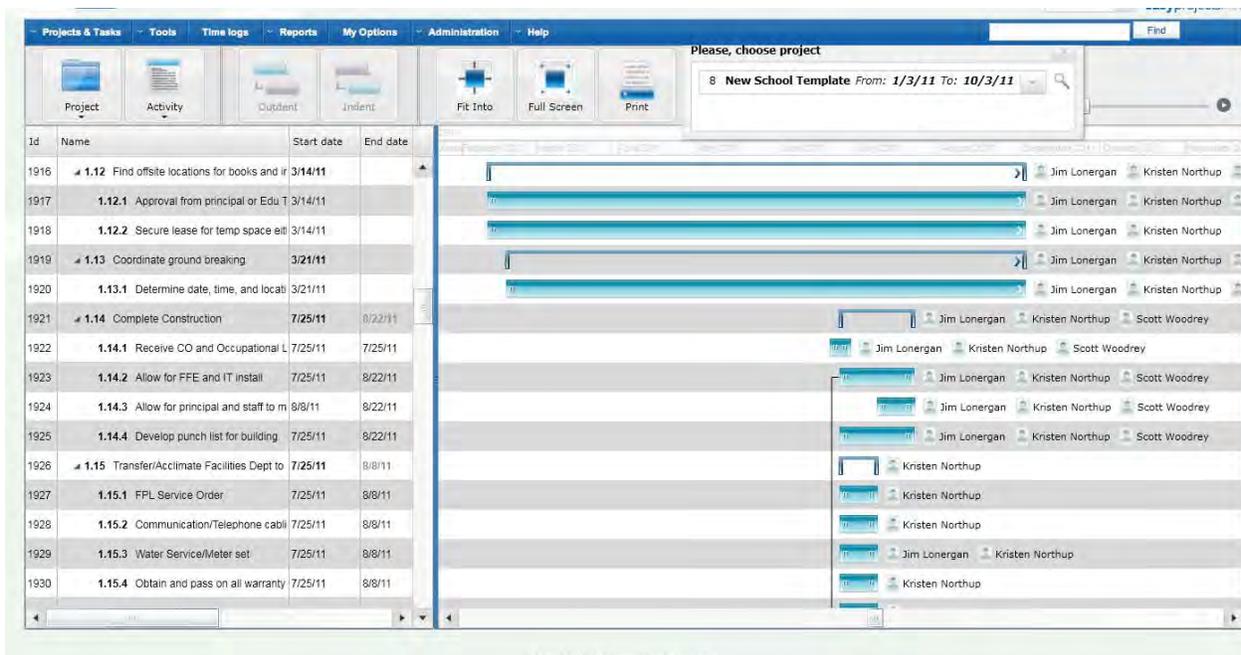
Lindan B. Hill, Ph.D.
Dean
School of Education
and
Director
Marian Academy
for Teaching and Learning Leadership

Marian University
3200 Cold Spring Road
Indianapolis, Indiana 46222
317.955.6089

Attachment 19

Attachment 19 Start-Up Plan

The construction project will be managed by the ESP. The ESP has developed charter schools in a variety of settings including: urban, suburban, rural, and commercial centers. The development team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. All project related schedules are tracked and accessible via the Internet to ensure the most up-to-date information is available at all times. The development team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.



The following start-up timeline is proposed. A model project timeline for school opening next year would include, but not be limited to, the following milestones/benchmarks. Each represents broad areas of activity. Detailed project plans will be built for each phase of the project. The ESP has developed a proprietary comprehensive checklist detailing over 1,000 items to be completed to ensure a successful and safe school opening.

Period	Key Project Tasks / Milestones
10/11– 3/12	<ul style="list-style-type: none"> ● Management Agreement Executed ● Approval of Charter Application / Contract ● Site Selected and contract executed ● Site Review <ul style="list-style-type: none"> ○ Facilities–Use for Programs (e.g. Athletics, Sciences, etc.)

Period	Key Project Tasks / Milestones
	<ul style="list-style-type: none"> ○ Site Plan–Ingress/Egress, Transportation, Fields, Parking, Signage ○ Zoning ● Site Plan Approval ● Land Development Permit ● Construction Financing ● Finalize Architectural Design
1/12 – 4/12	<ul style="list-style-type: none"> ● Apply for General Building Permit ● Land Development ● Enrollment – Finalize School Budgets/Forecasts ● General Community Awareness/Information Marketing ● Begin construction ● Identify Potential Leadership Candidates /Hire School Leader
4/12 – 5/12	<ul style="list-style-type: none"> ● RFP’s for Vendors <ul style="list-style-type: none"> ○ Services ○ Furniture, Fixture, and Equipment listing (FF&E) ○ Technology ● Direct Marketing for Student Enrollment ● Community Activities ● Open Enrollment Period
4/12 – 6/12	<ul style="list-style-type: none"> ● Facility Lease Executed ● Construction (Ongoing) ● Begin Faculty Hiring ● Direct Marketing for Student Enrollment ● Student Enrollment/Registration (Ongoing) ● Complete Construction / Certificate of Occupancy
6/12 – 8/12	<ul style="list-style-type: none"> ● Installation of FF&E ● Staff Move-in ● Teacher Professional Development ● “Open House” Sessions for Parents/Students ● Student Enrollment/Registration (Ongoing) ● First Day of School

See attachment #21 for complete budget documents including year 0. The planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. Costs of planning and development of the School will be recovered by the ESP through the management fee it collects in future years.

School Name: Indiana Charter School

Expected New School Annual Operating Budget -- YEAR 0		
REVENUE	Amount	Notes
State Revenue		
Basic Grant		
Common School Loan		
Charter School Facilities Assistance Program (for first semester costs and other approved operating costs)		
Student Lunch		The planning costs for the school will be incorporated into and paid for as a component of the overall school development plan by the ESP. Costs of planning and development of the school will be recovered by the ESP through the management fee it collects in future years.
Student Breakfast		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I		
Title II		
Federal Lunch Program		
Federal Breakfast Reimbursement		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Total Revenue	\$ -	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 60,475	Use staffing workbook
Substitutes		
Professional Development	\$ 25,000	Staff training and development
Bonuses		
Recruiting/Marketing	\$ 5,000	
Other (please describe)		
Total Personnel Expenses	\$ 90,475	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc		
Technology		
Assessment materials		
Computers		
Software		
Other classroom supplies		
Field trips, other unclassified items		
Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$ -	
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses		
Office supplies		
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ -	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 10,000	Board development and training
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Charter Board D & O Insurance		
Other (please describe)		
Total Board Expenses	\$ 10,000	
Professional Purchased or Contracted Services		
Legal and Accounting Services	\$ 67,000	Curriculum research and development
Audit Services		Charter school planning and development
Payroll Services		Special Education program plan & development
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants	\$ 25,000	Licensing of data assessment & reporting system
Internet Services		
Telephone/Telecommunication Services		
Liability Insurance		
Unemployment Insurance		
Workers' Compensation Insurance		
Student Insurance Coverage		
Other Insurance Coverage		
Travel		
Postage		
Special Education Services		
Student Information Services		
Food service		
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 92,000	
Facilities		
Rent, mortgage, or other facility cost		
Furniture		
Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		
Waste disposal		
Other (please describe)		
Total Facilities	\$ -	
Other		
Contingency		
Indiana Charter School Board Administrative Fee		0% in Year 0
CMO/EMO Fee		
Other (please describe)		
Total Other	\$ -	
Total Expenditures	\$ 192,475	
Carryover/Deficit	\$ (192,475)	

Attachment

Wells Fargo Insurance Services
2502 North Rocky Point Drive
Suite 400
Tampa, FL, 33609
Tel 813 636-5300
Fax 877 -302-3907

Friday, October 21, 2011

Lorrie Davidson
Charter Schools USA, Inc.
6245 N federal Highway

Re: Indiana Charter Schools

Dear Lorrie:

Below is an estimated cost of the insurance portfolio for the Indiana Charter Schools. The premiums are just an estimation since no carrier's quote is valid for more than 60 days and the carriers would need a full underwriting submission to calculate accurate premiums. Nonetheless I feel confident that the summary below fulfills the requirement of the bid documents:

- Commercial General Liability \$1,000,000 per occurrence; \$2,000,000 aggregate.

- Coverage includes:

- Corporal punishment liability
- Medical Payment
- Athletic participation

Premium basis – Students 810

Estimated Premium \$11,900

- Educators' Legal Liability :\$1,000,000 per occurrence; \$2,000,000 aggregate.

Estimated Premium \$2,500

- Employment Practices Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate.

Estimated premium \$5,000

- Directors' and Officers' Liability: \$1,000,000 per occurrence; \$3,000,000 aggregate

Estimated Premium \$1,000

- Sexual Abuse Liability: \$1,000,000.

Estimated Premium \$2,500

- Automobile Liability: \$1,000,000 combined single limit. Hired and Non-Owned Only

Estimated premium \$500

- Umbrella: \$2,000,000 per occurrence; \$2,000,000 aggregate.

Does not extend over Directors' and Officers' liability/educators' legal liability/employment practices liability, automobile and sexual abuse liability.

Estimated Premium \$2,500

- Workers' Compensation Liability: As required by Indiana law.

Estimated Premium \$20,595

Please let me know if you have any questions.

Sincerely



Andris N. Bergholcs
Senior Vice President
Commercial Lines Division

Together we'll go far



**Charter Schools USA, Inc. and CSUSA Managed Schools
Schedule of Insurance Policies (2011-12)**

Type of Policy	Policy Number	Coverage/Limits	Limits	Insurance Company	Broker	Policy Effective Date	Policy Expiration Date
Commercial Property	AMR28423	Total Insurable Values Limit:	\$186,413,820	AmRisc	Wells Fargo	6/21/2011	6/21/2012
		Deductibles (per occurrence): All perils except wind and hail and T3	\$10,000,000 \$25,000				
Commercial Property	CPP9266531-01	Total Insurable Values	\$186,413,820	Zurich American Insurance Company	Wells Fargo	6/21/2011	6/21/2012
		Deductibles (per occurrence)	\$10,000,000				
Commercial General Liability	41-LX-022852766-1/000	General Aggregate Limit	\$3,000,000	Lexington Insurance Co. of Illinois	Wells Fargo	5/28/2011	5/28/2012
		Products/Completed Operations Aggregate Limit	\$3,000,000				
		Personal & Advertising Injury Limit	\$1,000,000				
		Each Occurrence Limit	\$1,000,000				
		Damage to Rented Premises	\$1,000,000				
		Medical Payments (any one person)	Excluded				
Commercial Automobile Liability	01-CA-066144408-1/000	Bodily Injury & Property Damage	\$1,000,000	New Hampshire Insurance Company	Wells Fargo	5/28/2011	5/28/2012
		Personal Injury Protection	Statutory				
		Medical Payments	\$5,000				
		Uninsured/Underinsured Motorist	\$1,000,000				

**Charter Schools USA, Inc. and CSUSA Managed Schools
Schedule of Insurance Policies (2011-12)**

Type of Policy	Policy Number	Coverage/Limits	Limits	Insurance Company	Broker	Policy Effective Date	Policy Expiration Date
Commercial Umbrella Liability	41-UD-019657410-1/000	Each Occurrence General Aggregate Products/Completed Operations Aggregate	\$10,000,000 \$10,000,000 \$10,000,000	Lexington Insurance Company	Wells Fargo	5/28/2011	5/28/2012
Educators Professional Liability	02-420-56-57	Each Wrongful Act Annual Aggregate	\$2,000,000 \$2,000,000	National Union Fire Insurance Company	Wells Fargo	7/1/2011	7/1/2012
Workers Compensation	Z070328203	Each Accident Each Disease –EA Employee Each Disease – Policy Limit	\$500,000 \$500,000 \$500,000	Zenith Ins Co	IOA	7/1/2011	7/1/2012
Crime	02-450-24-00	Limit	\$1,000,000	National Union Fire Insurance Company	ARC	7/1/2011	7/1/2012
Miscellaneous Professional Liability	NY11MPL000028IC	Each Claim Aggregate	\$1,000,000 \$1,000,000	Navigators Specialty Insurance Company	ARC	7/1/2011	7/1/2012

Attachment 21

**Indiana Charter School
Notes to 5 Year Projected Budget**

Revenue	Note #	
Government		
Per Pupil Allocation	1	- Total ADM funding is based on IPS per student funding of \$7,376.05 Years two through five assume a 0% growth in total per student revenue based on CPI forecasts
Other Government	2	- Any other state or government funds available to the school - None budgeted
Grants & Fundraising:	3	- Not included in budget
Other Revenue	4	- Food service revenue; based on our experience with similarly sized location
Interest Income	5	- Interest income based on cash in banks
Expenses		
Salary Related Expenses		
Administration Staff	6	Salary and hourly wages for school administration
Instructional Staff	7	Salary and hourly wages, Stipends, and Tutoring for instructional staff
Bonus Pool for School wide Incentives	8	Bonus set aside for incentive goals, equal to 1% of state, local and federal funding in applicable years
Benefits (Health, Dental, etc.)	9	Benefits for FT employees
Workers Compensation	10	Workers Compensation Insurance
Teacher Retirement System (TRS)	11	Teacher Retirement
Payroll Taxes	12	Allowance for FICA, Medicare and state and federal unemployment taxes
Professional Services		
Legal Fees	13	- Potential legal fee, outside counsel, needed filing and documentation etc.
Accounting Services - Independent Audit	14	- Independent Audit
G&A, Curriculum Development, R&D	15	- Fees paid to Management company for providing various services
Outside Staff Development Consulting Fees	16	- Registration for and travel to Teacher training and professional development courses and seminars.
Temporary Agency Fees	17	- Fees paid to agencies providing temporary services
Fee to Charter School Board	18	- 3% fee paid to the school board for administrative services
Professional Fees - Other	19	- Funds set aside for School Board's discretionary use
Marketing & Enrollment	20	- Advertising and marketing for students
Staff Recruitment	21	- Advertising and recruiting for School's staff
Vendor Services		
Contracted Pupil Transportation	22	- Contracted bus service
Extra-Curricular Activity Events	23	- Expense of transportation to and cost of extra curricular events such as sports, performances, etc.
Contracted Food Service	24	- Third party food provider, partially offset by revenue received from Free and Reduced Lunch program and paid lunches
Background / Finger Printing	25	- Expense for employee background checks and fingerprinting
Drug Testing Fees	26	- Expense for employee drug testing
Licenses & Permits	27	- Expense for any required license or permits
Bank Service Fees	28	- Normal banking fees
Contracted Special ED non-instruction	29	- Non-instructional Special Ed. Expenses such as aides, or facilities.
Contracted Custodial Services	30	- Contracted Custodial service based on contracts at similarly sized locations and current quotes
Contracted Security	31	- Contracted Security patrols and alarm monitoring services based on contracts at similarly sized locations and current quotes
Other Operating Expenses		
Travel/Auto	32	- Staff travel for special trips (auto expenses).
Airfare	33	- Airfare for staff travel for special trips.
Meals	34	- Staff meals while traveling to and from special trips
Lodging	35	- Staff lodging while traveling to and from for special trips
Business Expense - Other	36	- Other expenses incurred for business
Dues & Subscriptions	37	- Memberships in educational associations and subscriptions to trade journals (including accreditation, if applicable)
Printing	38	- Any offsite printing of instructional, informational or promotional materials based on usage of similarly sized schools
Office Supplies	39	- All office materials and supplies based on usage of similarly sized schools
Medical Supplies	40	- In school medical supplies for nurse
In-house Food Service - Cost of Food	41	- Food for parent, staff and/or enrollment meetings based on usage of similarly sized schools
Food Service - Paper and Small wares	42	- Paper plates, cups, disposable utensils used for parent, staff and/or enrollment meetings based on usage of similarly sized schools
Bad Debt Expense	43	- Expenses related to funds not collected, owed to the school
Instruction Expense		
Textbooks & Reference Books	44	- Cost of Textbooks & Reference Books at \$275.00 per incremental child; in yr. 4 and 5, assume replacement of books for 30% of students. Amount adjusted for inflation in years two through five.
Consumable Instructional (Student)	45	- Consumables supplies, paper, pencils, workbooks etc. based on \$100 per student adjusted for inflation in subsequent years
Consumable Instructional (Teacher)	46	- Teachers' consumable instructional resources and supplies etc. based on \$250 per teacher adjusted for inflation in subsequent years
Library Books	47	- Costs to outfit a library - \$20,000 in year 1
Testing Materials	48	- Student testing and evaluative resources and supplies \$15.00 per student adjusted for inflation in subsequent years
Contracted SPED Instruction	49	- Contracted special education instructional services \$400.00 per child adjusted for inflation in subsequent years
Administrative Expenses		
Telephone & Internet	50	- Land line, Internet, and cellular phone usage based on similarly sized locations
Postage	51	- Postage usage based on similarly sized locations
Express Mail	52	- Overnight mail usage based on similarly sized locations
Electricity	53	- Power usage based on similarly sized locations
Water & Sewer	54	- Water and Sewer usage based on similarly sized locations
Waste Disposal	55	- Waste Disposal based on similarly sized locations
Pest Control	56	- Pest Control based on similarly sized locations
Maintenance & Cleaning Supplies	57	- Maintenance and cleaning supplies not cover by contracted custodial based on similarly sized locations
Building Repairs & Maintenance	58	- Building maintenance not cover by contracted custodial based on similarly sized locations
Equipment Repairs & Maintenance	59	- Equipment repairs and maintenance based on similarly sized locations
Software Licensing Fees	60	- Computer licensing based on similarly sized locations
Miscellaneous Expenses	61	- Miscellaneous based on similarly sized locations
Fixed Expense		
Rent	62	- Facility rent - Based on cost estimates for the planned facility
Office Equipment - Leasing Expense	63	- Cost for leasing office equipment not financed
Professional Liability & Property Insurance	64	- Cost of insurance
CAPITAL EXPENSES		
Capital Outlay (Capitalized)		
Computers Hardware	65	- Any computer hardware - the school will begin planned tech refresh in yr. 4
FF&E	66	- Furniture, Fixtures and Equipment - See FF&E tab for details
Computers Software	67	- Computer Software
Other	68	- Any other capital purchases
Proceeds from Long Term Debt	69	- Financing obtained to purchase the computers and FF&E - calculated at 100% of equipment costs
Repayment of Long-Term Debt	70	- Principal & interest payments of debt used for the purchase of capital equipment

**Indiana Charter School
School Design**

Homeroom Classrooms

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	8	8	8	8	8
1st Grade	7	7	7	7	7
2nd Grade	5	7	7	7	7
3rd Grade	5	6	7	7	7
4th Grade	5	6	6	7	7
5th Grade	3	4	6	6	7
6th Grade	3	4	5	6	7
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	36	42	46	48	50

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	20	20	20	20	20
1st Grade	23	23	23	23	23
2nd Grade	23	23	23	23	23
3rd Grade	23	23	23	23	23
4th Grade	23	23	23	23	23
5th Grade	23	23	23	23	23
6th Grade	25	25	25	25	25
7th Grade	25	25	25	25	25
8th Grade	25	25	25	25	25
9th Grade	25	25	25	25	25
10th Grade	25	25	25	25	25
11th Grade	25	25	25	25	25
12th Grade	25	25	25	25	25

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	160	160	160	160	160
1st Grade	161	161	161	161	161
2nd Grade	115	161	161	161	161
3rd Grade	115	138	161	161	161
4th Grade	115	138	138	161	161
5th Grade	69	92	138	138	161
6th Grade	75	100	125	150	175
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	810	950	1044	1092	1140

Staffing Matrix
Indiana Charter School

			Yr1	Yr2	Yr3	Yr4	Yr5
Total Number of Students			810	950	1,044	1,092	1,140
Administration Staff							
Principal		90,000	1.00	1.00	1.00	1.00	1.00
Assistant Principal		70,000	1.00	2.00	2.00	2.00	2.00
Dean of Students		60,000	1.00	1.00	1.00	1.00	1.00
Business Administrator		45,000	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	per hour	12.00	2.00	3.00	3.00	3.00	3.00
Receptionist	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Registrar/DPC		30,000	1.00	1.00	1.00	1.00	1.00
Student Services Coordinator		36,684	1.00	1.00	2.00	2.00	2.00
Media Assistant (Clerk)	per hour	14.00	1.00	1.00	2.00	2.00	2.00
Food Service-Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Food Service	per hour	10.00	2.00	2.00	3.00	3.00	3.00
Before/Aftercare Director	per hour	12.00	1.00	1.00	1.00	1.00	1.00
Before/Aftercare	per hour	9.00	4.00	4.00	5.00	5.00	5.00
			18.00	20.00	24.00	24.00	24.00
Instruction Staff							
Teachers (K-5)		36,684	33.00	38.00	41.00	42.00	43.00
Teachers (6-8) (Math, Sci, SS, LA, Reading)		36,684	3.00	4.00	5.00	6.00	7.00
General Music / Chorus Teacher		36,684	1.00	2.00	2.00	2.00	2.00
Art Teacher		36,684	1.00	2.00	2.00	2.00	2.00
PE Teacher		36,684	1.00	2.00	2.00	2.00	2.00
Foreign Language Teacher		36,684	1.00	2.00	3.00	3.00	3.00
Technology Teacher		36,684	1.00	2.00	2.00	2.00	2.00
PE Aide	per hour	13.00	1.00	1.00	2.00	2.00	2.00
Special Education		36,684	2.00	3.00	3.00	3.00	3.00
Reading Specialist		36,684	1.00	1.00	1.00	1.00	1.00
Co-Teacher		36,684	-	-	2.00	3.00	3.00
Curriculum Resource Teacher		36,684	2.00	2.00	2.00	2.00	2.00
			47.00	59.00	67.00	70.00	72.00
TOTAL Staffing			65.00	79.00	91.00	94.00	96.00

**Indiana Charter School
Summary Income Statement**

		FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	
<i>Indiana Charter School</i>	<i>Note #</i>	<i>Yr1</i>	<i>Yr2</i>	<i>Yr3</i>	<i>Yr4</i>	<i>Yr5</i>	
<i>Full Capacity</i>		1,140	1,140	1,140	1,140	1,140	
<i>Budgeted Number of Students</i>		810	950	1,044	1,092	1,140	
<i>Forecasted Average ADM per Student</i>		\$ 7,376	\$ 7,376	\$ 7,376	\$ 7,376	\$ 7,376	
Revenue							
<i>Government</i>							
<i>Per Pupil Allocation</i>	1	5,974,601	7,007,248	7,700,596	8,054,647	8,408,697	
<i>Other Government</i>	2	-	-	-	-	-	
Total Government:		5,974,601	7,007,248	7,700,596	8,054,647	8,408,697	
<i>Grants & Fundraising:</i>	3	-	-	-	-	-	
<i>Other Revenue</i>	4	381,154	447,032	491,265	513,852	536,439	
<i>Interest Income</i>	5	-	-	-	-	-	
Total Revenue:		6,355,754	7,454,280	8,191,861	8,568,498	8,945,136	
Expenses							
	<i>Function</i>						
<i>Instruction Expense</i>	5000	2,630,072	41%	3,169,913	3,593,355	3,872,127	4,015,872
<i>Pupil Personnel Services</i>	6100	46,250	1%	46,883	94,840	95,922	97,013
<i>Instructional Media Services</i>	6200	50,202	1%	50,674	72,097	72,852	73,613
<i>Instructional Staff Training Svcs</i>	6400	5,000	0%	5,050	5,101	5,152	5,203
<i>Board</i>	7100	10,000	0%	25,100	25,351	25,605	25,861
<i>School Administration</i>	7300	498,337	8%	618,154	625,131	632,111	639,152
<i>Fiscal Services</i>	7500	361,976	6%	423,970	465,606	486,885	760,425
<i>Food Services</i>	7600	258,194	4%	298,568	335,794	352,377	369,256
<i>Central Services</i>	7700	322,388	5%	269,976	285,389	290,627	301,619
<i>Pupil Transportation Services</i>	7800	116,309	2%	137,775	152,922	161,553	170,340
<i>Operation of Plant</i>	7900	1,442,786	23%	1,616,608	1,734,713	1,797,100	1,859,530
<i>Maintenance of Plant</i>	8100	194,500	3%	196,445	198,409	200,394	202,397
<i>Community Services</i>	9100	56,762	1%	57,500	66,369	67,100	67,837
Total Expenses:		5,992,776	94%	6,916,616	7,655,076	8,059,804	8,588,119
Operating Surplus/(Deficit)		362,978	6%	537,663	536,785	508,695	357,017
<i>Capital Expenditures</i>	*	968,878		133,811	232,372	191,799	211,449
<i>Proceeds from Long Term Debt</i>		968,878		-	-	-	-
<i>Repayment of LTD</i>	*	232,010		278,412	278,412	278,412	46,267
Surplus/(Deficit) - Unrestricted Fund Balance		130,968		125,440	26,001	38,484	99,301

Indiana Charter School
Detailed Income Statement
FY13 through FY17

	FY13	FY14	FY15	FY16	FY17
Total Number of Students Enrolled	810	950	1,044	1,092	1,140
Forecasted Average ADM per Student	\$ 7,376				
REVENUE:					
Government					
Per Pupil Allocation	5,974,601	7,007,248	7,700,596	8,054,647	8,408,697
Special Needs	-	-	-	-	-
Other Government	-	-	-	-	-
Total Government:	5,974,601	7,007,248	7,700,596	8,054,647	8,408,697
Grants	-	-	-	-	-
Fundraising	-	-	-	-	-
Before & Aftercare Revenue	116,640	136,800	150,336	157,248	164,160
Food Services	85,226	99,956	109,847	114,897	119,948
Free and Reduced Lunch (DOE reimbursement)	179,288	210,276	231,082	241,707	252,331
Interest Income	-	-	-	-	-
TOTAL REVENUE	6,355,754	7,454,280	8,191,861	8,568,498	8,945,136
EXPENSES:					
Administration Staff					
Principal	90,000	90,900	91,809	92,727	93,654
Assistant Principal	70,000	141,400	142,814	144,242	145,685
Dean of Students	60,000	60,600	61,206	61,818	62,436
Business Administrator	45,000	45,450	45,905	46,364	46,827
Administrative Assistant	39,552	59,921	60,520	61,126	61,737
Receptionist	24,960	25,210	25,462	25,716	25,973
Registrar/DPC	30,000	30,300	30,603	30,909	31,218
Student Services Coordinator	36,684	37,051	37,418	37,785	38,152
Media Assistant (Clerk)	23,072	23,303	23,534	23,765	24,000
Food Service - Director	18,240	18,422	18,607	18,793	18,981
Food Service	14,400	14,544	14,688	14,832	14,976
Before/Aftercare - Director	18,240	18,422	18,607	18,793	18,981
Before/Aftercare	27,360	27,634	27,908	28,182	28,456
	497,508	593,157	674,368	681,111	687,922
Instruction Staff					
Teachers (K-5)	1,210,572	1,407,932	1,534,275	1,587,414	1,641,461
Teachers (6-8) (Math, Sci, SS, LA, Reading)	110,052	148,203	187,107	226,773	267,215
General Music / Chorus Teacher	36,684	74,102	74,843	75,591	76,347
Art Teacher	36,684	74,102	74,843	75,591	76,347
PE Teacher	36,684	74,102	74,843	75,591	76,347
Foreign Language Teacher	36,684	74,102	112,264	113,387	114,521
Technology Teacher	36,684	74,102	74,843	75,591	76,347
PE Aide	19,760	19,958	40,314	40,717	41,125
Special Education	73,368	111,153	112,264	113,387	114,521
Reading Specialist	36,684	37,051	37,421	37,796	38,174
Co-Teacher	-	-	74,843	113,387	114,521
Curriculum Resource Teacher	73,368	74,102	74,843	75,591	76,347
Daily Subs	54,000	68,400	78,000	81,600	84,000
	1,761,224	2,237,306	2,550,702	2,692,416	2,797,271
Tutoring					
Stipends	18,960	23,513	29,573	29,573	29,573
Bonus Pool for Schoolwide Incentives	15,000	15,150	15,302	15,455	15,609
	-	70,072	77,006	80,546	84,087
Benefits (Health, Dental, etc.)					
Instructional Staff	141,000	188,800	221,100	238,000	252,000
Pupil Personnel Services Staff	3,000	3,200	6,600	6,800	7,000
Instructional Media Services Staff	3,000	3,200	6,600	6,800	7,000
School Administration Staff	24,000	32,000	33,000	34,000	35,000
Food Services Staff	3,000	3,200	3,300	3,400	3,500
Before & Aftercare Staff	3,000	3,200	3,300	3,400	3,500
	177,000	233,600	273,900	292,400	308,000
Workers Compensation					
Instructional Staff	16,157	21,114	24,053	25,362	26,339
Pupil Personnel Services Staff	330	333	674	680	687
Instructional Media Services Staff	208	210	424	428	432
School Administration Staff	3,236	4,084	4,125	4,166	4,208
Food Services Staff	294	297	366	369	373
Before & Aftercare Staff	410	415	481	486	491
	20,634	26,453	30,123	31,492	32,530
Teacher Retirement System (TRS)					
Instructional Staff	125,663	164,223	187,081	197,259	204,858
Pupil Personnel Services Staff	2,568	2,594	5,239	5,291	5,344
Instructional Media Services Staff	1,615	1,631	3,295	3,328	3,361
School Administration Staff	25,166	31,765	32,082	32,403	32,727
Food Services Staff	2,285	2,308	2,845	2,873	2,902
Before & Aftercare Staff	3,192	3,224	3,745	3,782	3,820
	160,488	205,744	234,286	244,937	253,012

Indiana Charter School
Detailed Income Statement
FY13 through FY17

	FY13	FY14	FY15	FY16	FY17
Total Number of Students Enrolled	810	950	1,044	1,092	1,140
Forecasted Average ADM per Student	\$ 7,376				
Payroll Taxes (FICA, Med, State/Fed Unempl)					
Instructional Staff	179,518	234,604	267,258	281,799	292,654
Pupil Personnel Services Staff	3,668	3,705	7,484	7,559	7,635
Instructional Media Services Staff	2,307	2,330	4,707	4,754	4,802
School Administration Staff	35,951	45,378	45,832	46,290	46,753
Food Services Staff	3,264	3,297	4,064	4,105	4,146
Before & Aftercare Staff	4,560	4,606	5,349	5,403	5,457
	229,269	293,920	334,695	349,910	361,446
Professional Services					
Legal Fees	5,000	5,050	5,101	5,152	5,203
Accounting Services - Independent Audit	-	15,000	15,150	15,302	15,455
Management Fee	358,476	420,435	462,036	483,279	756,783
Outside Staff Development Consulting Fees	5,000	5,050	5,101	5,152	5,203
Temporary Agency Fees	5,000	5,050	5,101	5,152	5,203
Fee to County School Board	179,238	210,217	231,018	241,639	252,261
Professional Fees - Other	5,000	5,050	5,101	5,152	5,203
Marketing & Enrollment	101,250	17,500	11,750	6,000	6,000
Staff Recruitment	3,000	3,030	3,060	3,091	3,122
	661,964	686,382	743,416	769,917	1,054,432
Vendor Services					
Contracted Pupil Transportation	116,309	137,775	152,922	161,553	170,340
Extra-Curricular Activity Events & Transportation	5,000	5,050	5,101	5,152	5,203
Contracted Food Service	213,568	252,986	280,798	296,645	312,782
Background / Finger Printing	500	505	510	515	520
Drug Testing Fees	500	505	510	515	520
Licenses & Permits	2,000	2,020	2,040	2,061	2,081
Bank Service Fees	3,500	3,535	3,570	3,606	3,642
Contracted Special ED non-instruction	7,500	7,575	7,651	7,727	7,805
Contracted Custodial Services	162,500	164,125	165,766	167,424	169,098
Contracted Security	1,200	1,212	1,224	1,236	1,249
	512,576	575,288	620,092	646,434	673,240
Other Operating Expenses					
Travel/Auto	7,500	7,575	7,651	7,727	7,805
Airfare	2,000	2,020	2,040	2,061	2,081
Meals	3,000	3,030	3,060	3,091	3,122
Lodging	5,000	5,050	5,101	5,152	5,203
Business Expense - Other	5,000	5,050	5,101	5,152	5,203
Dues & Subscriptions	2,000	2,020	2,040	2,061	2,081
Printing	12,000	12,120	12,241	12,364	12,487
Office Supplies	12,972	13,271	13,519	13,714	13,911
Medical Supplies	1,200	1,212	1,224	1,236	1,249
In-house Food Service - Cost of Food	3,144	3,515	3,780	3,937	4,096
Food Service - Paper and Small wares	1,200	1,212	1,224	1,236	1,249
Bad Debt Expense	-	-	-	-	-
	55,016	56,075	56,981	57,729	58,486
Instruction Expense					
Textbooks & Reference Books	222,750	38,885	26,370	106,420	97,869
Consumable Instructional (Student)	81,000	95,950	106,498	112,509	118,629
Consumable Instructional (Teacher)	11,750	14,898	17,087	18,030	18,731
Library Books	20,000	20,000	10,000	10,000	10,000
Testing Materials	12,150	14,393	15,975	16,876	17,794
Contracted SPED Instruction	32,400	38,380	42,599	45,004	47,452
	380,050	222,505	218,529	308,839	310,474
Administrative Expenses					
Telephone & Internet	40,000	40,400	40,804	41,212	41,624
Postage	3,500	3,535	3,570	3,606	3,642
Express Mail	2,000	2,020	2,040	2,061	2,081
Electricity	130,000	131,300	132,613	133,939	135,279
Water & Sewer	35,750	36,108	36,469	36,833	37,202
Waste Disposal	35,750	36,108	36,469	36,833	37,202
Pest Control	5,000	5,050	5,101	5,152	5,203
Maintenance & Cleaning Supplies	19,500	19,695	19,892	20,091	20,292
Building Repairs & Maintenance	162,500	164,125	165,766	167,424	169,098
Equipment Repairs & Maintenance	7,500	7,575	7,651	7,727	7,805
Software Licensing Fees	5,000	5,050	5,101	5,152	5,203
Miscellaneous Expenses	6,000	6,000	6,000	6,000	6,000
	452,500	456,965	461,475	466,029	470,630

Indiana Charter School
Detailed Income Statement
FY13 through FY17

	FY13	FY14	FY15	FY16	FY17
Total Number of Students Enrolled	810	950	1,044	1,092	1,140
Forecasted Average ADM per Student	\$ 7,376				
Fixed Expense					
Rent	955,936	1,121,160	1,232,095	1,288,743	1,345,392
Office Equipment - Leasing Expense	20,000	20,200	20,402	20,606	20,812
Professional Liability & Property Insurance	74,650	79,126	82,132	83,667	85,202
	<u>1,050,586</u>	<u>1,220,486</u>	<u>1,334,629</u>	<u>1,393,016</u>	<u>1,451,405</u>
EXPENSES less Payroll	3,112,692	3,217,701	3,435,122	3,641,964	4,018,668
TOTAL OPERATING EXPENSES	5,992,776	6,916,616	7,655,076	8,059,804	8,588,119
CAPITAL EXPENSES					
Capital Outlay (Capitalized)					
Computers Hardware	565,530	61,700	168,300	136,150	163,900
FF&E	372,948	62,111	49,872	37,549	47,549
Computers Software	30,400	10,000	14,200	18,100	-
Other	-	-	-	-	-
TOTAL CAPITAL EXPENDITURES	968,878	133,811	232,372	191,799	211,449
Proceeds from Long Term Debt	968,878	-	-	-	-
Debt Repayments					
Repayment of Long-Term Debt (P&I)	232,010	278,412	278,412	278,412	46,267
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	130,968	125,440	26,001	38,484	99,301

Indiana Charter School
Detailed Income Statement
FY13

Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total	
REVENUE:									
Government									
Per Pupil Allocation	1	810	7,376		5,974,601			5,974,601	
Other Government	2							-	
Total Government:					5,974,601			5,974,601	
Grants	3							-	
Fundraising	3							-	
Before and After Care	4	81	8.00			116,640		116,640	
Food Services	4						85,226	85,226	
Free and Reduced Lunch (DOE reimbursement)	4						179,288	179,288	
Interest Income	5							-	
TOTAL REVENUE				-	5,974,601	116,640	264,514	6,355,754	
EXPENSES:									
Administration Staff	sub								
Principal	7300	6	1.00	90,000	90,000			90,000	
Assistant Principal	7300	6	1.00	70,000	70,000			70,000	
Dean of Students	7300	6	1.00	60,000	60,000			60,000	
Business Administrator	7300	6	1.00	45,000	45,000			45,000	
Administrative Assistant	7300	6	2.00	12.00	39,552			39,552	
Receptionist	7300	6	1.00	12.00	24,960			24,960	
Registrar/DPC	7300	6	1.00	30,000	30,000			30,000	
Student Services Coordinator	6100	6	1.00	36,684	36,684			36,684	
Media Assistant (Clerk)	6200	6	1.00	14.00	23,072			23,072	
Food Service - Director	7600	6	1.00	12.00			18,240	18,240	
Food Service	7600	6	2.00	10.00			14,400	14,400	
Before/Aftercare - Director	9100	6	1.00	12.00		18,240		18,240	
Before/Aftercare	9100	6	4.00	9.00		27,360		27,360	
					-	419,268	45,600	32,640	497,508
Instruction Staff									
Teachers (K-5)	5000	7	33.00	36,684	1,210,572			1,210,572	
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	7	3.00	36,684	110,052			110,052	
General Music / Chorus Teacher	5000	7	1.00	36,684	36,684			36,684	
Art Teacher	5000	7	1.00	36,684	36,684			36,684	
PE Teacher	5000	7	1.00	36,684	36,684			36,684	
Foreign Language Teacher	5000	7	1.00	36,684	36,684			36,684	
Technology Teacher	5000	7	1.00	36,684	36,684			36,684	
PE Aide	5000	7	1.00	13.00	19,760			19,760	
Special Education	5000	7	2.00	36,684	73,368			73,368	
Reading Specialist	5000	7	1.00	36,684	36,684			36,684	
Co-Teacher	5000	7	-	36,684	-			-	
Curriculum Resource Teacher	5000	7	2.00	36,684	73,368			73,368	
Daily Subs	5000	7	45.00	120	54,000			54,000	
					-	1,761,224	-	1,761,224	
Tutoring	5000	7			18,960			18,960	
Stipends	5000	7			15,000			15,000	
Bonus Pool for Schoolwide Incentives	5000	8		0%	-			-	
Benefits (Health, Dental, etc.)									
Instructional Staff	5000	9			141,000			141,000	
Pupil Personnel Services Staff	6100	9			3,000			3,000	
Instructional Media Services Staff	6200	9			3,000			3,000	
School Administration Staff	7300	9			24,000			24,000	
Food Services Staff	7600	9					3,000	3,000	
Before & Aftercare Staff	9100	9				3,000		3,000	
					171,000	3,000	3,000	177,000	
Workers Compensation				0.90%					
Instructional Staff	5000	10			16,157			16,157	
Pupil Personnel Services Staff	6100	10			330			330	
Instructional Media Services Staff	6200	10			208			208	
School Administration Staff	7300	10			3,236			3,236	
Food Services Staff	7600	10					294	294	
Before & Aftercare Staff	9100	10				410		410	
					19,930	410	294	20,634	
Teacher Retirement System (TRS)				7%					
Instructional Staff	5000	11			125,663			125,663	
Pupil Personnel Services Staff	6100	11			2,568			2,568	
Instructional Media Services Staff	6200	11			1,615			1,615	
School Administration Staff	7300	11			25,166			25,166	
Food Services Staff	7600	11					2,285	2,285	
Before & Aftercare Staff	9100	11				3,192		3,192	
					155,012	3,192	2,285	160,488	
Payroll Taxes (FICA, Med, State/Fed Unempl)				10%					
Instructional Staff	5000	12			179,518			179,518	
Pupil Personnel Services Staff	6100	12			3,668			3,668	
Instructional Media Services Staff	6200	12			2,307			2,307	
School Administration Staff	7300	12			35,951			35,951	
Food Services Staff	7600	12					3,264	3,264	
Before & Aftercare Staff	9100	12				4,560		4,560	
					221,445	4,560	3,264	229,269	

Indiana Charter School
Detailed Income Statement
FY13

	Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total	
Professional Services										
Legal Fees	7100	13				5,000			5,000	
Accounting Services - Independent Audit	7100	14				-			-	
Management Fee	7500	15		6%		358,476			358,476	
Outside Staff Development Consulting Fees	6400	16				5,000			5,000	
Temporary Agency Fees	7700	17				5,000			5,000	
Fee to County School Board	7700	18		3%		179,238			179,238	
Professional Fees - Other	7100	19				5,000			5,000	
Marketing & Enrollment	7700	20		125		101,250			101,250	
Staff Recruitment	7700	21				3,000			3,000	
						-	661,964	-	661,964	
Vendor Services										
Contracted Pupil Transportation	7800	22				116,309			116,309	
Extra-Curricular Activity Events & Transportation	5000	23				5,000			5,000	
Contracted Food Service	7600	24					213,568		213,568	
Background / Finger Printing	7300	25				500			500	
Drug Testing Fees	7300	26				500			500	
Licenses & Permits	7900	27				2,000			2,000	
Bank Service Fees	7500	28				3,500			3,500	
Contracted Special ED non-instruction	5000	29				7,500			7,500	
Contracted Custodial Services	7900	30	65,000	2.50		162,500			162,500	
Contracted Security	7900	31				1,200			1,200	
						-	299,009	213,568	512,576	
Administrative Expenses										
Travel/Auto	7300	32				7,500			7,500	
Airfare	7300	33				2,000			2,000	
Meals	7300	34				3,000			3,000	
Lodging	7300	35				5,000			5,000	
Business Expense - Other	7300	36				5,000			5,000	
Dues & Subscriptions	7300	37				2,000			2,000	
Printing	7300	38				12,000			12,000	
Office Supplies	7300	39				12,000	972		12,972	
Medical Supplies	7700	40				1,200			1,200	
In-house Food Service - Cost of Food	7600	41				1,200	1,944		3,144	
Food Service - Paper and Small wares	7700	42				1,200			1,200	
Bad Debt Expense	7300	43							-	
						-	52,100	2,916	55,016	
Instruction Expense										
Textbooks & Reference Books	5000	44	810	275.00		222,750			222,750	
Consumable Instructional (Student)	5000	45	810	100.00		81,000			81,000	
Consumable Instructional (Teacher)	5000	46	47	250.00		11,750			11,750	
Library Books	6200	47				20,000			20,000	
Testing Materials	5000	48	810	15.00		12,150			12,150	
Contracted SPED Instruction	5000	49	81	400.00		32,400			32,400	
						-	380,050	-	380,050	
Other Operating Expenses										
Telephone & Internet	7900	50				40,000			40,000	
Postage	7700	51				3,500			3,500	
Express Mail	7700	52				2,000			2,000	
Electricity	7900	53	65,000	2.00		130,000			130,000	
Water & Sewer	7900	54	65,000	0.55		35,750			35,750	
Waste Disposal	7900	55	65,000	0.55		35,750			35,750	
Pest Control	7900	56				5,000			5,000	
Maintenance & Cleaning Supplies	8100	57	65,000	0.30		19,500			19,500	
Building Repairs & Maintenance	8100	58	65,000	2.50		162,500			162,500	
Equipment Repairs & Maintenance	8100	59				7,500			7,500	
Software Licensing Fees	8100	60				5,000			5,000	
Miscellaneous Expenses	7700	61				6,000			6,000	
						-	452,500	-	452,500	
Fixed Expense										
Rent	7900	62				955,936			955,936	
Office Equipment - Leasing Expense	7700	63				20,000			20,000	
Professional Liability & Property Insurance	7900	64				74,650			74,650	
						-	1,050,586	-	1,050,586	
EXPENSES less Payroll						-	2,896,209	2,916	213,568	3,112,692
TOTAL OPERATING EXPENSES						-	5,678,047	59,678	255,050	5,992,776
CAPITAL EXPENSES										
Capital Outlay (Capitalized)										
Computers Hardware	9400	65				565,530			565,530	
FF&E	9400	66				372,948			372,948	
Computers Software	9400	67				30,400			30,400	
Other	9400	68								
TOTAL CAPITAL EXPENDITURES						-	968,878	-	968,878	
Proceeds from Long Term Debt		69					968,878		968,878	
Debt Repayments										
Repayment of Long-Term Debt (P&I)		70				232,010			232,010	
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE						-	64,543	60,564	9,463	130,968

Indiana Charter School
Monthly Cash Flow Projection
FY13

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	5,974,601	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	5,974,601	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883	497,883
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	116,640	-	11,664	11,664	11,664	11,664	11,664	11,664	11,664	11,664	11,664	11,664	11,664
Food Services	85,226	-	8,523	8,523	8,523	8,523	8,523	8,523	8,523	8,523	8,523	8,523	8,523
Free and Reduced Lunch (DOE reimbursement)	179,288	-	17,929	17,929	17,929	17,929	17,929	17,929	17,929	17,929	17,929	17,929	17,929
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	6,355,754	497,883	535,999	497,883									
EXPENSES:													
Administration Staff													
Principal	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
Assistant Principal	70,000	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833
Dean of Students	60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Business Administrator	45,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750
Administrative Assistant	39,552	-	3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955	3,955
Receptionist	24,960	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080	2,080
Registrar/DPC	30,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Student Services Coordinator	36,684	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	6,114
Media Assistant (Clerk)	23,072	-	2,307	2,307	2,307	2,307	2,307	2,307	2,307	2,307	2,307	2,307	2,307
Food Service - Director	18,240	-	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Food Service	14,400	-	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440	1,440
Before/Aftercare - Director	18,240	-	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824	1,824
Before/Aftercare	27,360	-	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736	2,736
	497,508	26,663	43,807	32,777									
Instruction Staff													
Teachers (K-5)	1,210,572	-	100,881	100,881	100,881	100,881	100,881	100,881	100,881	100,881	100,881	100,881	201,762
Teachers (6-8) (Math, Sci, SS, LA, Reading)	110,052	-	9,171	9,171	9,171	9,171	9,171	9,171	9,171	9,171	9,171	9,171	18,342
General Music / Chorus Teacher	36,684	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	6,114
Art Teacher	36,684	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	6,114
PE Teacher	36,684	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	6,114
Foreign Language Teacher	36,684	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	6,114
Technology Teacher	36,684	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	6,114
PE Aide	19,760	-	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	3,293
Special Education	73,368	-	6,114	6,114	6,114	6,114	6,114	6,114	6,114	6,114	6,114	6,114	12,228
Reading Specialist	36,684	-	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	3,057	6,114
Co-Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
Curriculum Resource Teacher	73,368	-	6,114	6,114	6,114	6,114	6,114	6,114	6,114	6,114	6,114	6,114	12,228
Daily Subs	54,000	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	9,000
	1,761,224	-	146,769	293,537									
Tutoring	18,960	1,580											
Stipends	15,000	1,250											
Bonus Pool for Schoolwide Incentives	-	-	-	-	-	-	-	-	-	-	-	-	-
Benefits (Health, Dental, etc.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Staff	141,000	11,750											
Pupil Personnel Services Staff	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Instructional Media Services Staff	3,000	250	250	250	250	250	250	250	250	250	250	250	250
School Administration Staff	24,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Food Services Staff	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Before & Aftercare Staff	3,000	250	250	250	250	250	250	250	250	250	250	250	250
	177,000	14,750											

**Indiana Charter School
Monthly Cash Flow Projection
FY13**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Workers Compensation													
Instructional Staff	16,157	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346	1,346
Pupil Personnel Services Staff	330	28	28	28	28	28	28	28	28	28	28	28	28
Instructional Media Services Staff	208	17	17	17	17	17	17	17	17	17	17	17	17
School Administration Staff	3,236	270	270	270	270	270	270	270	270	270	270	270	270
Food Services Staff	294	24	24	24	24	24	24	24	24	24	24	24	24
Before & Aftercare Staff	410	34	34	34	34	34	34	34	34	34	34	34	34
	20,634	1,720											
Teacher Retirement System (TRS)													
Instructional Staff	125,663	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472	10,472
Pupil Personnel Services Staff	2,568	214	214	214	214	214	214	214	214	214	214	214	214
Instructional Media Services Staff	1,615	135	135	135	135	135	135	135	135	135	135	135	135
School Administration Staff	25,166	2,097	2,097	2,097	2,097	2,097	2,097	2,097	2,097	2,097	2,097	2,097	2,097
Food Services Staff	2,285	190	190	190	190	190	190	190	190	190	190	190	190
Before & Aftercare Staff	3,192	266	266	266	266	266	266	266	266	266	266	266	266
	160,488	13,374											
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	179,518	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960	14,960
Pupil Personnel Services Staff	3,668	306	306	306	306	306	306	306	306	306	306	306	306
Instructional Media Services Staff	2,307	192	192	192	192	192	192	192	192	192	192	192	192
School Administration Staff	35,951	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996	2,996
Food Services Staff	3,264	272	272	272	272	272	272	272	272	272	272	272	272
Before & Aftercare Staff	4,560	380	380	380	380	380	380	380	380	380	380	380	380
	229,269	19,106											
Professional Services													
Legal Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Accounting Services - Independent Audit	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Fee	358,476	29,873	29,873	29,873	29,873	29,873	29,873	29,873	29,873	29,873	29,873	29,873	29,873
Outside Staff Development Consulting Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Temporary Agency Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Fee to County School Board	179,238	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937	14,937
Professional Fees - Other	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Marketing & Enrollment	101,250	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875
Staff Recruitment	3,000	250	250	250	250	250	250	250	250	250	250	250	250
	661,964	63,601	63,601	46,726	46,726	46,726	46,726	46,726	46,726	63,601	63,601	63,601	63,601
Vendor Services													
Contracted Pupil Transportation	116,309		11,631	11,631	11,631	11,631	11,631	11,631	11,631	11,631	11,631	11,631	11,631
Extra-Curricular Activity Events & Transportation	5,000		500	500	500	500	500	500	500	500	500	500	500
Contracted Food Service	213,568		21,357	21,357	21,357	21,357	21,357	21,357	21,357	21,357	21,357	21,357	21,357
Background / Finger Printing	500		50	50	50	50	50	50	50	50	50	50	50
Drug Testing Fees	500		50	50	50	50	50	50	50	50	50	50	50
Licenses & Permits	2,000		200	200	200	200	200	200	200	200	200	200	200
Bank Service Fees	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Contracted Special ED non-instruction	7,500		750	750	750	750	750	750	750	750	750	750	750
Contracted Custodial Services	162,500	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542
Contracted Security	1,200	100	100	100	100	100	100	100	100	100	100	100	100
	512,576	13,933	48,471	13,933									
Administrative Expenses													
Travel/Auto	7,500	625	625	625	625	625	625	625	625	625	625	625	625
Airfare	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Meals	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Lodging	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Business Expense - Other	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Dues & Subscriptions	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Printing	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Office Supplies	12,972	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081
Medical Supplies	1,200	100	100	100	100	100	100	100	100	100	100	100	100
In-house Food Service - Cost of Food	3,144	262	262	262	262	262	262	262	262	262	262	262	262
Food Service - Paper and Small wares	1,200	100	100	100	100	100	100	100	100	100	100	100	100
-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	55,016	4,585											

Indiana Charter School
Monthly Cash Flow Projection
FY13

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	222,750		22,275	22,275	22,275	22,275	22,275	22,275	22,275	22,275	22,275	22,275	22,275
Consumable Instructional (Student)	81,000		40,500	40,500									
Consumable Instructional (Teacher)	11,750		5,875	5,875									
Library Books	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Testing Materials	12,150		6,075	6,075									
Contracted SPED Instruction	32,400		3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240	3,240
	380,050	1,667	79,632	73,557	33,257	27,182	1,667						
Other Operating Expenses													
Telephone & Internet	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Postage	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Express Mail	2,000	167	167	167	167	167	167	167	167	167	167	167	167
Electricity	130,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833
Water & Sewer	35,750	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979
Waste Disposal	35,750	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979	2,979
Pest Control	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Maintenance & Cleaning Supplies	19,500	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625
Building Repairs & Maintenance	162,500	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542
Equipment Repairs & Maintenance	7,500	625	625	625	625	625	625	625	625	625	625	625	625
Software Licensing Fees	5,000	417	417	417	417	417	417	417	417	417	417	417	417
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
	452,500	37,708	37,708	37,708	37,708	37,708	37,708	37,708	37,708	37,708	37,708	37,708	37,708
Fixed Expense													
Rent	955,936	79,661	79,661	79,661	79,661	79,661	79,661	79,661	79,661	79,661	79,661	79,661	79,661
Office Equipment - Leasing Expense	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Professional Liability & Property Insurance	74,650	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221	6,221
	1,050,586	87,549	87,549	87,549	87,549	87,549	87,549	87,549	87,549	87,549	87,549	87,549	87,549
EXPENSES less Payroll	3,112,692	209,043	321,546	298,596	258,296	252,221	252,221	252,221	252,221	269,096	269,096	269,096	209,043
TOTAL OPERATING EXPENSES	5,992,776	287,486	563,900	540,950	500,650	494,575	494,575	494,575	494,575	511,450	511,450	511,450	587,137
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	565,530	565,530											
FF&E	372,948	372,948											
Computers Software	30,400	30,400											
Other	-	-											
TOTAL CAPITAL EXPENDITURES	968,878	968,878	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	968,878	968,878											
Debt Repayments													
Repayment of Long-Term Debt (P&I)	232,010			23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	130,968	210,398	(27,902)	(28,153)	12,147	18,222	18,222	18,222	18,222	1,347	1,347	1,347	(112,455)
Cash Flow - Cumulative Surplus/(Deficit)		210,398	182,496	154,344	166,491	184,713	202,936	221,158	239,381	240,728	242,075	243,423	130,968

Indiana Charter School
Detailed Income Statement
FY14

Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation	1	950	7,376		7,007,248			7,007,248
Other Government	2							-
Total Government:					7,007,248			7,007,248
Grants	3							-
Fundraising	3							-
Before and After Care	4	95	8.00			136,800.00		136,800
Food Services	4						99,956	99,956
Free and Reduced Lunch (DOE reimbursement)	4						210,276	210,276
Interest Income	5							-
TOTAL REVENUE				-	7,007,248	136,800	310,232	7,454,280
EXPENSES:								
Administration Staff								
Principal	7300	6	1.00	90,900	90,900			90,900
Assistant Principal	7300	6	2.00	70,700	141,400			141,400
Dean of Students	7300	6	1.00	60,600	60,600			60,600
Business Administrator	7300	6	1.00	45,450	45,450			45,450
Administrative Assistant	7300	6	3.00	12.12	59,921			59,921
Receptionist	7300	6	1.00	12.12	25,210			25,210
Registrar/DPC	7300	6	1.00	30,300	30,300			30,300
Student Services Coordinator	6100	6	1.00	37,051	37,051			37,051
Media Assistant (Clerk)	6200	6	1.00	14.14	23,303			23,303
Food Service - Director	7600	6	1.00	12.12			18,422	18,422
Food Service	7600	6	2.00	10.10			14,544	14,544
Before/Aftercare - Director	9100	6	1.00	12.12		18,422		18,422
Before/Aftercare	9100	6	4.00	9.09		27,634		27,634
					-	514,134	46,056	32,966
								593,157
Instruction Staff								
Teachers (K-5)	5000	7	38.00	37,051	1,407,932			1,407,932
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	7	4.00	37,051	148,203			148,203
General Music / Chorus Teacher	5000	7	2.00	37,051	74,102			74,102
Art Teacher	5000	7	2.00	37,051	74,102			74,102
PE Teacher	5000	7	2.00	37,051	74,102			74,102
Foreign Language Teacher	5000	7	2.00	37,051	74,102			74,102
Technology Teacher	5000	7	2.00	37,051	74,102			74,102
PE Aide	5000	7	1.00	13.13	19,958			19,958
Special Education	5000	7	3.00	37,051	111,153			111,153
Reading Specialist	5000	7	1.00	37,051	37,051			37,051
Co-Teacher	5000	7	-	37,051	-			-
Curriculum Resource Teacher	5000	7	2.00	37,051	74,102			74,102
Daily Subs	5000	7	57.00	120	68,400			68,400
					-	2,237,306	-	2,237,306
Tutoring								
Stipends	5000	7			23,513			23,513
Bonus Pool for Schoolwide Incentives	5000	7			15,150			15,150
	5000	8	1%		70,072			70,072
Benefits (Health, Dental, etc.)								
Instructional Staff	5000	9			188,800			188,800
Pupil Personnel Services Staff	6100	9			3,200			3,200
Instructional Media Services Staff	6200	9			3,200			3,200
School Administration Staff	7300	9			32,000			32,000
Food Services Staff	7600	9				3,200		3,200
Before & Aftercare Staff	9100	9				3,200		3,200
					227,200	3,200	3,200	233,600
Workers Compensation								
				0.90%				
Instructional Staff	5000	10			21,114			21,114
Pupil Personnel Services Staff	6100	10			333			333
Instructional Media Services Staff	6200	10			210			210
School Administration Staff	7300	10			4,084			4,084
Food Services Staff	7600	10				297		297
Before & Aftercare Staff	9100	10				415		415
					25,742	415	297	26,453
Teacher Retirement System (TRS)								
				7%				
Instructional Staff	5000	11			164,223			164,223
Pupil Personnel Services Staff	6100	11			2,594			2,594
Instructional Media Services Staff	6200	11			1,631			1,631
School Administration Staff	7300	11			31,765			31,765
Food Services Staff	7600	11				2,308		2,308
Before & Aftercare Staff	9100	11				3,224		3,224
					200,212	3,224	2,308	205,744
Payroll Taxes (FICA, Med, State/Fed Unempl)								
				10%				
Instructional Staff	5000	12			234,604			234,604
Pupil Personnel Services Staff	6100	12			3,705			3,705
Instructional Media Services Staff	6200	12			2,330			2,330
School Administration Staff	7300	12			45,378			45,378
Food Services Staff	7600	12				3,297		3,297
Before & Aftercare Staff	9100	12				4,606		4,606
					286,018	4,606	3,297	293,920

Indiana Charter School
Detailed Income Statement
FY14

	Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total	
Professional Services										
Legal Fees	7100	13				5,050			5,050	
Accounting Services - Independent Audit	7100	14				15,000			15,000	
Management Fee	7500	15		6.0%	-	420,435			420,435	
Outside Staff Development Consulting Fees	6400	16				5,050			5,050	
Temporary Agency Fees	7700	17				5,050			5,050	
Fee to County School Board	7700	18		3%		210,217			210,217	
Professional Fees - Other	7100	19				5,050			5,050	
Marketing & Enrollment	7700	20		125		17,500			17,500	
Staff Recruitment	7700	21				3,030			3,030	
						-	686,382	-	686,382	
Vendor Services										
Contracted Pupil Transportation	7800	22				137,775			137,775	
Extra-Curricular Activity Events & Transportation	5000	23				5,050			5,050	
Contracted Food Service	7600	24		-				252,986	252,986	
Background / Finger Printing	7300	25				505			505	
Drug Testing Fees	7300	26				505			505	
Licenses & Permits	7900	27				2,020			2,020	
Bank Service Fees	7500	28				3,535			3,535	
Contracted Special ED non-instruction	5000	29				7,575			7,575	
Contracted Custodial Services	7900	30	65,000	2.53		164,125			164,125	
Contracted Security	7900	31				1,212			1,212	
						-	322,302	252,986	575,288	
Administrative Expenses										
Travel/Auto	7300	32				7,575			7,575	
Airfare	7300	33				2,020			2,020	
Meals	7300	34				3,030			3,030	
Lodging	7300	35				5,050			5,050	
Business Expense - Other	7300	36				5,050			5,050	
Dues & Subscriptions	7300	37				2,020			2,020	
Printing	7300	38				12,120			12,120	
Office Supplies	7300	39				12,120	1,151		13,271	
Medical Supplies	7700	40				1,212			1,212	
In-house Food Service - Cost of Food	7600	41				1,212	2,303		3,515	
Food Service - Paper and Small wares	7700	42				1,212			1,212	
Bad Debt Expense	7300	43							-	
						-	52,621	3,454	56,075	
Instruction Expense										
Textbooks & Reference Books	5000	44	140	277.75		38,885			38,885	
Consumable Instructional (Student)	5000	45	950	101.00		95,950			95,950	
Consumable Instructional (Teacher)	5000	46	59	252.50		14,898			14,898	
Library Books	6200	47				20,000			20,000	
Testing Materials	5000	48	950	15.15		14,393			14,393	
Contracted SPED Instruction	5000	49	95	404.00		38,380			38,380	
						-	222,505	-	222,505	
Other Operating Expenses										
Telephone & Internet	7900	50				40,400			40,400	
Postage	7700	51				3,535			3,535	
Express Mail	7700	52				2,020			2,020	
Electricity	7900	53	65,000	2.02		131,300			131,300	
Water & Sewer	7900	54	65,000	0.56		36,108			36,108	
Waste Disposal	7900	55	65,000	0.56		36,108			36,108	
Pest Control	7900	56				5,050			5,050	
Maintenance & Cleaning Supplies	8100	57	65,000	0.30		19,695			19,695	
Building Repairs & Maintenance	8100	58	65,000	2.53		164,125			164,125	
Equipment Repairs & Maintenance incl. Kitchen	8100	59				7,575			7,575	
Software Licensing Fees	8100	60				5,050			5,050	
Miscellaneous Expenses	7700	61				6,000			6,000	
						-	456,965	-	456,965	
Fixed Expense										
Rent	7900	62				1,121,160			1,121,160	
Office Equipment - Leasing Expense	7700	63				20,200			20,200	
Professional Liability & Property Insurance	7900	64				79,126			79,126	
						-	1,220,486	-	1,220,486	
EXPENSES less Payroll						-	2,961,262	3,454	252,986	3,217,701
TOTAL OPERATING EXPENSES						-	6,560,609	60,954	295,053	6,916,616
CAPITAL EXPENSES										
Capital Outlay (Capitalized)										
Computers Hardware	9400	65				61,700			61,700	
FF&E	9400	66				62,111			62,111	
Computers Software	9400	67				10,000			10,000	
Other	9400	68							-	
TOTAL CAPITAL EXPENDITURES						-	133,811	-	133,811	
Proceeds from Long Term Debt		69							-	
Debt Repayments										
Repayment of Long-Term Debt (P&I)		70				278,412			278,412	
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE						-	34,415	79,484	15,179	125,440

Indiana Charter School
Monthly Cash Flow Projection
FY14

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	7,007,248	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	7,007,248	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937	583,937
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	136,800		13,680	13,680	13,680	13,680	13,680	13,680	13,680	13,680	13,680	13,680	13,680
Food Services	99,956		9,996	9,996	9,996	9,996	9,996	9,996	9,996	9,996	9,996	9,996	9,996
Free and Reduced Lunch (DOE reimbursement)	210,276		21,028	21,028	21,028	21,028	21,028	21,028	21,028	21,028	21,028	21,028	21,028
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	7,454,280	583,937	628,641	583,937									
EXPENSES:													
Administration Staff													
Principal	90,900	7,575	7,575	7,575	7,575	7,575	7,575	7,575	7,575	7,575	7,575	7,575	7,575
Assistant Principal	141,400	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783
Dean of Students	60,600	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050	5,050
Business Administrator	45,450	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788	3,788
Administrative Assistant	59,921		5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992	5,992
Receptionist	25,210	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101	2,101
Registrar/DPC	30,300	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525	2,525
Student Services Coordinator	37,051		3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088
Media Assistant (Clerk)	23,303		2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330
Food Service - Director	18,422		1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842
Food Service	14,544		1,454	1,454	1,454	1,454	1,454	1,454	1,454	1,454	1,454	1,454	1,454
Before/Aftercare - Director	18,422		1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842	1,842
Before/Aftercare	27,634		2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763	2,763
	593,157	32,822	52,134	38,997									
Instruction Staff													
Teachers (K-5)	1,407,932	117,328	117,328	117,328	117,328	117,328	117,328	117,328	117,328	117,328	117,328	117,328	117,328
Teachers (6-8) (Math, Sci, SS, LA, Reading)	148,203	12,350	12,350	12,350	12,350	12,350	12,350	12,350	12,350	12,350	12,350	12,350	12,350
General Music / Chorus Teacher	74,102	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175
Art Teacher	74,102	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175
PE Teacher	74,102	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175
Foreign Language Teacher	74,102	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175
Technology Teacher	74,102	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175
PE Aide	19,958	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663
Special Education	111,153	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263
Reading Specialist	37,051	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088	3,088
Co-Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-
Curriculum Resource Teacher	74,102	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175	6,175
Daily Subs	68,400	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700
	2,237,306	186,442											
Tutoring													
	23,513	1,959											
Stipends													
	15,150	1,263											
Bonus Pool for Schoolwide Incentives													
	70,072	5,839											
Benefits (Health, Dental, etc.)													
Instructional Staff	188,800	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733	15,733
Pupil Personnel Services Staff	3,200	267	267	267	267	267	267	267	267	267	267	267	267
Instructional Media Services Staff	3,200	267	267	267	267	267	267	267	267	267	267	267	267
School Administration Staff	32,000	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667	2,667
Food Services Staff	3,200	267	267	267	267	267	267	267	267	267	267	267	267
Before & Aftercare Staff	3,200	267	267	267	267	267	267	267	267	267	267	267	267
	233,600	19,467											

**Indiana Charter School
Monthly Cash Flow Projection
FY14**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Workers Compensation													
Instructional Staff	21,114	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760
Pupil Personnel Services Staff	333	28	28	28	28	28	28	28	28	28	28	28	28
Instructional Media Services Staff	210	17	17	17	17	17	17	17	17	17	17	17	17
School Administration Staff	4,084	340	340	340	340	340	340	340	340	340	340	340	340
Food Services Staff	297	25	25	25	25	25	25	25	25	25	25	25	25
Before & Aftercare Staff	415	35	35	35	35	35	35	35	35	35	35	35	35
	26,453	2,204											
Teacher Retirement System (TRS)													
Instructional Staff	164,223	13,685	13,685	13,685	13,685	13,685	13,685	13,685	13,685	13,685	13,685	13,685	13,685
Pupil Personnel Services Staff	2,594	216	216	216	216	216	216	216	216	216	216	216	216
Instructional Media Services Staff	1,631	136	136	136	136	136	136	136	136	136	136	136	136
School Administration Staff	31,765	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647	2,647
Food Services Staff	2,308	192	192	192	192	192	192	192	192	192	192	192	192
Before & Aftercare Staff	3,224	269	269	269	269	269	269	269	269	269	269	269	269
	205,744	17,145											
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	234,604	19,550	19,550	19,550	19,550	19,550	19,550	19,550	19,550	19,550	19,550	19,550	19,550
Pupil Personnel Services Staff	3,705	309	309	309	309	309	309	309	309	309	309	309	309
Instructional Media Services Staff	2,330	194	194	194	194	194	194	194	194	194	194	194	194
School Administration Staff	45,378	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782	3,782
Food Services Staff	3,297	275	275	275	275	275	275	275	275	275	275	275	275
Before & Aftercare Staff	4,606	384	384	384	384	384	384	384	384	384	384	384	384
	293,920	24,493											
Professional Services													
Legal Fees	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Accounting Services - Independent Audit	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Management Fee	420,435					52,554	52,554	52,554	52,554	52,554	52,554	52,554	52,554
Outside Staff Development Consulting Fees	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Temporary Agency Fees	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Fee to County School Board	210,217	17,518	17,518	17,518	17,518	17,518	17,518	17,518	17,518	17,518	17,518	17,518	17,518
Professional Fees - Other	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Marketing & Enrollment	17,500	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Staff Recruitment	3,030	253	253	253	253	253	253	253	253	253	253	253	253
	686,382	23,621	23,621	20,704	20,704	73,258	73,258	73,258	73,258	76,175	76,175	76,175	76,175
Vendor Services													
Contracted Pupil Transportation	137,775		13,778	13,778	13,778	13,778	13,778	13,778	13,778	13,778	13,778	13,778	13,778
Extra-Curricular Activity Events & Transportation	5,050		505	505	505	505	505	505	505	505	505	505	505
Contracted Food Service	252,986		25,299	25,299	25,299	25,299	25,299	25,299	25,299	25,299	25,299	25,299	25,299
Background / Finger Printing	505		51	51	51	51	51	51	51	51	51	51	51
Drug Testing Fees	505		51	51	51	51	51	51	51	51	51	51	51
Licenses & Permits	2,020		202	202	202	202	202	202	202	202	202	202	202
Bank Service Fees	3,535	295	295	295	295	295	295	295	295	295	295	295	295
Contracted Special ED non-instruction	7,575		758	758	758	758	758	758	758	758	758	758	758
Contracted Custodial Services	164,125	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677
Contracted Security	1,212	101	101	101	101	101	101	101	101	101	101	101	101
	575,288	14,073	54,714	14,073									
Administrative Expenses													
Travel/Auto	7,575	631	631	631	631	631	631	631	631	631	631	631	631
Airfare	2,020	168	168	168	168	168	168	168	168	168	168	168	168
Meals	3,030	253	253	253	253	253	253	253	253	253	253	253	253
Lodging	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Business Expense - Other	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Dues & Subscriptions	2,020	168	168	168	168	168	168	168	168	168	168	168	168
Printing	12,120	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010
Office Supplies	13,271	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106	1,106
Medical Supplies	1,212	101	101	101	101	101	101	101	101	101	101	101	101
In-house Food Service - Cost of Food	3,515	293	293	293	293	293	293	293	293	293	293	293	293
Food Service - Paper and Small wares	1,212	101	101	101	101	101	101	101	101	101	101	101	101
-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	56,075	4,673											

Indiana Charter School
Monthly Cash Flow Projection
FY14

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	38,885		3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	3,889	
Consumable Instructional (Student)	95,950		47,975	47,975									
Consumable Instructional (Teacher)	14,898		7,449	7,449									
Library Books	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Testing Materials	14,393		14,393										
Contracted SPED Instruction	38,380		3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	3,838	
	222,505	1,667	79,209	64,817	9,393	1,667							
Other Operating Expenses													
Telephone & Internet	40,400	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367
Postage	3,535	295	295	295	295	295	295	295	295	295	295	295	295
Express Mail	2,020	168	168	168	168	168	168	168	168	168	168	168	168
Electricity	131,300	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942	10,942
Water & Sewer	36,108	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009
Waste Disposal	36,108	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009	3,009
Pest Control	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Maintenance & Cleaning Supplies	19,695	1,641	1,641	1,641	1,641	1,641	1,641	1,641	1,641	1,641	1,641	1,641	1,641
Building Repairs & Maintenance	164,125	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677	13,677
Equipment Repairs & Maintenance incl. Kitchen	7,575	631	631	631	631	631	631	631	631	631	631	631	631
Software Licensing Fees	5,050	421	421	421	421	421	421	421	421	421	421	421	421
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
	456,965	38,080	38,080	38,080	38,080	38,080	38,080	38,080	38,080	38,080	38,080	38,080	38,080
Fixed Expense													
Rent	1,121,160	93,430	93,430	93,430	93,430	93,430	93,430	93,430	93,430	93,430	93,430	93,430	93,430
Office Equipment - Leasing Expense	20,200	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683
Professional Liability & Property Insurance	79,126	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594
	1,220,486	101,707	101,707	101,707	101,707	101,707	101,707	101,707	101,707	101,707	101,707	101,707	101,707
EXPENSES less Payroll	3,217,701	183,820	302,005	284,696	229,272	281,826	281,826	281,826	281,826	284,743	284,743	284,743	236,375
TOTAL OPERATING EXPENSES	6,916,616	475,455	612,952	595,643	540,219	592,773	592,773	592,773	592,773	595,690	595,690	595,690	534,185
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	61,700		61,700										
FF&E	62,111		62,111										
Computers Software	10,000		10,000										
Other	-		-										
TOTAL CAPITAL EXPENDITURES	133,811		133,811										
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (P&I)	278,412	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	125,440	(48,530)	(7,512)	9,797	65,221	12,666	12,666	12,666	12,666	9,750	9,750	9,750	26,552
Advance/Repay from Management Company													
Cash Flow - Cumulative Surplus/(Deficit)		82,438	74,926	84,723	149,943	162,610	175,276	187,942	200,608	210,358	220,108	229,857	256,409

Indiana Charter School
Detailed Income Statement
FY15

Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total	
REVENUE:									
Government									
Per Pupil Allocation	1	1,044	7,376		7,700,596			7,700,596	
Other Government	2							-	
Total Government:					7,700,596			7,700,596	
Grants	3							-	
Fundraising	3							-	
Before and After Care	4	104	8.00			150,336.00		150,336	
Food Services	4						109,847	109,847	
Free and Reduced Lunch (DOE reimbursement)	4						231,082	231,082	
Interest Income	5							-	
TOTAL REVENUE				-	7,700,596	150,336	340,929	8,191,861	
EXPENSES:									
Administration Staff									
Principal	7300	6	1.00	91,809				91,809	
Assistant Principal	7300	6	2.00	71,407				142,814	
Dean of Students	7300	6	1.00	61,206				61,206	
Business Administrator	7300	6	1.00	45,905				45,905	
Administrative Assistant	7300	6	3.00	12.24				60,520	
Receptionist	7300	6	1.00	12.24				25,462	
Registrar/DPC	7300	6	1.00	30,603				30,603	
Student Services Coordinator	6100	6	2.00	37,421				74,843	
Media Assistant (Clerk)	6200	6	2.00	14.28				47,071	
Food Service - Director	7600	6	1.00	12.24			18,607	18,607	
Food Service	7600	6	3.00	10.20			22,034	22,034	
Before/Aftercare - Director	9100	6	1.00	12.24		18,607		18,607	
Before/Aftercare	9100	6	5.00	9.18		34,887		34,887	
					-	580,233	53,494	40,641	674,368
Instruction Staff									
Teachers (K-5)	5000	7	41.00	37,421	1,534,275			1,534,275	
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	7	5.00	37,421	187,107			187,107	
General Music / Chorus Teacher	5000	7	2.00	37,421	74,843			74,843	
Art Teacher	5000	7	2.00	37,421	74,843			74,843	
PE Teacher	5000	7	2.00	37,421	74,843			74,843	
Foreign Language Teacher	5000	7	3.00	37,421	112,264			112,264	
Technology Teacher	5000	7	2.00	37,421	74,843			74,843	
PE Aide	5000	7	2.00	13.26	40,314			40,314	
Special Education	5000	7	3.00	37,421	112,264			112,264	
Reading Specialist	5000	7	1.00	37,421	37,421			37,421	
Co-Teacher	5000	7	2.00	37,421	74,843			74,843	
Curriculum Resource Teacher	5000	7	2.00	37,421	74,843			74,843	
Daily Subs	5000	7	65.00	120	78,000			78,000	
					-	2,550,702	-	2,550,702	
Tutoring									
	5000	7			29,573			29,573	
Stipends									
	5000	7			15,302			15,302	
Bonus Pool for Schoolwide Incentives									
	5000	8	1%		77,006			77,006	
Benefits (Health, Dental, etc.)									
Instructional Staff	5000	9			221,100			221,100	
Pupil Personnel Services Staff	6100	9			6,600			6,600	
Instructional Media Services Staff	6200	9			6,600			6,600	
School Administration Staff	7300	9			33,000			33,000	
Food Services Staff	7600	9				3,300		3,300	
Before & Aftercare Staff	9100	9				3,300		3,300	
					267,300	3,300	3,300	273,900	
Workers Compensation									
			0.90%						
Instructional Staff	5000	10			24,053			24,053	
Pupil Personnel Services Staff	6100	10			674			674	
Instructional Media Services Staff	6200	10			424			424	
School Administration Staff	7300	10			4,125			4,125	
Food Services Staff	7600	10				366		366	
Before & Aftercare Staff	9100	10				481		481	
					29,275	481	366	30,123	
Teacher Retirement System (TRS)									
			7%						
Instructional Staff	5000	11			187,081			187,081	
Pupil Personnel Services Staff	6100	11			5,239			5,239	
Instructional Media Services Staff	6200	11			3,295			3,295	
School Administration Staff	7300	11			32,082			32,082	
Food Services Staff	7600	11				2,845		2,845	
Before & Aftercare Staff	9100	11				3,745		3,745	
					227,697	3,745	2,845	234,286	
Payroll Taxes (FICA, Med, State/Fed Unempl)									
			10%						
Instructional Staff	5000	12			267,258			267,258	
Pupil Personnel Services Staff	6100	12			7,484			7,484	
Instructional Media Services Staff	6200	12			4,707			4,707	
School Administration Staff	7300	12			45,832			45,832	
Food Services Staff	7600	12				4,064		4,064	
Before & Aftercare Staff	9100	12				5,349		5,349	
					325,282	5,349	4,064	334,695	

Indiana Charter School
Detailed Income Statement
FY15

	Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
Professional Services									
Legal Fees	7100	13				5,101			5,101
Accounting Services - Independent Audit	7100	14				15,150			15,150
Management Fee	7500	15		6.0%		462,036			462,036
Outside Staff Development Consulting Fees	6400	16				5,101			5,101
Temporary Agency Fees	7700	17				5,101			5,101
Fee to County School Board	7700	18		3%		231,018			231,018
Professional Fees - Other	7100	19				5,101			5,101
Marketing & Enrollment	7700	20		125		11,750			11,750
Staff Recruitment	7700	21				3,060			3,060
						-	743,416	-	743,416
Vendor Services									
Contracted Pupil Transportation	7800	22				152,922			152,922
Extra-Curricular Activity Events & Transportation	5000	23				5,101			5,101
Contracted Food Service	7600	24	-	-			280,798		280,798
Background / Finger Printing	7300	25				510			510
Drug Testing Fees	7300	26				510			510
Licenses & Permits	7900	27				2,040			2,040
Bank Service Fees	7500	28				3,570			3,570
Contracted Special ED non-instruction	5000	29				7,651			7,651
Contracted Custodial Services	7900	30	65,000	2.55		165,766			165,766
Contracted Security	7900	31				1,224			1,224
						-	339,294	280,798	620,092
Administrative Expenses									
Travel/Auto	7300	32				7,651			7,651
Airfare	7300	33				2,040			2,040
Meals	7300	34				3,060			3,060
Lodging	7300	35				5,101			5,101
Business Expense - Other	7300	36				5,101			5,101
Dues & Subscriptions	7300	37				2,040			2,040
Printing	7300	38				12,241			12,241
Office Supplies	7300	39				12,241	1,278		13,519
Medical Supplies	7700	40				1,224			1,224
In-house Food Service - Cost of Food	7600	41				1,224	2,556		3,780
Food Service - Paper and Small wares	7700	42				1,224			1,224
Bad Debt Expense	7300	43							-
						-	53,147	3,834	56,981
Instruction Expense									
Textbooks & Reference Books	5000	44	94	280.53		26,370			26,370
Consumable Instructional (Student)	5000	45	1,044	102.01		106,498			106,498
Consumable Instructional (Teacher)	5000	46	67	255.03		17,087			17,087
Library Books	6200	47				10,000			10,000
Testing Materials	5000	48	1,044	15.30		15,975			15,975
Contracted SPED Instruction	5000	49	104	408.04		42,599			42,599
						-	218,529	-	218,529
Other Operating Expenses									
Telephone & Internet	7900	50				40,804			40,804
Postage	7700	51				3,570			3,570
Express Mail	7700	52				2,040			2,040
Electricity	7900	53	65,000	2.04		132,613			132,613
Water & Sewer	7900	54	65,000	0.56		36,469			36,469
Waste Disposal	7900	55	65,000	0.56		36,469			36,469
Pest Control	7900	56				5,101			5,101
Maintenance & Cleaning Supplies	8100	57	65,000	0.31		19,892			19,892
Building Repairs & Maintenance	8100	58	65,000	2.55		165,766			165,766
Equipment Repairs & Maintenance incl. Kitchen	8100	59				7,651			7,651
Software Licensing Fees	8100	60				5,101			5,101
Miscellaneous Expenses	7700	61				6,000			6,000
						-	461,475	-	461,475
Fixed Expense									
Rent	7900	62				1,232,095			1,232,095
Office Equipment - Leasing Expense	7700	63				20,402			20,402
Professional Liability & Property Insurance	7900	64				82,132			82,132
						-	1,334,629	-	1,334,629
EXPENSES less Payroll						-	3,150,490	3,834	3,435,122
TOTAL OPERATING EXPENSES						-	7,252,859	70,203	7,655,076
CAPITAL EXPENSES									
Capital Outlay (Capitalized)									
Computers Hardware	9400	65				168,300			168,300
FF&E	9400	66				49,872			49,872
Computers Software	9400	67				14,200			14,200
Other	9400	68							-
TOTAL CAPITAL EXPENDITURES						-	232,372	-	232,372
Proceeds from Long Term Debt		69							-
Debt Repayments									
Repayment of Long-Term Debt (P&I)		70				278,412			278,412
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE						-	(63,047)	84,359	26,001

Indiana Charter School
Monthly Cash Flow Projection
FY15

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	7,700,596	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	7,700,596	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716	641,716
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	150,336		15,034	15,034	15,034	15,034	15,034	15,034	15,034	15,034	15,034	15,034	15,034
Food Services	109,847		10,985	10,985	10,985	10,985	10,985	10,985	10,985	10,985	10,985	10,985	10,985
Free and Reduced Lunch (DOE reimbursement)	231,082		23,108	23,108	23,108	23,108	23,108	23,108	23,108	23,108	23,108	23,108	23,108
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	8,191,861	641,716	690,843	641,716									
EXPENSES:													
Administration Staff													
Principal	91,809	7,651	7,651	7,651	7,651	7,651	7,651	7,651	7,651	7,651	7,651	7,651	7,651
Assistant Principal	142,814	11,901	11,901	11,901	11,901	11,901	11,901	11,901	11,901	11,901	11,901	11,901	11,901
Dean of Students	61,206	5,101	5,101	5,101	5,101	5,101	5,101	5,101	5,101	5,101	5,101	5,101	5,101
Business Administrator	45,905	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825	3,825
Administrative Assistant	60,520		6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052	6,052
Receptionist	25,462	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122	2,122
Registrar/DPC	30,603	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550
Student Services Coordinator	74,843		6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	12,474
Media Assistant (Clerk)	47,071		4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707
Food Service - Director	18,607		1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861
Food Service	22,034		2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203
Before/Aftercare - Director	18,607		1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861	1,861
Before/Aftercare	34,887		3,489	3,489	3,489	3,489	3,489	3,489	3,489	3,489	3,489	3,489	3,489
	674,368	33,150	59,559	45,624									
Instruction Staff													
Teachers (K-5)	1,534,275	127,856	127,856	127,856	127,856	127,856	127,856	127,856	127,856	127,856	127,856	127,856	127,856
Teachers (6-8) (Math, Sci, SS, LA, Reading)	187,107	15,592	15,592	15,592	15,592	15,592	15,592	15,592	15,592	15,592	15,592	15,592	15,592
General Music / Chorus Teacher	74,843	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237
Art Teacher	74,843	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237
PE Teacher	74,843	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237
Foreign Language Teacher	112,264	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355
Technology Teacher	74,843	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237
PE Aide	40,314	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360	3,360
Special Education	112,264	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355	9,355
Reading Specialist	37,421	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118	3,118
Co-Teacher	74,843	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237
Curriculum Resource Teacher	74,843	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237	6,237
Daily Subs	78,000	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500	6,500
	2,550,702	212,558											
Tutoring													
	29,573	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464
Stipends	15,302	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Bonus Pool for Schoolwide Incentives	77,006	6,417											
Benefits (Health, Dental, etc.)													
Instructional Staff	221,100	18,425	18,425	18,425	18,425	18,425	18,425	18,425	18,425	18,425	18,425	18,425	18,425
Pupil Personnel Services Staff	6,600	550	550	550	550	550	550	550	550	550	550	550	550
Instructional Media Services Staff	6,600	550	550	550	550	550	550	550	550	550	550	550	550
School Administration Staff	33,000	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750
Food Services Staff	3,300	275	275	275	275	275	275	275	275	275	275	275	275
Before & Aftercare Staff	3,300	275	275	275	275	275	275	275	275	275	275	275	275
	273,900	22,825											

**Indiana Charter School
Monthly Cash Flow Projection
FY15**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Workers Compensation													
Instructional Staff	24,053	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004	2,004
Pupil Personnel Services Staff	674	56	56	56	56	56	56	56	56	56	56	56	56
Instructional Media Services Staff	424	35	35	35	35	35	35	35	35	35	35	35	35
School Administration Staff	4,125	344	344	344	344	344	344	344	344	344	344	344	344
Food Services Staff	366	30	30	30	30	30	30	30	30	30	30	30	30
Before & Aftercare Staff	481	40	40	40	40	40	40	40	40	40	40	40	40
	30,123	2,510											
Teacher Retirement System (TRS)				0									
Instructional Staff	187,081	15,590	15,590	15,590	15,590	15,590	15,590	15,590	15,590	15,590	15,590	15,590	15,590
Pupil Personnel Services Staff	5,239	437	437	437	437	437	437	437	437	437	437	437	437
Instructional Media Services Staff	3,295	275	275	275	275	275	275	275	275	275	275	275	275
School Administration Staff	32,082	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674	2,674
Food Services Staff	2,845	237	237	237	237	237	237	237	237	237	237	237	237
Before & Aftercare Staff	3,745	312	312	312	312	312	312	312	312	312	312	312	312
	234,286	19,524											
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	267,258	22,272	22,272	22,272	22,272	22,272	22,272	22,272	22,272	22,272	22,272	22,272	22,272
Pupil Personnel Services Staff	7,484	624	624	624	624	624	624	624	624	624	624	624	624
Instructional Media Services Staff	4,707	392	392	392	392	392	392	392	392	392	392	392	392
School Administration Staff	45,832	3,819	3,819	3,819	3,819	3,819	3,819	3,819	3,819	3,819	3,819	3,819	3,819
Food Services Staff	4,064	339	339	339	339	339	339	339	339	339	339	339	339
Before & Aftercare Staff	5,349	446	446	446	446	446	446	446	446	446	446	446	446
	334,695	27,891											
Professional Services													
Legal Fees	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Accounting Services - Independent Audit	15,150	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263
Management Fee	462,036	38,503	38,503	38,503	38,503	38,503	38,503	38,503	38,503	38,503	38,503	38,503	38,503
Outside Staff Development Consulting Fees	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Temporary Agency Fees	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Fee to County School Board	231,018	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251	19,251
Professional Fees - Other	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Marketing & Enrollment	11,750	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958
Staff Recruitment	3,060	255	255	255	255	255	255	255	255	255	255	255	255
	743,416	62,930	62,930	60,972	60,972	60,972	60,972	60,972	60,972	62,930	62,930	62,930	62,930
Vendor Services													
Contracted Pupil Transportation	152,922		15,292	15,292	15,292	15,292	15,292	15,292	15,292	15,292	15,292	15,292	15,292
Extra-Curricular Activity Events & Transportation	5,101		510	510	510	510	510	510	510	510	510	510	510
Contracted Food Service	280,798		28,080	28,080	28,080	28,080	28,080	28,080	28,080	28,080	28,080	28,080	28,080
Background / Finger Printing	510		51	51	51	51	51	51	51	51	51	51	51
Drug Testing Fees	510		51	51	51	51	51	51	51	51	51	51	51
Licenses & Permits	2,040		204	204	204	204	204	204	204	204	204	204	204
Bank Service Fees	3,570	298	298	298	298	298	298	298	298	298	298	298	298
Contracted Special ED non-instruction	7,651		765	765	765	765	765	765	765	765	765	765	765
Contracted Custodial Services	165,766	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814
Contracted Security	1,224	102	102	102	102	102	102	102	102	102	102	102	102
	620,092	14,213	59,167	14,213									
Administrative Expenses													
Travel/Auto	7,651	638	638	638	638	638	638	638	638	638	638	638	638
Airfare	2,040	170	170	170	170	170	170	170	170	170	170	170	170
Meals	3,060	255	255	255	255	255	255	255	255	255	255	255	255
Lodging	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Business Expense - Other	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Dues & Subscriptions	2,040	170	170	170	170	170	170	170	170	170	170	170	170
Printing	12,241	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020
Office Supplies	13,519	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127
Medical Supplies	1,224	102	102	102	102	102	102	102	102	102	102	102	102
In-house Food Service - Cost of Food	3,780	315	315	315	315	315	315	315	315	315	315	315	315
Food Service - Paper and Small wares	1,224	102	102	102	102	102	102	102	102	102	102	102	102
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	56,981	4,748											

Indiana Charter School
Monthly Cash Flow Projection
FY15

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	26,370		2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637	2,637
Consumable Instructional (Student)	106,498		53,249	53,249									
Consumable Instructional (Teacher)	17,087		8,543	8,543									
Library Books	10,000	833	833	833	833	833	833	833	833	833	833	833	833
Testing Materials	15,975		15,975										
Contracted SPED Instruction	42,599		4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260	4,260
	218,529	833	85,498	69,523	7,730	833							
Other Operating Expenses													
Telephone & Internet	40,804	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400
Postage	3,570	298	298	298	298	298	298	298	298	298	298	298	298
Express Mail	2,040	170	170	170	170	170	170	170	170	170	170	170	170
Electricity	132,613	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051	11,051
Water & Sewer	36,469	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039
Waste Disposal	36,469	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039	3,039
Pest Control	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Maintenance & Cleaning Supplies	19,892	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658
Building Repairs & Maintenance	165,766	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814	13,814
Equipment Repairs & Maintenance incl. Kitchen	7,651	638	638	638	638	638	638	638	638	638	638	638	638
Software Licensing Fees	5,101	425	425	425	425	425	425	425	425	425	425	425	425
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
	461,475	38,456	38,456	38,456	38,456	38,456	38,456	38,456	38,456	38,456	38,456	38,456	38,456
Fixed Expense													
Rent	1,232,095	102,675	102,675	102,675	102,675	102,675	102,675	102,675	102,675	102,675	102,675	102,675	102,675
Office Equipment - Leasing Expense	20,402	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700
Professional Liability & Property Insurance	82,132	6,844	6,844	6,844	6,844	6,844	6,844	6,844	6,844	6,844	6,844	6,844	6,844
	1,334,629	111,219	111,219	111,219	111,219	111,219	111,219	111,219	111,219	111,219	111,219	111,219	111,219
EXPENSES less Payroll	3,435,122	232,401	362,018	344,085	282,293	282,293	282,293	282,293	282,293	284,251	284,251	284,251	232,401
TOTAL OPERATING EXPENSES	7,655,076	561,016	717,043	699,110	637,318	637,318	637,318	637,318	637,318	639,276	639,276	639,276	573,490
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	168,300		168,300										
FF&E	49,872		49,872										
Computers Software	14,200		14,200										
Other	-		-										
TOTAL CAPITAL EXPENDITURES	232,372	-	232,372	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (P&I)	278,412	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201	23,201
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	26,001	57,499	(281,773)	(31,468)	30,324	30,324	30,324	30,324	30,324	28,366	28,366	28,366	45,025
Cash Flow - Cumulative Surplus/(Deficit)		313,908	32,134	666	30,990	61,314	91,639	121,963	152,287	180,653	209,019	237,385	282,410

Indiana Charter School
Detailed Income Statement
FY16

Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total	
REVENUE:									
Government									
Per Pupil Allocation	1	1,092	7,376		8,054,647			8,054,647	
Other Government	2							-	
Total Government:					8,054,647			8,054,647	
Grants	3							-	
Fundraising	3							-	
Before and After Care	4	109	8.00			157,248.00		157,248	
Food Services	4						114,897	114,897	
Free and Reduced Lunch (DOE reimbursement)	4						241,707	241,707	
Interest Income	5							-	
TOTAL REVENUE				-	8,054,647	157,248	356,604	8,568,498	
EXPENSES:									
Administration Staff									
Principal	7300	6	1.00	92,727	92,727			92,727	
Assistant Principal	7300	6	2.00	72,121	144,242			144,242	
Dean of Students	7300	6	1.00	61,818	61,818			61,818	
Business Administrator	7300	6	1.00	46,364	46,364			46,364	
Administrative Assistant	7300	6	3.00	12.36	61,126			61,126	
Receptionist	7300	6	1.00	12.36	25,716			25,716	
Registrar/DPC	7300	6	1.00	30,909	30,909			30,909	
Student Services Coordinator	6100	6	2.00	37,796	75,591			75,591	
Media Assistant (Clerk)	6200	6	2.00	14.42	47,542			47,542	
Food Service - Director	7600	6	1.00	12.36			18,793	18,793	
Food Service	7600	6	3.00	10.30			22,255	22,255	
Before/Aftercare - Director	9100	6	1.00	12.36		18,793		18,793	
Before/Aftercare	9100	6	5.00	9.27		35,236		35,236	
					-	586,035	54,029	41,047	681,111
Instruction Staff									
Teachers (K-5)	5000	7	42.00	37,796	1,587,414			1,587,414	
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	7	6.00	37,796	226,773			226,773	
General Music / Chorus Teacher	5000	7	2.00	37,796	75,591			75,591	
Art Teacher	5000	7	2.00	37,796	75,591			75,591	
PE Teacher	5000	7	2.00	37,796	75,591			75,591	
Foreign Language Teacher	5000	7	3.00	37,796	113,387			113,387	
Technology Teacher	5000	7	2.00	37,796	75,591			75,591	
PE Aide	5000	7	2.00	13.39	40,717			40,717	
Special Education	5000	7	3.00	37,796	113,387			113,387	
Reading Specialist	5000	7	1.00	37,796	37,796			37,796	
Co-Teacher	5000	7	3.00	37,796	113,387			113,387	
Curriculum Resource Teacher	5000	7	2.00	37,796	75,591			75,591	
Daily Subs	5000	7	68.00	120	81,600			81,600	
					-	2,692,416	-	2,692,416	
Tutoring									
	5000	7			29,573			29,573	
Stipends									
	5000	7			15,455			15,455	
Bonus Pool for Schoolwide Incentives									
	5000	8	1%		80,546			80,546	
Benefits (Health, Dental, etc.)									
Instructional Staff	5000	9			238,000			238,000	
Pupil Personnel Services Staff	6100	9			6,800			6,800	
Instructional Media Services Staff	6200	9			6,800			6,800	
School Administration Staff	7300	9			34,000			34,000	
Food Services Staff	7600	9					3,400	3,400	
Before & Aftercare Staff	9100	9				3,400		3,400	
					285,600	3,400	3,400	292,400	
Workers Compensation									
			0.90%						
Instructional Staff	5000	10			25,362			25,362	
Pupil Personnel Services Staff	6100	10			680			680	
Instructional Media Services Staff	6200	10			428			428	
School Administration Staff	7300	10			4,166			4,166	
Food Services Staff	7600	10					369	369	
Before & Aftercare Staff	9100	10				486		486	
					30,636	486	369	31,492	
Teacher Retirement System (TRS)									
			7%						
Instructional Staff	5000	11			197,259			197,259	
Pupil Personnel Services Staff	6100	11			5,291			5,291	
Instructional Media Services Staff	6200	11			3,328			3,328	
School Administration Staff	7300	11			32,403			32,403	
Food Services Staff	7600	11					2,873	2,873	
Before & Aftercare Staff	9100	11				3,782		3,782	
					238,282	3,782	2,873	244,937	
Payroll Taxes (FICA, Med, State/Fed Unempl)									
			10%						
Instructional Staff	5000	12			281,799			281,799	
Pupil Personnel Services Staff	6100	12			7,559			7,559	
Instructional Media Services Staff	6200	12			4,754			4,754	
School Administration Staff	7300	12			46,290			46,290	
Food Services Staff	7600	12					4,105	4,105	
Before & Aftercare Staff	9100	12				5,403		5,403	
					340,402	5,403	4,105	349,910	

Indiana Charter School
Detailed Income Statement
FY16

Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
Professional Services								
Legal Fees	7100	13			5,152			5,152
Accounting Services - Independent Audit	7100	14			15,302			15,302
Management Fee	7500	15	6.0%		483,279			483,279
Outside Staff Development Consulting Fees	6400	16			5,152			5,152
Temporary Agency Fees	7700	17			5,152			5,152
Fee to County School Board	7700	18	3%		241,639			241,639
Professional Fees - Other	7100	19			5,152			5,152
Marketing & Enrollment	7700	20	125		6,000			6,000
Staff Recruitment	7700	21			3,091			3,091
				-	769,917		-	769,917
Vendor Services								
Contracted Pupil Transportation	7800	22			161,553			161,553
Extra-Curricular Activity Events & Transportation	5000	23			5,152			5,152
Contracted Food Service	7600	24	-	-			296,645	296,645
Background / Finger Printing	7300	25			515			515
Drug Testing Fees	7300	26			515			515
Licenses & Permits	7900	27			2,061			2,061
Bank Service Fees	7500	28			3,606			3,606
Contracted Special ED non-instruction	5000	29			7,727			7,727
Contracted Custodial Services	7900	30	65,000	2.58	167,424			167,424
Contracted Security	7900	31			1,236			1,236
				-	349,789		296,645	646,434
Administrative Expenses								
Travel/Auto	7300	32			7,727			7,727
Airfare	7300	33			2,061			2,061
Meals	7300	34			3,091			3,091
Lodging	7300	35			5,152			5,152
Business Expense - Other	7300	36			5,152			5,152
Dues & Subscriptions	7300	37			2,061			2,061
Printing	7300	38			12,364			12,364
Office Supplies	7300	39			12,364	1,350		13,714
Medical Supplies	7700	40			1,236			1,236
In-house Food Service - Cost of Food	7600	41			1,236	2,700		3,937
Food Service - Paper and Small wares	7700	42			1,236			1,236
Bad Debt Expense	7300	43			-			-
				-	53,679	4,050	-	57,729
Instruction Expense								
Textbooks & Reference Books	5000	44	376	283.33	106,420			106,420
Consumable Instructional (Student)	5000	45	1,092	103.03	112,509			112,509
Consumable Instructional (Teacher)	5000	46	70	257.58	18,030			18,030
Library Books	6200	47			10,000			10,000
Testing Materials	5000	48	1,092	15.45	16,876			16,876
Contracted SPED Instruction	5000	49	109	412.12	45,004			45,004
					308,839		-	308,839
Other Operating Expenses								
Telephone & Internet	7900	50			41,212			41,212
Postage	7700	51			3,606			3,606
Express Mail	7700	52			2,061			2,061
Electricity	7900	53	65,000	2.06	133,939			133,939
Water & Sewer	7900	54	65,000	0.57	36,833			36,833
Waste Disposal	7900	55	65,000	0.57	36,833			36,833
Pest Control	7900	56			5,152			5,152
Maintenance & Cleaning Supplies	8100	57	65,000	0.31	20,091			20,091
Building Repairs & Maintenance	8100	58	65,000	2.58	167,424			167,424
Equipment Repairs & Maintenance incl. Kitchen	8100	59			7,727			7,727
Software Licensing Fees	8100	60			5,152			5,152
Miscellaneous Expenses	7700	61			6,000			6,000
					466,029		-	466,029
Fixed Expense								
Rent	7900	62			1,288,743			1,288,743
Office Equipment - Leasing Expense	7700	63			20,606			20,606
Professional Liability & Property Insurance	7900	64	93,415		83,667			83,667
				-	1,393,016		-	1,393,016
EXPENSES less Payroll								
				-	3,341,268	4,050	296,645	3,641,964
TOTAL OPERATING EXPENSES								
				-	7,640,213	71,150	348,440	8,059,804
CAPITAL EXPENSES								
Capital Outlay (Capitalized)								
Computers Hardware	9400	65			136,150			136,150
FF&E	9400	66			37,549			37,549
Computers Software	9400	67			18,100			18,100
Other	9400	68			-			-
TOTAL CAPITAL EXPENDITURES				-	191,799		-	191,799
Proceeds from Long Term Debt								
		69			-			-
Debt Repayments								
Repayment of Long-Term Debt (P&I)		70			278,412			278,412
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE								
				-	(55,778)	90,366	8,164	38,484

Indiana Charter School
Monthly Cash Flow Projection
FY16

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	8,054,647	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government	8,054,647	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221	671,221
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	157,248		15,725	15,725	15,725	15,725	15,725	15,725	15,725	15,725	15,725	15,725	15,725
Food Services	114,897		11,490	11,490	11,490	11,490	11,490	11,490	11,490	11,490	11,490	11,490	11,490
Free and Reduced Lunch (DOE reimbursement)	241,707		24,171	24,171	24,171	24,171	24,171	24,171	24,171	24,171	24,171	24,171	24,171
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	8,568,498	671,221	722,606	671,221									
EXPENSES:													
Administration Staff													
Principal	92,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727	7,727
Assistant Principal	144,242	12,020	12,020	12,020	12,020	12,020	12,020	12,020	12,020	12,020	12,020	12,020	12,020
Dean of Students	61,818	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152	5,152
Business Administrator	46,364	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864	3,864
Administrative Assistant	61,126		6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113	6,113
Receptionist	25,716	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143	2,143
Registrar/DPC	30,909	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576	2,576
Student Services Coordinator	75,591		6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	12,599
Media Assistant (Clerk)	47,542		4,754	4,754	4,754	4,754	4,754	4,754	4,754	4,754	4,754	4,754	4,754
Food Service - Director	18,793		1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879
Food Service	22,255		2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225	2,225
Before/Aftercare - Director	18,793		1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879	1,879
Before/Aftercare	35,236		3,524	3,524	3,524	3,524	3,524	3,524	3,524	3,524	3,524	3,524	3,524
	681,111	33,481	60,155	46,080									
Instruction Staff													
Teachers (K-5)	1,587,414	132,284	132,284	132,284	132,284	132,284	132,284	132,284	132,284	132,284	132,284	132,284	132,284
Teachers (6-8) (Math, Sci, SS, LA, Reading)	226,773	18,898	18,898	18,898	18,898	18,898	18,898	18,898	18,898	18,898	18,898	18,898	18,898
General Music / Chorus Teacher	75,591	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299
Art Teacher	75,591	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299
PE Teacher	75,591	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299
Foreign Language Teacher	113,387	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449
Technology Teacher	75,591	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299
PE Aide	40,717	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393
Special Education	113,387	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449
Reading Specialist	37,796	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150	3,150
Co-Teacher	113,387	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449	9,449
Curriculum Resource Teacher	75,591	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299	6,299
Daily Subs	81,600	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800	6,800
	2,692,416	224,368											
Tutoring													
	29,573	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464
Stipends													
	15,455	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288
Bonus Pool for Schoolwide Incentives													
	80,546	6,712	6,712	6,712	6,712	6,712	6,712	6,712	6,712	6,712	6,712	6,712	6,712
Benefits (Health, Dental, etc.)													
Instructional Staff	238,000	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833	19,833
Pupil Personnel Services Staff	6,800	567	567	567	567	567	567	567	567	567	567	567	567
Instructional Media Services Staff	6,800	567	567	567	567	567	567	567	567	567	567	567	567
School Administration Staff	34,000	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833
Food Services Staff	3,400	283	283	283	283	283	283	283	283	283	283	283	283
Before & Aftercare Staff	3,400	283	283	283	283	283	283	283	283	283	283	283	283
	292,400	24,367											

**Indiana Charter School
Monthly Cash Flow Projection
FY16**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Workers Compensation													
Instructional Staff	25,362	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113
Pupil Personnel Services Staff	680	57	57	57	57	57	57	57	57	57	57	57	57
Instructional Media Services Staff	428	36	36	36	36	36	36	36	36	36	36	36	36
School Administration Staff	4,166	347	347	347	347	347	347	347	347	347	347	347	347
Food Services Staff	369	31	31	31	31	31	31	31	31	31	31	31	31
Before & Aftercare Staff	486	41	41	41	41	41	41	41	41	41	41	41	41
	31,492	2,624											
Teacher Retirement System (TRS)													
				0									
Instructional Staff	197,259	16,438	16,438	16,438	16,438	16,438	16,438	16,438	16,438	16,438	16,438	16,438	16,438
Pupil Personnel Services Staff	5,291	441	441	441	441	441	441	441	441	441	441	441	441
Instructional Media Services Staff	3,328	277	277	277	277	277	277	277	277	277	277	277	277
School Administration Staff	32,403	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700
Food Services Staff	2,873	239	239	239	239	239	239	239	239	239	239	239	239
Before & Aftercare Staff	3,782	315	315	315	315	315	315	315	315	315	315	315	315
	244,937	20,411											
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	281,799	23,483	23,483	23,483	23,483	23,483	23,483	23,483	23,483	23,483	23,483	23,483	23,483
Pupil Personnel Services Staff	7,559	630	630	630	630	630	630	630	630	630	630	630	630
Instructional Media Services Staff	4,754	396	396	396	396	396	396	396	396	396	396	396	396
School Administration Staff	46,290	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858	3,858
Food Services Staff	4,105	342	342	342	342	342	342	342	342	342	342	342	342
Before & Aftercare Staff	5,403	450	450	450	450	450	450	450	450	450	450	450	450
	349,910	29,159											
Professional Services													
Legal Fees	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Accounting Services - Independent Audit	15,302	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Management Fee	483,279	40,273	40,273	40,273	40,273	40,273	40,273	40,273	40,273	40,273	40,273	40,273	40,273
Outside Staff Development Consulting Fees	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Temporary Agency Fees	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Fee to County School Board	241,639	20,137	20,137	20,137	20,137	20,137	20,137	20,137	20,137	20,137	20,137	20,137	20,137
Professional Fees - Other	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Marketing & Enrollment	6,000	1,000	1,000							1,000	1,000	1,000	1,000
Staff Recruitment	3,091	258	258	258	258	258	258	258	258	258	258	258	258
	769,917	64,660	64,660	63,660	63,660	63,660	63,660	63,660	63,660	64,660	64,660	64,660	64,660
Vendor Services													
Contracted Pupil Transportation	161,553		16,155	16,155	16,155	16,155	16,155	16,155	16,155	16,155	16,155	16,155	16,155
Extra-Curricular Activity Events & Transportation	5,152		515	515	515	515	515	515	515	515	515	515	515
Contracted Food Service	296,645		29,665	29,665	29,665	29,665	29,665	29,665	29,665	29,665	29,665	29,665	29,665
Background / Finger Printing	515		52	52	52	52	52	52	52	52	52	52	52
Drug Testing Fees	515		52	52	52	52	52	52	52	52	52	52	52
Licenses & Permits	2,061		206	206	206	206	206	206	206	206	206	206	206
Bank Service Fees	3,606	301	301	301	301	301	301	301	301	301	301	301	301
Contracted Special ED non-instruction	7,727		773	773	773	773	773	773	773	773	773	773	773
Contracted Custodial Services	167,424	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952
Contracted Security	1,236	103	103	103	103	103	103	103	103	103	103	103	103
	646,434	14,356	61,772	14,356									
Administrative Expenses													
Travel/Auto	7,727	644	644	644	644	644	644	644	644	644	644	644	644
Airfare	2,061	172	172	172	172	172	172	172	172	172	172	172	172
Meals	3,091	258	258	258	258	258	258	258	258	258	258	258	258
Lodging	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Business Expense - Other	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Dues & Subscriptions	2,061	172	172	172	172	172	172	172	172	172	172	172	172
Printing	12,364	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030
Office Supplies	13,714	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143	1,143
Medical Supplies	1,236	103	103	103	103	103	103	103	103	103	103	103	103
In-house Food Service - Cost of Food	3,937	328	328	328	328	328	328	328	328	328	328	328	328
Food Service - Paper and Small wares	1,236	103	103	103	103	103	103	103	103	103	103	103	103
Bad Debt Expense													
	57,729	4,811											

Indiana Charter School
Monthly Cash Flow Projection
FY16

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	106,420		10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642
Consumable Instructional (Student)	112,509		56,254	56,254									
Consumable Instructional (Teacher)	18,030		9,015	9,015									
Library Books	10,000	833	833	833	833	833	833	833	833	833	833	833	833
Testing Materials	16,876		16,876										
Contracted SPED Instruction	45,004		4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
	308,839	833	98,122	81,245	15,976	15,976	15,976	15,976	15,976	15,976	15,976	15,976	833
Other Operating Expenses													
Telephone & Internet	41,212	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434
Postage	3,606	301	301	301	301	301	301	301	301	301	301	301	301
Express Mail	2,061	172	172	172	172	172	172	172	172	172	172	172	172
Electricity	133,939	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162	11,162
Water & Sewer	36,833	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069
Waste Disposal	36,833	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069	3,069
Pest Control	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Maintenance & Cleaning Supplies	20,091	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674	1,674
Building Repairs & Maintenance	167,424	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952	13,952
Equipment Repairs & Maintenance incl. Kitchen	7,727	644	644	644	644	644	644	644	644	644	644	644	644
Software Licensing Fees	5,152	429	429	429	429	429	429	429	429	429	429	429	429
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
	466,029	38,836	38,836	38,836	38,836	38,836	38,836	38,836	38,836	38,836	38,836	38,836	38,836
Fixed Expense													
Rent	1,288,743	107,395	107,395	107,395	107,395	107,395	107,395	107,395	107,395	107,395	107,395	107,395	107,395
Office Equipment - Leasing Expense	20,606	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717
Professional Liability & Property Insurance	83,667	6,972	6,972	6,972	6,972	6,972	6,972	6,972	6,972	6,972	6,972	6,972	6,972
	1,393,016	116,085	116,085	116,085	116,085	116,085	116,085	116,085	116,085	116,085	116,085	116,085	116,085
EXPENSES less Payroll	3,641,964	239,580	384,285	366,408	301,139	301,139	301,139	301,139	301,139	302,139	302,139	302,139	239,580
TOTAL OPERATING EXPENSES	8,059,804	584,455	755,834	737,958	672,688	672,688	672,688	672,688	672,688	673,688	673,688	673,688	597,054
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	136,150		136,150										
FF&E	37,549		37,549										
Computers Software	18,100		18,100										
Other	-		-										
TOTAL CAPITAL EXPENDITURES	191,799	-	191,799	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (P&I)	278,412	139,206	139,206										
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	38,484	(52,441)	(364,233)	(15,352)	49,918	49,918	49,918	49,918	49,918	48,918	48,918	48,918	74,167
Cash Flow - Cumulative Surplus/(Deficit)		229,969	(134,264)	(149,616)	(99,698)	(49,780)	138	50,056	99,973	148,891	197,809	246,727	320,894

Indiana Charter School
Detailed Income Statement
FY17

Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total
REVENUE:								
Government								
Per Pupil Allocation	1	1,140	7,376		8,408,697			8,408,697
Other Government	2							-
Total Government:					8,408,697			8,408,697
Grants	3							-
Fundraising	3							-
Before and After Care	4	114	8.00			164,160.00		164,160
Food Services	4						119,948	119,948
Free and Reduced Lunch (DOE reimbursement)	4						252,331	252,331
Interest Income	5							-
TOTAL REVENUE				-	8,408,697	164,160	372,279	8,945,136
EXPENSES:								
Administration Staff								
Principal	7300	6	1.00	93,654	93,654			93,654
Assistant Principal	7300	6	2.00	72,842	145,685			145,685
Dean of Students	7300	6	1.00	62,436	62,436			62,436
Business Administrator	7300	6	1.00	46,827	46,827			46,827
Administrative Assistant	7300	6	3.00	12.49	61,737			61,737
Receptionist	7300	6	1.00	12.49	25,973			25,973
Registrar/DPC	7300	6	1.00	31,218	31,218			31,218
Student Services Coordinator	6100	6	2.00	38,174	76,347			76,347
Media Assistant (Clerk)	6200	6	2.00	14.57	48,018			48,018
Food Service - Director	7600	6	1.00	12.49			18,981	18,981
Food Service	7600	6	3.00	10.41			22,477	22,477
Before/Aftercare - Director	9100	6	1.00	12.49		18,981		18,981
Before/Aftercare	9100	6	5.00	9.37		35,589		35,589
					-	591,896	41,458	687,922
Instruction Staff								
Teachers (K-5)	5000	7	43.00	38,174	1,641,461			1,641,461
Teachers (6-8) (Math, Sci, SS, LA, Reading)	5000	7	7.00	38,174	267,215			267,215
General Music / Chorus Teacher	5000	7	2.00	38,174	76,347			76,347
Art Teacher	5000	7	2.00	38,174	76,347			76,347
PE Teacher	5000	7	2.00	38,174	76,347			76,347
Foreign Language Teacher	5000	7	3.00	38,174	114,521			114,521
Technology Teacher	5000	7	2.00	38,174	76,347			76,347
PE Aide	5000	7	2.00	13.53	41,125			41,125
Special Education	5000	7	3.00	38,174	114,521			114,521
Reading Specialist	5000	7	1.00	38,174	38,174			38,174
Co-Teacher	5000	7	3.00	38,174	114,521			114,521
Curriculum Resource Teacher	5000	7	2.00	38,174	76,347			76,347
Daily Subs	5000	7	70.00	120	84,000			84,000
					-	2,797,271	-	2,797,271
Tutoring								
	5000	7			29,573			29,573
Stipends								
	5000	7			15,609			15,609
Bonus Pool for Schoolwide Incentives								
	5000	8	1%		84,087			84,087
Benefits (Health, Dental, etc.)								
Instructional Staff	5000	9			252,000			252,000
Pupil Personnel Services Staff	6100	9			7,000			7,000
Instructional Media Services Staff	6200	9			7,000			7,000
School Administration Staff	7300	9			35,000			35,000
Food Services Staff	7600	9				3,500		3,500
Before & Aftercare Staff	9100	9				3,500		3,500
					301,000	3,500	3,500	308,000
Workers Compensation								
			0.90%					
Instructional Staff	5000	10			26,339			26,339
Pupil Personnel Services Staff	6100	10			687			687
Instructional Media Services Staff	6200	10			432			432
School Administration Staff	7300	10			4,208			4,208
Food Services Staff	7600	10				373		373
Before & Aftercare Staff	9100	10				491		491
					31,666	491	373	32,530
Teacher Retirement System (TRS)								
			7%					
Instructional Staff	5000	11			204,858			204,858
Pupil Personnel Services Staff	6100	11			5,344			5,344
Instructional Media Services Staff	6200	11			3,361			3,361
School Administration Staff	7300	11			32,727			32,727
Food Services Staff	7600	11				2,902		2,902
Before & Aftercare Staff	9100	11				3,820		3,820
					246,290	3,820	2,902	253,012
Payroll Taxes (FICA, Med, State/Fed Unempl)								
			10%					
Instructional Staff	5000	12			292,654			292,654
Pupil Personnel Services Staff	6100	12			7,635			7,635
Instructional Media Services Staff	6200	12			4,802			4,802
School Administration Staff	7300	12			46,753			46,753
Food Services Staff	7600	12				4,146		4,146
Before & Aftercare Staff	9100	12				5,457		5,457
					351,844	5,457	4,146	361,446

Indiana Charter School
Detailed Income Statement
FY17

	Function	Note	#	\$ / Unit	Start-up Grant	Educational Prog	Before and Aftercare	Food Services	Total	
Professional Services										
Legal Fees	7100	13				5,203			5,203	
Accounting Services - Independent Audit	7100	14				15,455			15,455	
Management Fee	7500	15		9.0%		756,783			756,783	
Outside Staff Development Consulting Fees	6400	16				5,203			5,203	
Temporary Agency Fees	7700	17				5,203			5,203	
Fee to County School Board	7700	18		3%		252,261			252,261	
Professional Fees - Other	7100	19				5,203			5,203	
Marketing & Enrollment	7700	20		125		6,000			6,000	
Staff Recruitment	7700	21				3,122			3,122	
						-	1,054,432	-	1,054,432	
Vendor Services										
Contracted Pupil Transportation	7800	22				170,340			170,340	
Extra-Curricular Activity Events & Transportation	5000	23				5,203			5,203	
Contracted Food Service	7600	24	-	-			312,782		312,782	
Background / Finger Printing	7300	25				520			520	
Drug Testing Fees	7300	26				520			520	
Licenses & Permits	7900	27				2,081			2,081	
Bank Service Fees	7500	28				3,642			3,642	
Contracted Special ED non-instruction	5000	29				7,805			7,805	
Contracted Custodial Services	7900	30	65,000	2.60		169,098			169,098	
Contracted Security	7900	31				1,249			1,249	
						-	360,459	312,782	673,240	
Administrative Expenses										
Travel/Auto	7300	32				7,805			7,805	
Airfare	7300	33				2,081			2,081	
Meals	7300	34				3,122			3,122	
Lodging	7300	35				5,203			5,203	
Business Expense - Other	7300	36				5,203			5,203	
Dues & Subscriptions	7300	37				2,081			2,081	
Printing	7300	38				12,487			12,487	
Office Supplies	7300	39				12,487	1,424		13,911	
Medical Supplies	7700	40				1,249			1,249	
In-house Food Service - Cost of Food	7600	41				1,249	2,847		4,096	
Food Service - Paper and Small wares	7700	42				1,249			1,249	
Bad Debt Expense	7300	43				-			-	
						-	54,215	4,271	58,486	
Instruction Expense										
Textbooks & Reference Books	5000	44	342	286.17		97,869			97,869	
Consumable Instructional (Student)	5000	45	1,140	104.06		118,629			118,629	
Consumable Instructional (Teacher)	5000	46	72	260.15		18,731			18,731	
Library Books	6200	47				10,000			10,000	
Testing Materials	5000	48	1,140	15.61		17,794			17,794	
Contracted SPED Instruction	5000	49	114	416.24		47,452			47,452	
						-	310,474	-	310,474	
Other Operating Expenses										
Telephone & Internet	7900	50				41,624			41,624	
Postage	7700	51				3,642			3,642	
Express Mail	7700	52				2,081			2,081	
Electricity	7900	53	65,000	2.08		135,279			135,279	
Water & Sewer	7900	54	65,000	0.57		37,202			37,202	
Waste Disposal	7900	55	65,000	0.57		37,202			37,202	
Pest Control	7900	56				5,203			5,203	
Maintenance & Cleaning Supplies	8100	57	65,000	0.31		20,292			20,292	
Building Repairs & Maintenance	8100	58	65,000	2.60		169,098			169,098	
Equipment Repairs & Maintenance incl. Kitchen	8100	59				7,805			7,805	
Software Licensing Fees	8100	60				5,203			5,203	
Miscellaneous Expenses	7700	61				6,000			6,000	
						-	470,630	-	470,630	
Fixed Expense										
Rent	7900	62				1,345,392			1,345,392	
Office Equipment - Leasing Expense	7700	63				20,812			20,812	
Professional Liability & Property Insurance	7900	64				85,202			85,202	
						-	1,451,405	-	1,451,405	
EXPENSES less Payroll						-	3,701,615	4,271	312,782	4,018,668
TOTAL OPERATING EXPENSES						-	8,150,851	72,108	365,160	8,588,119
CAPITAL EXPENSES										
Capital Outlay (Capitalized)										
Computers Hardware	9400	65				163,900			163,900	
FF&E	9400	66				47,549			47,549	
Computers Software	9400	67				-			-	
Other	9400	68				-			-	
TOTAL CAPITAL EXPENDITURES						-	211,449	-	211,449	
Proceeds from Long Term Debt		69				-			-	
Debt Repayments										
Repayment of Long-Term Debt (P&I)		70				46,267			46,267	
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE						-	130	96,363	7,119	99,301

Indiana Charter School
Monthly Cash Flow Projection
FY17

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
REVENUE:													
Government													
Per Pupil Allocation	8,408,697	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725
Other Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Government:	8,408,697	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725	700,725
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Before & Aftercare	164,160		16,416	16,416	16,416	16,416	16,416	16,416	16,416	16,416	16,416	16,416	16,416
Food Services	119,948		11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995	11,995
Free and Reduced Lunch (DOE reimbursement)	252,331		25,233	25,233	25,233	25,233	25,233	25,233	25,233	25,233	25,233	25,233	25,233
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	8,945,136	700,725	754,369	700,725									
EXPENSES:													
Administration Staff													
Principal	93,654	7,805	7,805	7,805	7,805	7,805	7,805	7,805	7,805	7,805	7,805	7,805	7,805
Assistant Principal	145,685	12,140	12,140	12,140	12,140	12,140	12,140	12,140	12,140	12,140	12,140	12,140	12,140
Dean of Students	62,436	5,203	5,203	5,203	5,203	5,203	5,203	5,203	5,203	5,203	5,203	5,203	5,203
Business Administrator	46,827	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902
Administrative Assistant	61,737		6,174	6,174	6,174	6,174	6,174	6,174	6,174	6,174	6,174	6,174	6,174
Receptionist	25,973	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164
Registrar/DPC	31,218	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602	2,602
Student Services Coordinator	76,347		6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	12,725
Media Assistant (Clerk)	48,018		4,802	4,802	4,802	4,802	4,802	4,802	4,802	4,802	4,802	4,802	4,802
Food Service - Director	18,981		1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898
Food Service	22,477		2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248	2,248
Before/Aftercare - Director	18,981		1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898	1,898
Before/Aftercare	35,589		3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559	3,559
	687,922	33,816	60,757	46,541									
Instruction Staff													
Teachers (K-5)	1,641,461	136,788	136,788	136,788	136,788	136,788	136,788	136,788	136,788	136,788	136,788	136,788	136,788
Teachers (6-8) (Math, Sci, SS, LA, Reading)	267,215	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268	22,268
General Music / Chorus Teacher	76,347	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362
Art Teacher	76,347	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362
PE Teacher	76,347	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362
Foreign Language Teacher	114,521	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543
Technology Teacher	76,347	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362
PE Aide	41,125	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427	3,427
Special Education	114,521	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543
Reading Specialist	38,174	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181	3,181
Co-Teacher	114,521	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543	9,543
Curriculum Resource Teacher	76,347	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362	6,362
Daily Subs	84,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000
	2,797,271	233,106											
Tutoring													
	29,573	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464
Stipends													
	15,609	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301	1,301
Bonus Pool for Schoolwide Incentives													
	84,087	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007	7,007
Benefits (Health, Dental, etc.)													
Instructional Staff	252,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000
Pupil Personnel Services Staff	7,000	583	583	583	583	583	583	583	583	583	583	583	583
Instructional Media Services Staff	7,000	583	583	583	583	583	583	583	583	583	583	583	583
School Administration Staff	35,000	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917
Food Services Staff	3,500	292	292	292	292	292	292	292	292	292	292	292	292
Before & Aftercare Staff	3,500	292	292	292	292	292	292	292	292	292	292	292	292
	308,000	25,667											

**Indiana Charter School
Monthly Cash Flow Projection
FY17**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Workers Compensation													
Instructional Staff	26,339	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195	2,195
Pupil Personnel Services Staff	687	57	57	57	57	57	57	57	57	57	57	57	57
Instructional Media Services Staff	432	36	36	36	36	36	36	36	36	36	36	36	36
School Administration Staff	4,208	351	351	351	351	351	351	351	351	351	351	351	351
Food Services Staff	373	31	31	31	31	31	31	31	31	31	31	31	31
Before & Aftercare Staff	491	41	41	41	41	41	41	41	41	41	41	41	41
	32,530	2,711											
Teacher Retirement System (TRS)													
Instructional Staff	204,858	17,071	17,071	0	17,071	17,071	17,071	17,071	17,071	17,071	17,071	17,071	17,071
Pupil Personnel Services Staff	5,344	445	445	445	445	445	445	445	445	445	445	445	445
Instructional Media Services Staff	3,361	280	280	280	280	280	280	280	280	280	280	280	280
School Administration Staff	32,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727
Food Services Staff	2,902	242	242	242	242	242	242	242	242	242	242	242	242
Before & Aftercare Staff	3,820	318	318	318	318	318	318	318	318	318	318	318	318
	253,012	21,084											
Payroll Taxes (FICA, Med, State/Fed Unempl)													
Instructional Staff	292,654	24,388	24,388	24,388	24,388	24,388	24,388	24,388	24,388	24,388	24,388	24,388	24,388
Pupil Personnel Services Staff	7,635	636	636	636	636	636	636	636	636	636	636	636	636
Instructional Media Services Staff	4,802	400	400	400	400	400	400	400	400	400	400	400	400
School Administration Staff	46,753	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896	3,896
Food Services Staff	4,146	345	345	345	345	345	345	345	345	345	345	345	345
Before & Aftercare Staff	5,457	455	455	455	455	455	455	455	455	455	455	455	455
	361,446	30,121											
Professional Services													
Legal Fees	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Accounting Services - Independent Audit	15,455	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288
Management Fee	756,783	63,065	63,065	63,065	63,065	63,065	63,065	63,065	63,065	63,065	63,065	63,065	63,065
Outside Staff Development Consulting Fees	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Temporary Agency Fees	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Fee to County School Board	252,261	21,022	21,022	21,022	21,022	21,022	21,022	21,022	21,022	21,022	21,022	21,022	21,022
Professional Fees - Other	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Marketing & Enrollment	6,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Staff Recruitment	3,122	260	260	260	260	260	260	260	260	260	260	260	260
	1,054,432	88,369	88,369	87,369	87,369	87,369	87,369	87,369	87,369	88,369	88,369	88,369	88,369
Vendor Services													
Contracted Pupil Transportation	170,340		17,034	17,034	17,034	17,034	17,034	17,034	17,034	17,034	17,034	17,034	17,034
Extra-Curricular Activity Events & Transportation	5,203		520	520	520	520	520	520	520	520	520	520	520
Contracted Food Service	312,782		31,278	31,278	31,278	31,278	31,278	31,278	31,278	31,278	31,278	31,278	31,278
Background / Finger Printing	520		52	52	52	52	52	52	52	52	52	52	52
Drug Testing Fees	520		52	52	52	52	52	52	52	52	52	52	52
Licenses & Permits	2,081		208	208	208	208	208	208	208	208	208	208	208
Bank Service Fees	3,642	304	304	304	304	304	304	304	304	304	304	304	304
Contracted Special ED non-instruction	7,805		780	780	780	780	780	780	780	780	780	780	780
Contracted Custodial Services	169,098	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092
Contracted Security	1,249	104	104	104	104	104	104	104	104	104	104	104	104
	673,240	14,499	64,424	14,499									
Administrative Expenses													
Travel/Auto	7,805	650	650	650	650	650	650	650	650	650	650	650	650
Airfare	2,081	173	173	173	173	173	173	173	173	173	173	173	173
Meals	3,122	260	260	260	260	260	260	260	260	260	260	260	260
Lodging	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Business Expense - Other	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Dues & Subscriptions	2,081	173	173	173	173	173	173	173	173	173	173	173	173
Printing	12,487	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041	1,041
Office Supplies	13,911	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159
Medical Supplies	1,249	104	104	104	104	104	104	104	104	104	104	104	104
In-house Food Service - Cost of Food	4,096	341	341	341	341	341	341	341	341	341	341	341	341
Food Service - Paper and Small wares	1,249	104	104	104	104	104	104	104	104	104	104	104	104
Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
	58,486	4,874											

**Indiana Charter School
Monthly Cash Flow Projection
FY17**

	TOTAL YR	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Instruction Expense													
Textbooks & Reference Books	97,869		9,787	9,787	9,787	9,787	9,787	9,787	9,787	9,787	9,787	9,787	
Consumable Instructional (Student)	118,629		59,314	59,314									
Consumable Instructional (Teacher)	18,731		9,365	9,365									
Library Books	10,000	833	833	833	833	833	833	833	833	833	833	833	833
Testing Materials	17,794		17,794										
Contracted SPED Instruction	47,452		4,745	4,745	4,745	4,745	4,745	4,745	4,745	4,745	4,745	4,745	
	310,474	833	101,840	84,045	15,365	833							
Other Operating Expenses													
Telephone & Internet	41,624	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469	3,469
Postage	3,642	304	304	304	304	304	304	304	304	304	304	304	304
Express Mail	2,081	173	173	173	173	173	173	173	173	173	173	173	173
Electricity	135,279	11,273	11,273	11,273	11,273	11,273	11,273	11,273	11,273	11,273	11,273	11,273	11,273
Water & Sewer	37,202	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100
Waste Disposal	37,202	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100
Pest Control	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Maintenance & Cleaning Supplies	20,292	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691
Building Repairs & Maintenance	169,098	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092	14,092
Equipment Repairs & Maintenance incl. Kitchen	7,805	650	650	650	650	650	650	650	650	650	650	650	650
Software Licensing Fees	5,203	434	434	434	434	434	434	434	434	434	434	434	434
Miscellaneous Expenses	6,000	500	500	500	500	500	500	500	500	500	500	500	500
	470,630	39,219	39,219	39,219	39,219	39,219	39,219	39,219	39,219	39,219	39,219	39,219	39,219
Fixed Expense													
Rent	1,345,392	112,116	112,116	112,116	112,116	112,116	112,116	112,116	112,116	112,116	112,116	112,116	112,116
Office Equipment - Leasing Expense	20,812	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734
Professional Liability & Property Insurance	85,202	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100
	1,451,405	120,950	120,950	120,950	120,950	120,950	120,950	120,950	120,950	120,950	120,950	120,950	120,950
EXPENSES less Payroll	4,018,668	268,745	419,677	400,882	332,202	332,202	332,202	332,202	332,202	333,202	333,202	333,202	268,745
TOTAL OPERATING EXPENSES	8,588,119	626,022	803,894	785,099	716,420	716,420	716,420	716,420	716,420	717,420	717,420	717,420	638,747
CAPITAL EXPENSES													
Capital Outlay (Capitalized)	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers Hardware	163,900		163,900										
FF&E	47,549		47,549										
Computers Software	-		-										
Other	-		-										
TOTAL CAPITAL EXPENDITURES	211,449	-	211,449	-	-	-	-	-	-	-	-	-	-
Proceeds from Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Repayments													
Repayment of Long-Term Debt (P&I)	46,267	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856	3,856
SURPLUS/(DEFICIT) - UNRESTRICTED FUND BALANCE	99,301	70,847	(264,830)	(34,586)	34,093	34,093	34,093	34,093	34,093	33,093	33,093	33,093	58,123
Cash Flow - Cumulative Surplus/(Deficit)		391,741	126,911	92,324	126,418	160,511	194,604	228,698	262,791	295,885	328,978	362,072	420,194

Indiana Charter School

All Figures are annualized

SUMMARY - Project Assumptions

	FY 12-13 Year 1	FY 13-14 Year 2	FY 14-15 Year 3	FY 15-16 Year 4	FY 16-17 Year 5
Number of Students	729	855	940	983	1,026
ESE Students	81	95	104	109	114
Total Students	810	950	1,044	1,092	1,140
ADM dollars/student (AVG)	\$ 7,376	\$ 7,376	\$ 7,376	\$ 7,376	\$ 7,376
Total Instructional Staff	47	59	67	70	72
Student Teacher Ratio	17	16	16	16	16
Current Cash	\$ -	\$ 130,968	\$ 256,409	\$ 282,410	\$ 320,894

ASSUMPTIONS

Inflation - Revenue	0%	0%	0%	0%	0%
Inflation - Expenses	0%	1%	1%	1%	1%
Interest Rate - Income	0%	0%	0%	0%	0%

Transportation:

Percent Ridership	15%	15%	15%	15%	15%
Number of Buses	2	2	3	3	3
Cost for Trans. Per day per Bus	\$ 325	\$ 328	\$ 332	\$ 335	\$ 338

Management Fee %	6.00%	6.00%	6.00%	6.00%	9.00%
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Additional Revenue:

Grants	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -
Before & Aftercare Revenue	\$ 116,640	\$ 136,800	\$ 150,336	\$ 157,248	\$ 164,160
Food Service Revenue	\$ 264,514	\$ 310,232	\$ 340,929	\$ 356,604	\$ 372,279
Other Government	\$ -	\$ -	\$ -	\$ -	\$ -

Expense Growth Rate	100%	17%	10%	5%	4%
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Technology Plan

teacher computers per room	1	
student computers per room	5	
computer labs	2	
media lab computers	12	
Media per Room includes:		
Smart board (plus installation)	1	\$4,500
Document Reader	1	\$450

cost of desktop	\$	750
cost of staff/admin laptop	\$	1,250
cost of indiv. Printer	\$	-
software cost per com.	\$	100
cost of netbook/student laptop	\$	600

Infrastructure includes:

Wireless Access Points	16	\$750	\$	12,000
Switches	4	\$4,500	\$	18,000
Firewall	1	\$3,000	\$	3,000
Router	1	\$2,000	\$	2,000
Servers	2	\$6,000	\$	12,000
Workgroup Printers	10	\$1,000	\$	10,000
Lab Printers	4	\$1,500	\$	6,000
Cabling & Power	440	\$8	\$	3,520
UPS	4	\$600	\$	2,400
Network Software			\$	2,500
Power	225	\$18	\$	4,050
Phone system (100 users)	1	\$40,000	\$	40,000
Individual printers for admin/staff	6	\$250	\$	1,500
Lunch system package	1	\$4,000	\$	4,000
AV system (replaces TVs)	1	\$17,500	\$	17,500
AV production kit (morning announcements)	1	\$6,000	\$	6,000
Total			\$	144,470

Classroom Misc includes:

Headphones (5qty)	\$	60
Clickers	\$	1,550
Total:	\$	1,610

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	40	0	0	0	0
1st Grade	35	0	0	0	0
2nd Grade	25	0	0	0	0
3rd Grade	25	5	0	0	0
4th Grade	25	5	0	0	0
5th Grade	15	5	10	0	0
6th Grade	15	5	5	5	5
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
mobile labs	30	0	30	0	30
student laptop/netbook refresh	0	0	105	105	115
New student laptops/netbooks	210	20	150	110	150
computer labs	30	0	0	0	0
media	12	0	0	0	0
offices	12	0	0	0	0
spares	4	0	0	0	0
Desktop refresh	0	0	20	19	19
New desktops	58	0	20	19	19
Admin/teacher laptops	36	6	4	2	2
Admin/teacher laptop refresh	0	0	18	18	21
New laptops (teachers)	36	6	22	20	23
Total New Computers	304	26	192	149	192
Total Computers	304	330	379	386	423

Desktops	\$ 43,500	\$ -	\$ 15,000	\$ 14,250	\$ 14,250
Laptops	\$ 45,000	\$ 7,500	\$ 27,500	\$ 25,000	\$ 28,750
Student laptops/netbooks	\$ 126,000	\$ 12,000	\$ 90,000	\$ 66,000	\$ 90,000
Media per Room	\$ 138,600	\$ 29,700	\$ 19,800	\$ 9,900	\$ 9,900
Indiv. Printers	\$ -	\$ -	\$ -	\$ -	\$ -
Software	\$ 30,400	\$ 10,000	\$ 14,200	\$ 18,100	\$ -
Infrastructure	\$ 144,470	\$ 2,500	\$ 6,000	\$ 11,000	\$ 11,000
Misc	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Classroom Misc	\$ 57,960	\$ -	\$ -	\$ -	\$ -
Total	\$ 595,930	\$ 71,700	\$ 182,500	\$ 154,250	\$ 163,900
<i>Total Hardware</i>	<i>\$ 565,530</i>	<i>\$ 61,700</i>	<i>\$ 168,300</i>	<i>\$ 136,150</i>	<i>\$ 163,900</i>
<i>Total Software</i>	<i>\$ 30,400</i>	<i>\$ 10,000</i>	<i>\$ 14,200</i>	<i>\$ 18,100</i>	<i>\$ -</i>

Attachment 22

Attachment 22

Budget Narrative

The Governing Board has contract with the ESP to provide financial management services to the School. Charter Schools USA has well established processes and procedures to ensure fiscal responsibility and sound internal controls. A financial policy manual will be approved by the Governing Board. The policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the DOE, internal controls that establish segregation of duties and authorization and processing of disbursements, establishment of a payroll system, and process for meeting DOE data reporting requirements.

The Governing Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. The budget is prepared conservatively and with viability and sustainability of the charter school in mind. Any amendments to the budget require the approval of the Governing Board.

The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles. The financial reports will be audited on an annual basis by an independent auditing firm selected by the Governing Board.

The ESP will be responsible for the day-to-day financial management of the School. All accounting procedures will be performed using General Accounting Standards Board's (GASB) 34 guidelines and will be maintained in compliance with IC 5-11-1-2.

Monthly financial statements will also contain a comparison of actual results as compared to the approved budget. The Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the charter schools it governs. Amendments to the budget will require the approval of the Governing Board.

In addition to preparing a conservative budget, the Governing Board has a rigorous budget management process to ensure that the schools it governs achieve the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of the School's monthly financial statements. These financial statements

are prepared on a monthly basis by the Charter Schools USA accounting team and are distributed to both the school leadership and the Governing Board.

To supplement the financial statements, the Charter Schools USA finance team provides monthly dashboard reports. The dashboard report summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a quarterly meeting that is attended by school leadership and the Charter Schools USA finance and accounting teams. Any material items are presented to the Governing Board in a timely manner.

As budget variances arise and are managed, new forecasts are developed each month to ensure the schools stay on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the schools, and are presented to the Governing Board on a quarterly basis.

The School will employ a school-based Business Administrator or Bookkeeper who will act as a liaison to the ESP's Finance and Accounting Departments for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator or Bookkeeper, in addition to the ESP's Finance Department, will also work with the School Principal to ensure adherence to the Governing Board approved budget. Below is a summary of the finance and accounting functions that the Business Administrator or Bookkeeper will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit purchase orders according to company policy
- Prepare and submit check requests to accounts payable
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The ESP's financial management team consists of the following:

- Accounts Payable Coordinator: Pays approved expenditures for the School
- Staff Accountant: Prepares the monthly financial statements for the School
- Accounting Manager: Oversees the work of the Staff Accountant
- Controller: CPA; oversees the Accounting Department
- Budget Analyst: Prepares the schools' annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances

- Director of Financial Planning and Analysis: Oversees the work of the Budget Analyst; conducts Quarterly Dashboard reviews with the accounting team and the school leadership.
- Vice President of Finance: Oversees the work of the Accounting Department, the Finance Department, and the school-based Business Administrators
- Chief Financial Officer: Oversees the financial functions of the Finance and Accounting Departments with the financial health of the organization as a primary focus.

Training for the School Principal and School Business Administrators will be provided by the Finance and Accounting Staff of the ESP. On an annual basis, these school administrators will be required to attend the Schools Summer Leadership Institute, which will include training on relevant subjects such as budgeting, financial management and human resources and educational best practices. In addition, ongoing training will be provided in the form of quarterly meetings, at a minimum, which will focus on current developments in industry best practices.

Accounting records will be stored in the ESP's accounting information system, utilizing the Microsoft Dynamics SL accounting software. Journal entries and the appropriate back up documentation will be maintained at the Charter Schools USA corporate offices, in a secured environment. The financial records will be audited on an annual basis by an independent auditing firm selected by the Governing Board.

1. **Budget Form.** Provide, as **Attachment 21**, a detailed budget for the school. Applicants may **either** complete the Financial Plan Workbook (all sections), **or** may submit financial forms in the organization's existing format. Be sure to provide a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

A copy of the School's projected 5-year Budget is included as Attachment #21 and contains all revenue projections, expenses and anticipated fund balances.

The projected 5-year budget includes the following schedules:

- Notes – detailed line by line explanation of revenue and expenses in the budget.
- Project Assumptions – basic assumptions used in the plan.
- School Design – details on the number of classrooms and students in each classroom along with expected enrollment see below; the budget assumes that it will take approximately 5 years to reach full capacity. Expenses are closely matched to this 5-year enrollment schedule to ensure positive fund balances throughout the start-up period.
- Staffing Matrix – highlights the structure and pay of all personnel at the school.

- Capital Technology – a five year plan for technology purchases.
- Summary Income Statement – a five year summary income statement incorporating all revenue and expenses for the school.
- Annual Income Statement – an annual income statement has been provided for each of the five years.
- Monthly Income Statement (Cash Flows) – a monthly budgeted income statement that shows the monthly surplus or deficit.

2. **Budget Narrative** (provide as **Attachment 22**):

- a. **Per-Pupil Revenue.** You may refer to the Per-Pupil Revenue chart posted on the ICSB website that lists the actual 2010-2011 per-pupil amounts for existing Indiana charter and district schools to help in your planning purposes. Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budget analyses should assume a July 1-June 30 fiscal year.

Per Pupil revenue as presented in the budget for the school is from the most recent revenue data that has been provided by the DOE 2010-2011 Tuition Support Per ADM Schedule. This amount was confirmed by contacting the Director of School Finance at the Indiana DOE.

- b. **Anticipated Funding Sources.** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

Other funding includes revenues collected from the Food Service and Aftercare programs. These revenues support the operation of these programs which includes food and staffing costs as well as any supplies needed to operate the programs. Grant funding is not included in the budget since this source of funding is not guaranteed. However, grant funding will be pursued where the school is eligible to apply for and receive grant funds.

- c. **Accounting for All Anticipated Expenditures.** Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions. In addition, provide for a capital and insurance reserve fund.

The budget as presented demonstrates that the school will have sufficient revenues to support the expenditures needed for successful operation of the school. These expenses

include a provision for special education as detailed in the instructional expenses of the plan.

Transportation is included for ridership of 15% of the projected student enrollment. This cost is estimated at \$325 per day per bus. Additional transportation will be considered as indicated by the need of the student population.

The budget also includes expenses for teacher retirement as required by the State of Indiana. This expense is reflected in the employer contribution of 7% of applicable wages.

The capital needs of the school are presented in the capital expenditures portion of the budget in the amount of \$968,878 and include all Furniture and Fixtures and Technology items for the school. Insurance costs are included per the attach quote from Wells Fargo Insurance Services along with estimated property insurance for the school.

The ESP recognizes the importance of the school maintaining a reserve fund. This fund is projected to be 2% of revenues in year one growing to a cumulative balance of 4.7% of revenues by year five.

3. Audits and Compliance. Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana as required by the Indiana State Board of Accounts. <http://www.in.gov/sboa/>

In compliance with guidelines established by Indiana State Board of Accounts, the school will obtain an annual financial audit to be performed by the State examiner or by authorized or designated an Independent Public Accountant (Indiana Code 5-11-1-7). The financial audits must be made in accordance with Government Auditing Standards issued by the Comptroller General of the United States, which incorporates generally accepted auditing standards as adopted by the American Institute of Certified Public Accountants (AICPA). School's audited financial statements should comprise of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report will also contain other supplementary information in addition to the basic financial statements themselves. Also, audit reports will be compliant with the newly published GASB 54 requirements for fund balance reporting.

Budget Development

The budget process for CSUSA managed schools is a collaborative effort involving the CSUSA Finance Team, school leadership, Operations and Education teams, the Governing Board and school district finance associates. In a new school, this process initially takes place during the charter application process, and is reviewed and refined as the opening date approaches. In an existing school, this process begins in December and continues until the budget is approved. Budget approvals take place between April and June, depending on the contractually agreed upon date. The graphic and timeline below provides a visual description of the events in this process as they normally occur.



Budgeting and Development Process

For a new school, enrollment projections are obtained through our Operations Team, which includes the marketing and enrollment staff. A thorough market analysis is performed during the charter application process, and this analysis is used to plan enrollment for the first five years of the school's operations. For an existing school, the recommit process largely drives enrollment, where students and parents inform us of their intention to return the following year. Local demand drives the plan to fill any student station vacancies.

Once the student enrollment is planned, our education team, with close interaction of school leadership, develops the appropriate staffing and class sizes. Our HR department establishes staff and faculty pay rates based on a market pay analysis.

As the staffing is developed, revenue plans are prepared based on the funding revenue projected by the DOE, school district and/or the State Legislature. Before & Aftercare program revenue and Food Service revenues are derived from projected participation levels as a percentage of the school population where applicable.

School leadership is included in planning for the instructional needs of the school, which includes proper funding for textbooks and other instructional materials, in conjunction with the CSUSA education team. The technology needs are developed based on inputs from school leadership and members of the CSUSA educational technology and information technology departments. School leadership also takes an active role in planning for the capital needs of the school. Our Operations Team is also included in this process with regards to furnishing the school with optimal functionality.

Expenses for professional services, administrative (office) expenses, vendor services including transportation costs, and facility related expenses are generally based on historical results and as a result of managing many schools over the past decade. These items are adjusted according to the location (school district) of the school along with any other individual circumstances.

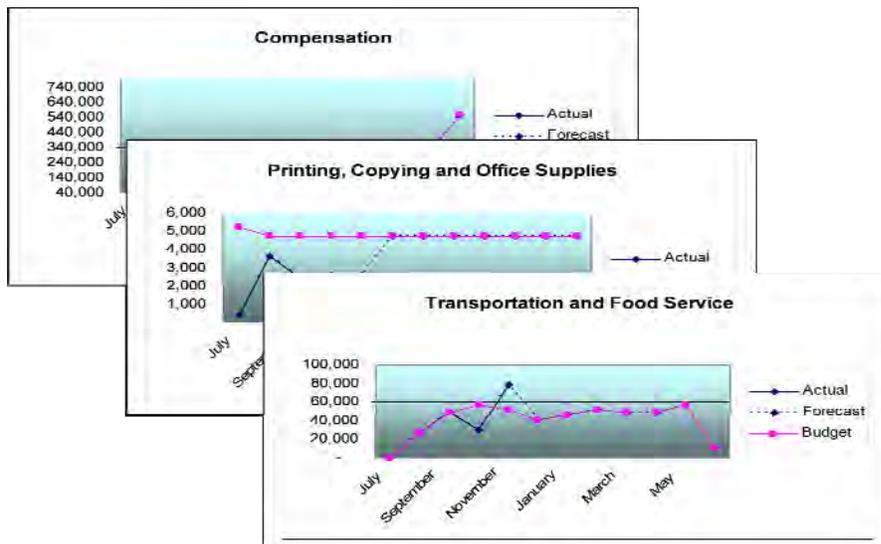
Once all of the above information is gathered, it is consolidated in our budget model and thoroughly reviewed for completeness, reasonability and viability. For existing schools, this information is compared to prior years' results as well as prior years' budgets. Comparative budgets are presented to the school's Governing Board for preliminary and final approval. Once Governing Board approval has been obtained, final budgets are provided to school leadership on both an annual and monthly basis. This information is also loaded into the accounting system so that comparative financial statements can be produced throughout the year.

Budget Management

CSUSA approaches budget management as a three-part process. The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared on a monthly basis by the CSUSA Accounting Team and are distributed to both the school leadership and the Governing Board.

The second part of the budget management process is the provision of the CSUSA Finance Team provides monthly dashboard reports. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a quarterly meeting that is attended by school leadership, the CSUSA Finance and Accounting Teams, and CSUSA Corporate Executives.

Dashboard Report Samples



The third part of the budget management process is managing variances. As budget variances arise and are managed, new forecasts are developed each month to ensure the school stays on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of their school.

Financial Management Processes

CSUSA provides a comprehensive financial management service that starts with the budget process and ends with the various monthly, quarterly and annual reporting requirements. The entire financial management team consists of the school Business Administrator and Principal and various members of the CSUSA Accounting and Finance Teams



All CSUSA managed schools follow the financial management processes defined by CSUSA. Below is a summary of these processes:

Cash Receipts and Deposits

Accurate internal control of cash receipts and deposits will be maintained at all times. Cash receipts include currency, coin and checks. Cash deposits will be made when the total of funds to be deposited reaches \$500. Cash deposits are to be made at least twice weekly, even if the total of funds to deposit has not reached the \$500 limit.

Cash can be received at the Charter School from four primary sources: class functions, cafeteria, before/aftercare and mail.

The following summarizes the processes for each type of cash collection:

Class Function:

All students turning in \$20 or more for a class function will receive a receipt from a three-part, numbered receipt book. Cash received by faculty for class functions will be turned into the school's Business Administrator on a daily basis. In addition to the funds collected, each teacher shall turn in the following items to support the cash being turned in: daily cash receipts

reconciliation, class roster or other supporting documentation showing who funds were collected from, and student receipt.

Cafeteria:

The cafeteria manager will turn in the daily cash receipts from the cafeteria to the Business Administrator each day. Accompanying the cash receipts will be the daily cash receipts reconciliation and the daily cash deposit report from the cafeteria sales system (Microcheck).

Before/Aftercare:

The before/aftercare manager will turn in all payments received for participation in the before/aftercare program to the Business Administrator on a daily basis. Accompanying the cash receipts will be the daily cash receipts reconciliation and the student roster showing which students have paid.

Mail:

The receptionist or the office assistant will open the mail and will log any funds received on the daily cash receipts log. All checks received will be restrictively endorsed and turned in to the Business Administrator. The Business Administrator will be responsible for making the deposit.

Purchase Orders

All purchases greater than \$500 require the school Business Administrator to complete a purchase order. The school Principal can approve purchases in the amount of \$1,000 or less. The CSUSA VP of Finance must approve any purchases in the amount of \$1,000 or more.

Check Signing

One primary checking account will be used to pay vendors, the "School Operating Account." CSUSA Finance will maintain this account. The authorized check signers for the Operating Account are the Governing Board of Director's Chairperson and a member of CSUSA Senior Management. A secondary checking account, the "School Principal's Account", will be accessible by the school. Emergency and small purchases, as well as aftercare snacks, are paid from this account. The balance of the Principal's account is monitored and maintained at or below \$5,000 as an additional safeguard. Any checks drawn of the Principal's account must have two signatures – one must be the Principal and the other must be either the Assistant Principal or Business Administrator.

Payroll

Maintenance of the employee master file is the responsibility of the CSUSA HR Department, and paying the employee is the responsibility of the CSUSA Payroll Department, thereby creating appropriate segregation of duties. Once the payroll department prepares the semi-monthly payroll, it is forwarded to the school Business Administrator for final review and approval. Payroll is then processed by the CSUSA Payroll Department, which utilizes a third-party vendor for processing and tax activities.

Data Security

Financial data is maintained on a secured Microsoft NT network. Only the CSUSA Finance Department shall have access to the data. The accounting system provides an audit trail of users' activity, which is periodically monitored by Senior CSUSA Finance Staff. A tape backup is done daily onsite. In addition, the Information Technology Department maintains a weekly tape backup offsite.

Attachment 23

School	Year Opened	Address	City	State	Zip	Phone	Grades	Enrollment	Authorizer
Aventura City of Excellence School	2003	3333 NE 188th St	Aventura	FL	33180	(305) 466-1499	K-8	972	Miami-Dade Public Schools
Bonita Springs Charter School	2002	25380 Bernwood Drive	Bonita Springs	FL	34135	(239) 992-6932	K-8	1308	Lee County Public Schools
Canoe Creek Charter Academy	2009	3600 Canoe Creek Road	St. Cloud	FL	34772	(407) 891-7320	K-8	547	Osceola County Public Schools
Cape Coral Charter School	2003	76 Mid Cape Terrace	Cape Coral	FL	33991	(239) 995-0904	K-8	658	Lee County Public Schools
Cherokee Charter Academy	2011	2126 Sixes Road	Canton	GA	30114	(678) 385-7322	K-8	830	Georgia Department of Education
Coral Springs Charter School	1999	3205 North University Drive	Coral Springs	FL	33065	(954) 340-4100	6-12	1650	Broward County Public Schools
Coweta Charter Academy at Senoia	2010	6675 East Highway 16	Senoia	GA	30276	(770) 599-0228	K-4	233	Georgia Department of Education
Downtown Miami Charter School	2002	305 NW 3rd Avenue	Miami	FL	33128	(305) 579-2112	K-6	647	Miami-Dade Public Schools
Duval Charter High School at Bay Meadows	2011	7510 Baymeadows Way	Jacksonville	FL	32256	(904) 638-7947	9-12	50	Duval County Public Schools
Duval Charter School at Arlington	2010	100 Bell Tel Way	Jacksonville	FL	32216	(904) 724-1536	K-8	717	Duval County Public Schools
Duval Charter School at Bay Meadows	2011	7510 Baymeadows Way	Jacksonville	FL	32256	(904) 638-7947	K-8	813	Duval County Public Schools
Four Corners Charter School	2000	9100 Teacher Lane	Davenport	FL	33837	(407) 787-4300	K-8	1062	Osceola County Public Schools
Gateway Charter High School	2004	12770 Gateway Blvd.	Fort Myers	FL	33913	(239) 768-3350	9-12	712	Lee County Public Schools
Gateway Charter School	2003	12850 Commonwealth Drive	Fort Myers	FL	33913	(239) 768-5048	K-4	1137	Lee County Public Schools
Gateway Intermediate Charter School	2003	12850 Commonwealth Drive	Fort Myers	FL	33913	(239) 768-2491	5-8	1019	Lee County Public Schools
Hollywood Academy of Arts & Science	2005	1720 Harrison Street, #1A	Hollywood	FL	33020	(954) 925-6404	K-5	432	Broward County Public Schools
Hollywood Academy of Arts & Science Middle	2005	1720 Harrison Street, #1A	Hollywood	FL	33020	(954) 925-6404	6-8	246	Broward County Public Schools
Keys Gate Charter High School	2011	2325 SE 28th Avenue	Homestead	FL	33035	(786) 272-9600	9-12	487	Miami-Dade Public Schools
Keys Gate Charter School	2003	2355 SE 28 Avenue	Homestead	FL	33035	(305) 230-5630	K-8	1934	Miami-Dade Public Schools
Lake Charles Charter Academy	2011	2750 Power Center Parkway	Lake Charles	LA	70607	(337) 475-7900	K-8	632	Louisiana Board of Elementary and Secondary Education
North Broward Academy of Excellence	2001	8200 SW 17th Street	North Lauderdale	FL	33068	(954) 718-2211	K-5	631	Broward County Public Schools
North Broward Academy of Excellence Middle	2005	8200 SW 17th Street	North Lauderdale	FL	33068	(954) 718-2211	6-8	344	Broward County Public Schools
P.M. Wells Charter Academy	2009	2426 Remington Blvd.	Kissimmee	FL	34744	(321) 697-1020	K-8	854	Osceola County Public Schools
Renaissance Charter School of Coral Springs	2011	6250 W Sample Road	Coral Springs	FL	33067	(954) 369-1179	K-8	930	Broward County Public Schools
Renaissance Charter School of Plantation	2011	6701 West Sunrise Blvd.	Plantation	FL	33313	(954) 556-9700	K-8	596	Broward County Public Schools
Renaissance Charter School of St. Lucie	2009	300 NW Cashmere Blvd	Port St. Lucie	FL	34986	(772) 344-5982	K-8	1288	St. Lucie County Public Schools
Renaissance Elementary Charter School	1999	10651 N.W. 19 Street	Doral	FL	33172	(305) 591-2225	K-5	831	Miami-Dade Public Schools
Renaissance Middle Charter School	2005	8360 NW 33 St.	Miami	FL	33122	(305) 728-4622	6-8	375	Miami-Dade Public Schools
Six Mile Charter Academy	2005	6851 Lancer Ave	Ft. Myers	FL	33912	(239) 768-9375	K-8	1174	Lee County Public Schools
Winthrop Charter School	2011	6204 Scholars Hill Lane	Riverview	FL	33578	(813) 235-4811	K-8	830	Hillsborough County Public Schools
Woodmont Charter School	2011	10402 N 56th St	Temple Terrace	FL	33617	(813) 708-1596	K-8	550	Hillsborough County Public Schools

Grade	American Indian or Native Alaskan	Asian or Pacific Islander	Black - Not of Hispanic Origin	Hispanic	Multi	Other	Unknown	White - Not of Hispanic Origin
Aventura City Of Excellence School	0.21%	1.23%	1.95%	35.91%	3.09%	3.19%	13.27%	41.15%
Bonita Springs Charter School	0.31%	2.83%	1.38%	33.08%	0.15%	2.29%	0.00%	59.97%
Canoe Creek Charter Academy	1.10%	0.91%	7.68%	40.59%	7.50%	6.58%	5.12%	30.53%
Cape Coral Charter School	0.15%	1.82%	8.64%	39.85%	1.97%	2.27%	0.00%	45.30%
Cherokee Charter Academy	0.85%	2.18%	9.10%	4.25%	4.13%	1.21%	8.50%	69.78%
Coral Springs Charter School	0.24%	1.81%	6.59%	22.37%	3.33%	4.66%	26.42%	34.58%
Coweta Charter Academy at Senoia	0.00%	3.86%	13.30%	6.44%	5.58%	0.00%	0.00%	70.82%
Downtown Miami Charter School	0.15%	0.15%	60.84%	28.64%	0.77%	0.15%	4.64%	4.64%
Duval Charter High School at Baymeadows	0.00%	0.00%	34.00%	6.00%	2.00%	2.00%	2.00%	54.00%
Duval Charter School at Arlington	0.42%	0.42%	46.87%	7.37%	5.56%	4.45%	13.07%	21.84%
Duval Charter School at Baymeadows	0.25%	6.63%	22.97%	7.37%	9.21%	3.56%	0.00%	50.00%
Four Corners Charter School	0.56%	2.35%	10.73%	42.18%	5.93%	1.32%	0.28%	36.63%
Gateway Charter High School	0.14%	3.08%	14.99%	31.37%	3.92%	1.68%	0.84%	43.98%
Gateway Charter School	0.27%	2.21%	18.39%	30.50%	5.31%	2.48%	0.62%	40.23%
Gateway Intermediate Charter School	0.10%	2.85%	16.00%	27.67%	3.04%	2.85%	1.18%	46.32%
Hollywood Academy of Arts & Science	0.23%	0.46%	15.97%	35.65%	3.24%	3.24%	11.34%	29.86%
Hollywood Academy of Arts & Science Middle	0.00%	0.81%	18.62%	31.98%	1.62%	4.45%	13.77%	28.74%
Keys Gate Charter High School	0.20%	0.60%	14.52%	59.68%	2.22%	1.21%	9.68%	11.90%
Keys Gate Charter School	0.21%	1.40%	10.13%	59.51%	0.78%	4.08%	1.76%	22.13%
Lake Charles Charter Academy	0.00%	0.47%	81.65%	1.42%	3.16%	0.16%	0.00%	13.13%
North Broward Academy of Excellence	0.79%	1.27%	57.28%	13.13%	7.28%	1.74%	15.03%	3.48%
North Broward Academy of Excellence Middle	0.87%	1.16%	60.76%	15.99%	3.78%	0.29%	10.17%	6.98%
P.M. Wells Charter Academy	0.82%	1.29%	7.02%	65.38%	4.80%	1.87%	9.82%	9.01%
Renaissance Charter School of Coral Springs	0.21%	2.47%	20.73%	26.32%	8.38%	12.03%	0.00%	29.86%
Renaissance Charter School of Plantation	0.84%	0.84%	31.66%	14.07%	7.54%	3.69%	27.47%	13.90%
Renaissance Charter School of St. Lucie	0.16%	1.47%	12.49%	19.16%	5.04%	2.02%	19.63%	40.03%
Renaissance Elementary Charter School	0.00%	1.20%	1.32%	75.09%	0.96%	0.24%	16.00%	5.17%
Renaissance Middle Charter School	0.00%	0.53%	1.60%	73.87%	0.53%	1.07%	17.60%	4.80%
Six Mile Charter Academy	0.17%	4.00%	12.18%	20.70%	3.41%	2.73%	8.43%	48.38%
Winthrop Charter School	0.12%	4.10%	19.76%	20.36%	10.48%	3.25%	0.24%	41.69%
Woodmont Charter School	0.37%	4.06%	41.88%	13.47%	9.23%	1.66%	0.00%	29.34%

PORTFOLIO REVIEW & PERFORMANCE RECORD

- 1. See Attachment 23 for a summary of CSUSA's network of schools.**
- 2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's performance.**

Hollywood Academy of Arts and Science (HAAS) is a consistently high-performing school operated by CSUSA. We base this judgment upon the following measures listed below. Attachment #27 shows HAAS's performance in each of the areas listed below (on both an absolute basis and in comparison to Broward schools).

1. the percentages of students meeting high standards in reading, math, writing and science;
2. the percentage of students making learning gains in reading and math

Hollywood Academy of Arts and Science sets progressive goals based on students' performance from the prior year. This process drives the administration and staff to continuously innovate, improve and motivate students to achieve greater proficiencies. In addition to instructor developed assessment, school-wide assessment tools include the FCAT, Benchmark Assessments, the Diagnostic Assessment of Reading and the Florida Assessments for Instruction in Reading. Grade level teams meet to analyze data, to develop lesson plans that exploit student strengths while addressing weaknesses and to identify students in need of special attention that may include in class tutoring, in school intervention, after school tutoring and after school programs. Reading, math and exceptional student education specialists are on hand to educate students and advise instructors and parents on opportunities for student improvement.

Hollywood Academy of Arts & Science seeks the assistance of community organizations to provide educational experiences to students outside of the classroom. Parents are given exceptional opportunities to be involved in their students' education and operation of the school. Parents volunteer in the classroom, for special programs and events, and for fund raising. Parents serve on the School Advisory Council to advise administration of school improvement. Parents are encouraged to meet with and communicate with instructors regarding student performance and assignments. Parents are invited to parent and family programs for educational activities and useful information.

HAAS has overcome two major challenges. The first challenge is the facility, which was originally designed as a bank building within a larger 17 story condominium complex. HAAS has managed to be a successful school with the constraints that come along with our location in a non-traditional school setting. The school has increased enrollment over the course of the past 5 years, but our space has not increased in square footage. The floor plans of the classrooms

require the teachers to be very creative with classroom designs in order to ensure each student can view the board and have access to the power outlets in the room. However, as a team HAAS has managed to configure a classroom layout that allows teachers to optimize space as well as access to electrical and network outlets in every classroom. A newly constructed state of the art facility is being constructed to open for the 2012-13 school year.

The second challenge is related to attrition. Due to the economic hardships, many families relocated to various other parts of the state and country. HAAS has experienced the loss of many families over the course of the past 2 years due to the out migration. When the school experiences attrition, a small part of the foundation of knowledge that has been built in its student body is lost with each student that leaves. The challenge is bridging the gaps of the new students who fill the seats of the students who have relocated. As a team, the registrar, administration, teachers, and coaches have worked collaboratively to quickly identify standard deficiencies and have created academic plans for the students.

HAAS promotes a culture of success through education and learning. Its administration and governing body promotes personal growth within for our educational teams. This provides for a strong organization of educators and is a part of the reason why HAAS also serves as a solid model to peer schools within the CSUSA portfolio. As such, best practices from HAAS have spread to other CSUSA schools. For example, Weekly Inquiry Lab, part of the “arts and science” focus, was identified as a best practice and one where peer CSUSA schools would benefit from implementing. HAAS invited teachers from Downtown Miami Charter School to visit, observe the inquiry lab teachers and then receive one on one mentoring with the lab teacher

3. Select one or more of the organization’s schools whose performance is relatively low or not satisfactory and discuss the school’s performance.

Duval Charter School at Arlington’s (DCSA) performance has been relatively low compared to other schools that CSUSA operates and, in some data points, relative to other charter schools in Duval County. This judgment upon the following measures listed below and the fact that DCSA was the only school in the CSUSA network that did not achieve a high performing school rating in 2010-11. Attachment #27 shows DCSA’s performance in each of the areas listed below (on both an absolute basis and in comparison to Duval schools).

1. the percentages of students meeting high standards in reading, math, writing and science;
2. the percentage of students making learning gains in reading and math

One of the primary causes of the school’s problems was the delay of strategic interventions during its first year. For example, tutoring and pull-out interventions were not begun right away. Another cause is poor and inconsistent attendance.. Finally, there was more than 50% turnover in the Middle School staff during the school year.

In order to improve DCSA's performance, there is increased instructional time in Reading and Math across all grade levels. Furthermore, not only are we are closely monitoring the intervention and tutoring processes, but we have also hired a full time co-teacher to administer pull-out interventions for our Level 1 and 2 students. In addition, there is increased student participation in tutoring and more communication with and support for new teachers through additional support personnel. Finally, the principal has been assigned a mentor principal to use as a support for guidance and growth.

It is expected that DCSA will achieve satisfactory performance through continued monitoring and quality improvement initiatives that will allow it to earn an "A" Florida School Grade within three years.

Attachment 24

Not Applicable

Attachment 25

Charter Schools USA (CSUSA) is a privately held company and thus does not have an annual report. Due to the comprehensive nature of the services it provides, CSUSA’s performance is a reflection of the performance of the charter schools’ it manages. The table below provides details of the performance of its network of schools, including fund balances over the past three years. The best indicator of sound fiscal performance of the ESP is the audited financial results of the schools it operates. Due to the size of the files the individual audits are not included with this application but are available upon request.

CSUSA does not publicly disclose its financial statements. CSUSA is a financially sound business with adequate resources to assume the management of The Academy and is willing to set up a meeting to privately disclose our financial statements.

SCHOOL	FLORIDA DISTRICT	FY11 AUDITED FUND BALANCE	FY11 FUND BALANCE AS A % OF TOTAL EXPENSES	FY10 AUDITED FUND BALANCE	FY10 FUND BALANCE AS A % OF TOTAL EXPENSES	FY09 AUDITED FUND BALANCE	FY09 FUND BALANCE AS A % OF TOTAL EXPENSES
Bonita Springs	Lee	\$1,057,230	10.7%	\$738,174	7.9%	\$412,725	4.3%
Cape Coral Charter School	Lee	\$101,740	2.0%	\$55,182	1.4%	\$7,081	0.2%
Gateway Charter School	Lee	\$2,728,757	33.0%	\$2,061,927	25.7%	\$1,708,750	21.9%
Gateway Intermediate Charter School	Lee	\$1,722,557	30.7%	\$1,349,782	21.5%	\$1,061,656	18.8%
Gateway Charter High School	Lee	\$108,516	1.7%	\$127,558	1.9%	\$280,287	4.5%
Six Mile Charter Academy	Lee	\$1,113,864	13.1%	\$1,028,566	13.7%	\$561,836	8.1%
***Coral Springs Charter School	Broward	\$5,884,580	49.7%	\$5,742,172	51.0%	\$5,542,349	51.9%

SCHOOL	FLORIDA DISTRICT	FY11 AUDITED FUND BALANCE	FY11 FUND BALANCE AS A % OF TOTAL EXPENSES	FY10 AUDITED FUND BALANCE	FY10 FUND BALANCE AS A % OF TOTAL EXPENSES	FY09 AUDITED FUND BALANCE	FY09 FUND BALANCE AS A % OF TOTAL EXPENSES
**Hollywood Academy of Arts & Science	Broward	\$14,359,308	19.7%	\$465,338	15.5%	\$277,571	9.4%
**Hollywood Academy of Arts & Science Middle School	Broward	\$5,803,569	11.5%	\$211,134	15.9%	\$111,463	7.8%
North Broward Academy of Excellence	Broward	\$459,675	3.9%	\$175,163	3.8%	\$89,153	2.0%
North Broward Academy of Excellence Middle School	Broward	\$186,254	3.6%	\$115,319	5.7%	\$88,681	4.6%
Downtown Miami Charter School	Dade	\$783,296	14.9%	\$819,137	17.1%	\$626,958	12.9%
Keys Gate Charter School	Dade	\$5,880,736	58.3%	\$4,866,356	65.4%	\$3,996,899	52.4%
**Keys Gate Charter High School	Dade	\$1,734,142	0.1%				
Renaissance Elementary Charter School	Dade	\$1,219,670	6.2%	\$1,218,615	33.0%	\$1,054,546	29.5%

SCHOOL	FLORIDA DISTRICT	FY11 AUDITED FUND BALANCE	FY11 FUND BALANCE AS A % OF TOTAL EXPENSES	FY10 AUDITED FUND BALANCE	FY10 FUND BALANCE AS A % OF TOTAL EXPENSES	FY09 AUDITED FUND BALANCE	FY09 FUND BALANCE AS A % OF TOTAL EXPENSES
Renaissance Charter Middle School	Dade	\$139,074	6.1%	\$269,709	36.0%	\$167,811	21.4%
Canoe Creek Charter Academy	Osceola	\$48,873	1.6%	\$57,534	1.9%	\$0	0.0%
PM Wells Charter Academy	Osceola	\$491,587	9.1%	\$ 316,668	5.9%	\$0	0.0%
Four Corners Charter School	Osceola	\$1,521,613	22.1%	\$ 1,050,378	16.3%	\$701,185	10.6%
Duval Charter School at Arlington	Duval	\$499,470	3.0%				
Renaissance Charter School of St. Lucie	St. Lucie	\$1,150,932	4.4%	\$154,309	2.0%		

****Restricted fund balance was not included in the calculation of fund balance as a % of expenses for this school for FY11**

***** Audit not completed for FY11**

Attachment #26

There is no pending or actual litigation that CSUSA is involved in or aware of that could have a material, adverse impact on our ability to fulfill the duties of a management contract.

Attachment 27

School Accountability Report

School	Level	School Year	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	Free and Reduced Lunch	Minority Rate
HOLLYWOOD ACADEMY OF ARTS & SCIENCE	Elem	2010-11	82	86	85	64	73	62	54	58
	Elem	2009-10	83	85	91	57	73	76	50	57
	Elem	2008-09	82	81	95	63	73	66	46	57
HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE SCHOOL										
HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE SCHOOL	Middle	2010-11	87	85	83	69	71	72	52	60
	Middle	2009-10	82	79	95	51	74	75	48	55
	Middle	2008-09	78	85	99	55	76	85	40	56
Source: : http://schoolgrades.fldoe.org/default.asp										
BROWARD CHARTERS	Elem	2010-11	75	76	81	49	66	60	58	83
	Elem	2009-10	73	75	88	47	66	63	57	84
	Elem	2008-09	68	69	90	49	66	66	57	82
BROWARD CHARTERS	Middle	2010-11	65	62	86	45	67	67	67	83
	Middle	2009-10	55	58	84	40	60	66	61	86
	Middle	2008-09	60	61	98	39	67	72	57	84
Source: : http://schoolgrades.fldoe.org/default.asp										

School Accountability Report

School	Level	School Year	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	Free and Reduced Lunch	Minority Rate
DUVAL CHARTER SCHOOL AT ARLINGTON	Combination	2010-11	58	56	70	29	59	57	55	73
Source: : http://schoolgrades.fldoe.org/default.asp										
DUVAL CHARTERS	Combination	2010-11	64	65	67	43	63	70	44	47
Source: : http://schoolgrades.fldoe.org/default.asp										

Attachment 28



RESULTS WITH TARGET POPULATIONS

Charter Schools USA (CSUSA) has achieved outstanding results with all students—particularly low-income and minority students—that are significantly higher than the average academic achievement results for such students in the State. Hispanic and Black students, English Language Learners (ELL) and students who are economically disadvantaged—eligible for free or reduced lunch (FRL)—outperformed students in the State on average by 11 percentage points in reading, 7 percentage points in mathematics, and 6 percentage points in writing each year for the past 8 years. Additionally, CSUSA continues to show higher performance than the State with White students and the Total population, outperforming the State on average by 6 percentage points in reading, 3 percentage points in mathematics, and 6 percentage points in writing.

Minority Students

Figures 1-3 show Hispanic students' performance in reading, mathematics and writing in which CSUSA outperformed the State by an average rate of 22% in reading, 11% in mathematics and 4% in writing. Figures 4-6 show Black students' performance in reading and mathematics in which CSUSA outperformed the State by an average rate of 34% in reading, 24% in mathematics, and 7% in writing. Figures 7-9 show English Language Learners' (ELL) performance in reading and mathematics in which CSUSA outperformed the State by an average rate of 34% in reading, 16% in mathematics and 6% in writing.

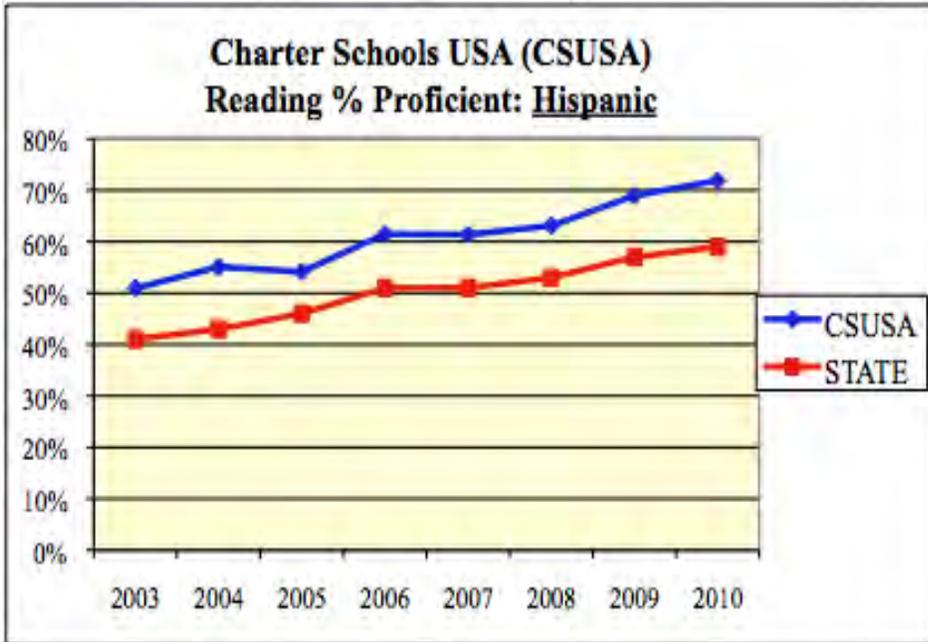
Low Income Students

Figures 10-12 show economically disadvantaged students' performance in reading, mathematics and writing in which CSUSA outperformed the State by an average rate of 14% in reading, 9% in mathematics, and 7% in writing. In fact, CSUSA and the State both started in 2003 at roughly the same percent proficient in reading of 40% and 38% respectively. However, CSUSA quickly outpaces the State each year after to reach 65% proficiency in 2010 compared to 53% proficiency for the State.

General Population

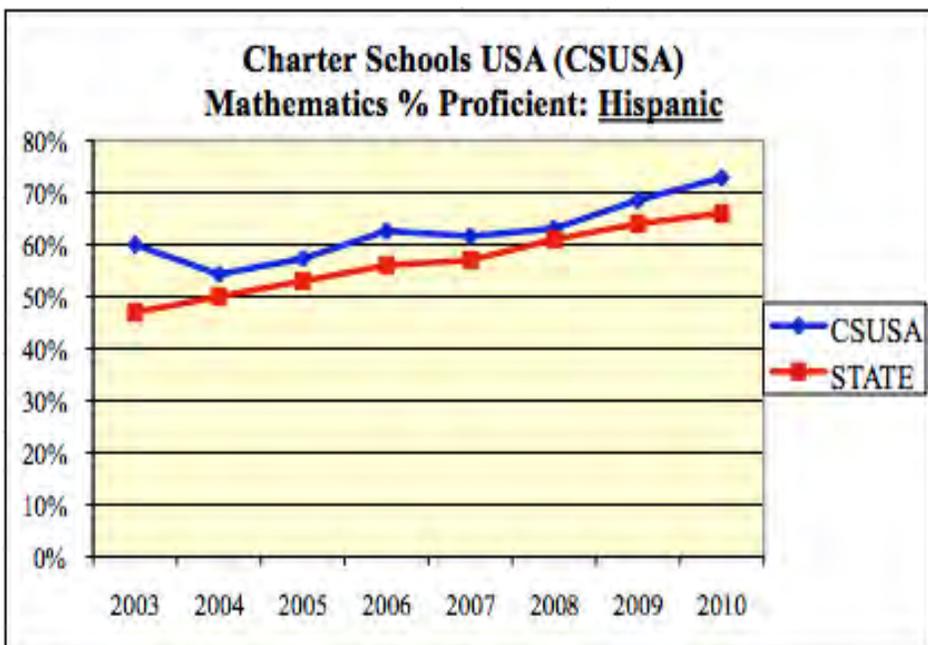
Figures 13-15 show White students' performance in reading, mathematics and writing in which CSUSA outperformed the State by an average rate of 4% in reading, 1% in mathematics, and 1% in writing. Figures 16-18 show Total population performance in reading, mathematics and writing in which CSUSA outperformed the State by an average rate of 14% in reading, 9% in mathematics, and 3% in writing.

Figure 1.



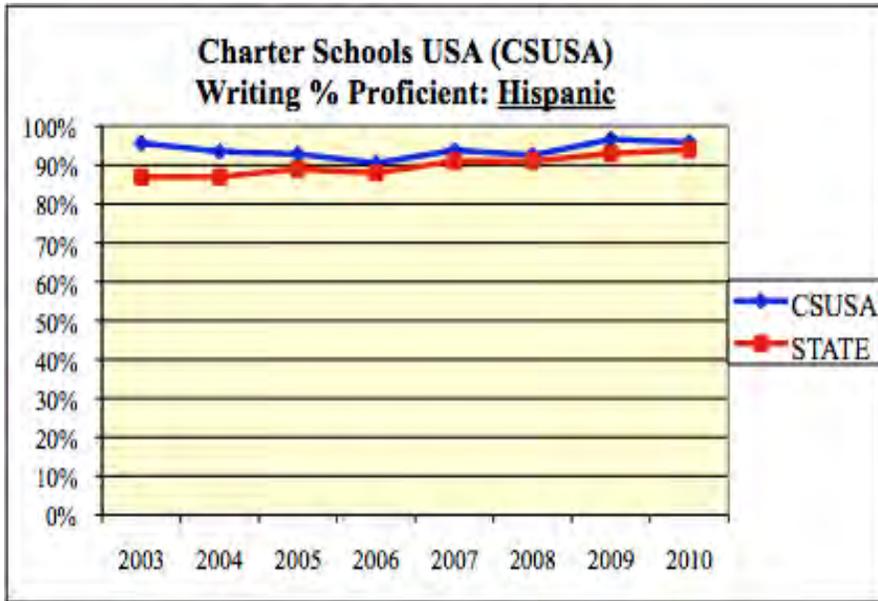
Average rate at which
CSUSA exceeds the State:
22%

Figure 2.



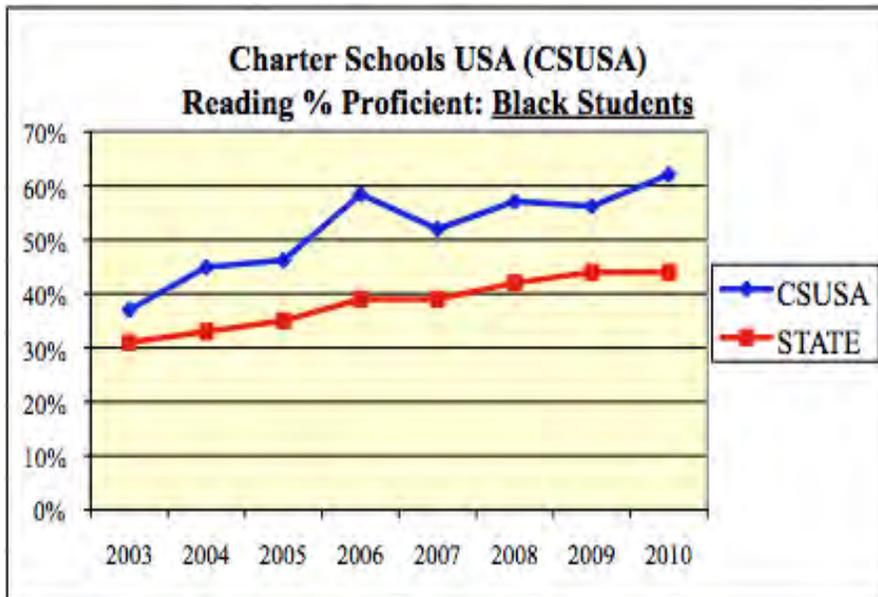
Average rate at which
CSUSA exceeds the State:
11%

Figure 3.



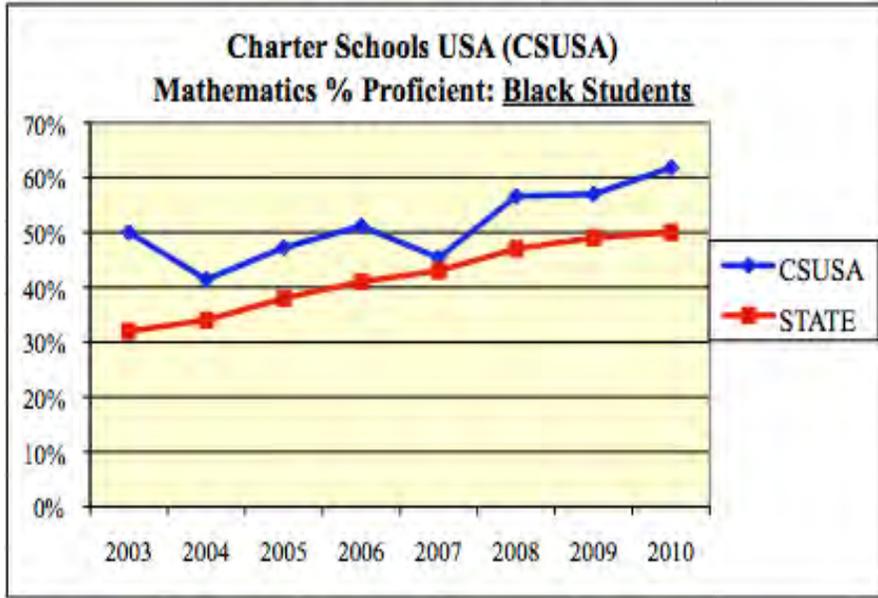
Average rate at which
CSUSA exceeds the State:
4%

Figure 4.



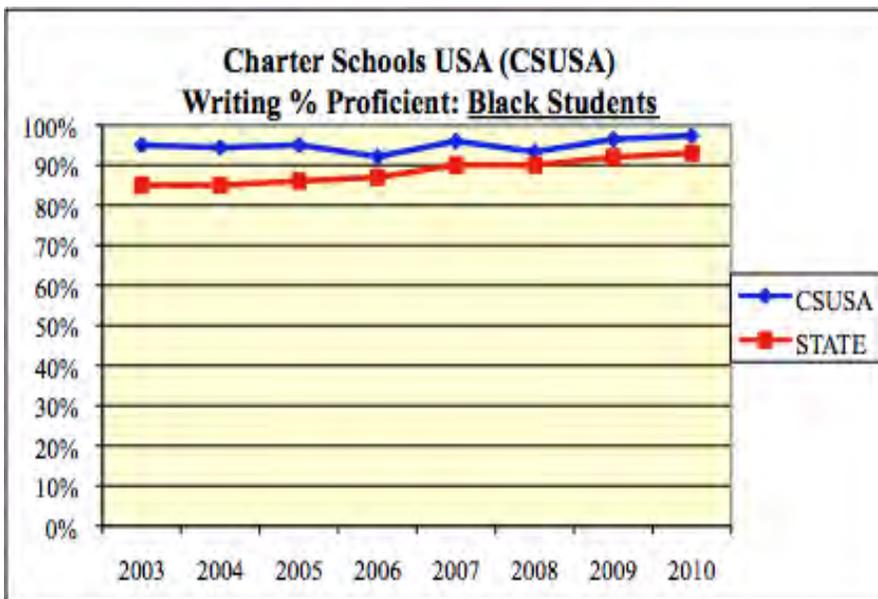
Average rate at which
CSUSA exceeds the State:
34%

Figure 5.



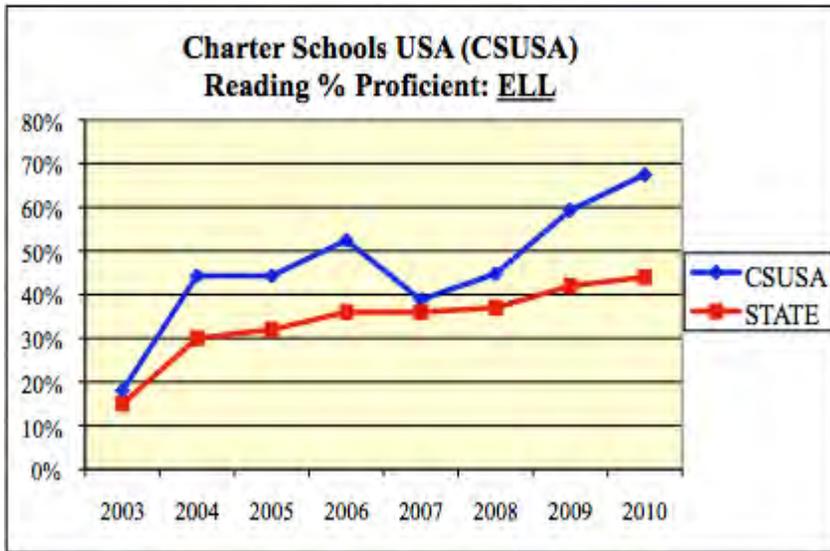
Average rate at which
CSUSA exceeds the State:
24%

Figure 6.



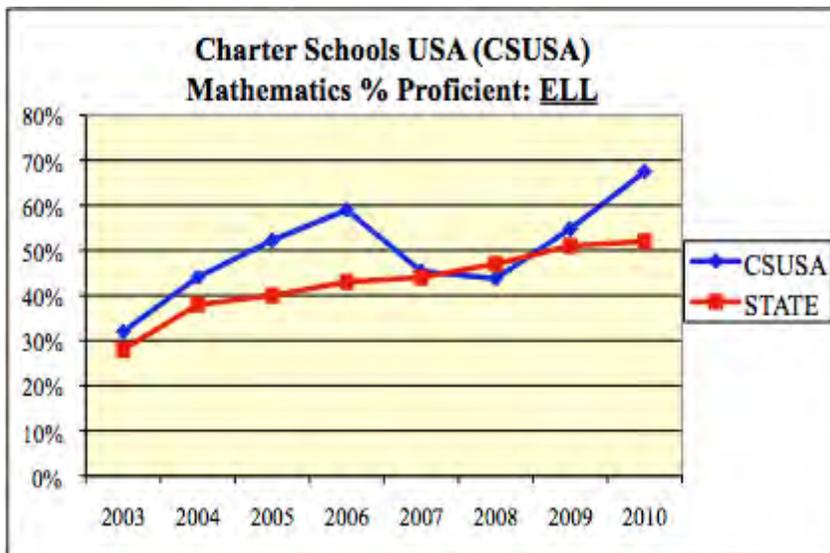
Average rate at which
CSUSA exceeds the State:
7%

Figure 7.



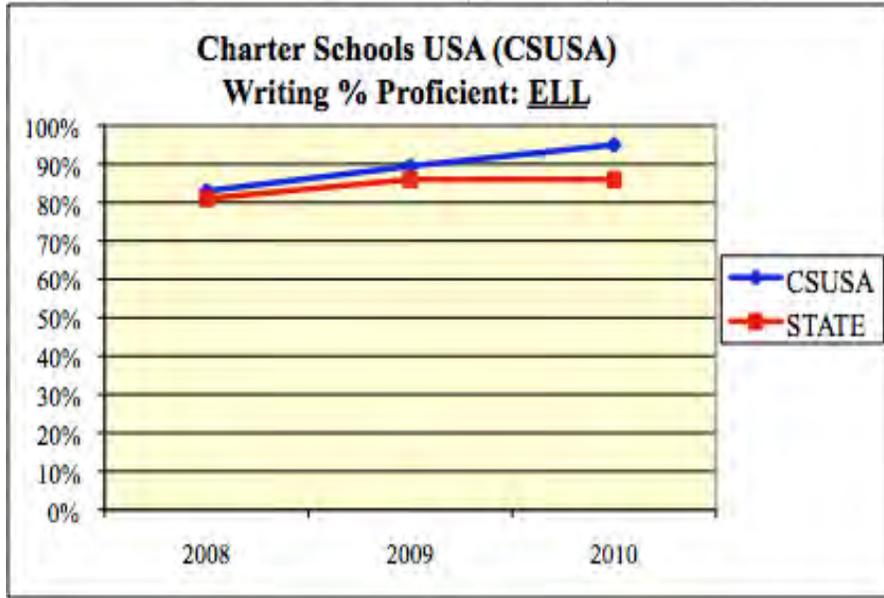
Average rate at which
CSUSA exceeds the State:
34%

Figure 8.



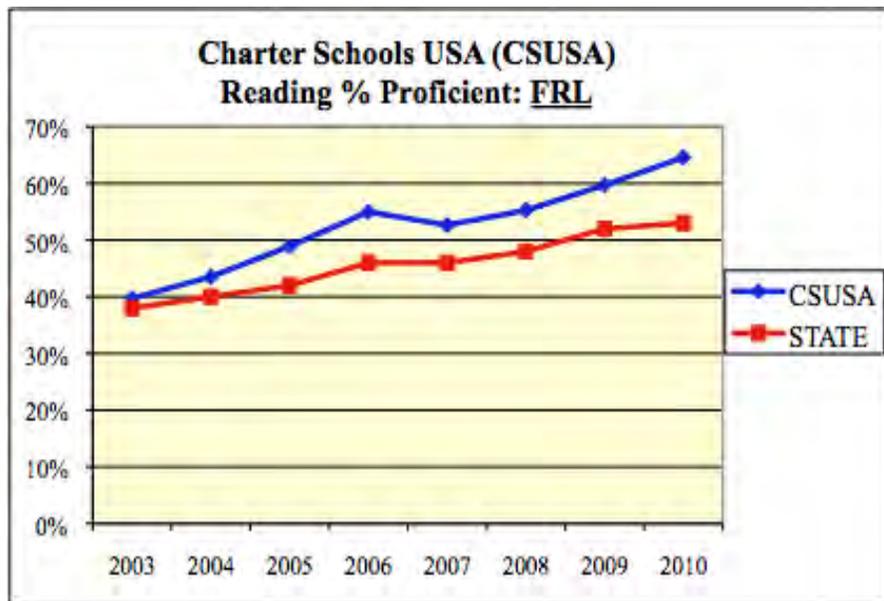
Average rate at which
CSUSA exceeds the State:
16%

Figure 9.



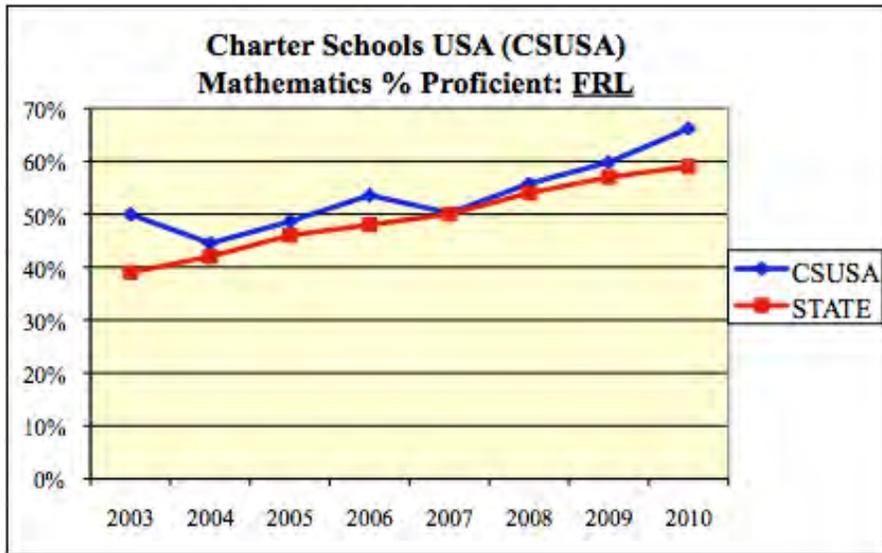
Average rate at which CSUSA exceeds the State:
6%

Figure 10.



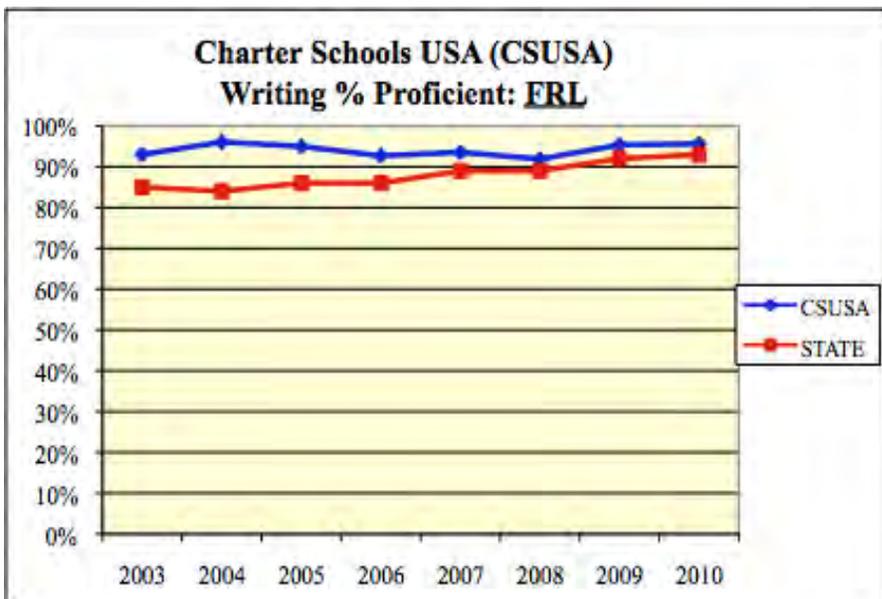
Average rate at which CSUSA exceeds the State:
14%

Figure 11.



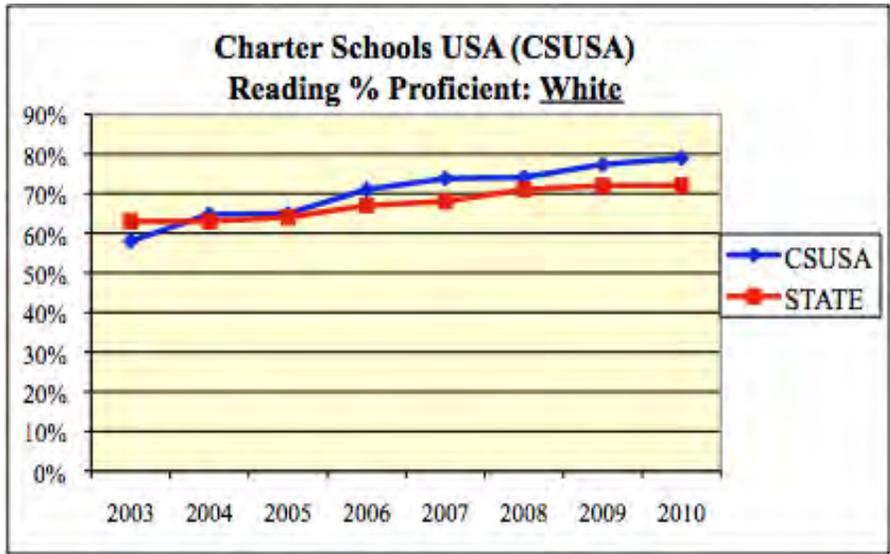
Average rate at which
CSUSA exceeds the State:
9%

Figure 12.



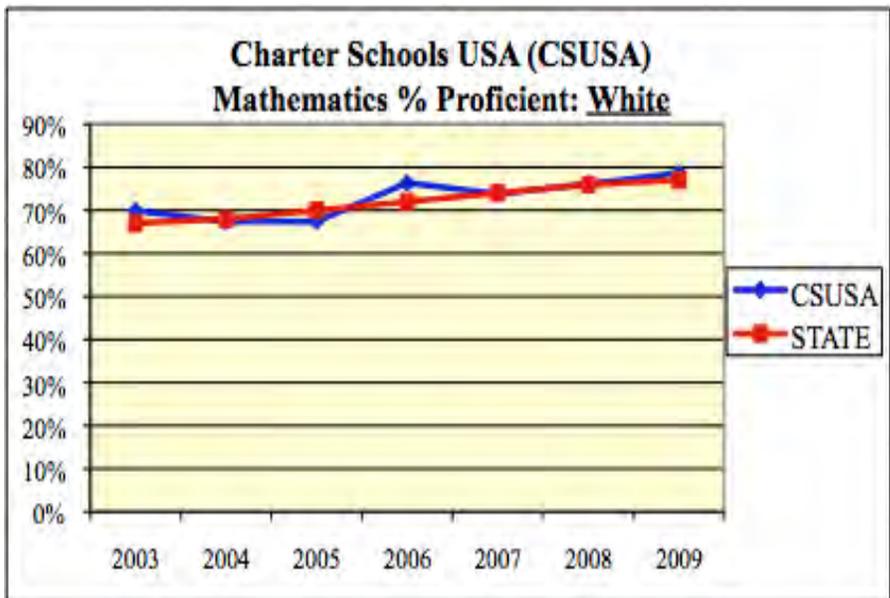
Average rate at which
CSUSA exceeds the State:
7%

Figure 13.



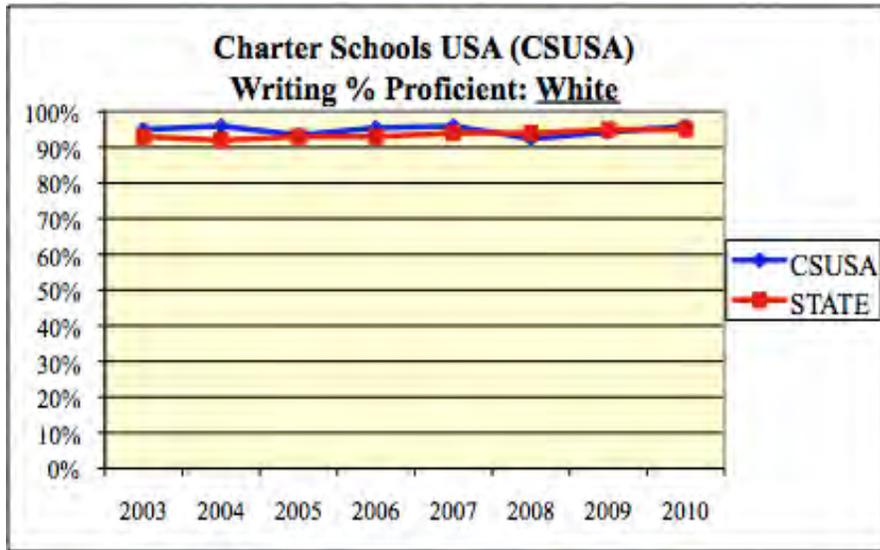
Average rate at which CSUSA exceeds the State:
4%

Figure 14.



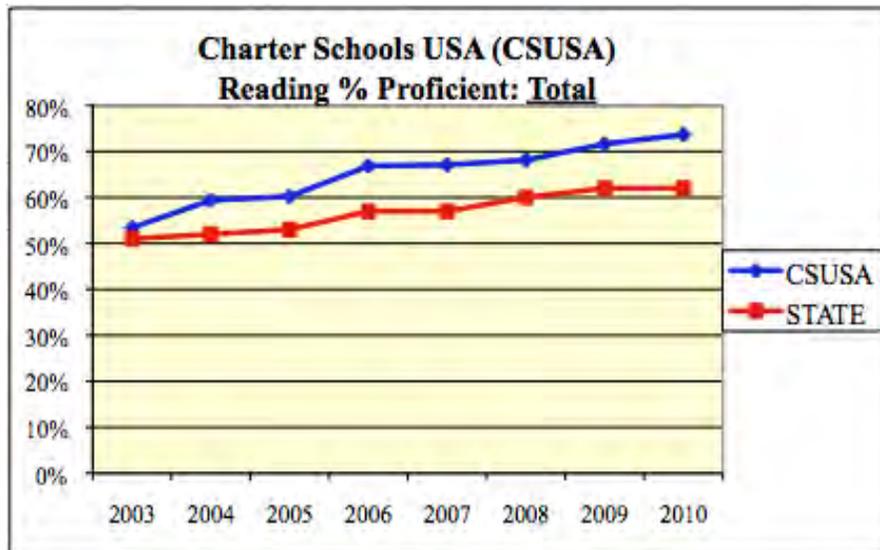
Average rate at which CSUSA exceeds the State:
1%

Figure 15.



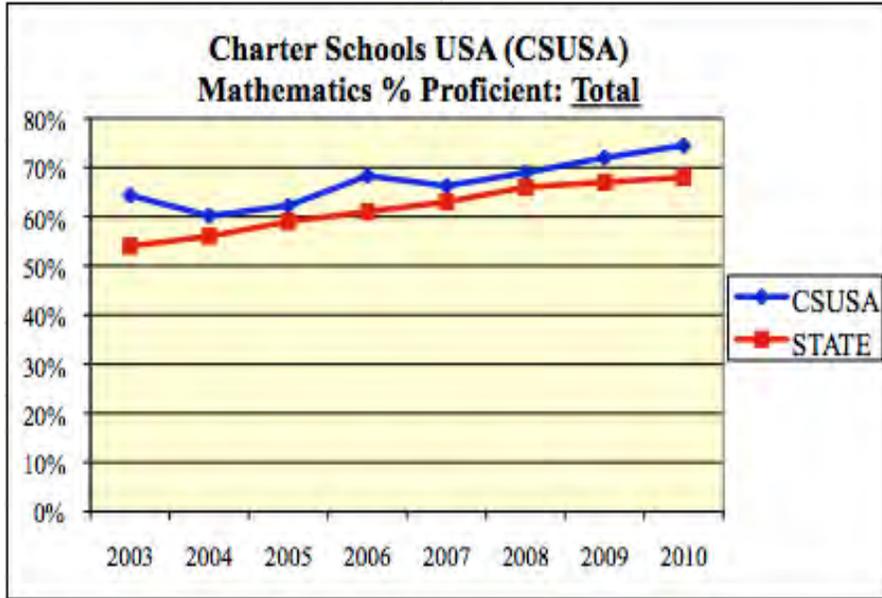
Average rate at which
CSUSA exceeds the State:
1%

Figure 16.



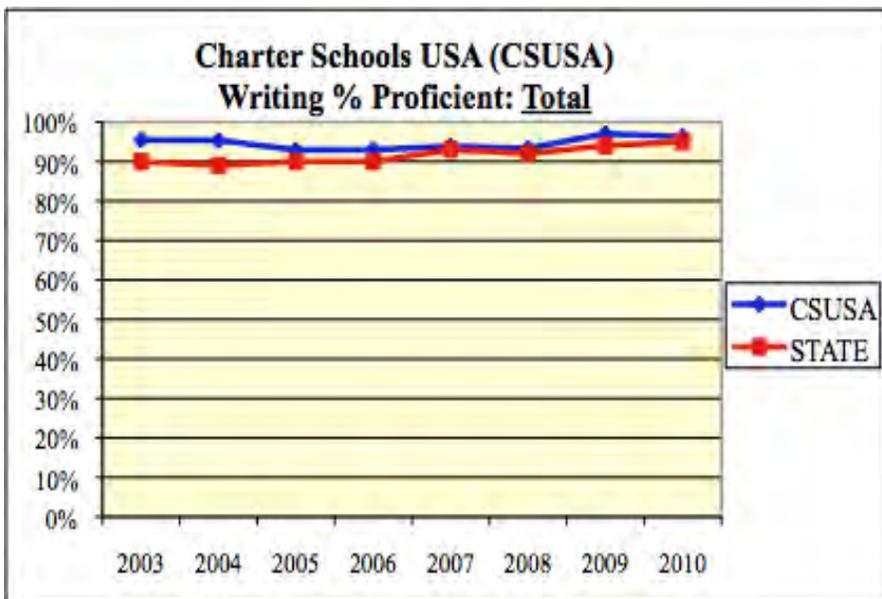
Average rate at which
CSUSA exceeds the State:
14%

Figure 17.



Average rate at which
CSUSA exceeds the State:
9%

Figure 17.



Average rate at which
CSUSA exceeds the State:
3%

Conclusion

Charter Schools USA’s (CSUSA) demonstrated success in significantly increasing student academic achievement and attainment for all students—particularly educationally disadvantaged, low income, and minority students—is a direct reflection of the high quality charter schools it operates, and further stresses the need to replicate and expand its proven Educational Model and practices. It is important to note that throughout CSUSA’s outstanding performance over the past 8 years, the population of its educationally disadvantaged students grew by an average rate of 62% each year, with English Language Learners topping the list at 115%. Substantial increases or decreases in enrollment can have a profound impact on students’ and schools’ academic performance. CSUSA, however, continues to show success with bringing all students—educationally disadvantaged, low income, and minority students—to proficiency at a faster rate than the State as shown in Figures 1-18, despite substantial increases in enrollment. The number of students tested in each subgroup for the past 8 years is shown in Table 1.

Table 1.

Charter Schools USA									
Subgroup	2003	2004	2005	2006	2007	2008	2009	2010	**Average Rate of Increase
Total	1645	3939	5282	5955	7285	7737	8245	8591	32%
White	931	2118	2886	3063	3524	3642	3741	3811	28%
Black	216	532	586	817	970	1016	1218	1384	36%
Hispanic	379	1144	1350	1741	2325	2566	2728	2914	44%
FRL	253	754	1112	1239	1570	1626	2607	3362	54%
ELL	40	329	428	553	758	708	725	675	115%
*n/a: Data not applicable or available.									
**Average Rate of Increase in the number of students in each subgroup tested each year									