

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Legal name of group applying for a charter: Sun Academy of Fort Wayne, Inc.

Names, roles, and current employment for all persons on applicant team:

Board Members:
 Dave Nelson – PC Help
 Sonja Strahm – IVY Tech
 Lanni Conley – The Bookmark
 Jeffery Nowak – IPFW

Education Service Provider:
 Keith Birkhold – Stellar School Services

Designated applicant representative: Keith Birkhold

Address: Stellar School Services, LLC
 3217-B Stellhorn Rd.
 Fort Wayne, IN 46815

Office & Cell Phone Number: (260) 247-9101

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Proposed School Name	Opening Year	School Model	Geographic Community	School District in Proposed Location	Grade Levels At Full Enrollment
Sun Academy of Fort Wayne	2012	Bilingual / STEM	SW Fort Wayne	Fort Wayne Community Schools	K-12

Proposed Grade Levels & Student Enrollment:

Proposed School Name:	Sun Academy of Fort Wayne	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (2012)	K-6	(175/210)
Year 2	K-7	(400/480)
Year 3	K-8	(450/540)
Year 4	K-9	(500/600)
Year 5	K-10	(550/660)
At Capacity	K-12	(650/780)

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation? Yes

Stellar School Services, LLC

If yes, identify the ESP or other partner organization:

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

This is Sun Academy of Fort Wayne's first submission to authorize.

Sun Academy of Fort Wayne

Attachment 25

Entire Application

Sun Academy of Fort Wayne - Proposal Narrative

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Executive Summary

Mission: Sun Academy of Fort Wayne (SA) is dedicated to providing a diverse student body with an outstanding college preparatory education with expanded studies in languages in lower grades and transitioning to a focus in science, technology, engineering, arts and mathematics (STEAM). By creating a powerful learning community centered on core values and a shared commitment to academic excellence. Sun Academy graduates will be responsible, engaged citizens who are prepared to be leaders of the future.

The core values for Sun Academy will include the following:

- Respect – Appreciating the value of a person or an object through your words, actions and attitude-treating people appropriately with common courtesy.
- Responsibility – Able to be trusted and or depended upon to complete tasks, follow directions and own up to your actions.
- Integrity – Being truthful, fair and trustworthy in your words and actions – doing as you say and saying as you do.
- Courage – Possessing confidence and resolve to take risks and make right decisions in the face of pressure and adverse or unfamiliar circumstances.
- Curiosity – Eager to learn, explore and question things to gain a deeper understanding.
- Perseverance – Putting your best effort into everything you do.

Vision: Sun Academy will be an Indiana school of Excellence where 100% of our students meet state standards in math, science and English. Sun Academy will be an innovative school where students acquire a rigorous academic foundation that they can apply to the community and world around them in meaningful ways. Sun will create a rigorous and supportive academic program which will prepare 100% of our students to earn acceptance to and succeed in a college of their choice. Sun students will graduate with character and a sense of civic responsibility of which a significant percentage will assume leadership positions in an increasingly scientific and technology based society. Sun will follow the guiding principles of rigor, integration, and personalization. Sun Academy will be an innovative and model school that helps to redefine the American school experience, creating a ripple effect in the community it serves and through out the state of Indiana. In order to meet these overall goals, our academic program will employ the following specific goals:

Goal #1: Establish a Culture of High Expectations: All students attending Sun Academy will aspire to graduate from high school and successfully complete a four year college education. Progress toward this goal will be measured by using the My Goal system from The Center For Charter Schools, with grades 2 – 11 correlating to a final ACT score of 24 or higher. All students will master all academic and behavioral benchmarks centered on the SA core values within three years of enrollment, with no less than one step up per year. Strategies: Best Practices Instructional Design, High Accountability, Citizenship, and Cooperative Relations.

Goal #2: Effective Remediation and Support: SA anticipates enrolling students who perform below their grade level and with limited English language skills. In order to help students meet our high expectations we will implement the following strategies: Required summer school for all incoming students who have not demonstrated grade-level proficiency in math and/or English; Math and English seminars for students who are still working to master basic fluency skills, and Math and English Support Classes taken in addition to their regular courses if they are performing below grade level and are at risk of failing courses for the year.

Goal #3: Balanced Curriculum Approach: SA will have a balanced pedagogical approach that will work for all enrolled students. Strategies: Combined traditional and inquiry-based instructional practices to ensure that students master both concepts and skills in all of their classes. We are committed to teaching students, rather than to a prescribed curriculum, with performance based on mastery of rigorous academic and character standards; spiraling of concepts in our teaching so that students revisit core skills and concepts many times throughout the year; and real-world application and project-based learning that reinforce important concepts in a pragmatic, inquiry-based setting.

Goal #4: Use of Technology: SA will employ technology to transform teaching and learning. Strategies: A wireless school environment with all students and staff having a tablet PC; pedagogy that utilizes technology to enhance and transform outstanding teaching practices; school-wide assessment practices to efficiently analyze and act on data. The data will create a real time instructional-data loop which will drive differentiated student instruction within a heterogeneous class, direct remedial measures, and adjust instructional practice to ensure all students master all standards. Students will have access to and instruction in the use of state of the art equipment and digital learning, testing, and data collection systems. A technology/multi-media resource person will assist staff and students in training and with ongoing technology needs.

Growth for Indiana: SA intent is to focus on ensuring the Fort Wayne school achieves its mission first, while sharing what has worked best with other community and schools leaders seeking to build similar models or improve their schools. The SA model aligns well with Indiana workforce need projections and the goals of business and technology incubator sites throughout Indiana similar to the alliance SA has with the Northeast Indiana Innovation center to develop entrepreneurs. Once the SA model is proven, replication of this model across Indiana will be through expanded collaboration with Indiana communities, most likely following the footprint of the 17 Indiana incubators spread across Indiana. The mechanism for replication and supporting new schools would most likely be through the school's Indiana based education service provider, Stellar School Services, LLC. Sun Academy will limit its growth in year one to one class per grade level in grades K-6 due to limited staff and student recruitment time for a 2012 opening, ongoing facilities renovation at the campus where SA will be located, and our desire to achieve high performance and establish a positive school culture first. Facility space will not be a significant limitation to the school in the future, resulting in enrollment and the ability to hire high quality staff as the limiting factors for expansion.

SA anticipates growing to no less than two and no more than four classes per grade level in year two while adding grade seven. Each consecutive year will add a grade level until the program offers a complete K-12 program in 2018 with a maximum enrollment of 1,300 students.

Educational Need and Target Population: Sun Academy will open at 1025 West Rudisill Boulevard, Fort Wayne, IN 46807. The school will be located on the former Taylor University of Fort Wayne campus which is being repurposed as multi-function community center. Sun Academy is the K-12 component for the campus working alongside Grace College, Big Brothers Big Sisters, and other community partners to improve Fort Wayne. The Summit Campus is located in a transitional area between the urban areas of Fort Wayne and the suburb and rural areas of South West Allen County that have built up around the Lutheran Hospital complex. The location offers the school an opportunity to build a very diverse student body in a relatively safe residential neighborhood.

According to the 2010 US Census, Fort Wayne has increased in population by 52,618 over the last ten years to 253,691. Of this, twenty three percent (23%) in growth, sixteen percent (16%) comes from the increasing Hispanic population. Much of the Hispanic population is concentrated in SW Fort Wayne, with the three closest FWCS elementary programs enrolling an average of 27.8% Hispanic, 22.5% White, 34.4% Black, 11.55% Multi-race, and 3.6% Asian (Burmese). The average free or reduced lunch data for these area elementary schools is 87.4%. Fort Wayne needs a school which will produce a bilingually skilled workforce, which can leverage the language assets of the expanding Hispanic population in Fort Wayne, and which will provide the additional supports to low income families.

Educationally, the Fort Wayne Community Schools (FWCS) district had made the minimum Adequate Yearly Progress (AYP) under the federal No Child Left Behind guidelines for their second consecutive year, taking the district out of correction action for the first time in six years. FWCS' ISTEP scores remain, however, below state averages. The three FWCS elementary schools in the target area, South Wayne, Fairfield, and Harrison Hill) average 47.6% student passages rates for both Math and English Language Arts for second through fifth grade ISTEP test. Middle school performance declines even further, with Kekionga Middle school averaging 39.0% student passage of both Math and English Language Arts. At the high school level, End of Course Assessments passed through 12th grade at Southside are 53% in English 10, 19% in Algebra I, and 25% in Biology I. Three Indiana charter schools currently operate in Fort Wayne. Their combined performance average is 40.8% passing Both Math and English Language Arts. The southwest Fort Wayne community needs a school program that will produce college ready and workforce ready men and women. The model school must serve all children, regardless of race or family income and must ensure that every student is a representation of the mission and core values of the school. Sun Academy is the type of school that is designed to effectively educate children of diverse backgrounds and levels of support. The Sun model utilizes best practices from the Camino Nuevo Charter

Academy for elementary and middle school grades, proven effective in communities with greater challenges than Fort Wayne.

Community Engagement:

Sun Academy charter schools project is a product of a three way effort to expand Indiana Charter Authorizers and expand educational choice lead by Indiana Senator Dennis Kruse- Senate Education Chairman, Russ Simnich-President of the Indiana Public Charter Schools Association, and Keith Birkhold-CEO of Stellar Schools Services, LLC. In September, 2011, all school districts, colleges, universities and the IDOE Charter Board eligible to authorize under Indian HEA 1002 were invited to a potential authorizer’s charter education summit at the Northeast Indiana Innovation Center (NIIC). Twenty university and colleges along with ten school districts attended. From this seminar evolved a core group interested in collaborating on the development of a model school program that would address industry demands, successful college completion. The supporting Indiana institutions include Rose Holman, Trine University, Grace College, and St. Francis University, Project Lead the Way, the Northeast Indiana Innovation Center, Ambassador Enterprises, and Stellar School Services. Outside support was brought in from the Camino Nuevo Charter Academy, Texarkana Independent School District, Metro School, and Denver School of Science and Technology. With a general model adopted and a potential site, meetings were held throughout Fort Wayne to gage the community’s support, improved the school’s design, and locate community leaders to serve as the governing body of the school. Sun Academy is in the process of developing a student marketing plan with its community partners, with planned community activities on the campus already in place. Sun Academy will be able to enroll sufficient students in year one to reach target growth projections.

Education Plan/School Design: The Sun Academy leadership team will maintain a strong commitment to ensuring a guaranteed and viable curriculum for all students. We will ensure the quality of instruction for every student by guaranteeing **what gets taught** through teacher-created standards based pacing plans and **how it gets taught** through consistent professional development around pedagogy that meets the need of our learners.

- **Standards-Based Pacing Plans** – Sun Academy will create a guaranteed and viable curriculum by initiating a formalized process to create standards-based pacing plans. The process will build upon the *Understanding By Design*,(Wiggins and McTighe,2005) backwards planning approach:
- Pacing plan formats and benchmarks standards from the CNCA, DSST and Texarkana schools will be analyzed and adapted to Indiana requirements and the projected student population in the SW Fort Wayne community. Mastery standards will be grouped into units around big ideas and essential understandings.
- Measurable objectives will be written to teach each standard.
- Classroom instructional resources will be identified.
- Authentic assessments will be developed for each learning objective and unit.

The standards-based pacing plan will provide the foundation for creating a guaranteed and viable curriculum at Sun Academy. It will also allow us to engage in meaningful and

lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever changing student body.

- **School-wide Structures** – The following structures will make up the framework of the instructional design at Sun Academy. These common cross-curricular structures will be utilized across grade levels: Bilingual Program, Thinking Maps, Four Block Literacy Framework, Reading Strategies, Integrated Block Structure (6-8), Strategic Afternoon Programming, Morning Meetings to build school culture, Benchmark skills testing, analysis with strong remediation and support interventions and ongoing Data-Instructional looping to meet student needs.
- **Bilingual Program** – The Bilingual Program at Sun Academy will be based on research-based program designed to build academic fluency in both Spanish and English. The Bilingual Program aligns with the schools mission to create literate, critical thinkers and with our instructional vision to close the achievement gap by providing rich and rigorous academic instruction that will prepare all students for college. The proposed model will begin in Kindergarten with 80% of course work taught in Spanish and 20% in English. The percentage of content taught in Spanish will drop by 10% as grade levels increase until by 5th grade 30% of instruction is in Spanish and 70% is in English. Students entering Sun Academy in grades higher than kindergarten will be offered Spanish as well on a weekly basis, but not at the immersion level. SA will provide a comprehensive English Language Development Curriculum and will create a Bilingual Program Task Force to assess needs, challenges, successes and accountability measures of the Developmental Bilingual Program.
- **STEM & Entrepreneur & Early College Education:** Three public school programs, Metro, Texarkana, and DSST, along with Project Lead The Way and the NIIC will work to expand on the CNCA curriculum to enrich the program in STEM areas, problem and project based learning, and entrepreneurship skills. Professional will be brought to the school in lower grades to expand student understanding of STEM areas. In upper grades, students will pursue job shadowing opportunities and apprenticeship opportunities aided though the school's community partners, with dual credit course offered both on campus and online in support of developing skill sets which support student career interest.

Network Governance and Leadership: The Sun Academy Governing Board will be the local entity responsible for the oversight of the school. Sun Academy will contract with Stellar School Services, LLC for business services, educational programming, and technology support. Sun Academy staff will be leased from Stellar School Services, LLC to optimize human resource cost and minimize school liability. All staff working for Sun Academy and staffing plans will be approved by the Sun Academy Board. The leadership team for the day-to-day operations will be made up of SSS staff working directly on the campus as well as off site support staff. The school Principal will be the primary campus administrator. As the school grows, additional staff will be added to support the long term success of the school.

Section 1: Evidence of Capacity

Founding Group

Founding Group Membership:

Board Members:

Jeffery Nowak – IPFW professor of science education, NISTEM Director, USAID contractor for international science education programs.

Lanni Conley – The Bookmark owner, former Director – Fort Wayne Hispanic Chamber of Commerce.

Dave Nelson – PC Help owner & jazz musician from the Foster Park community.

Sonja Strahm – IVY Tech professor, former Taylor Univ. professor, and K-12 teacher specializing in ESL education.

School Design & Operations:

Keith Birkhold – CEO Stellar School Services, LLC, experienced leader in school development, virtual education, and business management.

The above five members constitute the core development group for Sun Academy (SA) of Fort Wayne. The four Board members along with one to three additional Board members will be added as specified by the Sun Academy By-Laws and will have the qualifications to effectively establish and govern a high-quality school in Indiana and oversee financial stewardship of public funds. In addition to exemplifying the core values of Sun Academy these community leaders bring specialized expertise to the project in STEM education, literacy and language development for students where English is a secondary language, connectivity with the Hispanic community, information technologies and adaptive techniques for students with special needs, art, music, and business management.

Stellar School Services, LLC brings to the project a collection of proven supportive model school programming in bilingual education and STEM education into Indiana along with connection to two sister schools supporting STEM and bilingual education in Detroit, Michigan. Support for health and nutrition at Sun are supported through Cornell University's Behavioral Economics Program, the USDA and locally by IVY Tech's culinary program. Within Indiana, Stellar has brought together Rose Hulman Institute of Technology, Trine, Grace College, and St. Francis and Trine Universities, working to shape Sun Academy's instructional and early college. Additionally, Stellar School Services coordinated the involvement of: Big Brothers Big Sisters to support student mentoring, Ambassador Enterprises to provide SA facilities and build-out cost, supplemental resource provision by Northeast Indiana Innovation Center, the services of Specialty Tutoring, and Mathnasium to aid in the creation of successful after school programs. Stellar School Services provides a full scope of services to Sun Academy, with particular expertise in business start-up and management, education systems, and information technology.

Stellar School Services LLC: SSS is a relatively freshly formed education service provider, working toward develop of Sun Academy alongside two school groups completing sponsorship through Lake Superior State University and Ferris State University for openings in 2012 and 2013 in the Southwest and Chadsey areas of Detroit. SSS accounting partner, Croskey Lanni, currently audits 40% of all Michigan Public School Academies and provides daily accounting for two Michigan schools. Legal services are supported through Bo Holden of Bobilya Law Group in Fort Wayne, and Joseph Urban from Clark Hill in Detroit. Human resource services for SSS are supported through Employees Only, a seasoned employee-leasing firm known for their exceptional services to schools and municipalities, with project leader Angela Laugh, former Director for New School Development at the Michigan Alliance of Public School Academies. Dr. Lorilyn Coggins of American Charter Education Services and Brett Heflin of Castlebond support grant management and compliance. Technology services come from Keith Birkhold, Nathan Brown software engineer at ITT Aerospace, Chris Webber of Studio 625, and Christian Bond and Peter Mannis experts in Sakai tool development.

Additional Supporting Organizations:

Rose Holman – Middle and high school math and science curriculum enhancement, early college education in STEM fields, college financial aid program development.

Trine University – Middle and high school math and science curriculum enhancement, early college education in STEM fields, and teachers in science and math fields.

Grace College – Early college education in liberal arts, teacher sourcing in elementary education and liberal arts fields.

St. Francis University – Teacher professional development, use of SA as a laboratory school for teaching best practices in education, early college education, and teachers.

Ambassador Enterprises – Onsite staff with veteran experience in K-12 and university administration, facilities support.

Big Brothers Big Sisters – Moving onto the Summit campus and working with SA on student mentoring.

Northeast Indiana Innovation Center - Business and entrepreneur curriculum, and a nexus for job shadowing and apprenticeships.

Specialty Tutoring - Responsible for achieving after school tutoring goals in ELA.

Mathnasium - Responsible for achieving after school tutoring goals in mathematics.

Turnstone -Support for students with special needs and, in particular, physical handicaps

Camino Nuevo Charter Academy - Base curriculum along with beginning mastery skills and pacing guides, administration and teacher professional development, and bilingual education support.

Denver School of Science and Technology: -STEM mastery skills and curriculum, core values and discipline program, data-instructional looping system.

Texarkana Independent School District - K-12 STEM curriculum and professional development.

Metro School - STEM education and early college 9-12th grade programs and problem and project based learning professional development.

Motivations for Sun Academy development: Motivation for creating Sun Academy was the SW communities desire to stabilize their community after Taylor University closed its campus. SW Fort Wayne has a declining income and education levels and chronically low performing schools. Data from both currently operating charter schools and Fort Wayne community schools along with changing community demographics clearly demonstrates the need for a school focused on leveraging the assets of the community to establish a school focused on high achievement and workforce needs.

School Leader and Leadership Team:

Sun Academy's school leader has not yet been selected. Two veteran school administrators from the Southwest Detroit area are being interviewed. Both have over 30 years in elementary and bilingual education and are fluent in Spanish. One Ohio administrator is under consideration, with STEM education experience at both high school and elementary grade levels. One Indiana veteran administrator is being considered to lead the school. He is experienced in successfully developing and managing private, public and charter schools and is bilingual in Spanish and English. All four candidates have the capacity to design, launch, and manage the type of high-performing charter school proposed by Sun Academy of Fort Wayne. Sun Academy feels it is important to open the school with an administrator with a proven track record of success. For this reason, Sun Academy has sought out individuals with current or previous experience in STEM education, bi-lingual education and a history of operating schools which meet No Child Left Behind targets in urban environments. All four candidates exceed criteria described in the job description which is part of Attachment 3.

Daily development work for the Sun Academy of Fort Wayne project has been lead by Keith Birkhold, with additional support from his staff, Wolfgang Lowe and Nathan Brown, and supporting service providers. Expenses to date, such as legal work, school incorporation and 501(c)3 filing and proposal development, have been covered by Stellar School Services. Once the SA charter is issued, Sun Academy will use a commercial bridge loan from commercial or private sources to cover development cost that may fall outside state or federal start-up grant windows.

Three months following the issuance of a charter by the Indiana Department of Education Charter School Board, Sun Academy will open in fall, 2012. In order to successfully accomplish the fall start, facilities development, staff recruitment, and meetings with local preschool and community leaders are already underway. Sun Academy will immediately open an office on the Summit campus once the charter is issued, lead by a bilingual office manager. A potential office manager was located through Board connections. This person will focus on student enrollment activities. Following the end of the current school year, the schools' administrator will be brought on full time. His focus will be securing education and support staff along with assisting in the student marketing program. A Director of School Development and will also be added at this time to assist in marketing and securing additional financial resources and community support. These staff will be employees under Stellar School Services, and the cost for their employment will be paid for through Stellar School Services resources and potentially Ambassador Enterprise resources via a bridge loan to SA until SA secures an operating loan and state and federal grant funds are received. Once the federally funded implementation grant is available, the expenses for marketing and other one time start-up cost will be covered through these funds. Sun Academy will hire teaching staff once state and federal start-up grants are awarded, utilizing them as part of the schools' student recruitment and community outreach team until they are needed to prepare classes, begin professional training, and teaching services.

Governance

Legal Status and Governing Documents: Sun Academy of Fort Wayne is a new registered Indiana corporation. The 501(c)3 not-for-profit tax exemption has been applied for with the United States Internal Revenue Service. Attachment 4 contains the following supporting documentation:

1. Copy of the Articles of Incorporation
2. Copy of Board By-laws
3. 501(c)(3) submission verification

Attachment 5 contains the Statement of Assurances for Sun Academy of Fort Wayne.

Governing Board

Governance Structure & Composition: Sun Academy of Fort Wayne will have an independent governing Board, providing oversight for the Summit Campus. Should the demand for services exceed the capacity of the school at this site, SA may seek modification of the starting contract to add additional locations in Fort Wayne, in which case, oversight at these additional Fort Wayne locations would be provided through the original Sun Academy's Board. Proposed Board Member Information Sheets are located under Attachment #6.

Pre-Existing Nonprofit Organization: Not Applicable

Governing Entity’s Responsibilities: The Board for Sun Academy of Fort Wayne will provide active and effective oversight of the school. The Board is comprised entirely from citizens of the Fort Wayne community, two of which whom live within a one mile radius of the proposed school site in Southwest Fort Wayne. The By-Laws for Sun Academy also ensure that the Board will remain active participants, with member removal after three missed regular Board meetings.

Procedures: The Board shall meet at least monthly at a time and place determined by the Board. Notification of all meetings of the Board shall be sent to the Fort Wayne Journal Gazette, to one television station and posted on the doors of the school at least twenty-four (24) hours before the meeting is to be held. Notice shall also be sent to the parents in the monthly newsletter.

It shall be the responsibility of the CEO of Stellar School Services and the school Principal, in conjunction with the Board President, to prepare an agenda for the meeting. The agenda and related materials, the fiscal report, the school administrator’s report, committee reports and the minutes of the preceding meeting shall be delivered to each Board member no later than three (3) working days prior to the meeting, to provide the Board members time to study the material. This material may be delivered by e-mail, regular mail, or any other means reasonably calculated to be received by Board members.

The Secretary shall keep minutes of all meetings of the Board, showing the time and place, the members present, excused absences, the subjects considered, a summary of the deliberations sufficient enough for the public to understand the basis for Board action, actions taken, the vote of each member on a roll call vote, and any other information required by law. Minutes of executive sessions shall reflect the general subject matter of discussion. These minutes will be provided to each Board member in a reasonable time before the next regular meeting.

The Board during its next meeting shall consider the minutes, and when correct, the Board shall move for their adoption. The minutes shall be maintained in a book of minutes as a permanent record of official Board actions.

All motions shall require a majority vote of the Board for their adoption unless specified otherwise by statute, these bylaws, or school policy or the charter with the Indiana Department of Education Charter Board. Upon the demand of any member of the Board, the vote shall be recorded as a roll call vote. Any action requiring a vote may be conducted as a roll call vote. Unless a specified number of affirmative votes are required, an abstention shall be recorded and be deemed to consent to the outcome of the voting. In the event of a tie vote, the motion fails for lack of a majority.

The Academy administrator shall make a regular monthly report to the Board relating to the operation of the school and containing such recommendations as s/he feels are necessary for effective administration.

Ethics and Conflicts of Interest: The Sun Academy Code of Ethics and Conflict of Interest Policy's are in Attachment 7. While serving as a member of the Board of Sun Academy of Fort Wayne, each person shall be bound by the following ethical standards:

- A. to obey the laws of the United States and the laws of the State of Indiana;
- B. to carry out all policies implemented by the Board of Sun Academy of Fort Wayne;
- C. to respect the confidentiality of privileged information;
- D. to endeavor to attend all Board meetings;
- E. to respect other members of the Board and Board discussions;
- F. to respect the delegation of authority between the Board and the Academy administrative leader;
- G. to excuse him/herself when Board discussion involves matters in which the member or a member of is/her immediate family has a financial or vested interest;
- H. to be informed about issues coming before the Board;
- I. to express personal opinions, but when the Board has made a decision, to accept the will of the majority; and

Sun Academy will operate under the U.S. Education Department General Administrative Regulations (EDGAR). Procurement and purchasing policy for Sun Academy will ensure that potential conflicts of interest are identified early on, avoiding any potential conflict or ethical issues later on.

Advisory Bodies: Sun Academy anticipates creating advisory bodies and committees as the needs of the school evolve and indicate. Committees will be comprised of a minimum of one Board member along with other members who add to the expertise of that particular committee. Anticipated committees are as follows:

- A. Personnel;
- B. Fiscal;
- C. Curriculum & Mastery Skills;
- D. Policy;
- E. Long term Strategic Planning;
- F. Technology;
- G. Student Affairs; and
- H. Nominating

Grievance Process: Sun Academy will keep a printed copy of its Articles of Incorporation, by-laws, and the Academy's policy manual in the school's main office. Electronic copies will also be available to the Board and the public on the school's website. Sun Academy's Board agenda shall provide for public participation. Should a parent or student object to a SA Board policy or decision, they may request the matter be added to the agenda for the upcoming Board meeting through the Academy's administrator no less than three days prior to said meeting. SA Board meetings are open to the public, and any individual wishing to speak shall register at the door of the meeting room at least twenty (20) minutes prior to the meeting, giving their name, the item of business or concern they wish to address and the organization, if any, that they represent.

No individual may speak more than two (2) minutes on any subject. No individual shall speak more than once on the same topic. The discussion on any subject shall be limited to ten (10) minutes, unless the Board by majority vote extends the time.

All public comments shall be addressed to the Chair. If, in the discretion of the Chair, it is appropriate for a particular member of the Board to respond to a public comment, the Chair may invite such Board member to make a response.

Any individual may present the Board with a written statement on any topic being discussed by the Board. All such statements shall contain the name, address and phone number of the individual presenting the statement. If the statement represents the views of an organization, the statement shall also include the presenter's relationship to the organization and a copy of the minutes of the organization authorizing the statement or the signatures and addresses of persons supporting the statement. The minutes will reflect the presentation of the statement and the author.

School Management Contract:

Sun Academy of Fort Wayne intends to contract with Stellar School Services, LLC (SSS), an Indiana based education service provider whose central office is located in the Northeast Indiana Innovation Center in Fort Wane, Indiana. SSS is a limited liability for-profit corporation incorporated in Indiana in 2006 originally under the name of Stellar Education Management Services, LLC, with the name amended to Stellar School Services, LLC on December, 30th, 2009. SSS's CEO, Keith Birkhold is part of the founding development team for the school, and selection of SSS to provide operational support for Sun Academy is based on his involvement in the development of the school, the support services and network of providers they bring to the project, the type and quality of school models SSS supports, and the company's location in the same town where the Academy is located. Sun Academy has and will continue to expand on this hometown collaboration to build a model high performance school.

SSS Mission:

Stellar School Services, LLC is committed to ensuring all students are equipped with the workforce skills necessary for the 21st century by aligning educational practices with current and future commerce needs. Using its leadership, combined with perseverance and a relentless pursuit of achieving excellence, Stellar School Services will leverage relevant partnerships and relationships to build a network of schools that will deliver exemplary results. Stellar School Services will utilize its educational, technological, and financial strengths to support our philosophy that "education is for all".

Strategic Goals:

Goal #1: Create an organization that promotes sustainable, superior performance.

- Continue to identify exemplary school systems from high performance models and integrate those systems into SSS programs where applicable.
- Work collaboratively with people and organizations who deliver superior services in support of SSS mission, goals and school projects.

- Develop, refine and scale the operating systems necessary for SSS to manage its affairs and consistently outstanding performance.
- Strategically identify community-based partners that support and can help advance the mission of SSS

Goal #2: Develop a communications, outreach, branding and marketing strategy

- Expand SSS’ impact through strategic messaging and outreach efforts with key influence makers.
- Research, develop and build a long-term brand and marketing strategy for SSS.
- Integrate the brand and marketing strategy throughout schools managed by SSS.

Goal #3: Develop an organization that models fiscal stewardship and integrity

- Ensure SSS serves as a good steward of its financial resources and operates its affairs with uncompromising integrity.

Goal #4: Collaborate with other educators in the local and global community.

- Share best practice teacher training, collaborative tools, and educational resources with schools, teachers, and students regardless of their financial strength or location.
- Adapt the Sakai digital learning platform to support SSS managed school and collaborate with others on a global scale.

Sun Academy of Fort Wayne anticipates entering into a five year contract with Stellar School Services, LLC once approved by the ICSB, which aligns with the school’s charter contract period with the Indiana Department of Education Charter Board. A copy of the proposed management contract is in Attachment 8. This Agreement will be an arms-length, and no conflict of interest issues exist between the Governing Board and any owners, employees or subcontracted vendors of Stellar School Services, LLC. Deliverables, monitoring, and evaluation of services provided through Stellar School Services are detailed in the attached ESP contract.

Network Vision, Growth Plan & Capacity

Sun Academy of Fort Wayne’s Strategic Vision: Sun Academy will begin with K-6th grades, establishing a solid school culture and academic foundation for growth into upper grades. SA will implement a “soft” opening in year one, limiting enrollment to one class per grade level. In year two, the program will be expanded horizontally adding an additional class at each grade level and vertically adding seventh grade. SA will expand vertically each year until the school matures in 2018 with a full K-12 program. No future plans for expansion by the Sun Academy Board are planned at this time beyond this proposed school.

Capacity to Ensure Quality and Success: Sun Academy of Fort Wayne has a Governing Board with the capacity to provide successful, long term oversight of the

Academy as detailed in Section I, Governance. Sun Academy has an Education Service Provider with the capacity and strength to ensure the successful opening, growth and development of a high performance Indiana charter school as detailed in Section I, School Management Contract. Sun Academy of Fort Wayne has strong relationships with collaborating K-12 schools and community partners to ensure the successful opening and ongoing growth and success of the Academy.

Anticipated Risk: Quality school leader and teacher recruitment, student enrollment, and low performance of incoming students are the three greatest factors for the Academy's successful opening in 2012 and long term success. Sun Academy has addressed the school staff challenge by actively seeking proven school leaders with experience in working with urban schools, bilingual education, and STEM Education, and increasing recruitment stability by working with Employees Only. SA is also actively distributing job descriptions to education colleges in the region, and will intensify the search for great teachers once the school leader is confirmed.

Student enrollment, given that the school's contract will not be granted until late May, is our second concern. As a fiscally prudent measure, Sun Academy's initial target enrollment is limited to one class per grade level. Area church and community leaders have been a part of the Board members search. These local leaders will be mobilized to ensure enrollment targets are met. On site community activities are also being coordinated for the Summit campus to draw families to the Academy site, such as a Cinco de Mayo celebration and a soccer tournament collaboration with Shin-digs and the Fort Wayne Hispanic Chamber of Commerce. Sun Academy will create a four month expanded marketing program between June and September, 2012 by utilizing teaching staff for marketing, community outreach and enrollment activities.

The third identified risk for the school is the potential low skill levels of entering students due to their unsuccessful education at surrounding schools, documented in Section II. The following steps have been taken to address this initial and ongoing challenge:

- Open the school in lower grades first to minimize remediation and establish positive school culture
- Adoption of proven remediation systems and school designs from schools serving similar populations (benchmark assessment system, tutoring, etc.)
- Recruiting a Lead Administrator and Staff consisting of master teachers, both with experience and proven efficacy in educating at-risk students.
- Partnerships with community organizations to provide a network of student and family support services both inside and outside of school.

Network Management

Sun Academy of Fort Wayne will have authorizer level oversight provided through the Indiana Department of Education Charter Board. Local oversight for SA will come through the SA Governing Board. Day-to-day operations will be provided through comprehensive services from Stellar School Services, LLC, including occupancy services

provided by Ambassador Properties, LLC. Authorizer oversight will be compensated at a rate of 3% of the Indiana state payments for educational services to SA. Local Board members are not compensated for their oversight services to the school through the SA Governing Board, although Board related expenses are covered by the Academy. Daily school operational management and technology support services through Stellar School Services, LLC will be compensated at a rate of 10% of gross revenue, as detailed in the attached management contract. Other Academy expenses will be allocated according to the attached Budget. Successful delivery of services will be measured by quantifiable goals, strategies, and assessments determined by the Governing Board of Sun Academy of Fort Wayne, the ICSB, the IDOE, and other guidelines as applicable.

Function	Management Organization Decision-Making	School Decision-Making
Performance Goals	Governing Board – Assorted Committees, SSS Dept. Leaders	Principal, Team Leaders
Curriculum	Governing Board – Curriculum Committee, SSS Curriculum Dev. Staff	Principal, Teaching Staff
Professional Development	Governing Board – Personnel & Strategic Planning Committees, SSS - HR	Principal, Teaching Staff
Data Management & Interim Student Assessments	Governing Board, SSS – IT, Assessment & Promotion	Principal, Teaching Staff
Grade Level Promotion Criteria	Governing Board, SSS – Assessment & Promotion	Principal, Teaching Staff
Culture	Governing Board, SSS	Principal, Teaching Staff
Budgeting, Finance, and Accounting	Governing Board – Fiscal Committee, SSS Accounting	Principal
Student Recruitment	Governing Board, SSS - Marketing	Principal
School Staff Recruitment and Hiring	SSS- HR recruits, Governing Board & Personnel Committee approves	Principal
HR Services (payroll, benefits, etc.)	SSS - HR	Principal & Office Manager
Development	Governing Board – Strategic Planning	Principal & Development Officer

	Committee, SSS	
Community Relations	Governing Board, SSS - Marketing	Principal, Development officer
Information Technologies	Governing Board, SSS - Technology Director	Principal
Facilities Management	Governing Board, SSS – Facilities, Ambassador Properties	Principal, Office Manager
Vendor Management / Procurement	Governing Board, SSS	Principal
Other Operational Functions		

Section II: School Design

Education Plan

Curriculum and Instructional Design:

1.) Instructional Framework: The basic learning environment will be classroom-based with technology as a support to learning. Sun Academy will begin year one with one class per grade level serving K-6th grades, with an estimated minimum enrollment of 140 students and maximum enrollment of 210 students, corresponding to classroom populations between 20 and 30 students. Two highly qualified, Indiana certified teachers will be hired for each classroom. The co-teaching configuration will enhance collaboration between these teachers, strengthen year one student remediation capacity, and facilitate staggered professional development throughout the years without the disruption of educational services. These teachers will then be split out in year two into separate classrooms.

Sun Academy will have a balanced pedagogical approach that will work for all enrolled students. Strategies: Combined traditional and inquiry-based instructional practices to ensure that students master both concepts and skills in all of their classes. We are committed to teaching students, rather than to a prescribed curriculum, with performance based on mastery of rigorous academic and character standards; spiraling of concepts in our teaching so that students revisit core skills and concepts many times throughout the year; and real-world application and project/problem-based learning that reinforce important concepts in a pragmatic, inquiry-based setting.

Sun’s curriculum and instruction program is largely modeled on the successful program at Camino Nuevo Academy (CNCA) in Los Angeles, CA, a proven school program serving Hispanic/Low Income communities. CNCA serves a community where 98.8% of students qualify for free or reduced lunch. Ninety eight (98%) of students are of Hispanic ethnicity. CNCA, began with one school as part of a community redevelopment effort, and has expanded to three k-8 schools and one high school through California’s community choice option. All three k-8 programs score above the 800 point Academic Performance Index benchmark goal for California schools, with their most recent school scoring 808 in their first year. CNCA received the Title I Academic Achievement Award

for their exceptional performance in 2008 and 2010 and their high school was recognized by US News and World report as one of the 2010 Best High Schools in America. The CNCA uses a benchmark skills model to organize curriculum, assess performance, and effectively direct resources. The results are high performance schools in LA's poorest neighborhoods. From the day students enter Kindergarten; this program is structured to prepare students to be college ready when they graduate high school. The program rests on high standards for every student with intensive, individualized programs designed to meet students at their performance levels and establish goals for every individual's personal best as a part of the core values model and culture of achievement. Sun Academy of Fort Wayne has the right model to serve the predominantly low income and expanding Hispanic community of Southwest Fort Wayne.

Sun Academy will create a guaranteed and viable curriculum by initiating a formalized process to create standards-based pacing plans. The process will build upon the *Understanding By Design*, (Wiggins and McTighe, 2005) backwards planning approach. These standards-based pacing plans will provide the foundation for creating a guaranteed and viable curriculum at Sun Academy. They will also allow us to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever changing student body.

In addition to the starting mastery skills and pacing plans developed by the Camino Nuevo Charter Academy and their corresponding curriculum, Sun Academy of Fort Wayne teachers will have access to several other sources of curriculum to support student mastery. Sun Academy has curriculum and instructional collaborative relations with the Texarkana Independent School District, the Denver School of Science and Technology, and the Metro School. All three groups are recognized nationally not only for their general education excellence, but also their particular fortes in the science, technology, engineering and mathematical field. Sun Academy will leverage these relationships to expand curriculum resources supporting student mastery.

Sun Academy also has the resources of the KC4 curriculum developed by the Kent County ISD in Grand Rapids, Michigan. KC4 is a comprehensive, fully articulated K-12 curriculum that is aligned with national and Michigan content expectations. The KC4 curriculum is searchable by national or Michigan state standards and presented in a PDF format, making it a quick and easy to use resources through Sun Academy's digital learning platform. Curriculum Crafter provides content, resources, extensions and accommodations and assessments – all aligned with content expectations and Common Core Standards. Through the use of the Common Core units and continued professional development, the staff at Sun Academy will enhance their teaching expertise and will move to a system of national benchmarking (in addition to continued state level benchmarks).

Sun Academy will employ technology to transform teaching and learning. Strategies: A wireless school environment with all students and staff having a tablet PC; pedagogy that utilizes technology to enhance and transform outstanding teaching practices; school-wide

assessment practices to efficiently analyze and act on data. The data will create a real time instructional-data loop which will drive differentiated student instruction within a heterogeneous class; direct remedial measures and adjust instructional practice to ensure all students master all standards. Students will have access to and instruction in the use of state of the art equipment and digital learning, testing, and data collection systems. A technology/multimedia resource person will assist staff and students in training and with ongoing technology needs.

Sun Academy of Fort Wayne's program will be built on the understanding that excellent teachers are the key to student success. Sun Academy will hire highly qualified, Indiana State certified teachers for each classroom or per area of expertise. Additional tutors or a second Indiana State certified teach, one per classroom, funded through Title I and general operating funds, will be integrated into the classroom, along with two certified special needs teachers in year one. This educational team along with other support staff will report to the school's principal who will be the primary building administrator. In addition to recruiting highly qualified staff trained from colleges supporting Sun Academy education techniques, the Academy will develop a strong professional program. One of the attributes which makes the CNCA school so effective is the exceptional training provided to staff and driven off of teacher observations and data from their benchmark assessment system. Sun Academy will utilize their assistance to develop model teacher training and team teaching/professional learning community structures to recruit and maintain an instructional faculty of excellence.

2.) Specific Instructional Strategies: The following structures will make up the framework of the instructional design at Sun Academy. These common cross-curricular structures will be utilized across grade level to ensure consistency and academic excellence:

- Bilingual or Intensive Spanish Program
- Thinking Maps
- Four Blocks Literacy Framework
- Reading Strategies
- Integrated Block Structure (6-8)
- Strategic Afternoon Programming
- Morning Meetings to build school culture
- Benchmark skills testing, analysis with strong remediation and support interventions and ongoing Data-Instructional looping to meet student needs

These instructional strategies are effective techniques regardless of the student's entry skill level, native language, or home supports. These strategies allow for differentiated student learning, where student begin at their appropriate skill level and are accelerated up to their age appropriate skills levels or to the fullest abilities.

3.) Educational Modifications: The benchmark pacing and assessment program from Camino Nuevo Charter Academy is a comprehensive starting point. Due to the limited English language abilities of most of their population, CNCA has developed techniques which rely less on oral and written instruction and more on hand-on and problem and

project based learning. This approach fully supports not only serving ESL learning but meshes with the techniques used in STEM education. Sun Academy will further strengthen our program, particularly in the science, technology, engineering, mathematics, and entrepreneurship fields through it collaborating STEM and business partners.

4.) Course Scope and Sequence: Attachment 11 contained the course scope and sequence by subject, for K-8 grades, which align with Indiana's Academic Standards and the Common Core. High school curriculum will follow the Indiana Common Core standards and the Core 40 courses.

Pupil Performance Standards:

1.) Attachment 12 list Sun Academy exit standards for students completing the eighth grades as well as high school graduation requirements. Eighth grade students will be required to achieve the "Pass" status on the state ISTEP test before entering high school. Graduating high school students will be required to pass the Indiana end-of-course exams and the requirements of the Core 40 in order to graduate. Each student's digital portfolio will track completion of both master skills and course credits.

Sun Academy's high school program differs from most traditional high school program. The high school program does require passage of all end-of-course exams and the Core 40 requirements. These courses are taught in a block system where the contents of each course are taught each semester. Daily class will have longer periods with fewer classes. Students will be required to master ninety percent (90%) course skills to complete the class as measured though internal mastery skill assessments and the end-of-course exam. Students who do not master these skills during the semester will receive and incomplete for the course, and will either be offered additional tutoring and time to raise their completion level to 90% or they will retake the course the second semester. Each student has four years to complete all courses. Once the Core 40 requirement is complete and student complete a capstone project and defend their mastery of required high school skills, they will transition into the school's early college program. The early college program will be organized around career clusters designed through Project Lead The Way and the Academy. In the student's first year of the early college program, students will take a high school and a college course centered on a career cluster. An example would be Studies of The Body where the student might take a college taught biology or anatomy course while also taking a healthcare policy course taught by a high school teacher. The third leg of the students study will be to work with other students on a project or solving a problem. This component will be led from an industry professional from the health care field. Students that successfully complete this transitional year will be free to take college classes' full time. The Summit campus where Sun Academy will be located already has a branch campus of Grace College and a second, unnamed college is anticipated to open a branch in 2012. This will allow both onsite and on-line course offerings for Sun Academy students with out the problem of student transportation to a college campus.

High school students will earn credits based on completion of end-of-course exams. A

student's grade point average will be calculated based on the percentage of mastery skills completed correlating to traditional course or advanced course weights.

Ensuring College Readiness: Sun Academy will use CMU research tested correlation data between NWEA assessments and the ACT test to ensure that all students from second grade on are on a performance path to achieve an ACT score of 24 or above. Sun Academy will use a data-instructional looping system enhanced through the schools digital portfolio and assessment system to ensure that students do not have gaps in critical mastery skills. These steps along with a comprehensive educational program taught by high skilled, caring staff will prepare all students for success in college. Sun Academy's early college program will also help to alleviate the uncertainty many students have toward successfully completing a college education. Sun Academy seeks to first create purpose and direction in each student starting in elementary, and expanding through job shadowing and apprenticeships at the high school level. The Academy will then offer a guided hybrid year of both high school and college classes to each student, ensuring that students are not only academically prepared to succeed in college, but are also socially adjusted to the college environment. Our goal is to have all students admitted to a four year university, with a clear direction as to their field of study. We seek to have our students take less than 5% remedial classes, and all students graduate from college and successfully hold down a job in their chosen career field for at least two years.

Drop-Out Prevention: Sun Academy will have a student assessment and remediation system advanced far beyond any school in Indiana, quickly identifying student weaknesses, and targeting school resources to ensure that no student and no skill is left behind. Caring teachers, counselors, mentors and supporting staff will work to know each student, and will work with community organizations and individuals to build a supporting network to ensure every students success regardless of the support levels when they enter Sun Academy. This whole child approach both during the school day and after the student has left the campus will insure our students will have bright futures. If, however, we have students who are unwilling to put forth the work necessary to be a scholar, Sun Academy will refer students to the highly successful drop out prevention program, The Crossing, and accredited alternative school in Fort Wayne.

2.) Grade Promotion: Sun Academy elementary level students may be retained for only one year. Sun Academy is designed to identify mastery skill level in each subject area for each incoming student and provide directed tutoring based on daily assessments, student mastery portfolios, and quarterly internal mastery skill assessments. Through targeted remediation, students will be set on a path to reach age appropriate mastery abilities within three year of enrolling at Sun Academy. Thus all sixth grade students entering in year one will be provided support to ensure that they have mastered desired skill levels appropriate for their age or abilities by the end of eighth grade. The use of differentiated instructional methods allows students to start at their entry level of master with additional support to ensure they catch up to their peers, while also allowing accelerated student to move forward to more advanced and in depth studies. Policies describing promotion and graduation criteria will be a part of the Academy's Board

Policies and in each student's handbook. These documents will be available both in print and on the school's website.

School Calendar and Schedule:

Attachment 13 details the Academy's proposed calendar for the first year of operation as well as the weekly schedule of classes. Sun academy will operate using an extended school year, with 187 student days with no less than 1365 hours of instruction. For teachers this will translate to 205 staff days, including summer training. Students may be dropped off as early as 7 AM with breakfast service from 7 to 7:55 AM. All students will participate in a school wide morning meeting from 8 to 8:25 AM. Students to attend classes, lunch and other activities as detailed in the attached daily schedule. Student in good standing will end the day at 4 PM. Students required to participate in the schools Refocus or College prep tutoring will be required to stay until 5 PM. After school activities will be offered daily from 4 to 6 PM. For a typical second grade student, 105 minutes will be spent in Language Arts, 55 minutes will be spent in math, 55 minutes will be spent in science, and 55 minutes daily will be spent between music, art, and technology education. As students progress into upper grade levels, the time spent in Language arts will decline, and additional time will be added in math and science areas.

School Culture:

1.) Positive academic and social development: As a staff, we will consistently challenge ourselves to achieve 100% learner engagement. Students will be engaged in learning and set goals for their education. When students are participants and drivers in setting their own goals: they participate; they ask questions; they actively incorporate new information with prior knowledge and they take an interest in being held accountable. Kinsella and Feldman define learner engagement as "To attract and maintain a learner's interest and active involvement in all lesson content and related tasks, with clearly articulated verbal and non-verbal "evidence checks" of a concrete, productive and behaviorally observable response to instruction."

Our teachers will attend professional development opportunities (and receive training from CNCA staff and other key trainers) that addresses instructional methodologies to promote learner engagement and structured academic language practice, particularly with English Language Learners. Kinsella argues that English Language Learners do not acquire language unless they use it. Therefore, teachers must create structured opportunities for ELLs to practice language. The cornerstone of this instruction will be learner engagement- if students are not engaged they cannot learn. We will utilize a Classroom Walk Through structure from the UCLA School Management Program to investigate whole school trends and create a needs analysis. In order to increase learner engagement, as a school we will commit to sharing and processing the lesson objective with students, using randomized calling, using frequent checks for understanding and using methods to promote active listening (i.e. incorporate listening roles for all students during class instruction).

Further cultural standards will include the following:

- Sun Academy will establish a culture of High Expectations, High Accountability & Citizenship:
 - All students will be required to complete a rigorous dual language core curriculum. There is no remedial track. Every student will complete the core curriculum or a challenge course in each subject. Students enrolled at Sun Academy for a least three (3) continuous years will perform at or above academic grade level as measured by a nationally recognized achievement tests.
 - Every student will be assigned an advisor. Advisors will monitor student performance and maintain regular communication with parents/guardians. Students will be grouped by gender with a same-gender advisor, with no greater than twelve students per advisor. College Prep – a required one-hour after school study hall for students who have not completed their homework that day. Refocus – a required one-hour after school study hall for students who are in violation of school behavior rules. Mandatory teacher tutoring for students who fail a quiz or test or need support. A learning culture that communicates to students that learning the concepts and skills is more important than grades. Weekly recognition of students for academic effort and success and demonstrating core values. Daily Morning Meetings with all students to establish a cohesive school culture, organize the day, introduce special programs and address, as a community, student achievements and infractions. Citizenship-Model and teach shared core values and ethical standards every day. Implementation of service-learning curriculum. Visible opportunities for community members to volunteer at the school. Develop and utilize community and business resources. Creation and support of student leadership opportunities. Sun will also offer Student and Family Support Networks. Points included will be:
 - Implement Sun Academy student advisory programs where advisors loop with students for multiple years
 - Facilitate and foster student mentorship's
 - Sponsor Parent Resource Center programming
 - Facilitate a community information network
 - Provide parenting workshops
 - Disseminate information through a newsletter to parents and community
 - Develop business partnerships to promote entrepreneurship and business literacy
 - Provide opportunities for parents and community business people to share their gifts and talents

Sun Academy's culture will embrace the following core values as our foundation for student success. Sun's core values are as follows:

- Respect – We value ourselves, each other, ideas and property through our words, actions, and attitudes.

- Responsibility – We are accountable to ourselves and each other for our commitments in words and actions. We can be trusted and depended upon as a vital member of our community.
- Integrity - We are honest and truthful, exemplifying consistent, ethical character in our decision-making and actions.
- Courage – We possess confidence and resolve to take risks, knowing we will not always succeed but as long as we persevere with strength and effort, even in the face of pressure and adverse or unfamiliar circumstances, we will never “fail”.
- Curiosity – We are eager to learn, explore and question our surroundings and information to gain a deeper understanding.
- Do Our Best – We put forth our best effort into everything we do.

2.) **Implementing Sun Academy Culture from Day One:** Sun Academy will seek to hire staff that embody the culture and values we seek in our students. Sun Academy staff will be taught and trained in our cultural beliefs, values, etc. so that they can then impart those cultural standards to our students and parents. This training will include visitation of schools, such as the Denver School of Science and Technology, who has an exceptional core value program. Sun will have printed material with such cultural beliefs and values posted throughout the school and in materials shared with parents during student/parent orientation. Sun will also post such items on our web site so that the general public will thoroughly understand our position if they are interested in enrolling their children in our school. Sun Academy will utilize our morning meets, especially at the beginning of the year, to share our values and beliefs with our students. The staff at Sun Academy will model to our students what we believe about our school and ourselves. Sun Academy will foster and build a culture of school pride that will be unsurpassed by other schools in Fort Wayne.

3.) Sun Academy Typical Day:

Sample Second Grade Student Daily Schedule at Sun Academy:

7:00 – 7:55 am	Early Drop-off/Breakfast
8:00 – 8:25 am	Morning Meetings/Advisory
8:30 – 9:30 am	Language Arts
9:35 – 9:55 am	Recess
10:00 – 10:55 am	Language Arts
11:00 – 11:55 am	Math
12:00 – 12:30 pm	Physical Education or Recess
12:35 – 12:55 pm	Lunch
1:00 – 1:55 pm	Science
2:00 – 2:55 pm	Technology/Music
3:00 – 3:55 pm	Social Studies
4:00 pm	Dismissed
4:05- 5:00 pm	Refocus/Tutoring/College Prep

Sample Second Grade Teacher’s Day at Sun Academy:

7:30 am	Teachers report to school
8:00 – 8:25 am	Morning Meeting/Advisory
8:30 – 9:30 am	Language Arts
9:35 – 9:55 am	Recess Duty
10:00 – 10:55 am	Language Arts
11:00 – 11:55 am	Math
12:00 – 12:30 pm	Prep Time
12:35 – 12:55 pm	Lunch
1:00 – 1:55 pm	Science
2:00 – 2:55 pm	Technology/Music
3:00 – 3:55 pm	Social Studies
4:00 pm	Student’s Dismissed
4:45 pm	Teachers Departs

Supplemental Programming:

1.) Summer School Programming:

Sun Academy will require summer school from first grade and above who are below 70% mastery level in a subject at the end of the school year. Students will be required to attend a four-week summer school session where they will work on mastering key deficiencies.

Summer school will run for four hours (8:00-noon) with two hours being dedicated to math and two hours to Language Arts.

Summer school will be funded through the state’s available funds for summer school programming. Additional funds will be sought through the USDOE Twenty First Century grant.

2.) Extra-Curricular Activities: Clubs and activities, which support academic development and core values, will be offered to students. The activities will be developed based on the needs and interest of the school community and will be appropriate for varying school ages.

Sun Academy will run these clubs by volunteering adults, which might be a staff member, or a community member/parent that would be interested in sponsoring a club. Financial support for these programs will be sought through development of community partners and through the development of student lead businesses which support Sun Academy’s entrepreneurship and business leadership programming.

3.) Strategies to address student mental, emotional, and social development and health: Sun Academy will hire School Social Worker/Counselor. This person will be under the direction of the Principal. The School Social Worker/Counselor will promote and enhance the overall academic mission by providing services that strengthen

home/school/community partnerships and alleviate barriers to learning. The School Social Worker significantly contributes to the development of a healthy, safe and caring environment by advancing the understanding of the emotional and social development of children and the influences of family, community and cultural differences on student successes and by implementing effective intervention strategies.

If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental intervention outside of core instruction. At this time the Student Success Team (SST) will be brought in to discuss the types of interventions that may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators and any other concerned parties, will meet to develop a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. Any student recommended for academic intervention is assessed and depending on his/her needs, may be referred to attend afternoon intervention classes (4:00-5:00 pm) to address his/her academic needs.

4.) Other programs if applicable: ** Not Applicable **

Special Populations and At-Risk Students:

1.) Serving Students with Special Needs: The Camino Nuevo educational model that Sun Academy is adopting is specifically designed to educate students from traditionally lower performing subgroups. CNCA continually adjust its curriculum and instructional model to meet the needs of various learners and has done so with success. Sun Academy's program will effectively service students with a wide range of needs and will address the following subgroups thereby effectively close the achievement gap: Students with disabilities; students where English is not the primary language in the home; low performing and gifted students; students where poverty factors affect student achievement; and students with mild, moderate, or severe disabilities.

While the Sun Academy model is designed to accommodate learners of various entry levels and abilities in a least restrictive environment, some students may require additional assistance to perform at levels comparable to their peers. Sun Academy will provide a free and appropriate education to each qualified student with a disability enrolled at the Academy, regardless of the nature or severity of the disability. Students needing these extra services will have a 504 plan developed in accordance with the US Rehabilitation Act of 1973, with appropriate supports to ensure every Sun Academy student has as much opportunity to learn and grow as the student beside them.

Sun Academy has a differentiated learning model suited to support the needs of students with diverse needs; Sun Academy staff will have the training, ability, and heart to work with students of all abilities and backgrounds; and Sun Academy's modern campus provides an environment where all students will reach their fullest potential on a level playing field.

2.) Identifying and Meeting the Needs of Students with Mild, Moderate, and Severe Disabilities:

a.) Sun Academy of Fort Wayne's model is designed to offer each student a customized educational plan designed to ensure all students have the least restrictive environment to reach their fullest potential. Identification of students who require extra assistance and supports begins with the initial enrollment application, where parents are asked if their child is currently receiving extra assistance, if their child is on an IEP, or if their child has any specialized services. The enrollment form will be available in English and Spanish. When a student is identified with a disability or special need, the school's office manager and a special needs teacher will contact the student's previous school or appropriate health care provider to build a history of past services. Incoming students will be academically tested using the NWEA test and other test appropriate for their age level. Additional testing of incoming students with pre-identified needs will be overseen by the special needs staff, with an individualized education plan developed by each student through the Academy's Case Conference Committee. The Sun Academy general education staff and special education staff will be trained and will look for student problems using the response-to-intervention system detailed in question 4 of this section. Sun Academy will work closely with Turnstone, a not-for-profit organization in Fort Wayne serving students with disabilities, to ensure Sun Academy plans and provides the best available services for students with disabilities.

b.) Strategies for Ensuring Academic Success for Student with Special Needs:
Sun Academy's general education model an inclusive program designed around mastery skills and individually tailored education plans and assessment portfolios for all children, not just students requiring an individualized education plan. Sun Academy staff will be recruited who are cross-trained in general education skills, but also in serving students with special needs. A potential source for this type of staff is from Saint Francis University where teachers graduate with general and special education credentials. As a result, Sun Academy general and special education staff will be trained to not only support services of incoming students identified with special needs, but also accurately identify students with problems limiting their ability to reach their fullest potential. If a teacher believes the student may need special education services, the Academy's lead special needs teacher will be contacted. The special needs teacher will contact the child's previous school to see if the child was on an IEP that was not reported during enrollment. If the student is already qualified for special education services that the Academy was not made aware of, then the Academy will immediately hold a case conference in accordance with Indiana law within 10 days of notice of special education services.

Sun Academy's Response-To-Intervention (RTI) program, detailed in question 4 of this section, provides a systematic process for identifying low student performance and providing escalating remediation strategies, including Tier 3 strategies which may include formal special needs assessments and services. If the RTI strategies implemented to correct the achievement deficit are unsuccessful over a period of ten weeks from the time intervention is initiated, then the Response To Intervention Committee may refer the

student for special needs testing. The student's guardian will be invited to meet to discuss their child's performance, interventions to date, and the results of those interventions. The RTI committee will then ask the parent for permission to test their child for specific areas in special education.

In addition to the above research based traditional strategies for identifying, and providing a continuum of appropriate and effective services to every student, Sun Academy will lead the education field in inclusive and innovative techniques for serving students with special needs. Sun Academy is a sight based school, but it is also a hybrid school in that it leverages the great strides in information technologies to enhance access to general education and specialized curriculum. Every Sun Academy student will have on campus and off campus access to the schools digital learning platform, including their own personal digital desk top and all of their classes and digital school resources. For students with special needs, this will not only include all materials that the general student body has access to, but also two additional course sites: The first site is a digital special needs resource area developed by the Sun Academy special needs staff. The second site is a course site build just for that student. This site will have an electronic copy of their IEP along with curriculum modifications and resources to assist this student's achievement of mastery skills. Special needs students will have digital portfolios customized to their abilities, with mastery skill levels determined by the students Case Conference Committee. At home or in any space on campus, our special needs students will have access to these materials without needing to leave their seat. Special needs students will also be able to communicate with their special needs teacher synchronously and asynchronously, helping students to resolve obstacles in real time and without the need to be pulled out of class.

c.) Evaluating and Monitoring Progress Toward Success: Regular progress monitoring for every student is part of the dynamic data-instructional looping system implemented throughout Sun Academy. For students qualifying for special needs services their regular evaluation and monitoring will be dictated by their Individualized Education Program. Sun Academy will use both its internal assessment and monitoring systems and the State of Indiana's IEP monitoring programs to ensure the progress of every student.

d.) Graduating Students with Special Needs: Sun Academy will strive to assist all students to complete the requirement for their high school diploma. If, however, a diploma is not an attainable option, then the student's case conference committee will review progress each year to determine if the student should be on track for a diploma or a certificate of completion.

e.) Qualified Staffing for Special Needs: Hiring highly qualified teachers certified by the Indiana Department of Education to teach in their hired areas is a requirement to work at Sun Academy, including in the areas of special needs. In addition to seeking out staff with the required credentials from institutions known for quality and histories of excellence in their field, Sun Academy verifies staff abilities to implement Academy strategies and attain high performance goals through analysis of observations

and student results. Just as the schools data-instructional system drives instructional program and curriculum modifications, and student remediation; it also directs teacher professional development. The end result is a staff that is selected and trained with purpose and which will achieve high performance levels for themselves and the students they serve.

f.) Examples of existing schools: ** Not Applicable **

3.) Serving English Language Learner (ELL) Students: It is our goal at Sun Academy for our English Language Learners to develop oral, written and reading language proficiency in order to have access to high-quality educational opportunities.

a.) Identifying ELL Students: As part of our intake process, families will complete the Home Language Survey. Students' English Language Proficiency will be assessed using the English Language Proficiency Assessment (ELPA) screener. In accordance with Title III, families will be notified of their students ELL status and results of all assessments.

b.) Programs, Practices & Strategies for ELL Students: CNCA has a proven track record of working to serve the needs of English Language Learners. Sun Academy will be following CNCA model by: 1.) implementing its proven strategies for educating students who are English Language Learners; 2.) following its professional development program and building teacher capacity to serve ELLs; 3.) assessing ELLs and carefully monitoring ELL programs; 4.) using data for instructional improvement; and 5.) choosing and creating Bilingual/Structured English Immersion models.

Meeting the Needs of English Language Learners: According to the U.S. Census Bureau one in five public school students live in homes where English is not the primary language (Freeman & Freeman, 2007, p.5). This trend is not true for only for our U.S. border areas, but is occurring at an accelerating pace in Mid-West areas like Fort Wayne as current census and surrounding school enrollment statistics indicate. As a result, our responsibility to provide ELLs with access to equal education is even more imperative than in 1972 when the Supreme Court of the United States ruling put forth that "...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." Providing equity and access has always been a challenge within the context of public schooling, but has come to the fore since the passage of No Child Left Behind (NCLB) which positioned its' beam on under performing subgroups (specifically special education students and English Learners). Sun Academy is committed to providing equity for English Learners through access to academic English.

Serving English Learners through a Strong Instructional Program: At Sun Academy, our instructional vision sets the expectation that all students will gain the "ability to engage in rigorous reading, writing, critical thinking, speaking and mathematical and

scientific problem solving...” We have adopted, with slight modifications, Camino Nuevo’s commitment statement for English Language Learners:

Sun Academy is committed to offering a rigorous, data-driven, and research-based program to all English language learners. We commit to systematically ensuring that our students achieve oral and written proficiency in core curriculum areas. Our ultimate goal is for all English language learners to have equitable access to college and define their own success.

In order to achieve our instructional vision and meet state requirements, we will focus teacher professional development and collaborative work around instructional strategies that work for English Language Learners. The research-based strategies that guide the methodologies we will implement are highlighted below. These are directly from the CNCA model:

1. Student Engagement

As a staff, we will consistently challenge ourselves to achieve 100% learner engagement. Students will be engaged in learning and set goals for their education. When students are participants and drivers in setting their own goals: they participate; they ask questions; they actively incorporate new information with prior knowledge; and they take an interest in being held accountable. Kinsella and Feldman define learner engagement as: “To attract and maintain a learner’s interest and active involvement in all lesson content and related tasks, with clearly articulated verbal and non-verbal “evidence checks” of a concrete, productive, and behaviorally observable response to instruction.”

Our teachers will attend professional development opportunities (and receive training from CNCA staff) that addresses instructional methodologies to promote learner engagement and structured academic language practice, particularly with English Language Learners. Kinsella argues that English Language Learners do not acquire language unless they use it. Therefore, teachers must create structured opportunities for ELLs to practice language. The cornerstone of this instruction will be learner engagement – if students are not engaged then they cannot learn.

We will utilize a Classroom Walk Through structure from the UCLA School Management Program to investigate whole school trends and create a needs analysis. In order to increase learner engagement, as a school we will commit to sharing and processing the lesson objective with students, using randomized calling, using frequent checks for understanding, and using methods to promote active listening (i.e. incorporating listening roles for all students during class instructions).

2. High Quality, Student-to-Student Interaction

A critical element of language development will be providing time and space for students to use language: in writing, reading, listening, and speaking. As a school we

will commit to providing opportunities throughout each lesson for students to discuss ideas and process information. Teachers will spend time explicitly teaching “partner talk”: what it looks like, sounds like and feels like.

In addition to using frequent “think-pair-shares”, Sun Academy will adopt participation strategies from Kate Kinsella’s “Building Vocabulary” workshop. The following protocols will be used:

- “A” and “B” partners will be assigned at the beginning of the year.
- The teacher assigns a discussion question using a “response frame” or sentence starter (e.g. In my experience _____ is better than _____ because _____.)
- Students first write down answers independently.
- Partners will be instructed to share (i.e. “Partners A share your ideas first”).
- Partners will be typically given a listening role such as jotting down one new idea.
- While circulating, the teacher will ask a few students to share their responses with the whole class.
- The teacher will randomly call on a few others to share.
- Lastly, the teacher will ask if volunteers that want to share additional ideas.

In these interactions everyone talks using sentence starters and the use of volunteers (i.e. students that raise their hands) is limited. These critical components will provide opportunities for all ELLs to practice language daily in the classroom.

3. Non-Linguistic Representation

Non-linguistic representations help English Language Learners associate meaning with academic language through sensory and mental images. They include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement. “The purpose of non-linguistic representation is to enhance students’ abilities to use mental images to represent and elaborate on knowledge.”¹⁵

Teachers will integrate non-linguistic representations throughout instruction. They will use Thinking Maps in all content to help students organize information and show relationships between ideas. Teachers will utilize Total Physical Response (TPR) to teach concepts such as students modeling the solar system by moving around the room. Singapore Math heavily emphasizes creating math models such as the use of fraction bars, algebra tiles, and bar models for algebraic concepts. Students will frequently create pictures and pictographs of scientific observations. Teachers always

complement their instruction with visual aids and written instruction. Short educational videos will be frequently used to illustrate concepts.

4. Informal Assessment and Immediate Feedback

According to Hill and Bjork, English Language Learners “require immediate feedback that will be timely and realistic in order for students to know how they are doing in the classroom ... When you provide students with feedback, you are giving students information about how well they are doing relative to a particular learning goal so that they can improve their performance.”¹⁶ Informal assessment and feedback will support learners by actively engaging in the lesson, self-assessing their understanding, and informing instruction so that the teacher can adjust “on the spot” as necessary.

We will be using some of CNCA’s methods for informal student assessment such as:

- Allowing students to self-assess: thumbs check, fist of five.
- Posing questions that the whole class answers in visual form: thumbs up/down, hold-up fingers to represent an answer choice.
- Students complete work on white boards and show answers in unison.
- Use exit slips at the end of the lesson to check if students have mastered the objective and share results with students the next day.
- When students work in groups, teachers find structured ways to check in: – Always have them record their work and collect it.
- Assign a “temperature monitor.” Every 5 minutes, stop circulating, ask for a temperature check. If the group has a question or needs assistance, the monitor gives a thumbs down. If the group is working fine alone, thumbs up.

5. ELD Programming

In addition to integrating SDAIE and ELL strategies throughout the K-8 curriculum, CNCA has developed a targeted English Language Development program for students acquiring English as a Second Language. Based on extensive research of effective programs, Camino Nuevo adopted a new methodology in 2009 for teaching English Language Development called *EL Achieve: Focused Approach to Systematic ELD* by Susana Dutro. The program employs the following guidelines:

- Students are grouped and taught at their assessed ELD proficiency level during a specific instructional time.
- ELD lessons have clear and stated language objectives based on a scope and sequence of language skills and a focus on:
 - Language function or purpose
 - Language patterns and vocabulary
 - Structured language practice at least 50% of the time
 - Engaging topics and instructional practices

- Instruction includes listening, speaking, reading, and writing with an emphasis on listening and speaking.
- Grades K- 2 will allocate 30 minutes daily and grades 3-8 will allocate 45 minutes daily of targeted ELD instruction time.
- Utilize identified ELD materials to implement the yearlong instructional map for target proficiency level.

c.) Assessment and Monitoring of English Language Development: Sun Academy will be implementing the Indiana standards for assessing student progress on achieving English Language Proficiency but we will largely be following the CNCA model for ELL instruction and assessment. CNCA adheres to the Center for Applied Linguistics recommendation that assessments be used to “shape and monitor program effectiveness” and maintain alignment with appropriate standards and goals.

Sun Academy will therefore have a multi-pronged system of assessing students’ English Language Development, which consists of the following assessment systems and practices:

- 1) ELD Portfolios: For students who are classified English Language Learners (ELL), achievement will be documented as teachers collect, analyze and score student work samples against the ELD standards. These authentic assessments will be placed in ELD portfolios. Portfolios will be submitted to the administrative team for review twice annually (December and June).
- 2) Initial/ Annual ELPA (English Language Proficiency Assessment)
- 3) Classroom grades and assessment of both ELD (English Language Development) and ELA standards (English Language Arts)
- 4) ELL performance on the ISTEP
- 5) *EL Achieve* Initial Placement Test: A one-on-one test of oral language ability which supports teachers in grouping students by ELD levels for targeted instruction.

It will be expected that teachers and administrators consider all of the data available (listed above) and then use this information to place students in the ELD level most representative of student skills and to group students strategically for ELD instruction.

Language Appraisal Team: CNCA will work with Sun Academy staff members in the initial years of operation to identify and assemble a “Language Appraisal Team” (LAT) and provide the team with training. This team will meet throughout the year to discuss students with specific language issues. Examples of students with specific language needs include (but will not be limited to) newcomers and recent arrivals to the country who have little or no formal English instruction, students who have been labeled ELD for extended periods of time and seem “stuck” at a low ELD level (long-term ELLs), and /or students who seem to struggle with one aspect of language development (e.g. speaking/oral language). Together the team will look closely at a battery of assessments, a student’s performance in class, and the student’s socialization and affective domain regarding language learning. The LAT will include

administrators, teachers, students, parents and support staff that work together to create a support plan for the student and teacher.

Sun Academy is highly committed to serving all of the students and families that will make up our small school community. We will place great importance on meeting the needs of our English Language Learners, on providing effective language support for all students, and on continually striving to employ innovative, best practices in order to do so. Aligned with our mission and instructional vision, it is our goal that English Language Learners achieve a strong command of academic English in order to have access to high quality educational opportunities.

Paths to Reclassification: Sun Academy understands the importance of monitoring and supporting students English Language Development over time and ensuring that students are prepared for re-designation as students who are fluent in English (Reclassified Fluent English Proficient or RFEP). For this reason, our school will have a systematic process for tracking ELLs and their progress towards meeting the criteria for re-designation (RFEP).

d.) Qualified ELL Staff: All teachers and administrators at Sun Academy will either be hired with training in serving ELL students or will receive ELL service training prior to the first day of school. This training will be designed by CNCA staff. Additionally, all staff will engage in training to become fluent in Spanish within one year of employment at Sun Academy if they are not bilingually certified in Spanish when they are hired. We recognize that this may reduce the pool of certified teachers either qualified or interested in becoming a Sun Academy employee. As such we anticipate not only recruiting from a broad range of quality teacher colleges in the region, but also recruiting from areas such as Chicago, Texas and California.

Sun Academy teachers and leaders will view our service to English Learners as an opportunity and never a liability through a climate of inclusion. Given that we live in a conservative cultural and political region which resists change, many ELL students in Indiana attend school within a context that does not welcome them:

“When communities, states, and even the country do not welcome immigrants, this influences how students feel about themselves and their schooling” (Freeman & Freeman, 2007, p.30).

Sun Academy will value students’ home languages and cultural backgrounds, and will be uniquely suited to support the growing immigrant population in Fort Wayne. We will ensure that all communications go home in both Spanish and English and we will provide translation services at all school events and conferences. Additionally, Sun Academy will present annual workshops to empower parents and share strategies to support their child’s language development.

4). Identifying and Meeting the Needs of Students Performing Below Grade Level:

At Sun Academy, teachers will be responsible for differentiating lessons to accommodate all learners. If a student is not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, they will be engaged in the Academy's comprehensive academic intervention program that is intended to address the needs of those students who demonstrate academic deficits. Decisions about strategies and placement will be based on continuous data reflection with students moving in and out of intervention settings. Anticipated areas of remediation are in academic and skill areas needed for success in college, redirection of behaviors, and Spanish and English language development due to the demands of the school's bilingual program and high ELL population. The framework for how we will approach students who are not meeting grade level expectations is best described as a "problem solving approach" within the Three Tiered Response to Intervention Model (RTI). The goal of the intervention program will be to address student's skill or learning deficits as quickly as possible to support access and mastery of grade level standards. Through pre-diagnostic assessments and on-going benchmark assessment, the intervention program will match student's needs with specific intervention strategies – such as one-on-one tutoring, small tutoring groups, after school classes and during-class scaffolded and differentiated instruction. Following the CNCA model, the following steps outline how we plan to implement RTI:

(I.) Tier 1 interventions occur at the classroom level. A classroom teacher may identify students experiencing difficulties with their coursework and implement modifications or use other instructional strategies to help meet students' needs. These students will be referred to the Coordinated Support Team, which will be responsible for following up with all Tier I stakeholders. Teachers will provide opportunities for students to engage in cooperative groups, learning centers, peer discussions, and teaching through the use of multiple learning modalities. With an ever increasing number of students who are English Learners, teachers will employ a variety of SDAIE (Specially Designed Academic Instruction in English) strategies and targeted ELD instruction to meet students' diverse language development needs. To aid the problem solving approach, teachers may meet informally, in Critical Friends Groups or as grade level teams, to find new ways to address a student's needs. Teachers will carefully monitor student progress, gather information on the students and determine whether or not the interventions have been successful.

(II) If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental (Tier II) intervention outside of core instruction. At this time the Student Success Team (SST) will be brought in to discuss the types of interventions that may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, will meet to develop a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. Any student recommended for academic intervention is assessed and depending on his/her needs (Spanish Language, English Language, Math, etc.) the student may be referred to attend afternoon intervention classes (4:00pm-5:00pm) to address his/her academic needs.

In addition to after school intervention classes, middle school students will have the opportunity to take targeted afternoon classes designed to develop their writing, math, or reading skills. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be consulted. With all SST meetings, the immediate outcome is a structured plan for how to improve in one or more of these areas and then a follow up meeting is scheduled to review parent and teacher feedback to determine if progress is being made on the SST plan.

The SST plan outlines actions, a timeline, multiple check-points, and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre-screened for a learning disability. If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move a student to a Tier III for intervention services.

(III) Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes are reviewed with the parent. LADS will then ask the parent for consent to evaluate if the child meets the criteria for receiving additional support from the Resource Specialist. Ultimately, if a Specific Learning Disability is diagnosed upon an evaluation, then the child will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist.

5.) Meeting the Needs of Gifted Students and Students Achieving Substantially Above Grade Level :

Sun Academy will focus on differentiated instruction within the classroom and on delivering a rigorous curriculum aimed at high achieving students. Teachers will consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They will use this information to create learning activities that target the needs of all students and scaffold appropriately. The accelerated pace at which higher performing students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination. Other examples include:

- Using different text levels in independent reading and guided reading instruction;
- Homogeneous grouping for challenge projects;
- Assigning challenge problems for early finishers;

- Vertical enrichment projects aligned to academic learning; and
- Learning opportunities to hone thinking, reasoning, communication and self-regulation skills.

Students who exceed grade-appropriate proficiency levels on state standardized tests, beginning of year (BOY) assessments, and/or on quarterly benchmarks, or who demonstrate high levels of achievement on classroom based work, will receive opportunities for personalized, accelerated and/or more in-depth learning objectives based on student readiness and interest. For example, the teacher may explore similar content with all students, while requiring different outcomes or deliverables depending on the students' performance levels. When addressing the unique or advanced interests of students, teachers will draw upon the following research-based activities for gifted and talented students:

- Pursue topics in depth at a pace commensurate with their abilities and intensity of interest.
- Initiate activities that diverge from the structured format, within a framework of guidance and resources appropriate for such exploration.
- Ask questions about areas or aspects of studies and find answers that lead to more questions.
- Experience emotional involvement with a project based on interests and use of higher levels of ability.
- Learn the skills, methodology, and discipline involved in intellectual pursuits and/or creative endeavors.
- Think (interpretations, connections, extrapolations) and imagine (ideas, images, and intuitive insights) in order to develop their own product.
- Experience the use of intellectual abilities and senses necessary in creative endeavors.

Student Recruitment and Enrollment:

- 1.) Recruitment and Marketing Plan:** The Sun Academy is at the beginning stage of contacting local families and building prospective student and parent interest in the school. Sun Academy will implement a program to develop strong student and family interest in the school between February and May, 2012. Once the Academy's charter is issued, the Academy will intensify school marketing and recruitment efforts in order to meet projected enrollment targets for 2012. In addition to ongoing meeting with local organizational leaders providing services to networks of families and youth in the area surrounding the Summit campus, Sun Academy is currently coordinating with Ambassador Enterprises for on-campus events such as a Cinco de Mayo banquet, and a three event Shindigz/Fort Wayne Hispanic Chamber of

Commerce event with a local youth and adult soccer competition on the Summit Campus. A community outreach/marketing director will be hired in early June to coordinate these activities. Additionally, available teaching staff will be hired early to augment student recruitment capacity while also establishing positive parent/student/ teacher relations from the start. Sun Academy will request an opening date of August 2012 from the Indiana Charter School Board for enrollment of 175 students in grades K-6 for the first year. These enrollment levels are realistic given the time between the charter contract completion and the first day of school and the capacity of the organizations supporting the Academy. Our marketing program will focus on the communities surrounding The Summit site as well as the Hispanic population since the school will offer a strong ELL and bilingual instruction services.

2.) Sun Academy Enrollment Policy: **See Attachment 14**

Student Discipline:

1.) Philosophy and Procedures of Student Discipline: The philosophy of Sun Academy is that all students can and should behave at school. Students have a responsibility to behave in a manner that allows teachers to teach and students to learn. In promoting our positive behavior system (PBIS), our desire is to promote positive behavior versus negative behavior. We believe that our discipline plan should be a tool to improve behavior, plus promote our positive behavior system.

The purpose of discipline is to create an environment conducive to learning through the development of self-discipline, the promotion of expectations for responsible behavior and consideration for the rights of others. The responsibility for good student conduct lies first with the student. Teachers will emphasize that students will be accountable for their actions. The role of the teacher is to help students develop self-discipline, to prevent or stop any non-acceptable behavior and to present clear expectations for appropriate student conduct.

Sun Academy has developed core values school rules reinforcing those traits for general student behavior because we believe that no student can be allowed to interfere with a teacher's right to teach and that no student can be allowed to interfere with another student's right to learn. Students will be expected to do their best and without cheating when doing school work or taking assessment tests throughout the year. Expectations will be given by teachers to ensure that the above does happen. Sun Academy will follow the state's mandates when giving state endorsed tests. (i.e. students will not be in possession of a cell phone during testing)

2.) Sun Academy Discipline Policy: ** See Attachment 15**

Parents & Community:

1.) Demand for Sun Academy: Sun Academy will open at 1025 West Rudisill Boulevard, Fort Wayne, Indiana 46807. The Academy will be located on the former Taylor University- Fort Wayne campus. The campus was purchased by Ambassador Enterprises as a community redevelopment project and is now operated under their subsidiary, Ambassador Campus Properties, LLC, with the campus renamed The Summit. The campus consists of 22 acres and 11 buildings with approximately 244,000 square feet of space and historically this location has always delivered exceptional education to the community. Sun Academy will transfer this historical perception of quality education from previous tenants along with the superior partnering school programs to draw families and students to the Sun Academy program. Sun Academy will also draw on the network of community organizations moving onto the campus and in the surrounding area to identify and recruit students to the school. Sun Academy will follow up the start-up perception of excellence with “break out” academic performance, high parent satisfaction, and professional marketing to build ever increasing demand for our Academy.

The Summit Campus is located in a transitional area between the urban areas of Fort Wayne, and the suburb and rural areas of South West Allen County that have built up around the Lutheran Hospital complex. The location offers the school an opportunity to build a very diverse student body in a relatively safe residential neighborhood, and will draw from urban, suburban, and rural areas.

According to the 2010 US Census, Fort Wayne has increased in population by 52,618 over the last ten years to 253,691. Of this, twenty three percent (23%) in growth, sixteen percent (16%) comes from the increasing Hispanic population. Much of the Hispanic population is concentrated in SW Fort Wayne. The following table shows depicts the ethnic, economic, and educational breakdown of Fort Wayne, the 46809 zip code west of the proposed school location, the 46807 zip code surrounding the campus, and the 46806 zip code east of the campus:

Table 1:

	46809	46807	46906
White	87.3%	70.5%	26.9%
Black	4.3%	12.4%	57.9%
Asian	0.6%	2.0%	1.0%
Hispanic	7.1%	14.4%	15.1%
Median Household Income	\$42,831	\$42,694	\$33,310

High School Not Completed	13.8%	13.1%	20.8%
High School Completed	65.9%	52.5%	65.0%
College Associates Degree or Higher	20.8	34.3%	14.3%

Current ethnic and economic breakdowns for surrounding or competing FWCS's and Fort Wayne public charter schools are as follows:

Table 2:

FWCS – Target Area:	White	Black	Hispanic	Multi-Race	Asian/Native American	Free or Reduced Lunch
South Wayne Elementary School	29.5%	29.1%	26.9%	14.2%	0.0%	93.2%
Fairfield Elementary School	13.5%	37.6%	35.8%	8.2%	5.0%	93.8%
Harrison Hill Elementary School	24.8%	36.5%	20.7%	12.0%	5.9%	75.2%
Kekionga Middle School	42.0%	33.5%	15.6%	7.4%	1.5%	84.2%
South Side High School	32.1%	37.7%	22.0%	3.4%	5.7%	68.8%
FWCS – Language Magnet:						
Lindley Bilingual Elementary	32.1%	24.8%	36.2%	5.0%	1.9%	76.0%
Fort Wayne Charter Schools:						
Imagine Schools on Broadway	27.2%	36.5%	15.6%	19.1%	1.5%	86.6%
Imagine MASTer Academy	53.2%	12.5%	14.2%	9.5%	1.5%	70.4%
Timothy L. Johnson	1.7%	90.5%	1.7%	5.6%	0.4%	96.6%

Sun Academy is designed to better serve students with challenges in English language development and other At-Risk students than surrounding schools; Sun Academy is well positioned to benefit from not only the growing population in Fort Wayne, but also provide currently limited services to an ever increasing Hispanic community; and Sun Academy offers a K-16 seamless solution for students through its STEM and early college programming to help students from families challenged to achieve training that will yield a livable income from jobs which can support a family.

Educationally, the Fort Wayne Community School (FWCS) district has made the minimum Adequate Yearly Progress (AYP) under the federal No Child Left Behind guidelines for their second consecutive year, taking the district out of correction action for the first time in six years. FWCS currently services approximately 32,000 students, and has some schools, like the Weisser Park Elementary arts and the Lindley Bilingual Elementary magnet school (3.5 NW of the Summit), which offer specialized educational opportunities and which score higher on Indiana standardized test than other FWCS programs. FWCS district ISTEP scores remain, however, below state averages. The three FWCS elementary schools in the target area, South Wayne, Fairfield, and Harrison Hill) average 47.6% student passages rates for both Math and English Language Arts for second through fifth grade ISTEP test. Middle school performance declines even further, with Kekionga Middle school averaging 39.0% student passage of both Math and English Language Arts. At the high school level, End of Course Assessments passed through 12th grade at Southside are 53% in English 10, 19% in Algebra I, and 25% in Biology I. Three Indiana charter schools currently operate in Fort Wayne. Their combined performance average is 40.8% passing Both Math and English Language Arts. The southwest Fort Wayne community needs a school program that will produce college ready and workforce ready men and women. Southwest Fort Wayne lacks high performance schools, as Table 3 demonstrates. Sun Academy will out compete the schools listed below and maintain a full enrollment because our Academy and our students will out perform all other schools in Fort Wayne.

Table 3:

FWCS - Target Area:	Black Pass Both Math and ELA Percent	Hispanic Pass Both Math and ELA Percent	White Pass Both Math and ELA Percent	Free/ Reduced Pass Both Math and ELA Percent	School Pass Both Math and ELA Percent
South Wayne Elementary School	28.2%	66.7%	65.7%	50.4%	51.6%

Fairfield Elementary School	31.3%	43.8%	51.4%	39.7%	38.5%
Harrison Hill Elementary School	37.9%	63.1%	64.6%	50.4%	52.7%
FWCS – Language Magnet:					
Lindley Bilingual Elementary	40.7%	65.6%	74.2%	54.5%	59.4%
Kekionga Middle School	32.9%	37.9%	43.8%	36.7%	39.0%
Fort Wayne Charter Schools:					
Imagine Schools on Broadway	15.4%	25%	42.2%	29.2%	29.2%
Imagine MASTER Academy	39.6%	46.8%	55.2%	46.9%	51.2%
Timothy L. Johnson	35.6%	Na	Na	37.6%	37.8%
Compared School's Averages	32.7%	49.8%	56.7%	43.2%	44.9%

South Side High School: End of Course Assessments passed through 12th grade:

Table 4:

English 10		Algebra I		Biology I	
South Side	Indiana	South Side	Indiana	South Side	Indiana
53%	63%	19%	61%	25%	37%

Table 5:

	English 10	Algebra 1
White	79%	73%

Black	36%	24%
Hispanic	48%	33%
Multi-racial	50%	3%
Native American	0%	0%
Asian	25%	33%

3.) Engaging Parents: Sun Academy will begin an aggressive recruitment campaign once our Academy is approved. Academy administration and teaching staff will take part in the recruitment campaign, establishing a positive teacher/parent/student relationship prior to the first day of school. By engaging such a campaign along with parent orientations, family nights, and open house opportunities, parents/guardians will be well informed and educated as to what Sun Academy is all about, what we expect from parents, and how they can continue to play a vital role in their child’s education. We will attempt to quickly partner with the parents/guardians in area where they can enhance the education of their child and other Sun Academy students. Sun Academy will schedule evening workshops throughout the year with topics relating to Parenting. Our key to successfully including parents in the effort to create a great school is to first establish trust and personal positive relationships while also matching parent abilities with student and school needs. Sun Academy will engage parents in ways that support the core values and goals of our school. Examples of such activities are parents participating in morning meeting and supporting instruction throughout the day, parent assistance with educational field trips and athletic events, and parents simply taking time to listen to their child or read with them each night.

Sun Academy information technologies also provides ways for parents at work or unable to directly engage in school activities, to stay connected to the school and their child’s daily progress and activities. Parents will be able to track their child’s progress as they master skills and will be able to see photos of their child’s daily activities either uploaded onto each student’s personal digital desktop or mailed to a guardian’s email account. Access to real time information and photos of their child create a great starting point for positive dialogue between a parent and their child each evening. It also helps parents to remain engaged in their child’s education long after they have dropped them off for school.

3.) Community resources available to students and parents: Big Brothers Big Sisters will move onto the Summit campus this summer. Grace College already has a branch on the campus, and a second unannounced college will be opening a branch at the Summit as well this year. These are three great resources for both students and parents which will be right on the Academy’s campus. Sun Academy will expand on these great campus assets by connecting with additional community student and family resources to complete a continuum of student/family services both in and out of school. Our whole student

approach will focus on not only removing impediments to learning during the school day but also obstacles interfering with student success outside of school. Sun Academy's Development Officer will facilitate the development of support networks for every student and their family.

4.) Evidence of Community Support: ** See Attachment 16 **

Performance Management:

1.) Primary Interim Assessments: Sun Academy is committed to administration of the student evaluations required by the IDOE and ICSB (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable). To measure student achievement and growth: the NWEA and the Act Suite will be utilized. Additional assessments will be used to monitor student progress such as ELPA (English Language Proficiency Assessment); quarterly benchmarking assessments, classroom based assessments, and portfolio assessments.

2.) Collecting and Analyzing Student Achievement Data: NWEA: Sun Academy intends to use the Northwest Evaluation Association (NWEA) MAP test to measure student achievement and growth. NWEA assessments are individualized, computer based, and norm-referenced assessments. NWEA assessments are administered multiple times during the course of a single school year with results available within 24 hours. The detail of the test aligned to mastery skills in reading, writing, math and science along with rapid assessment results allows NWEA data to not only be used for new student placement, but also gives teachers real-time evaluation of student mastery and educational success by student subgroup or in the aggregate. We will use results to identify skill areas that require more attention, to readjust instructional strategies or curriculum alignments, and to refocus or maintain focus of resources in the case of results demonstrating success. At Sun Academy, this assessment will be administered in the fall, winter, and spring. Fall assessments provide baseline and comparative data, as well as predictive data for State assessments. Results from the winter NWEA test provide formative information regarding individual student progress, and enables staff members to immediately adjust teaching strategies. The spring or end-of-year assessment provides summative growth data. NWEA's Measures of Academic Progress (MAP) assessment will be administered to students in grades two through eight. Sun Academy will administer the Primary Grades Assessment (PGA) to all kindergarten and first grade students. The assessments are indexed to national norms, and the school will use the Indiana version of the MAP assessment that is aligned with State standards. Sun Academy will use student NWEA and ACT test correlations developed at Central Michigan University to ensure our students in 2-8th grades are on track for an ACT score of 24 or higher.

Apart from external assessment tools, Sun Academy will develop and implement a rigorous and continuous system of data collection and instructional modification. The following are internal assessment techniques Sun Academy will implement:

Daily and Unit Assessments: Each subject in the SA curriculum will be broken into logical units of study tied to core mastery skills. Throughout each unit, students will be required to complete a series of assessments. These formative assessments may include daily homework, daily mastery checks, written compositions, project and laboratory exercises, and unit tests which will provide students with varied approaches of demonstrating mastery of content and skills. These assessments require direct teacher evaluation. Student report cards and grades will ultimately include a balanced combination of quizzes, tests, work samples (portfolio items) and teacher feedback.

Mastery Skill Assessment: Five summative mastery skills tests will be given throughout the school year, developed from a combination of the CNCA Benchmark Assessment System and the Denver School of Science and Technology's Mastery Skills Assessment System, the latter of which is supported by the Bill and Melinda Gates Foundation. Each successive test will assess new mastery skills recently covered along with overlap from areas taught earlier in the year, leading to a final mastery test that will cover all skills to be mastered during the school year. SA will use this data at the teacher and administrative level to prescribe individual student support and resources. At the classroom level and grade level, this data will be used to identify effective and ineffective curriculum and instructional practices. Teacher teams and the school's curriculum committee will discuss what is working well, what needs to be modified for next year and what must be re-taught during the current year to ensure all students successfully master targeted skills. A component of the SA teacher evaluations will consider student performance on Benchmark Skill tests. Benchmark assessments will be administered through the school's Sakai Learning Management System, specifically the Test and Quizzes tool. Data from this tool is automatically scored or through teacher assessment on questions requiring a written response or diagram. All scores are automatically linked to each student's grade book. Data in the grade books can then be aggregated and sorted according to teacher or administrative criteria. For example, we can sort a mastery skills test by class or a grade level from the lowest scoring skills to the highest while also sorting the lowest to the highest performing student on the mastery skills test. This would allow the least mastered skills to be identified and re-taught, and will allow teachers to differentiate student performance levels and assign resources and intervention tools accordingly.

Student and Teacher Portfolios: A part of developing successful students and staff is teaching them to analyze their own areas of weakness and self guide their actions to master desired skills. To address this goal, GCA will use digital portfolios, a tool embedded in the Sakai software. Portfolios will be used in two ways at GCA: Assessment and Reflection, and Presentation. The primary use of portfolios will be for assessment and reflection. Mastery skill matrices will be created for each core subject and grade level. Each student will have an individualized mastery skill matrix in their individual portfolio. As students perform work towards mastery, data supporting their skill levels will be loaded into each matrix cell assigned to a mastery skill. Teachers will assist students new to the school and lower grades in with uploading a variety of data, such as photos of projects, scanned art and hand written lessons, and digital work. As students mature and master the portfolio technology, students will be responsible for uploading work or work will be automatically loaded into cells from other Sakai tools, such as the grade book. Used in this way, portfolios give teachers and administrators' broad methods for assessing skill levels and individualizing student instruction. From the student's

perspective portfolios provide a powerful review tool and will teach students to be reflective and accountable in their education. The portfolio approach will also be used to organize, assess, and direct staff professional development.

The second use of portfolios will be for presentation. Students will learn to use the portfolio tool to present their best work in a professional format. In lower grades, students will present their work in their portfolio at student lead student/teacher/parent conferences. As students near graduation, development of a professional portfolio will be a part of their senior graduation requirements, and students will be able to use the public part of their portfolio to demonstrate their abilities to potential colleges and employers.

3.) Sun Academy's Information System: Sun Academy will use the online Sakai tools integrated with the Open SIS student information system for collecting and managing student data. Sakai provides the Academy with multiple assessment techniques and data storage methods. Nathan Browning, the IT Director for Stellar School Services will be responsible for managing the Academy's information system, and will work with the Stellar School Services CEO, Keith Birkhold, and Chief Operating Officer, Wolfgang Lowe to mine, aggregate and analyze data. This data will be provided to Academy teachers and administrating in a format which allows for easy analysis throughout the school year so that adjustments can be made quickly to ensure no gaps in student learning. The school's Principal along with Stellar School Services staff will present school and staff performance data to the Board on a monthly basis.

Academy administration, teachers, and students will be trained to analyze data relevant to their jobs and goals. Training on administering and analyzing all state required and value added test will be a part of all education staff. Education staff will be trained to use the Sakai tool, including data gathering and assessment tools as well as the Benchmark Assessment System from the CNCA program supported by the Sakai tools. Teachers will be trained to analyze individual student performance data. The Academy's Principal, working with Stellar School Services Staff will aggregate and analyze performance data on classroom, subject, grade and school wide levels. The Academy Principal will be responsible for sharing the data and analysis with staff and developing strategies to correct deficiencies and improve future performance.

4.) Training and Support for Analyzing, Interpreting and Using Performance Data: Training and support for Sun Academy staff will come from CNCA, NWEA, and Stellar School Services as described above in question 2.

5.) Corrective Action for Performance Below ICSB and IDOE Goals: If Sun Academy performance falls below ICSB and IDOE goals, review of internal goals, mastery skills, and assessments will be re-analyzed to ensure they are aligned with IDOE and ISCB goals and are sufficiently rigorous to ensure passage of all Authorizer and State benchmarks. Analysis of deficiencies will be drilled down further to look at the curriculum and teaching practices supporting mastery. Additional investigation will also occur to look at factors affecting student performance coming from outside of the Academy. Sun Academy will work both internally and externally with community partners and student parents to ensure their child has a successful future.

**Section III: Implementation Plan
Human Capital:**

Network Wide Staffing:

	Year 1	Year 2	Year 3	Year 4	Year 5
Elementary Schools	1	1	1	1	1
Middle Schools	1	1	1	1	1
High Schools	0	0	0	1	1
Total Schools	2	2	2	3	3
Student Enrollment	175	400	450	500	550
Management Organization Positions:					
Chief Executive Officer	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1
Chief Information Officer	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1
Director of Education	1	1	1	1	1
Total back-office FTEs	5	5	5	5	5
Elementary School Staff:					
Principal	1	1	1	1	1
Assistant Principals					
Add'l School Leadership					
Classroom Teachers (Core Subjects)	7	16	18	18	18
Classroom Teachers (Specials)	1	1	1	1	1
Student Support Position	1	1	1	1	1
Specialized School Staff	3	4	4	4	4
Teacher Aides	9	18	23	17	17
School Operation Support	3	4	4	4	4
Total FTEs in K-8	25	44	48	42	42

High School Staff					
Principal				1	1
Assistant Principal					
Deans					
Add'l School Leadership					
Classroom Teachers (Core Subjects)				3	6
Classroom Teachers (Specials)				1	1
Student Support Position				1	1
Specialized School Staff				1	2
Teachers Aides					
School Operations Support					
Total FTE's at HS				7	11
Total Network FTEs				49	54

School Leadership & Staff Hiring, Management and Evaluation:

1.) Multiple Charters: Sun Academy is applying for one school only.

2.) Strategy and Timeline for Recruiting Teachers: Early recruitment of for the education team and support staff has already begun. The intended school principal has a long history of recruiting quality staff from Indiana teacher colleges. Stellar School Services has also developed an extensive network supporting colleges. These institutions along with networking through community partners will be the primary method of locating teachers. Stellar School Services also works with Teach For America, and we will use their national network as well to locate qualified staff. Sun Academy will also recruit from areas which produce high percentages of bilingual teachers, such as Chicago, Los Angeles, and South Texas. Sun Academy will recruit and hire teachers with exceptional experience, innovation, passion to their craft, and an uncompromising drive to ensure each and every student succeeds. Minimum job qualifications include a bachelor's degree or higher from an accredited university or college, certified in elementary and/or secondary education from the State of Indiana and strong English language skills with secondary language skills in Spanish. All teachers must be fluent in Spanish within 12 months of employment.

3.) Insuring Excellent Teachers: An excellent education begins with hiring excellent teachers. Sun Academy will strive to hire only the brightest and the best teachers available for our school. The hiring process will be rigorous, with multiple levels of interviews. After year one, part of the hiring process will be observing potential new hires teaching students. Sun Academy anticipated hiring a high percentage of teachers from 0 to 5 years of experience in opening years, and potentially in extended years as well if the Academy's budget does not allow it to offer wages to veteran teachers comparable with surrounding schools. As such, Sun Academy will open and maintain a strong, dynamic professional development program to quickly develop teacher skills focused towards the strategic goals of the Academy. Sun Academy is fortunate to have CNCA to work with as one of the characteristics which make them such an excellent school is their teacher professional development. Atyani Howard from CNCA will work with Sun Academy to design a professional development program that integrates with the data-instruction looping system. As such, teacher professional development will be driven by student achievement.

Unfortunately, as the question indicates, not all teachers become excellent teachers. Staff contracts will be "at-will" contracts. If Stellar School Services and the Sun Academy Board reach a conclusion that despite or best efforts to select and train a staff member they do not produce the desired student performance goals in the classroom, then that teacher will be replaced with a teacher who can get results.

4.) School Leader and Teacher Evaluations: The Sun Academy Board policy will provide the guidelines for evaluation of school leader and teacher performance. Certified employees shall be evaluated in the following manner on the following schedule:

First year employees shall be observed by the principal at least three (3) times, at least one (1) time in each semester. Two (2) observations shall be announced ahead of time and one may be unannounced. Each observation shall last a minimum of twenty (20) minutes and must note strengths as well as areas needing improvement. Following each evaluation, the employee shall meet with the observer to discuss the evaluation. The observer shall use the evaluation form approved by the Board. The observer and the employee shall form a list of criteria on which to evaluate performance at the end of the year. These criteria and deliverables will be a part of each teacher's portfolio. The teacher will add his/her comments to the evaluation.

During year's two (2) to five (5), each employee will be observed twice each year. The procedure outlined for first year employees will be followed.

Beginning in year six (6), employees will be observed once a year. The procedure outlined for first year employees will be followed. Copies of all evaluations after being signed by the observer and the employee will be placed in the employee's personnel file.

Sun Academy has the ability to monitor in real time both instructional practices and each student's progress, with data aggregation abilities at the classroom, grade and academy level. As such, we anticipate evolving the teacher evaluation and training from the traditional model described above to a more dynamic approach which can be used to quickly identify and correct instructional deficiencies. The CNCA teacher assessment and professional development approach supports this approach and will be enhanced with Sun Academy's use of technology.

Non-certified employees shall be observed by the principal at least twice during the first thirty (30) day probation period. An evaluation and work conference shall be held at the end of the thirty (30) days if the employee is to be retained. Goals, both professional and personal, for the next year are to be established and presented to the Board with recommendation for employment. The overall goals are to train, evaluate and retain only the best educators possible at the Sun Academy.

5.) Handling Unsatisfactory Performance: Sun Academy's model is designed to provide ongoing evaluation of instruction and targeted professional development. Sun Academy teacher will be offered the training and support they need to create successful students. The Academy's Professional Assistance Program will include three parts – Awareness Plan, Professional Plan and Intensive Assistance Plan. If at the end of this program the teacher still hasn't improved his/her performance, termination will be considered. If openings occur at the teacher or administration level, Sun Academy will once again strive to seek and to hire only the best and the brightest. As the Academy grows from year to year, we will be in a continuing search to fill our upper grade levels with highly qualified teachers. It is our desire to hire and retain the best teachers available so we can provide an education to our students that is second to none.

6.) Performance Based Compensation: Achievement is the ultimate measure of performance at Sun Academy. Starting teachers will be offered a competitive base salary and benefits compared to other schools in the area. Our strategy will be to out compete local school for the best new teachers by partnering with local colleges for training their teachers, identifying top performers, and offering a better starting employment package and work environment. Sun Academy teachers will be paid on top of their base salaries based on a merit pay system yet to be adopted by the Board. Teachers will be expected to have all students progress no less than one

grade level equivalent per year if they are on grade level. Teachers will be required to advance students behind their peers at a rate which will allow them to perform equal to their peers within three years. This progress will be measured using the NWEA test, the measure Sun Academy will use for performance bonuses. Teachers will also be given additional merit points for achieving mastery of skills developed in their professional development portfolio, and for their year of service with the Academy. The overall performance pool will be tied to the financial strength of the Academy, putting both academic performance and operational efficiency at the forefront.

Professional Development:

1.) Supporting Academy Leadership: Sun Academy professional development will be through collaboration with Sun Academy administration and staff, the Sun Academy Board, and Stellar School Services staff, partnering schools and consultants. These three groups will work to develop goals and portfolio assessments for students, Academy staff, and Stellar School Services programs and attending staff. Transparency and common goals will drive all levels of professional development and assessment. The type of training for each level will be directed by mutually agreed performance objectives.

2.) Opening Professional Development:

Sun Academy envisions using the following five-day professional development schedule prior to school opening in August:

Day 1:

Introduction of staff – Getting to know each other
Words of Welcome- Sun Academy Board
Words of Welcome – Stellar School Services
Words of Welcome – Principal
Explanation/Vision of Sun Academy – overall philosophy of education – what makes Sun Academy unique?
Overview of school operations - daily schedule, handbook review, etc.
Q/A

Day 2-4:

Required training: CPR, handling blood born pathogens, school safety, etc.
Overview of Assessment tools that will be used throughout the year
Explanation of Grade Level Curriculum
Explanation of Mastery Standards – how it will be used to group into units big ideas & essential understandings
Discussion on Measurable Objectives
Overview/Explanation of Cross-Curricular structures to be utilized:

- Bilingual Program
- Thinking Maps
- Four Blocks Literacy Framework
- Reading Strategies
- Integrated Block Structure (6-8)
- Strategic Afternoon Programming

- Morning Meetings to build school culture
- Benchmark Skills Testing and Analysis

Day 5:

Reflection time over first four days & Q/A
 Teachers – Time to work in classrooms
 Lunch Celebration
 Afternoon work time

Sun Academy will seek to develop other staff activities with seek to address the development of teamwork and the core values we want both our students and staff to embody. To the extent that time, finances, and staff availability allow, team and culture building activities will be added to the Academy opening professional development program.

3.) Professional Development Schedule: Sun Academy currently has 10 days for professional development scheduled in addition to the 195 instructional days. Sun Academy’s staffing plan for the first three years places a teachers assistant in each classroom, allowing for minimal interruption of instruction if the primary teacher is pulled out of the classroom for training. The year long training will follow a schedule developed by Atyani Howard of CNCA following the lessons they have learned in their Benchmark Assessment and professional development program. Currently they reserve Thursday afternoons for individualized performance assessment and training as well as school wide professional development. We will most likely follow that same schedule.

4.) Professional Development Program Evaluation: Sun Academy’s professional development program will be evaluated on the following improvements:

- a.) Student performance on mastery skill test, NWEA test, and ISTEP or End-of-Course Exams.
- B.) Achievement of goals established for all Sun Academy staff and Board members.

Start-Up & Operations

Start-Up Plan: ** See Attachment #17 **

Start-Up Staffing and Costs: ** See Attachment #19 – Staffing Worksheets **

Transportation: Sun Academy will not be providing transportation services to or from the school for the general student population. Sun Academy will work to purchase a used bus in year one for the primary purpose of providing transportation to local area education sites or athletic events. The Academy’s bus may also serve to support students who can not secure reliable, safe transportation to the schools, such as homeless students who would fall under the McKinney-Vento Homeless Assistance Act, 43, USC 11431. For students with disabilities requiring transportation services directed through their IEP, the Academy will contract with local transportation providers specializing in serving students with disabilities. Sun Academy has a strong collaborative relationship with Turnstone for disability services, and we intend to use them for ensuring our students receive the services they are entitled to as described in the Individuals with Disabilities Education Act.

Safety and Security: Sun Academy will ensure that there is a minimum of one employee that is certified as a School Safety Specialist through the State of Indiana. The Academy's accredited School Safety Specialist will develop Sun Academy's safety plan.

Sun Academy will endeavor to foster a relationship with the local police, focusing on the closest police station to the Academy and the Summit campus security. We will also develop a relationship with other first responders in the event of a crisis on our campus.

Sun Academy will work with the Summit campus owners to maintain the safest possible environment on a mixed use campus. Buildings used exclusively by Sun Academy will be locked throughout the day to maintain the safest environment as possible for our staff and students. The front door will be equipped with an electronic lock and closed circuit camera so that our office staff may first make visual contact with any person seeking entrance to our school, plus a push button type of lock that can be pressed in the office to open the front door. All other doors around the school building will remain locked at all times.

Sun Academy will follow state guidelines in terms of drills throughout the year. Sun will conduct one fire drill per month, one tornado drill per semester and one lock down drill per semester as well. The school's secretary (and other office personnel) will be provided with a Bomb Threat Information Sheet that will be placed by each office phone. This will be used as a "script" in the event that a person calls in a bomb threat to the school. A Staff Emergency Information form will be kept on file for all staff members. This will be on file in the event of a medical emergency (or other type of crisis) so that a family member or physician listed can be called immediately.

Sun Academy will develop and print a Crisis Intervention Plan that will be put in red binders and given to all staff and teachers. In addition, we will provide a crisis box that the secretary will be in charge of in case of a crisis situation. This box will contain red/orange vests and hats to identify those staff members in charge, a flashlight and updated student and staff rosters. We will also provide Talk-Abouts (small walkie talkies) for several staff members so we can communicate easily for fire drills or other emergency situations.

The safety and security of students and staff at Sun Academy is a priority. Maintaining a safe school will require a collaborative effort of the School Board, administrators, teachers, students, parents and the community.

Technology Specifications and Requirements: Sun Academy is a hybrid school – site based but with the robust capabilities of a world class virtual education environment. Instruction is teacher lead, unlike some on-line education programs requiring access to web or computer based software to provide instruction. As such, the Academy will open with minimal technology requirements. The starting role out will have each teacher with a tablet computer, a digital projector, and a white board. In class IT tools will be connected through the campus wireless connectivity. The digital learning platform is already developed for the Academy and hosted through Stellar School Services on a virtual private server. The Academy's website is under development by Studio 625 and the Academy student information system is being integrated with the Sakai tools by Stellar School Services. All off site programs will be hosted on the same virtual server managed by Stellar School Services. The Academy will open with a one-to-one

student-to-computer configuration. Smart boards will be a part of the classroom IT roll-out in K-2nd grades.

Insurance Coverage: Sun Academy will bid out insurance services. Attachment 18 is an example of one such quote from Stewart Brimmer in Fort Wayne who provides school insurance for many of the schools in the region.

Facility Plan:

1.) Facilities Identification: Sun Academy has a facility for opening selected. The site is already zoned for educational use, and is already in full compliance of IC 20-26-7, 20-24, the Indiana Department of Health, the Office of the State Fire Marshal, Department of Public Works, and all other corresponding local agencies. Stellar School Services and Ambassador Properties will work together over the next 16 month to design and construct facilities which will accommodate all Sun Academy future facility needs at the Summit. Both organizations have the capacity and experience for build-out and renovations. All build-out cost will be paid for by Ambassador Properties, LLC.

A lease agreement between Sun Academy of Fort Wayne and Ambassador Properties, LLC is currently being drafted, and will be contingent upon the Academy receiving a charter contract. The lease rate is \$10/sq. ft. with all other occupancy cost included in that rate except telephone and internet services. Common area space, such as the dining area and gymnasium, used by the school will be charged at \$2/sq. ft. As detailed in Attachment 19, Sun Academy will have a much lower percentage of its operating budget used for occupancy cost than the typical Indiana charter schools summarized in the 2011 article “Shortchanged Charters: Hoe Funding Disparities Hurt Indiana’s Charter Schools”.

2.) Facility Description: Sun Academy will be located at 1025 West Rudisill Boulevard, Fort Wayne, Indiana 46807. The site is the former branch campus of Taylor University, now owned by Ambassador Enterprises, who is rebuilding and managing the campus as one of the philanthropic community support projects. Sun Academy will be sole charter school on the campus made up of a mosaic of community support agencies. The location combines both exceptional facilities and community collaboration opportunities surrounded by a residential community in need of expanded educational choices.

The Summit campus is twenty two acres, with two hundred twenty thousand square feet of building space. Sun Academy will occupy the modern student union/library building in year one, while a second floor and renovations take place in the older adjacent library building. Part of the renovation will be to connect the two building so all students will have indoor access to the dining area. Build out will use minimum classroom dimensions of 1,100 sq. ft. for kindergarten and 900 sq. ft. for all other grade levels. The dining area for the Academy has a full modern kitchen and serving area built to handle over 1,600 students. Cornell University is partnered with Stellar School Services to develop a best practices food and nutrition program at the school supported through USDA funding, positioning Sun Academy to compete in the Healthy U.S. School Challenge. In addition to the instruction designed building Sun Academy will have access to a soccer field and a two basket ball court athletic center.

Budget and Finance:

1.) Managing Accounting, Purchasing, Payroll and Audits: Sun Academy will have accounting, purchasing, and payroll services provided through a comprehensive services agreement with Stellar School Services, LLC as detailed in Attachment 8. Purchasing and procurement procedures are detailed in Attachment 7. Payroll and HR support will be provided through the agreement with Stellar School Services in Attachment 8. Stellar School Services team has extensive accounting, auditing, legal, and human resource services experience. An audit of the Academy by a third party Indiana Certified Public Accountant will take place annually. Stellar School Services will work together with the Academy Board to develop yearly and five year budgets that will guide the finances of the Academy. Monthly financial statements will be prepared by Stellar School Services and the Sun Academy Principal. Actual versus projected expenses will be compared, with actions taken proactively to ensure short and long term financial viability of the Academy.

2.) Annual, Independent Audit: Sun Academy will contract directly with an ICSB approved Indiana Certified Public Accountant who will analyze and report on the practices and financial strength of the Academy to the Board and the ICSB.

3.) 5 Year Pro-Forma Budget: ** See Attachment 19 **

4.) Sun Academy Budget Narrative: ** See Attachment 20 **

Section IV: Portfolio Review and Performance Record

Sun Academy of Fort Wayne is a stand alone school project with governance provided by the Board made up of community leaders committed to achieving the mission and goals of the Academy. Sun Academy intends to contract with Stellar School Services, LLC, an Indiana incorporated education service provider created to expand education support services in Indiana and surrounding states.

Sun Academy will be the first school Stellar School Services supports in Indiana. While the company is new, the staff and vendors supporting the delivery of services are experienced in developing and supporting K-12 educational programs. Additional details on Stellar School Services, LLC can be found at www.stellarschoolservices.com.

Stellar School Services, LLC offers the standard school support services typical of most education service providers, such as HR, accounting and payroll, and education support services. In education, SSS builds all of its schools around mastery skills. These mastery skills are built around national and state benchmarks as well as additional skill sets determined by the needs of the community and the direction set by the Board. Four general areas of educational concentration by Stellar School Services are in dual language development, STEM education, and entrepreneur and business leadership skills, and early college education. Collaborating nationally recognized schools and consultants work with Stellar School Services to bring expertise to our managed schools.

In addition to designing and support of superior education programs, Stellar School Services excels in technology enhancement of schools. The central kernel to these services is the Sakai Tools, supported by over 400 colleges and universities world wide, as well as a growing number of school districts seeking advanced information technology systems at an economical price. At Stellar School Services we relentlessly pursue excellence in all we do, sharing our vision and those of local communities for “Building Brighter Children for Better Communities”.

Sun Academy of Fort Wayne

Attachment 1

Founding Group Resumes

Board Member

Sonja Strahm Biography Summary

I resident of the neighborhood, directly across the street from The Summit campus where Sun Academy of Fort Wane intends to open. I taught English and art history for 15 years at Fort Wayne Bible College and continued to teach and direct the Academic Center for Enrichment for Taylor University Fort Wayne which occupied the Summit Campus until three years ago. I have also taught in Fort Wayne Community Schools as an English language arts teacher specializing in teaching English Language Learners (ELL).

In terms of education, I have a Bachelor's in Education, a Master's in Education, and a Master's in English; I also am certified as a developmental education specialist and teaching English as a second language.

Currently I serve as the Department Chair for Academic Skills Advancement English at Ivy Tech Community College, where I teach college reading strategies.

Having served on several local, state, and national boards, I continue to have interest in educational pursuits. This interest is what led me to volunteer as a Sun Academy Board member while also helping to serve and stabilize my neighborhood.

I may be reached best by phone (260-615-9588) or at ssstrahm@gmail.com.

Sincerely,

Sonja Strahm
926 W. Rudisill Blvd.
Fort Wayne, IN 46807-2139

Board Member

Dave Nelson

1335 West Sherwood Terrace
Fort Wayne IN 46807

cell: 260.452.6105
dnelson@pchelpservice.com

OBJECTIVE

IT Strategy, Research, Management

RECENT ACCOMPLISHMENTS

- Instituted virtual server environment saving 50% energy costs and maintaining 99% server up-time.
- Implemented co-location & replication solutions to achieve 15 min Recovery Point Objective.
- Launched SharePoint, Exchange Server and hybrid/VoIP communications systems to improve productivity, and reduce error rates.
- Directed and contributed to several developments including a Manufacturing Execution System, ERP/CRM and On-Line Design applications.

EMPLOYMENT

Cat in a Dog's World; Fort Wayne IN 2011 to Present
Assistive Technology and Music applications for children on the autism spectrum.

President:

Research, business development, creative solutions and services for families dealing with autism.

PC HELP!; Fort Wayne IN 1990 to Present
On-site computer-service company servicing the Fort Wayne area.

President:

Company policy, business development, marketing strategies, and administration; personnel, customer relations, legal and accounting; creative solutions and service for small business.

80/20, Inc.; Columbia City IN 2007 to 2011
\$60M T-slot aluminum framing manufacturer

IT Director:

Responsible for system up-time, on-time IT service requests and IT-related productivity improvements; hiring, cross-training and personnel administration; IT budget and policy administration; interactions with our technical partners, VARs and LARs; project vision statements, due-diligence and ROIs; Disaster Recovery and IT security; cloud-computing; system and network design; licensing; support of business analytics and software development projects.

JECTO PLASTICS; New Haven IN 1990
Plastics Injection Molder

Contract Programmer:

Developed material requirements planning (MRP) system.

STANDARD TECHNOLOGY; Bethesda MD 1987 to 1989
Department of Defense Contractor

Project Manager:

Traveled abroad and domestically to develop man power staffing standards for the US Army.

WOODWARD AND LOTHROP; Alexandria VA

1985 to 1987

Retail

Industrial Engineer, Department Manager

Dave Nelson

1335 West Sherwood Terrace

Fort Wayne IN 46807

Page 2

cell: 260.452.6105

dnelson@pchelpservice.com

EMPLOYMENT - *continued*

UNITED MANAGEMENT CONSULTANTS; Fairfax VA

1983 to 1985

Commercial Consulting

Project Manager

Traveled domestically providing consulting on distribution systems development and computer programming for companies such as Oscar Meyer, Eckerd Drugs and Brunswick Corporation.

MAGNAVOX ELECTRONIC SYSTEMS COMPANY; Fort Wayne IN

1979 to 1982

Submarine Surveillance Systems

Engineering Assistant, Coop Student

Assisted senior engineer with research and development projects

EDUCATION

Purdue University; Division of Interdisciplinary Engineering; BSE

Purdue University-Industry Cooperative Education Program

Comptia Certifications: A+ and Network+

Microsoft Training and Certification

PERSONAL

Lynda and I are married 18 years with two boys: Leland (15) and Julian (12). I enjoy playing jazz, running triathlons, reading, church, friends and family.

Board Member

JEFFREY A. NOWAK, Ph.D.

Vita

Associate Professor of Science Education
Associate Editor, Journal of Geoscience Education 2007-2010
Director, Northeast Indiana Science, Technology, Engineering, and Math Education Resource Center
(www.NISTEM.org)

Indiana University-Purdue University Fort Wayne School of Education Neff Hall, Room 240A 2101 E. Coliseum Blvd. Fort Wayne, IN 46805 Office: (260) 481-6960 Fax: (260) 481-5408 Email: nowakj@ipfw.edu	6317 Verandah Lane Fort Wayne, IN 46835
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EDUCATION

Indiana University, Bloomington IN, Doctorate of Philosophy in Curriculum and Instruction, Science Education
August 1995 – May 2001

Ball State University, Muncie IN, Master of Arts in Geology
August 1992 - May 1994

State University of New York, Albany NY, Summer Studies Program
June – August 1991

Ohio Northern University, Ada OH, Bachelor of Science in Biology
August 1988 - May 1992
Minor: Science Education

CERTIFICATION/LICENSURE

State of Indiana

Biology	Primary Area	5-12
Chemistry	Primary Area	5-12
Earth Space Science	Primary Area	5-12
General Science	Primary Area	5-12
Physical Science	Primary Area	5-12
Mathematics	Supporting Area	5-12
Physics	Supporting Area	5-12

Senior High-Junior/Middle School Professional Expires: April 11, 2012

PROFESSIONAL EXPERIENCE

Associate Professor of Science Education, School of Education, Indiana – Purdue University, Fort Wayne IN, 2000 - 2011

E548 – Advanced Teaching of Science in the Elementary School – Designed for experienced teachers to gain proficiency in the teaching of science in the elementary school. Individualized learning experiences are provided.

Q200 – Basic Science Skills - Course emphasizes the integration of science process skills and concepts. Private school participation is incorporated into the course structure.

E328 - Science Methods for Elementary Education - Course emphasizes concept development, objectives, philosophy, organization, assessment and effective utilization of science materials, technology and methods. Public school participation is required.

F500 – Land to Sea Expedition to North Carolina for Teachers – Course is for teachers interested in learning how to motivate their students through the emotional connection of the field trip experience. Through the study of historical changes in society and a marine ecosystem the teachers learn to use artifacts from science, social studies, and math to motivate and engage students in language arts.

F500 – LEGO Robotic Design for Teachers – Course emphasizes concepts related to science and technology. Teachers design build, and program mobile LEGO robots for use in the K – 12 curricula, design a curricular unit for their classroom, and publish course materials to the World Wide Web.

3225 – Geology for Kids – This was a noncredit course taught over six Saturdays to 4th – 6th grade students through Continuing Studies at IPFW. This course has been offered twice and topics covered include mapping, minerals, rocks, stratigraphy and fossils. Many of the specimens used in this course were supplied by the Geosciences Department at IPFW.

Kids Kollege – Rockets and Space Exploration – This was a noncredit course taught to middle school students through Continuing Studies at IPFW. Several different instructors from IPFW taught different “courses” to students enrolled in Kids Kollege in the summer. My course covered topics and included hands-on activities related to space travel and space exploration.

Visiting Instructor of Science Education, School of Education, Indiana – Purdue University, Fort Wayne IN, 2000-2001

E328 - Science Methods for Elementary Education - Course emphasizes concept development, objectives, philosophy, organization, assessment and effective

utilization of science materials, technology and methods. Public school participation is required.

Q200 – Basic Science Skills - Course emphasizes the integration of science process skills and concepts. Private school participation is incorporated into the course structure.

Eighth Grade Science Teacher, Northside Middle School – Columbus IN, 1999-2000

Also instructor of the A.C. (gifted and talented) science program.

Associate Instructor, Indiana University, Bloomington IN, 1997-1999

Q200 – Basic Science Skills – 1997 – 1999 - Associate instructor under Dr. Dorothy Gabel. Course emphasizes the integration of science process skills and concepts.

NASA-NOVA Teacher Workshop – Energy and Its Impact on Human Lives – Summer 1998 – Co-instructor of the Elementary/Middle School Teacher Workshop designed to train teachers in the uses of the Texas Instruments Calculator-Based Laboratories technology and adapt the TI-CBL to study energy-related topics.

E516 – Workshop in Elementary School Science – Spring 1998 – I assisted by teaching this distance education course at times when the instructor was away on business.

E405/Q405 – Education Capstone Course - Fall 1998 – Co-taught with Dr. Al Ruesink a science capstone course with field experience designed to prepare students to teach science during their student teaching.

Geology for Kids – Fall 1997 and Fall 1998 – Saturday Science Geology workshop for 4th to 6th grade students. This course is a six-week, hands-on experience emphasizing the study of geological phenomenon.

Brownie Math and Science Day –November 1997 – Under the direction of Dr. Lisa Pratt, I assisted by teaching at a dinosaur station on a day when hundreds of area Brownies converged upon the IUB campus to take part in math and science activities.

Robots, Rockets and Space Exploration – Spring 1997 - Saturday Science Technology workshop for 1st – 3rd grade students. This course is a six-week, hands-on experience emphasizing inquiry and experimentation.

High School Science Teacher, Columbus East High School – Columbus IN, 1994-1997

Taught Biology, Co-taught Special Needs Biology, Earth/Space Science, Chemistry, Physical Science, Physics.

Instructor for Super Saturday Program, Indiana University – Purdue University, Columbus IN, 1995 and 1996

From a Cow's Point of View –February 1995 – Grades 2 – 3 Super Saturday Science program. Class emphasized how animals and humans are able to see. Students also dissected cow eyeballs.

Quakes & Shakes –February 1996 – Grades 2 – 3 Super Saturday Science program. Class emphasized a hands-on approach to learning about origin and impact of earthquakes, volcanoes and plate tectonics.

Assistant Instructor, Ball State University, Muncie IN, 1992-1994

Geology 101- Geology Laboratory – August 1992 – June 1994 – Graduate assistant instructor of the laboratory portion of the Geology 101 course. Course emphasized mineral, rock and fossil identification along with map reading skills.

Historical Geology 102 – Spring 1994 – Graduate assistant instructor of the laboratory portion of the Historical Geology course. Course emphasized the study of vertebrate paleontology.

Assistant Instructor at the Child Development Center, Ohio Northern University, Ada OH, 1989-1992

Taught emergent through upper elementary children and studied the impact of different pedagogical approaches on their growth in the areas of social and cognitive skill development.

FIELD-BASED SCIENTIFIC RESEARCH

Calcium movement in the Arabidopsis spp. root. Injected calcium-binding fluorescent dyes into Arabidopsis spp. roots. Roots were gravistimulated and observations of asymmetric fluorescence across the cap were observed. The Ca^{++} flux was then studied under a Nikon Labophot Fluorescence microscope utilizing a blue filter. Independent research conducted under Dr. Linda Mull Young, Ohio Northern University, August 1990 – May 1991

Comparison of gravitropic curvature between control and ethylene treated gravistimulated roots of Zea mays. Analyzed the influence of ethylene treated Zea mays versus non-hormonally treated seeds when gravistimulated in different manners to differing degrees. As an outcome of the differential treatments, related interactions between the hormones ethylene and auxin during root gravistimulation versus non-mechanically stimulated roots were determined. Undergraduate research, advisor – Dr. Linda Mull Young, Ohio Northern University, August 1991 – May 1992

Palynological comparison of soil deposits of the Madison limestone found east of Rockerville, South Dakota. Soil samples were taken from the Mississippian-aged Madison limestone. The limestone had undergone subaerial exposure during the Pennsylvanian period followed by a subsequent uplift during the Eocene epoch. Using

palynological techniques the pollen was examined to determine the age of the sediments (i.e., Mississippian to Pennsylvanian, Tertiary (Eocene) or recent). Independent graduate research conducted under Dr. Hal Reopke, Ball State University, June – December 1993.

Should inherent error in C-14 dates of greater than 11,000 ybp be calibrated based on an extrapolation of dendrochronological evidence? Using both a best-fit straight-line trend and periodic oscillating trend, each with C-14 deviations of ± 100 C-14 years, extrapolations were done and comparisons made between the established radiocarbon 14-dendrochronological calibration curve and the calendric age ranges determined via the U-Th dating method. The results of this research indicate that extrapolations from the radiocarbon 14-dendrochronological calibration curve can serve as a logical first-order check of approximate calendric age. Master's research, advisor – Dr. Hal Reopke, Ball State University, June – December 1994

PUBLICATIONS (Graduate student's names are highlighted, reports to the Foellinger Foundation and I-STEM Resource Network are not included.)

*Isik-Ercan, Z., Hatice, Z., Nowak, J.A. (2012). Urban Second Graders Learning about Sun, Earth and Moon through 3D Visualization. Paper to be presented by Dr. Nowak at AERA in Montreal 2012, Division C – Learning and Instruction/Section 4 Science.

Nowak, J.A. (2012). The Science Classroom Makeover: Modernizing Classrooms in Kosovo for STEM Education. Book Chapter for the USAID Classroom Makeover text. FHI360, Basic Education Project (BEP), Pristina, Kosovo and Washington D.C., USA.

Nowak, J.A. (2012). Developing and Using Project-based Learning (PBL) Units. A resource guide developed for distribution by the Region 8 Education Service Center.

*Nowak, J.A. (2011). Community Partners Sharing Resources to Allow Children to Study Shared Water Resources. Presentation provided at the Northeastern (46th Annual) and North-Central (45th Annual) Joint Meeting, Pittsburgh, Pennsylvania, Paper No. 57-4 (abstract).

Nowak, J.A. (2011). Entrepreneurship and Employability. Workshop report, United States Agency for International Development (USAID), Primary Education Project (PEP), March 31-April 2.

Production: I oversaw the completion of the Employability Standards for 21st Century competencies for the country with a team assembled in Macedonia. We looked at standards from several countries to create this document for the Entrepreneurship component of the USAID AED Primary Education Project.

Nowak, J.A. (2011). A Project-based Approach to Learning the Sciences Using Applied Technologies. Workshop report provided to the Kosovo Education Center

(KEC), United States Agency for International Development (USAID), Basic Education Project (BEP), April 21-23.

Nowak, J.A. (2011, October). Transforming the Educational System of Kosovo through Teacher Professional Development, Classroom Redesign, and Use of Student-centered, Hands-on Instructional Strategies. Workshop report provided to the Kosovo Education Center (KEC), United States Agency for International Development (USAID), Basic Education Project (BEP).

*Isik-Ercan, Z., Kim, B. & Nowak, J.A. (2011). The Promise of 3D Visualization: Urban Second Graders Exploring the Sun, Earth, and Moon. *International Journal of Technology Enhanced Learning*, 3(4).

*Isik-Ecran, Z., Kim, B. & Nowak, J.A. (2010). 3D Visualization in elementary education astronomy: Teaching urban second graders about the sun, earth, and moon. Paper published in the proceedings of the 3rd World Summit on the Knowledge Society (WSKS 2010), Part I, CCIS 111, 500-505.

Dumit, S. M., & Nowak, J. A. (2010). Cool Science Matters – B, Birds. Sow Forth Publishing Co., Lewis Center, OH., (www.coolsciencematters.com), book now available on Amazon.com.

*Nowak, J., Nichols, J., and Coutts, D. (Spring 2009). *The Impact of Full-day Versus Half-day Kindergarten on Student Achievement of Low Socioeconomic Status Minority Students*. *Scholarlypartnershipsedu*, 4 (1), 34-47.

Dumit, S. M., & Nowak, J. A. (2009). Cool Science Matters – A, Air. Sow Forth Publishing Co., Lewis Center, OH., (www.coolsciencematters.com), book now available on Amazon.com.

Nowak, J.A. & Aleksova, A (2009). Training of Master Learning Facilitators for Physics, Chemistry, and Biology. Report prepared in November for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

Nowak, J.A. & Aleksova, A. (2009). What is the Difference Between Problem-based Learning and Project-based Learning? Chapter of a physics teacher training manual translated into Albanian and Macedonian for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

Nowak, J.A. & Aleksova, A. (2008). Macedonian Physics Component: Visitation and Rube Goldberg Workshop. Report prepared in December for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

Brown, C., Barman, C., Barman, N., Helfenbein, R., & Nowak, J.A. (2008). Mathematics and Science Second Workshop for Facilitators Professional Development. Prepared in June for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

Nowak, J.A. (2008). Problem and Project-based Learning in Macedonian Chemistry and Physics Education. Prepared in January for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

Nowak, J.A. (2007). Northeast Indiana STEM Partnership Initiatives. White paper commissioned by the Greater Fort Wayne Chamber of Commerce, Fort Wayne, Indiana.

Beerbower, J., & Nowak, J.A. (2007) *Fall Field Days: IPFW Preservice Teacher Science Day for Children*, Newsletter article prepared for the Allen County Parks, Friends of Metea, Fort Wayne, Indiana.

Nowak, J.A. (2007). ICT in Macedonian Education, Part II. Prepared in December for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

Mason, T., Lester, F., Lambdin, D., Barman, C., Barman, N., Helfenbein, R., & Nowak, J. (2007). Mathematics and Science Training of the Trainers Workshop. Workshop report prepared in August for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

Nowak, J.A. (2007). ICT in Macedonian Education. Prepared in June for the United States Agency for International Development, Academy for Educational Development, Primary Education Project, Washington D.C., USA.

*Nowak, J. (2007). The Problem with Using Problem-based Learning to Teach Middle School Earth/Space Science in a High-Stakes Testing Society. *Journal of Geoscience Education*, 55(5), 62-66.

*Severson, S. and Nowak, J.A. (2007). Protein Synthesis: A BioQuest Using LEGO Robotics. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

*Jump, J. and Nowak, J.A. (2007). LEGO Olympics. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

*Jones, J. and Nowak, J.A. (2006). Mapping Explorations using LEGO Robotics. Published on the NASA Robotics Curriculum Clearinghouse website

(<http://www.robotics.nasa.gov/rcc/>).

*Saam, J., and Nowak, J. (2005). The Effects of Full Day versus Half Day Kindergarten on the Achievement of Students with Low/Moderate Income Status. Journal of Research in Childhood Education. Vol. 20, No. 1, pgs 27-35.

*Daniel, M. and Nowak, J.A. (2005). Technical Enterprises LEGO Challenge. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

*Kendall, M. and Nowak, J.A. (2005). Civil War LEGO Robotics. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

*Schneider, G. and Nowak, J.A. (2005). Veterinarian on a Mission. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

*Urban, M. and Nowak, J.A. (2005). Robotic World of Sports. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

*Urban, M. and Nowak, J.A. (2005). Landfills: A Stinky Situation. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

*Frame, P. and Nowak, J.A. (2004). The Yucca Mountain Challenge. Published on the NASA Robotics Curriculum Clearinghouse website (<http://www.robotics.nasa.gov/rcc/>).

Plucker, J.A., Simmons, A., Eckes, S., Rapp, K., Benton, S., Nowak, J.A. (2004). University Sponsorship of Charter Schools in Indiana. Prepared for the Indiana Department of Education Office of Educational Options, Indianapolis, Indiana.

Plucker, J.A., Eaton, J., Rapp, K., Lim, W., Nowak, J.A., Hansen, J., Bartleson, A. (2004). The Effects of Full Day Versus Half Day Kindergarten: Review and analysis of National and Indiana data. Prepared for the Indiana Association of Public School Superintendents Information and Research Commission, Indianapolis, Indiana.

Quigley, M., Rhodes, C., and Nowak, J. (2003). Literacy Portfolios in the Electronic Age, in J. Cohen and R. Wiener (Eds.), Literacy Portfolios, pp. 86-88, Prentice-Hall.

*Nowak, J. A. & Plucker, J. (2002). Do as I say, not as I do? Student

assessment in problem-based learning. Inquiry: Critical Thinking Across the Disciplines, 21(2), 17-31.

*Lim, B., Plucker, J., & Nowak, J. (2001). We Are What We Weave? Issues and guidelines for learning by web design. Educational Technology, 41(6), 23-27.

Nowak, J. A. (2001). The Implications and Outcomes of Using Problem-based Learning to Teach Middle School Science. Dissertation abstract published through the Indiana University Graduate School.

Keating, T. M., MaKinster, J. G., Nowak, J. A., & Mills, J. W. (2000). Characterization and analysis of a science curricular resource on the World Wide Web: The cyber history of Bernoulli's Principle. CRLT Technical Report. Available at: <http://www.crlt.indiana.edu/>

Plucker, J.A., and Nowak, J.A. (1999). Review of How to Use Problem-based Learning in the Classroom and Problems as Possibilities: Problem-based Learning for K-12 Education. Roeper Review, 22, 69-70.

Plucker, J.A., & Nowak, J.A. (1999). Creativity in science for K-8 practitioners: Problem-based approaches to discover and invention. In M. D. Lynch & C. R. Harris (Eds.), Teaching the creative child, K-8. Boston: Allyn and Bacon.

Plucker, J.A., & Nowak, J.A. (1999). Infusing reading and writing into problem-based curricula. NAGC Curriculum Division Newsletter.

BOOK SERIES IN PROGRESS:

Dumit, S. M., & Nowak, J. A. (2011). Cool Science Matters – C, Classification. Sow Forth Publishing Co., Lewis Center, OH., (www.coolsciencematters.com).

Dumit, S. M., & Nowak, J. A. (2010). Cool Science Matters – B, Birds. Sow Forth Publishing Co., Lewis Center, OH., (www.coolsciencematters.com).

Dumit, S. M., & Nowak, J. A. (2009). Cool Science Matters – A, Air. Sow Forth Publishing Co., Lewis Center, OH., (www.coolsciencematters.com), available on Amazon.com.

Kindergarten science curriculum aligned with the National Science Education Standards. In this first book of a series, two of the book characters now have national *registered* trademark and the format of this kindergarten book curriculum has been copyrighted. After making revisions based on publisher requests, the format is now simplified and more teacher friendly. I also have another set of characters for a children's book on the importance of elements. I am in the process of securing trademarks for these new characters, and I am self-publishing these books with my sister and co-author Sharon M. Dumit while my sister Amy serves as the illustrator of the series.

ARTICLES AND BOOKS REVIEWED:

In 2007 I became an associate editor for the Journal of Geoscience Education and review several articles (approximately 4-6) a year as well as find reviewers for articles submitted to JGE. My three year term as associate editor commenced in 2010.

McCullough, R. G., Strezewski, M., & Wells, J.J. (2006-2008). Undergraduate Research Experience in Application of Geophysical Methods to the Archeology of Late Prehistoric Central Indiana. A three-year external evaluation (three yearly review's) completed for the National Science Foundation (NSF).

Rule, A. (2004). Creativity Skills Applied to Earth Science Education: Examples from elementary teachers in a graduate creativity class. Reviewed for the Journal of Geoscience Education.

Hahn, D., Brem, S., Semken, S. (2004). Exploring the Social, Moral, and Temporal Qualities of Preservice Teachers' Narratives of Evolution. Reviewed for the Journal of Geoscience Education.

Lev, S.M. (2003). A Problem-based Learning Exercise for Environmental Geology. Reviewed for the Journal of Geoscience Education.

Wulff, A. H. (2003). Using Inquiry-based Learning to Ease the Pain of Learning Mineral Formulae and Analytical Techniques. Reviewed for the Journal of Geoscience Education.

Bentley, M., Ebert, C., and Ebert, E. S., (2000). The Natural Investigator: A constructivist approach to teaching elementary and middle school science. 1st Edition, 351 pgs., Wadsworth-Thomson Learning.

PRESENTATIONS, WORKSHOPS AND SEMINARS

Nowak, J.A. (3/11). Community Partners Sharing Resources to Allow Children to Study Shared Water Resources. Northeastern (46th Annual) and North-Central (45th Annual) Joint Meeting March 20-22.

Nowak, J.A. (11/10). Panelist on *The Scholarship of Engagement* (Open Academic Forum #3) of the Red Balloon Redefining Ourselves Discussion Series at IPFW.

Nowak, J.A. (9/10). *Bridging the Achievement Gap: Project Based Learning Science Projects Improve Low SES Minority Student Test Scores in Northeast Indiana*. Presentation provided at the Pi Lambda Theta "Changing Faces of Education" Region II Professional Development & Leadership Conference, Fort Wayne, Indiana.

Nowak, J.A. (8/10) *Campus to Community Service Learning: Why moving education classes to informal education sites proved advantageous*. Presentation provided at the CELT Fall Teaching Conference on the IPFW Campus.

Nowak, J.A. (8/10) Panelist on *The Scholarship of Engagement at IPFW – Challenges and Opportunities*. Discussion provided at the CELT Fall Teaching Conference on the IPFW Campus.

Nowak, J.A. (7/10). *Integrated PBL in Action*. Led an all-day interactive workshop for the school-wide Dubois Middle School Annual Staff Retreat, Bloomington, Indiana.

Nowak, J.A. (7/10). *NISTEM*. Presentation given to the teachers and community members attending the Raytheon NIDIA Education Externship, Fort Wayne, Indiana.

Nowak, J.A. (5/10) *Inquiry Science Modeling*. Workshop provided to Kindergarten teachers with their students at Worthington Christian Elementary School, Columbus, Ohio.

Nowak, J.A. (3/12-14/10). *Entrepreneurship Professional Development*. Interactive workshop provided to various teachers and education leaders in Ochrid, Macedonia.

Nowak, J.A. (2/10) *Science Discrepant Events*. Interactive presentation provided to participants at the IPFW Literacy Expo in the Walb Ballroom.

Nowak, J. A. (1/10). *NISTEM and STEM Education Today*. Presentation provided to the Fort Wayne Air Force Academy Chapter #143, Fort Wayne, Indiana.

Nowak, J.A. (2/09). *NISTEM Education Resource Center*. Presentation provided for the Alaska Society for Technology in Education (ASTEI) Annual Meeting in Anchorage, Alaska.

Nowak, J.A. (5/09). *NISTEM*. Presentation given to the Executive and Governing Board Meeting of the Regional School Superintendents at Autumn Ridge Golf Club in Auburn, Indiana.

Nowak, J.A. (5/09). *Ocean Oasis*. A workshop for Early Childhood teachers and Kindergarten students for the Worthington Christian Schools, Columbus, Ohio.

Nowak, J.A. (9/09). *NISTEM*. Presentation given to the Invent Tomorrow Education Consortium hosted by IPFW in Fort Wayne, Indiana.

Nowak, J.A. (10/09). *It's An Epidemic!* Interactive presentation provided to participants at the IPFW NEI-AHEC Search and Aspire Orientation in Fort Wayne, Indiana.

Nowak, J.A. (11/09). *Science Teachers Professional Development*. Interactive presentation provided to the University Faculty of Natural Sciences and Mathematics in Skopje, Macedonia.

Nowak, J.A. (11/09). *Understanding the Nature of Science: Why Intelligent Design is Considered Pseudoscience*. . A presentation provided for Campus Ministry, University Religious Forum, at Indiana University – Purdue University Fort Wayne in Fort Wayne, Indiana.

Nowak, J.A. (11/2008). Teaching Science the Right Way. Teacher in-service provided for the Fort Wayne Community School (FWCS) teachers attending this workshop at Study Elementary School.

Nowak, J.A. (10/2008). STEM. Presentation provided at the WorkOne Business and Education Summit, Fort Wayne, Indiana.

Nowak, J.A. (8/2008). Engaging Students Today in Science for Health Careers Tomorrow. Two-day workshop provided for participants at the Northeast Indiana Area Health Education Center, Fort Wayne, Indiana.

Nowak, J.A. (5/2008). What NISTEM Can Do for You. Presentation for the Education Community Members of the Warsaw/Kosciusko County Chamber of Commerce, Warsaw, Indiana.

Nowak, J.A. (4/2008). What NISTEM Can Do for You. Presentation for the Business Community Members of the Warsaw/Kosciusko County Chamber of Commerce, Warsaw, Indiana.

Nowak, J.A. (4/2008). Hands-on Lessons and Demonstrations for the Classroom. 42nd Annual Meeting of The Geological Society of America, North-Central Section, Evansville, Indiana.

Nowak, J.A. (10/2007). NISTEM Booth Exhibitor. Greater Fort Wayne WorkOne Business and Education Summit, Fort Wayne, Indiana.

Nowak, J.A. (8/2007). NISTEM. Planned and provided a presentation with discussion panel for the “First Man” of Purdue University during his wife’s visit, Purdue President Cordova, to IPFW.

Nowak, J.A. (3/2007). STEM Initiatives. White paper presentation to the Greater Fort Wayne Chamber of Commerce, Fort Wayne, Indiana.

Nowak, J.A. (2/2007). NISTEM Booth Exhibitor. Hoosier Association of Science Teachers, Inc., Indianapolis, Indiana.

Nowak, J.A. (1/2007). Pursuing Grant Funding. Presentation provided to the IPFW School of Education at our Brown Bag Lunch Series, Fort Wayne, Indiana.

Nowak, J.A. (4/2006). The Impact of Full-Day Kindergarten Versus Half-Day Kindergarten on Low Socioeconomic Status Minority Students. Paper presentation given at AREA in San Francisco, CA.

Nowak, J.A. (1/2006). Using the Internet Protocol File Ware – Share System. A presentation provided for the CELT LEAD community at Indiana University – Purdue University Fort Wayne in Fort Wayne, Indiana.

Nowak, J.A. (10/2005). Science Integration for Teaching Excellence. An all-day science integration workshop for all EACS Southwick Elementary teachers in Fort Wayne, Indiana.

Nowak, J.A. (9/2005). LEGO Robotics for Teachers and Children. Presentation provided for the Collegiate Science Educators of Indiana (CSEI) Annual Fall Meeting – hosted at the IPFW Northeast Indiana Innovation Center (NIIC).

Nowak, J.A. (6/2005). Botanical Conservatory Scavenger Hunts. Presentation given to the I.M.P.A.C.T. Conference at Concordia High School in Fort Wayne, Indiana.

Nowak, J. A., (6/2005). Ocean Odyssey. A workshop for Early Childhood teachers and Kindergarten students for the Worthington Christian Schools, Columbus, Ohio.

Nowak, J.A. (4/2005). IPFW-S and Other Research. Presented some of the research projects/products I have completed and/or are engaged in at IPFW for a SOE Research Discussion Forum in Fort Wayne, Indiana.

Nowak, J.A., Nichols, J. & Coutts, D. (4/2005). The Impact of Full-day Kindergarten Programs on Student Achievement. Roundtable discussion provided at the American Educational Research Association Conference in Montreal, Canada.

Plucker, J.A. & Nowak, J.A. (2/2005). The ABC's of Problem-Based Learning. *Breakout Session* provided at the Indiana Association for the Gifted/Indiana Department of Education Conference in Indianapolis, Indiana.

Plucker, J.A. & Nowak, J.A. (2/2005). The ABC's of Problem-Based Learning. Curriculum presentation given at the Indiana Association for the Gifted/Indiana Department of Education Conference in Indianapolis, Indiana.

Nowak, J.A., (11/2004). Using Technology to Develop a Scientifically Literate Learning Community. Presentation given to the National Science Teachers Association in Indianapolis, Indiana.

Nowak, J.A., (11/2004). Reading, Writing, Arithmetic and Integrating Science into the Elementary Classroom Curriculum? Presentation given to the Association of Christian Schools International (ACSI) Area Convention in Dayton, Ohio

Nowak, J.A., (11/2004). Analyzing the Creation/Evolution Continuum. Presentation given to the Association of Christian Schools International (ACSI) Area Convention in Dayton, Ohio.

Agness, P., Nowak, J.A. (11/2004). How To Develop a High Scoring Portfolio. Presentation given to the Educators for Excellence members at IPFW.

Nowak, J.A. (6/2004). Meeting the Standards by Motivating Students to Learn – Strategies for Authentic and Pragmatic Problem-based Learning. Keynote Speaker presentation given to the I.M.P.A.C.T. Conference at Concordia High School in Fort Wayne, Indiana.

Nowak, J.A. (6/2004). NASA, G.E.M.S., Teacher Workshops and More; Science Central and other Fort Wayne Community Resources. Presentation given to the I.M.P.A.C.T. Conference at Concordia High School in Fort Wayne, Indiana.

Nowak, J. A., (5/2004). Ocean Oasis Survival. A workshop for Early Childhood teachers and Kindergarten students for the Worthington Christian Schools, Columbus, Ohio.

Nowak, J.A., Frame, P., Katsimpalis, P. (2/2004). LEGO Robots in the Classroom. Presentation given to the Hoosier Association of Science Teachers, Inc. Convention in Indianapolis, Indiana.

Nowak, J.A., (9/2003). Science Curricular Resources Developed by IPFW Pre-Service Teachers: Now available for the community to use. Presentation given at the “Do It Wright with Beakman at Science Central’s 9th Annual Teacher Workshop!” Fort Wayne, Indiana.

Nowak, J.A., (6/2003). “Cool Chemistry” and “Stellar Flight.” Two hands-on, minds-on workshop/training courses taught back-to-back in one day to elementary and middle school children in the presence of MasterCamp staff at MasterCamp 2003 in Southwest Allen County.

Nowak, J.A., (4/2003). Using Hands-on, Minds-on Instruction in the Pre-K Classroom. Presentation given at the Grace Brethren Early Education Conference, Columbus, Ohio.

Nowak, J.A., (4/2003). Exploring the Physical World; The connection between science and play. Presentation given at the Grace Brethren Early Education Conference, Columbus, Ohio.

Nowak, J.A., (3/2003). Evolution vs. Creationism vs. Intelligent Design: Why the debate will continue. Presentation/seminar given on three separate occasions in different locations in Berlin, Germany in conjunction with the IPFW Campus Ministry short-term mission trip to Berlin, Germany over Spring Break. This trip was planned and overseen by Pastor Ben Gates, IPFW Campus Minister.

Nowak, J.A., (3/2003). The Nature of Science Teaching and How to Teach Science. Presentation given for Dr. Charlie Barman's E548 students at Indiana University-Purdue University Indianapolis, Indianapolis, Indiana.

Nowak, J.A. (3/2003). Fostering Creativity in the Gifted Child. Presentation given at Indiana Association for the Gifted Conference, Indianapolis, Indiana.

Nowak, J.A., Guthrie, J. and Spencer, K. (3/2003). Using Meaningful Projects to Teach the State Science Standards in a Meaningful Manner. Presentation given at the Hoosier Association of Science Teachers, Incorporated, Indianapolis, Indiana.

Nowak, J.A., (1/2003). Bridging the Gap between Learning Modalities and Instructional Strategies. In-service given to the faculty and staff at Woodside Middle School, Fort Wayne, Indiana.

Nowak, J.A., (10/2002). Insights into Faculty Community Involvement; A science professor's perspective. Presentation given to the Indiana University-Purdue University Fort Wayne School of Education Advisory Board, Fort Wayne, Indiana.

Nowak, J.A., (9/2002). Using Demonstrations and Questioning Strategies to Teach Science Kit Concepts. Presentation given at Science Central's Eighth Annual Teacher Workshop, "The Sky's the Limit," Fort Wayne, Indiana.

Nowak, J. A., (6/2002). Using Inquiry-based Strategies to Engage Students and Improve Academic Achievement. A series of three workshops presented to Indianapolis Public School teachers during the 2002 IPS Summer Institute.

Nowak, J. A., (5/2002). Ocean Oasis. A workshop for Early Childhood teachers and Kindergarten students for the Worthington Christian Schools, Columbus, Ohio.

Nowak, J.A., (4/2002). Curricular Resources for Teachers Developed at Indiana University-Purdue University Fort Wayne. Presented at Science Central's Educator Appreciation Fair, Fort Wayne, Indiana.

Nowak, J.A., (4/2002). How to Use Geological Field Methodologies to Teach the Nature of Science to K-8 In-service Teachers. Presentation given at the Ball State University Department of Geology Grand Opening Symposium, Muncie, Indiana.

Nowak, J.A., (3/2002). Using Inquiry-based Instructional Strategies to Teach K-8 Standards. Presentation given to the Gifted and Talented faculty at Fishback Creek Public Academy, Indianapolis, Indiana.

Moore, J. and Nowak, J.A., (1/2002). The Inquiry Learning Forum. Presentation to the faculty at Indiana University-Purdue University Fort Wayne, Fort Wayne, Indiana.

Plucker, J. A. and Nowak, J. A. (11/2001). Creating and Using Problem-based Units with Middle and High School Students. Presentation given at the National Association for Gifted Children Conference, Cincinnati, Ohio.

Nowak, J. A. (11/2001). The Social Constructivist Movement and its Impact on Educational Pedagogy. Workshop presented overseas for the School of Education at Tartu University, Estonia.

Nowak, J. A. and Maloney, D. (9/2001). The Implications of Using Guided Inquiry in Science Education. An interactive CELT lecture/workshop provided to the IPFW Chemistry Department with Dr. Dave Maloney of the IPFW Physics Department.

Nowak, J.A. (8/2001). Technology and Problem-based Learning; An integration model. Workshop provided to the science faculty at Summit Middle School in Fort Wayne, Indiana.

Nowak, J. A. (5/2001). Software and Technological Offerings Available to Faculty on the IPFW Campus. Technology Workshop provided for the IPFW School of Education Faculty.

Nowak, J. A. (5/2001). Using WebCT 3.5 in Teacher Training Courses; Developing a technologically literate community. Workshop given for the School of Education faculty at Indiana University-Purdue University, Fort Wayne, Indiana.

Nowak, J. A. (5/2001). How to Implement Problem-Based Learning in the High School Classroom: An integration model. Presentation given to the faculty at East High School, Columbus, Indiana.

Nowak, J. A. (4/2001). Using Projects to Teach Middle School Science; Implications and outcomes. Presentation given to the science faculty at Summit Middle School, Fort Wayne, Indiana.

Nowak, J. A. (3/2001). How to Have High School Students Perform Science and Math Activities Aligned with the Principals of the Baldrige Criteria. Presentation given to the science and math faculty at North High School, Columbus, Indiana.

Nowak, J. A. (2/2001). How to Implement Problem-Based Learning in the Middle School Classroom: An integration model. Presentation given at the Indiana Middle Level Education Association annual conference, Indianapolis, IN.

Nowak, J. A. (2/2001). How to Have Elementary Students Perform Science and Math Activities Aligned with the Principles of the Baldrige Criteria. Presentation given to the Columbus, Indiana, Chapter Members of Delta Kappa Gamma (Women Educators for Excellence in Education).

Nowak, J.A. (6/2000). Using Problem-based Learning in the Classroom; one example from a middle school science classroom. Invited paper presented at the Baldrige Academy for Education, Columbus, Indiana.

Nowak, J.A. & Plucker, J.A. (2/2000). Using Problem-Based Learning in the Middle School Classroom. Presentation given at the Indiana Middle Level Education Association annual conference, Indianapolis, IN.

MaKinster, J., Haas, G. & Nowak, J.A. (2/2000). The Internet Learning Forum: Online Professional Development for the 21st Century. Presentation given at the Annual Meeting of the Hoosier Association of Science Teachers, Indianapolis, IN.

MaKinster, J.G., Nowak, J.A., & Keating, T.M. (2/2000). Characterization and analysis of a science curricular resource on the World Wide Web: The cyber history of Bernoulli's principle. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Mills, J., Keating, T & Nowak, J.A. (3/1999). Towards a quantitative diffusion model for science curricular innovations. Paper presented at the Annual Meeting of the National Association of Research in Science Teaching, Boston, MA.

Nowak, J.A., Worch, E., Gabel, D.L. & Gilbertson, J. (2/1999). Using Energy as a Theme for Middle School Science Instruction. Presentation given at the Annual Meeting of the Hoosier Association of Science Teachers, Indianapolis, IN.

Keating, T., Mills, J. & Nowak, J.A. (2/1999). Maple seeds and Tamagothis. Presentation given at the Annual Meeting of the Hoosier Association of Science Teachers, Indianapolis, IN.

Nowak, J.A., Keating, T., & Plucker, J.A. (11/1998). A problem-based learning approach to Tamagotchi dissection: Robot or not? Invited paper presented at the National Association for Gifted Children annual conference, Louisville, KY.

Keating, T.M., Nowak, J.A., MaKinster, J.G. (10/1998). The diffusion of Bernoulli's principle in the world wide web environment. Paper presented at the annual meeting of the Indiana Academy of Sciences, Indianapolis, IN.

Plucker, J.A. & Nowak, J.A. (2/1998). Problem-based learning in middle level schools. Paper presented at the Indiana Middle Level Education Association annual conference, Indianapolis, IN.

Nowak, J.A. (2/1998). Practical Earth Science Activities for Any Classroom. Presentation given at the Annual Meeting of the Hoosier Association of Science Teachers, Indianapolis, IN.

SPONSORED WORKSHOPS FOR TEACHERS

(6/21-22/05) Mission to Mars Workshop, IPFW with Science Central, held in the Science Building.

(Fall 2004) University Consultant for Theory Into Practice: A Balanced Literacy Model, IPFW Continuing Studies, 3 graduate credits.

(2/13/04) NASA Rockets Workshop, Science Central, 3 credits.

(10/11/03) Science Central's 5th Annual GEMS (Great Explorations in Math and Science) Leadership Workshop, Science Central, 3 credits.

(10/11/02) Science Central's 4th Annual GEMS (Great Explorations in Math and Science) Leadership Workshop, Science Central, 3 credits.

GRANTS AND EXTERNAL FUNDING

2012 NISTEM PBL Training Manual developed by Dr. Nowak for use by the Region 8 Educational Service Center when training regional teachers in Project-based Learning. Grant provided through the Talent Initiative (TI). **Nowak, J.A.** \$7,500 (*funded*)

2012 NISTEM Geothermal Teaching Cart with eleven laptops gifted to NISTEM from Indiana Tech for use in the NISTEM Express program. **Nowak, J.A.** \$25,000 (*funded*)

2011 NISTEM Express Vehicles. Two vehicles from Kelley Automotive were gifted to IPFW by the Steel Dynamics Foundation. **Nowak, J.A.** \$70,000 (*funded*)

2011 NISTEM Express Equipment and Outreach to Space Programming Grant. Programming and an 8" Celestron telescope with computer guidance system and Orion Personal Solar Telescope (PST) provided by the Indiana Space Grant Consortium (ISGC). Grant portion submitted in collaboration with Science Central. Fisher, M. and **Nowak, J.A.** \$18,000 (*funded*)

2011 NISTEM PBL Training Manual developed by Dr. Nowak for use by the Region 8 Educational Service Center when training regional teachers in Project-based Learning. Grant provided through the Talent Initiative (TI). **Nowak, J.A.** \$7,500 (*funded*)

2010 The Sun Earth and Moon with 3D Visualization. Allen County Education Partnership Grant. *Isik-Ercan, Z., Kim, B. & **Nowak, J.A.** \$8,000 (*funded*)

2010 NISTEM, I-STEM Resource Network, Eli Lilly Education Foundation. Funding used to expand the Northeast Indiana Science, Technology, Engineering, and Mathematics Education Resource Center. **Nowak, J.A.** \$50,000 (*funded*)

- 2010** NISTEM Express Equipment. Several pieces of laboratory-grade chemistry and biology laboratory equipment were given to NISTEM to help establish the NISTEM Express program for teachers. **Nowak, J.A.** \$47,000 *(funded)*
- 2009** NISTEM, I-STEM Resource Network, Eli Lilly Education Foundation. Funding used to expand the Northeast Indiana Science, Technology, Engineering, and Mathematics Education Resource Center. **Nowak, J.A.** \$50,000 *(funded)*
- 2009** Biotech Institute. NISTEM project partnering the NEI-AHEC and IPFW DCS for minority females and university recruitment. Project Lead the Way and the Society for Manufacturing Engineers Education Foundation. **Nowak, J.A.** \$14,999 *(funded)*
- 2008** NISTEM, I-STEM Resource Network, Central Indiana Corporate Partnership Foundation. Funding used to expand the Northeast Indiana Science, Technology, Engineering, and Mathematics Education Resource Center. **Nowak, J.A.** \$100,000 *(funded)*
- 2008** NISTEM Online Quizzes and Educational Games. Lockrey Foundation and Society for Manufacturing Engineers. **Nowak, J.A.** \$50,000 *(funded)*
- 2007** NISTEM, I-STEM Resource Network, Central Indiana Corporate Partnership Foundation. Funding used to expand the Northeast Indiana Science, Technology, Engineering, and Mathematics Education Resource Center. **Nowak, J.A.** \$100,000 *(funded)*
- 2007** Fort Wayne Children's Zoo Mini-Lessons. Grant provided by the DECCO Foundation allowing for my IPFW preservice science teachers to develop and pilot mini-lessons with Southwick elementary children for the Children's Zoo. **Nowak, J.A.** \$600 *(funded)*
- 2007** Electric Energy and Safety Day. Grant funded by Indiana Michigan Power for the creation of a traveling gallery of stations on electricity and safety topics. Both Education Q200 and Engineering 199 students worked together on this collaborative and community-based service-learning project **Nowak, J.A.** and Dean G. Voland \$1,800 *(funded)*.
- 2007** Stellar Outreach. Grant received in collaboration with Science Central from the Indiana Space Grant Consortium for the development of Science Curricula by my preservice science teachers around topics in astronomy. **Nowak, J.A.** \$16,000 *(funded)*.
- 2007** Science Education: Equal Opportunity, Equal Access. Grant submitted to the Helmke Library Special Needs Application. **Nowak, J.A.** \$1,315 *(funded)*
- 2006** Northeast Indiana Science, Technology, Engineering, and Math Education Resource Center (NI-STEM ERC). Grant funded by National Center for Outreach.

Pierce, Susie and **Nowak, J.A.** \$12,000 (*funded*).

Co-op Marketing grant also received for the NI-STEM ERC from the Fort Wayne Convention & Visitors Bureau. **Nowak, J.A.** \$1,000 (*funded*).

IPFW ORES University matching funds for the NI-STEM ERC. **Nowak, J.A.** \$12,500 (*funded*).

2006 Vex® Robotics Kits, Software, and Power Packs Acquisition for Teachers. Grant funding provided by the Raka Corporation, Lockrey Manufacturing in Toledo, Ohio. **Nowak, J.A.** \$10,000 (*funded*).

2006 Electric Energy and Safety Day. Grant funded by Indiana Michigan Power for the creation of a traveling gallery of stations on electricity and safety topics. Both Education Q200 and Engineering 199 students worked together on this collaborative and community-based service-learning project **Nowak, J.A.** and Dean G. Voland \$2,000 (*funded*).

2005 Southwick S.I.T.E. Project: Science Integration for Teaching Excellence. Grant submitted to the Foellinger Foundation with the approval of the IPFW Office of Development. **Nowak, J.A.** \$77,061 (*funded*).

2005 Implementing the Internet Protocol File Ware – Share (IPFW-S) Project. Grant submitted to the Leading Educational Application and Design (LEAD) Grant Committee at IPFW. **Nowak, J.A.** \$5,000 (*funded*).

2005 Destination Mars. Grant submitted to the ITT Industries/Allen County Education Partnership Excellence in Education competition. **Nowak, J.A., Dettmer, J.** \$8,000 (*funded*).

2005 LEGO® Robotics RCX Kit Acquisition for Teachers. Grant funded by Concepts2Market of Toledo for the acquisition of RCX robot kits for teachers taking the F500 LEGO® Robotics for Teachers workshop. **Dr. J.A. Nowak** \$5,000 (*funded*).

2005 LEGO® Robotics Curriculum Development Server. Grant funded by Concepts2Market of Toledo for the acquisition of a server for teachers taking the F500 LEGO® Robotics for Teachers workshop to publish Problem-based Learning Curriculum. **Dr. J.A. Nowak** \$5,000 (*funded*).

2005 LEGO® Robotics Digital Still Camera. Grant funded by Raytheon of Fort Wayne for the acquisition of a digital camera for teachers taking the F500 LEGO® Robotics for Teachers workshop. **Dr. J.A. Nowak** \$500 (*funded*).

2004 Science Education: Teaching and Learning. Grant submitted to the Helmke Library Special Needs Application. **Nowak, J.A.** \$3,161.67. (*funded*)

2003 LEGO® Robotics RCX Kit Acquisition for Teachers. Grant funded by ITT

Industries of Fort Wayne for the acquisition of RCX robot kits for teachers taking the F500 LEGO® Robotics for Teachers workshop. Dr. J.A. Nowak \$4,400. *(funded)*

2002 LEGO Robotic Design Workshop for Teachers, ITT Aerospace and Communications Division. ITT funded grant to purchase the LEGO robot kits for the teachers enrolled in the F500 EDUA Robotic Design for Teachers summer workshop. Each teacher enrolled in the workshop will receive a LEGO robotics kit to take back to their classroom. Dr. Carlos Pomalaza-Raez and Dr. J.A. Nowak \$5,000. *(funded)*

2002 Crooked Lake Research Station Enhancement, Office of Research and University Graduate School (RUGS). This grant was submitted in collaboration with Robert Gillespie of the Department of Biology and Solomon Isiorho of the Department of Geosciences. Dr. Carl Drummond spearheaded the grant proposal process. The funds acquired from this grant helped us attain the equipment needed to complete various forms of research at the Crooked Lake Research Station. Dr. Robert Gillespie, Dr. Solomon Isiorho and Dr. J.A. Nowak \$12,000. *(funded)*

2002 Science Central Activity Kits; Resource kits, exhibit packs and table top activities, in association with grant funding acquired by Science Central for this project. The funds acquired as a result of the IPFW EDUC E328 and Science Central collaboration allowed for IPFW pre-service teachers to learn how to teach science while developing "Activity Kits" for teachers to check out of Science Central for use in their classrooms. Several schools in the surrounding counties participated in the field-testing of the standards-based kits with the IPFW students. News Channel 15 reported the event in their evening news with live footage of an interview with Dr. Nowak and IPFW students working with the children. Science Central and J.A. Nowak \$2,200. *(funded)*

2001 Backpacks for Group's Visiting the Fort Wayne Children's Zoo. In collaboration with IPFW and the Fort Wayne Children's Zoo, all sections of E328 created backpacks that are used for educational purposes by groups visiting the FWCZoo on fieldtrips. A list of these backpacks and their individual themes may be viewed in the annual Educator's Guide distributed by the Fort Wayne Children's Zoo. Dr. J.A. Nowak \$600. *(funded)*

2000 Discovery Boxes; A hands-on approach to teaching elementary/middle school science. A collaboration between the Fort Wayne Children's Zoo and Indiana University – Purdue University Fort Wayne afforded T.E.A.M. II science students the opportunity to develop curriculum and create "Discovery" boxes that were then made available to parents and teachers in the surrounding community. A list of these Discovery Boxes is included in the annual Educator's Guide distributed by the Fort Wayne Children's Zoo. Dr. J.A. Nowak \$4,000. *(funded)*

2000 Project Self: Student Empowered Learning for the Future. An Indiana Department of Education High Tech School grant received by the Bartholomew Consolidated School Corporation. At the request of the building principal, I joined a team of corporation technology personnel and English teachers to assist them in writing this grant proposal. The grant is being used to pay for the necessary faculty development training, hardware

and software required to establish an integrated writing curriculum across the middle and high schools in the corporation. BCSC with J.A. Nowak \$300,000. *(funded)*

1995 What is in Our Water and What is it Doing to Our Biosphere?; An East High School Science Club hydroponics study. A grant designed to allow local high school students engage in environmentally focused projects. Funded by the Youth as Resources environmental grant. J.A. Nowak \$1,000. *(funded)*

COMMUNITY OUTREACH and SERVICE-LEARNING

2001-2007 Harding High School Science Consultant. I spent about three days per semester providing technical assistance to science faculty members at Paul Harding High School. In the Fall of 2003, 2004 and Spring of 2005, I arranged to have two other IPFW science faculty members assist me over a two-day period as I brought about 120 students from Paul Harding High School on each occasion to the IPFW campus. The students completed a variety of geology-related science activities.

2005-2009 Southwick Elementary School Science Consultant. I provided 12 science in-service's per year at EACS Southwick Elementary School. My Q200 students provided Southwick Super Science Saturday Student Day's for elementary children who attend Southwick.

2001-2006 Indianapolis Public School Science Consultant. I served as a science education consultant for the Indianapolis Public Schools (IPS) Administration and worked with IPS teachers at various elementary schools on topics related to science content and instructional practices.

Fall 2011 In collaboration with Allen County Metea Park and Lakewood Schools and St. Peters Lutheran Schools my students taught science lessons on various topics they developed to over 230 children over a two-day period.

Summer 2011 Q200 Student Day. Approximately 25 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer 2011 E548 Student Day. Approximately 30 children from the Fort Wayne area were recruited and used in my E548 Advanced Teaching of Science in the Elementary School course to help my Transition to Teaching and other E548 graduate students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Spring 2011 In collaboration with the Fort Wayne Children's Zoo and Franke Park Elementary School, my E328 students created Web Quests for the Children's Zoo and pilot tested them with the Franke Park Elementary students.

Fall 2010 In collaboration with Metea Park, my students taught environmentally friendly science lessons they developed to children from around the region.

Summer II 2010 Q200 Student Day. Approximately 45 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer II 2010 E548 Student Day. Approximately 40 children from the Fort Wayne area were recruited and used in my E548 Advanced Teaching of Science in the Elementary School course to help my Transition to Teaching and other E548 graduate students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Spring 2010 In collaboration with Science Central and St. Jude's Elementary School, my students taught Science Fair kit lessons they developed to children at the school on Science Fair day.

Fall 2009 My E328 students taught science lessons to approximately 190 children from St. Peter's Lutheran, and Lakewood Park Elementary at Metea Park.

Summer II 2009 Q200 Student Day. Approximately 40 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer II 2009 E548 Student Day. Approximately 35 children from the Fort Wayne area were recruited and used in my E548 Advanced Teaching of Science in the Elementary School course to help my Transition to Teaching and other E548 graduate students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer I 2009 I received a grant for \$15,000 from the Society of Manufacturing Engineers Education Foundation that paid for a dual credit (high school and college credit) Biotech Institute I developed and taught for 16 minority females in partnership with the Northeast Indiana Area Health Education Center. These 16 students job-shadowed doctors, nurses, and technicians at Lutheran Hospital, and toured Biomet, DePuy, and Paragon prosthetics manufacturing plants among many other activities during this course.

Spring 2009 In collaboration with Science Central and the Botanical Conservatory, my students taught science lessons and Scavenger Hunts they developed to children from around the region.

Fall 2008 In addition to completing the required internship where my E328 students teach science lessons to children, they also taught self-developed “Stellar Outreach” astronomy lessons to approximately 150 children at Science Central.

Spring 2008 In a collaboration with numerous area schools, all E328 students engaged in judging local elementary and middle school Science Fair experiments. Larry Lesh (Memorial Park Middle School) and Susi Jones (East Allen County Schools) assisted me in training our IPFW pre-service teachers before they went out to judge at local Science Fairs. Both Larry and Susi brought children along with them to the training sessions. The children/youth presented their own Science Fair experiments as the IPFW pre-service teachers were trained how to judge them.

Spring 2008 My E328 students taught science self-developed lessons to approximately 190 children at the Foellinger-Friemann Botanical Conservatory.

Summer 2008 My Q200 undergraduate and E548 graduate students taught self-developed science lessons to approximately 80 children in the IPFW SOE Curriculum Lab over two course periods.

Spring 2008 My E328 students taught self-developed Science Scavenger Hunts to approximately 180 children at the Foellinger-Friemann Botanical Conservatory and assisted children with science activities during Spring Break Camp at Science Central.

Spring 2008 My Q200 students provided a Super Science Friday for approximately 90 children at Southwick Elementary School (EACS), Super Science Saturday for approximately 100 children at Covington Elementary School (SACS), and in collaboration with the Dean of the School of Engineering, Technology, and Computer Science (ETCS), his Engineering 199 students, and Science Central, my Q200 students worked in collaborative teams with Engineering 199 students to build “Electricity and Safety” stations and presented those to over 500 children at Science Central. The materials used were all paid for by a gift from Indiana Michigan Power, a subsidiary of American Electric Power.

Fall 2007 My E328 students taught science lessons to approximately 150 children from St. Peter’s Lutheran, Central Lutheran, and Southwick Elementary (EACS) at Metea Park.

Fall 2007 My Q200 students provided a Super Science Friday for approximately 90 children at Southwick Elementary School in addition to assisting at the First LEGO League State Championship Competition.

Summer 2007 Q200 Student Day’s. Approximately 60 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry courses to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Spring 2007 In collaboration with Southwick Elementary School and the Fort Wayne Children's Zoo, my E328 Elementary Students developed Zoo Mini-Lessons and presented them to Southwick Elementary School children.

Spring 2007 In collaboration with East Allen Community Schools and Southwick Elementary School, my Q200 students taught their Science Is... lesson plans to approximately 100 elementary students on "Super Science Saturday" at Southwick Elementary School.

Spring 2007 In collaboration with the Dean of the School of Engineering, Technology, and Computer Science (ETCS), his Engineering 199 students, and Science Central, my Q200 students worked in collaborative teams with Engineering 199 students to build "Electricity and Safety" stations and presented those to over 500 children at Science Central. The materials used were all paid for by a gift from Indiana Michigan Power, a subsidiary of American Electric Power.

Spring 2007 In collaboration with several regional partners, the Northeast Indiana Science, Technology, Engineering, and Math Education Resource Center was established (www.NISTEM.org).

Fall 2006 In a collaboration with Janet Jordan and Nancy Leininger from Southwest Allen County Schools, my Q200 class completed *Project Wet* certification training.

Fall 2006 In collaboration with East Allen County Schools Southwick Elementary School, my Q200 students taught their Science Is... lesson plans to approximately 100 elementary students on "Super Science Saturday" at Southwick Elementary School.

Fall 2006 In collaboration with the Foellinger-Freimann Botanical Conservatory, my E328 students completed and taught Scavenger Hunts at the Botanical Conservatory to approximately 200 elementary children from St. Jude's Catholic School in Fort Wayne. Each group of E328 students made both a 1-3 and 3-5 grades Scavenger Hunt that they taught to children. The Scavenger Hunts were then turned in to me digitally via my IPFW-S server. These Scavenger Hunts were subsequently placed on a CD-Rom and given to the Botanical Conservatory. The Scavenger Hunts will be critiqued by Conservatory staff, and qualifying Scavenger Hunts will then be made available for use by other teachers and community members at the Foellinger-Freimann Botanical Conservatory.

Summer II 2006 Training teachers enrolled in the LEGO Robotics for Teachers Workshop in the Problem-based Learning instructional approach resulted in the co-development of LEGO RCX-related curricula some of which were published on the NASA Robotics Curriculum Clearinghouse web site (<http://robotics.nasa.gov/rcc/>).

Summer I 2006 Q200 Student Day's. Approximately 70 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry courses to help my students see the benefits and outcomes of using hands-on approaches

when teaching basic science process skills to children.

Spring 2006 In collaboration with Janet Jordan and Nancy Leininger from Southwest Allen County Schools, my Q200 class completed *Project Learning Tree* certification training.

Spring 2006 In collaboration with the Dean of the School of Engineering, Technology, and Computer Science (ETCS), his Engineering 199 students, and Science Central, my Q200 students worked in collaborative teams with Engineering 199 students to build "Electricity and Safety" stations and presented those to over 500 children at Science Central. The materials used were all paid for by a gift from Indiana Michigan Power, a subsidiary of American Electric Power.

Spring 2006 In collaboration with East Allen County Schools Southwick Elementary School, my Q200 students taught their Science Is... lesson plans to approximately 75 elementary students on "Student Day" at Southwick Elementary School.

Spring 2006 In collaboration with Science Central, all E328 students engaged in a group project to create two Gallery Projects for children. Each section of E328 was divided into ten groups and each group made a Gallery lesson plan for 1-3 grade students and one for 3-5 grade students. The ten Galleries at Science Central are based around one of the ten science process skills. Four local elementary schools then brought their children to Science Central over a three-day period to complete the Gallery Projects taught by E328 students.

Spring 2006 In a collaboration with numerous area schools, all E328 students engaged in judging local elementary and middle school Science Fair projects. Christine Danley (FWCS, Holland Elementary School), Susi Jones (EACS, Hoagland Elementary School), Nancy Leininger (NACS, Elementary Math/Science Curriculum Coordinator), and Larry Lesh (FWCS, Memorial Park Middle School) assisted me in training our IPFW pre-service teachers before they went out to judge local Science Fairs. Each person brought children/youth along with them to the training sessions. The children/youth presented their own Science Fair experiments to the IPFW students as the pre-service teachers learned how to judge the experiments. This made the training very rewarding for everyone involved.

Spring 2006 In collaboration with the Fort Wayne Children's Zoo and Fox Island, my E328 students received *Project Wild* certification by completing a series of environmentally-based science lessons as dictated by the U.S. Department of Natural Resources.

Fall 2005 In a collaboration with Janet Jordan and Nancy Leininger from Southwest Allen County Schools, my Q200 class completed *Project Wet* certification training.

Fall 2005 In collaboration with Southwest Allen County Schools Covington Elementary School, my Q200 students taught their Science Is... lesson plans to

approximately 100 elementary students on "Super Science Saturday" at Covington Elementary School.

Fall 2005 In collaboration with the Foellinger-Freimann Botanical Conservatory, my E328 students completed and taught Scavenger Hunts at the Botanical Conservatory to approximately 140 elementary children from Lutheran Schools in Fort Wayne. Each group of E328 students made both a 1-3 and 3-5 grades Scavenger Hunt that they taught to children. The Scavenger Hunts were then turned in to me digitally via my IPFW-S server. These Scavenger Hunts were subsequently placed on a CD-Rom and given to the Botanical Conservatory. The Scavenger Hunts will be critiqued by Conservatory staff, and qualifying Scavenger Hunts will then be made available for use by other teachers and community members at the Foellinger-Freimann Botanical Conservatory.

Fall 2005 In collaboration with the Fort Wayne Children's Zoo and Fox Island, my E328 students received *Project Wild* certification by completing a series of environmentally-based science lessons as dictated by the U.S. Department of Natural Resources.

Summer 2005 Training teachers enrolled in the LEGO Robotics for Teachers Workshop in the Problem-based Learning instructional approach resulted in the co-development of seven LEGO RCX-related curricula that were published on the NASA Robotics Curriculum Clearinghouse web site (<http://robotics.nasa.gov/rcc/>).

Summer 2005 Q200 Student Day's. Approximately 70 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer 2005 E548 Student Days. Approximately 30 children (~ 60 total) from the Fort Wayne area were recruited on two separate occasions and used in my E548 Advanced Teaching of Science in the Elementary School course to help my Transition to Teaching and other E548 graduate students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer 2005 E458 Project Wild Training. Performing different *Project Wild* activities under my supervision at locations within the Fort Wayne Children's Zoo, Fox Island, and Science Central allowed students to earn *Project Wild* certification.

Spring 2005 In collaboration with Janet Jordan and Nancy Leininger from Southwest Allen County Schools, my Q200 class completed *Project Learning Tree* certification training.

Spring 2005 In collaboration with Southwest Allen County Schools Deer Ridge Elementary School, my Q200 students taught their Science Is... lesson plans to approximately 80 elementary students on "Student Day" at Deer Ridge Elementary School.

Spring 2005 Funded by an ITT Industries/Allen County Education Partnership, Excellence in Education grant, my Q200 students are worked with Northwest Allen County Schools 4th grade students at Perry Hill Elementary School to build LEGO® RCX Robots that “Explore Mars.”

Spring 2005 In collaboration with Science Central, all E328 students engaged in a group project to create two Gallery Projects for children. Each section of E328 was divided into ten groups and each group made a Gallery lesson plan for 1-3 grade students and one for 3-5 grade students. The ten Galleries at Science Central are based around one of the ten science process skills. Four local elementary schools then brought their children to Science Central over a three-day period to complete the Gallery Projects taught by E328 students.

Spring 2005 In a collaboration with numerous area schools, all E328 students engaged in judging local elementary and middle school Science Fair projects. Christine Danley (FWCS, Holland Elementary School), Susi Jones (EACS, Hoagland Elementary School), Nancy Leininger (NACS, Elementary Math/Science Curriculum Coordinator), and Larry Lesh (FWCS, Memorial Park Middle School) assisted me in training our IPFW pre-service teachers before they went out to judge local Science Fairs. Each person brought children/youth along with them to the training sessions. The children/youth presented their own Science Fair experiments to the IPFW students as the pre-service teachers learned how to judge the experiments. This made the training very rewarding for everyone involved.

Spring 2005 In collaboration with the Fort Wayne Children’s Zoo and Fox Island, my E328 students received *Project Wild* certification by completing a series of environmentally-based science lessons as dictated by the U.S. Department of Natural Resources.

Spring 2005 Chair Earth Science, for the International Science and Engineering Fair to be held in Indianapolis, Indiana in May 2006. In this position I am responsible to recruiting 50 highly qualified earth science judges and oversee the judging of the national and international earth science projects.

Spring 2005 Funded by an ITT Industries/Allen County Education Partnership, Excellence in Education grant, my Q200 students are working with Northwest Allen County Schools 4th grade students at Perry Hill Elementary School to build LEGO® RCX Robots that “Explore Mars.”

Fall 2004 I appeared on *IPFW Up Close* in November to discuss the First LEGO League State Robotics Competition.

Fall 2004 In the Fall of 2004 I arranged a thank you reception for Cooperating Teachers who had IPFW interns in their classrooms that semester. The reception took place on January 5th, 2005 at the Memorial Coliseum and included a set of four tickets to

an IPFW basketball doubleheader.

Fall 2004 In a collaboration with Janet Jordan and Nancy Leininger from Southwest Allen County Schools, my Q200 class completed *Project Wet* certification training.

Fall 2004 In collaboration with Southwest Allen County Schools Deer Ridge Elementary School, my Q200 students taught their Science Is... lesson plans to approximately 120 elementary students on "Student Day" at Deer Ridge Elementary School. I was interviewed by NBC 33 and the interview was shown on the evening news.

Fall 2004 In collaboration with the Foellinger-Freimann Botanical Conservatory, my E328 students completed and taught Scavenger Hunts at the Botanical Conservatory to approximately 200 elementary children. Each group of E328 students made both a 1-3 and 3-5 grades Scavenger Hunt that they taught to children. The Scavenger Hunts were then turned in to me digitally via my IPFW-S server. These Scavenger Hunts were subsequently placed on a CD-Rom and given to the Botanical Conservatory. The Scavenger Hunts will be critiqued by Conservatory staff, and qualifying Scavenger Hunts will then be made available for use by other teachers and community members at the Foellinger-Freimann Botanical Conservatory.

Fall 2004 In collaboration with the Fort Wayne Children's Zoo and Fox Island, my E328 students received *Project Wild* certification by completing a series of environmentally-based science lessons as dictated by the U.S. Department of Natural Resources.

Summer 2004 In the summer of 2004 I oversaw my Q200 students as they assisted instructors teaching at the IPFW ETCS Math and Science Camp.

Summer 2004 Q200 Student Day's. Approximately 70 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer 2004 E548 Student Day. Approximately 30 children from the Fort Wayne area were recruited and used in my E548 Advanced Teaching of Science in the Elementary School course to help my Transition to Teaching and other E548 graduate students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Summer 2004 E548 Field excursion days. Two trips were taken in E548 to Huntington and Wabash respectively to complete science corral reef biofacies and cross-sectional mapping exercises. These activities were completed at geologically significant sites in order for E548 graduate students to understand first hand the nature and philosophy of science in an inquiry oriented context.

Spring 2004 I represented IPFW and served as an Adult-in-Charge at the 2004

International Science and Engineering Fair in Portland, Oregon.

Spring 2004 In collaboration with Janet Jordan and Nancy Leininger from Southwest Allen County Schools, my Q200 class completed *Project Learning Tree* certification training.

Spring 2004 Q200 Student Day. Approximately 30 children from the Fort Wayne area were recruited and used in my Q200 Introduction to Scientific Inquiry course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Spring 2004 In collaboration with Science Central, all E328 students engaged in a group project to create two Gallery Projects for children. Each section of E328 was divided into ten groups and each group made a Gallery lesson plan for 1-3 grade students and one for 3-5 grade students. The ten Galleries at Science Central are based around one of the ten science process skills. Four local elementary schools then brought their children to Science Central over a three-day period to complete the Gallery Projects taught by E328 students.

Spring 2004 In a collaboration with numerous area schools, all E328 students engaged in judging local elementary and middle school Science Fair projects. Christine Danley (FWCS, Holland Elementary School), Susi Jones (EACS, Hoagland Elementary School), Nancy Leininger (NACS, Elementary Math/Science Curriculum Coordinator), and Larry Lesh (FWCS, Memorial Park Middle School) assisted me in training our IPFW pre-service teachers before they went out to judge local Science Fairs. Each person brought children/youth along with them to the training sessions. The children/youth presented their own Science Fair experiments to the IPFW students as the pre-service teachers learned how to judge the experiments. This made the training very rewarding for everyone involved.

Spring 2004 In collaboration with the Fort Wayne Children's Zoo and Fox Island, my E328 students received *Project Wild* certification by completing a series of environmentally-based science lessons as dictated by the U.S. Department of Natural Resources.

2001 - 2004 IACTE Chauffeur. Each year I drive the 15 passenger van with the IPFW SOE IACTE award winners and Dr. Phyllis Agness to the Awards Banquet in Indianapolis.

2003 - 2004 Harding High School Science Consultant. I spend about three days per semester providing technical assistance to science faculty members at Paul Harding High School. In the Fall of 2003, I arranged to have two other IPFW science faculty members assist me over a two-day period as I brought about 120 students from Paul Harding High School to the IPFW campus. The students completed a variety of geology-related science activities.

2003 – 2004 St. John Lutheran Differentiated Curriculum Consultant. I have been working with Dr. Phyllis Agness and the faculty at St. John Lutheran School in downtown Fort Wayne to develop and implement strategies that help them differentiate their school curriculum to better serve their student population.

2003 – 2004 National Science Teacher's Association (NSTA) 2004 Area Convention Technology Strand Manager. I am serving as the Technology Strand Manager for the 2004 Area Convention. My responsibilities include overseeing the proposal review process for any technology-related proposals.

Spring 2004 In a collaboration with numerous area schools, all E328 students engaged in judging local elementary and middle school Science Fair projects. Christine Danley (FWCS, Holland Elementary School), Susi Jones (EACS, Hoagland Elementary School), Nancy Leininger (NACS, Elementary Math/Science Curriculum Coordinator), and Larry Lesh (FWCS, Memorial Park Middle School) assisted me in training our IPFW pre-service teachers before they went out to judge local Science Fairs. Each person brought children/youth along with them to the training sessions. The children/youth presented their own Science Fair experiments to the IPFW students as the pre-service teachers learned how to judge the experiments. This made the training very rewarding for everyone involved.

2003 State Full Day Kindergarten (FDK) Representative. I conducted site visits to ten FDK classrooms in three different school corporations for the Center for Evaluation and Education Policy.

2003 First LEGO® League (FLL) State Judge Advisor. I served as the FLL State Judge Advisor for Indiana, and specifically served as the advisor for IPFW FLL State competition.

Fall 2003 E328 Metea Park Project. Approximately 450 children from Allen County Public and Parochial schools were included over a three-day period in a project at Metea Park used to help train my E328 pre-service teachers to teach science using a hands-on, minds-on approach.

Fall 2003 Project Wild State Facilitator. I completed training in Indianapolis to become a certified Project Wild State Facilitator. Being a certified Project Wild State Facilitator, while providing me with the opportunity to train anyone in Indiana, will specifically allow me to train and certify my education students to use the Department of Natural Resources Project Wild curriculum in their future classrooms.

Summer 2003 Q200 Student Day's. Approximately 65 children from the Fort Wayne area were recruited and used in my Q200 Basic Science Skills course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Spring 2003 Spring E328 Science Central Deck Project. Approximately 250 children

from selected lower SES and higher SES Fort Wayne Community Schools were used to help train my E328 pre-service teachers to teach science using a hands-on, minds-on approach.

Spring 2003 Q200 Student Day's. Approximately 35 children from the Fort Wayne area were recruited and used in my Q200 Basic Science Skills course to help my students see the benefits and outcomes of using hands-on approaches when teaching basic science process skills to children.

Spring 2003 I provided a teacher in-service workshop on problem-solving for the Woodside Middle School teachers in the Southwest Allen County school system.

Spring 2003 In a collaboration with numerous area schools, all E328 students engaged in judging local elementary and middle school Science Fair projects. Larry Lesh (Memorial Park Middle School) and Nancy Leininger (Elementary Math/Science Curriculum Coordinator for the Northwest Allen County Schools) assisted me in training our IPFW pre-service teachers before they went out to judge local Science Fairs. Both Larry and Nancy brought children/youth along with them to the training sessions. The children/youth presented their own Science Fair experiments to the IPFW students as the pre-service teachers learned how to judge the experiments. This made the training very rewarding for everyone involved.

Spring 2003 In collaboration with Ann Fumarolo and Science Central, my E328 students undertook a service learning project to develop inquiry-based "Decks" for children to use when visiting Science Central. These decks were aligned with the state standards and students from Bloomingdale, Holland and Franke Park elementary schools were involved in the field-testing process. I received very positive feedback from all stakeholders involved in this endeavor.

Spring 2003 In collaboration with Karen Reilly and the Fort Wayne Children's Zoo, my E328 students received Project Wild certification by completing a series of environmentally-based science lessons as dictated by the U.S. Department of Natural Resources.

Spring 2003 To combat the loss of their science resource teachers due to budget cuts in the FWCS system, my E328 students undertook a service learning project to develop hands-on, minds-on science lessons for the teachers in the Holland and Franke Park elementary schools. The students went out into these schools and taught the lessons in the teachers' individual classrooms. The teachers also provided constructive feedback for the IPFW pre-service teachers on what areas they perceived the students should focus on improving and what areas of excellence they should maintain.

Fall 2002 In collaboration with the IPFW Department of Geosciences and the Division of Continuing Studies, I taught a *Geology for Kids* workshop for 4th – 6th grade children. The workshop was a great success, and at the request of the Division of Continuing Studies, I am offering the workshop again in the summer of 2003 in

collaboration with the IPFW Department of Geosciences and Science Central of Fort Wayne, Indiana. I have IPFW pre-service teachers assist me in instructing this course.

Fall 2002 In collaboration with the Friends of Metea organization, in spite of the onset of the West Nile virus epidemic, all E328 students waited until the second frost of the season and engaged in teaching approximately 450 elementary children from various Allen county public and parochial schools about a wide variety of environmentally-based science topics at Metea State Park.

Fall 2002 In collaboration with Karen Reilly and the Fort Wayne Children's Zoo, my E328 students received Project Wild certification by completing a series of environmentally-based science lessons as dictated by the U.S. Department of Natural Resources.

Summer II 2002 In Q200 and E548 children of various ages from around Allen and the surrounding counties were taught about a plethora of science topics on two separate occasions by IPFW students enrolled in the courses. All the science lessons involved using hands-on, minds-on instructional strategies and were inquiry-based. The E548 students that joined us in this particular endeavor also added a Problem/project-based component to their lessons and units.

Spring 2002 In a collaboration with numerous area schools, all E328 students engaged in judging local elementary and middle school Science Fair experiments. Larry Lesh (Memorial Park Middle School) and Nancy Leininger (Elementary Math/Science Curriculum Coordinator for the Northwest Allen County Schools) assisted me in training our IPFW pre-service teachers before they went out to judge at local Science Fairs. Both Larry and Nancy brought children along with them to the training sessions. The children/youth presented their own Science Fair experiments as the IPFW pre-service teachers were trained how to judge them. This made the training very rewarding for everyone involved.

Spring 2002 In collaboration with Ann Fumarolo and Science Central, all sections of E328 undertook a service learning project to complete "Activity Kits" for teachers to check out of Science Central for use in their classrooms. A \$2,200 grant was used to fund this service learning project where IPFW students under my supervision were placed in charge of purchasing and developing various "Activity Kits." The lessons in the kits were aligned with the Indiana state science standards. These kits are being used widely throughout Allen and the surrounding counties.

Spring 2002 In collaboration with Terri Hargrove and the Foellinger-Freimann Botanical Conservatory, all sections of E328 undertook a service learning project to complete inquiry-based "Scavenger Hunts" for children to use when visiting the Botanical Conservatory. These scavenger hunts were aligned with the state science standards and Holland, Franke Park and South Wayne elementary schools were involved in the field-testing process. All stakeholders involved in this project thought it was an extremely worthwhile project.

Fall 2001 In collaboration with IPFW and the Fort Wayne Children's Zoo, utilizing a \$600 grant acquired by the Fort Wayne Children's Zoo for this service learning project, all sections of E328 created backpacks that are used for educational purposes by groups visiting the Fort Wayne Children's Zoo on fieldtrips. A list of these Backpacks may be seen in the annual Educator's Guide distributed by the Fort Wayne Children's Zoo.

Fall 2001 In collaboration with the Friends of Metea organization, all E328 students engaged in teaching approximately 450 elementary children from various Allen county public and parochial schools about a wide variety of inquiry-based science topics at Metea State Park.

Summer II 2001 In collaboration with Dr. Carl Drummond of the IPFW Geosciences Department, all E548 students undertook "authentic" science experiments in the form of field exercises at geologically significant sites here on the IPFW campus, in Huntington and Wabash, Indiana.

Summer II 2001 In Q200, children of various ages from Allen and the surrounding counties were taught a variety of science lessons on two separate occasions by IPFW students enrolled in the course.

Spring 2001 In collaboration with the Fort Wayne Children's Zoo, all T.E.A.M. II E328 science students created "Discovery" boxes that were then made available to parents and teachers in the surrounding community. A \$4,000 grant was used to fund this service learning endeavor. The kits may be found in the Educator's Guide sent out by the Fort Wayne Children's Zoo. These kits are being used by teachers throughout Allen and the surrounding counties.

Spring 2001 In collaboration with the three IPFW T.E.A.M. II instructors and the Friends of Metea Park organization, all T.E.A.M. II students developed interdisciplinary unit plans and taught them over a three-day field experience in Metea Park to over 400 local elementary students.

Spring 2001 In a collaboration with Northwest Allen County Schools Science Coordinator Nancy Leininger, Holland Elementary Science Director Christine Danley, and Memorial Park Middle School Science Fair Coordinator Larry Lesh, all E328 science students in T.E.A.M. II received science fair training prior to going out into local area schools where they judged elementary and middle school student science fair experiments. Nancy, Christine and Larry also had children/youth from their respective schools share their projects with us during the training sessions. The IPFW pre-service teachers responded very positively to this authentic training approach.

Fall 2000 – 2003 Paul Harding Project, "Writing Across the Curriculum." For the sixth year in a row I have worked individually with each of the Paul Harding High School science department faculty to model, embed and improve student writing in the science classroom. The ISTEP+ Analytic Writing Development Rubric and Focus Correction

Area assessments of the Collins Writing Program have been used to help the teachers create and evaluate developmentally appropriate writing assignments.

Fall 2000 E328 science students in T.E.A.M. II collaborated with the Friends of Metea Park and Cedarville, Harlan, Hoagland, and Holland Elementary schools in a three-day field-based science education outreach. Hundreds of children learned inquiry-based science in a hands-on, minds-on context.

Fall 2000 In Q200, with the assistance of the School of Education Curriculum Lab Director Janet Jordan, classes of first, third and fifth graders from Holy Cross Elementary School were treated to learning about a plethora of science demonstrations by IPFW students enrolled in the course.

***E328** meets at Science Central, Fox Island, the Foellinger-Freimann Botanical Conservatory, the McMillen Health Center, and the Fort Wayne Children's Zoo each semester. Metea Park may be utilized for E328 as well. At times, **Q200** meets at these locations.

OTHER IPFW AND COMMUNITY RELATED SERVICE

2011-2012 I am co-host of NISTEM Today on Discover IPFW which airs on PBS 39-4 one a month for nine months this academic year.

2011-2012 CEPP Faculty Affairs Committee

2011 CEPP Recreating Ourselves Committee

2010-2012 Chair, IPFW STEM Council

2010-2012 IPFW Community Engagement Council

2009-2011 East Allen County Schools Education Economic Advisory Committee

2008-2012 Director, Northeast Indiana Science, Technology, Engineering and Mathematics Education Resource Center

2008-2009 Sci-TEC Showcase Outreach Committee

2008-2009 Chair, Annual Review Committee for David Linqvist and Il-Hee Kim

2008-2009 Member, Annual Review Committee for Cheu-jeY Lee

2008-2011 Indiana I-STEM Policy Committee IPFW Representative

2007-2011 Indiana I-STEM Regional Facilitator Science Improvement Committee

- 2007-2009 WorkOne Northeast Indiana Leadership Planning Committee for the annual Business and Education Summit
- 2007-2009 UAS Science and Technology IDOE Program Review Working Group
- 2007-2008 Served on the Annual Review Committee for Stella Batagiannis, David Lindquist, and Jane Leatherman
- 2007-2008 Member, Third-year Annual Review Committee for Amy Nitza
- 2007-2008 Foundations of Excellence Committee
- 2007 Appeared on IPFW-UpClose to discuss NISTEM and my work in Macedonia on the USAID Primary Education Project.
- 2007 Infomatics Advisory Committee
- 2007 Appeared on Local Channel 15 at the request of Alyssa Iverson to discuss the re-launch of the NASA Space Shuttle and Space Shuttle Program
- 2007 Committee Member, Director of Student Life Search Committee
- 2006-2008 SOE Student Affairs Committee
- 2006-2007 Chair, Academic Computing and Information Technology Advisory Subcommittee
- 2006-2007 Instructional Technology Coordinating Committee
- 2006-2007 ACITAS Representative, Instructional Technology Policy Committee
- 2006 Chair, Annual Review Committee for Terri Swim
- 2005 – 2009 Founding Member, Fort Wayne Children’s Zoo Teacher Advisory Committee
- 2005 – 2006 Faculty Affairs Committee, Indiana – Purdue University, Fort Wayne, IN
- 2005 – 2006 Academic Computing and Information Technology Advisory Subcommittee, Indiana – Purdue University, Fort Wayne, IN
- 2005 I gave the opening remarks for Dr. Pete Kloosterman when he presented his research on “Can U.S. Students Do Math? What the National and International Data Tell Us.” for the community at Indiana University – Purdue University Fort Wayne.
- 2005 Adult-in-Charge, International Science and Engineering Fair. Phoenix,

Arizona

- 2005 IPFW Portfolio Day(s). I was unable to attend the November 14th Portfolio Day, so I graded the remaining 18 portfolios over the weekend.
- 2005 Participated in the Harding High School Roundtable Discussion. To Kill a Mockingbird. Fort Wayne, Indiana
- 2005 I appeared on *NBC Channel 33* with Mr. Tom McMurry as we shared about our Super Saturday Science program in the Fall held at Deer Ridge Elementary school
- 2004 – 2006 Co-Chair Earth Science, International Science and Engineering Fair
- 2004 – 2005 I served as co-advisor for two students on their final Honors projects so they were able to earn an Honors Degree from IPFW
- 2004 – 2005 IPFW SOE Technology Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 – 2005 IPFW SOE Language Arts/English Elementary Methods Search Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 – 2005 IPFW SOE Academic Affairs Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 – 2005 IPFW SOE Educational Studies Technology Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 – 2005 IPFW SOE Educational Studies School Outreach Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 – 2005 IPFW Service-Learning Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 – 2005 IPFW Credit Card Naming Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 – 2005 IPFW Department of Multicultural Services Grievance Committee, Indiana – Purdue University, Fort Wayne, IN
- 2004 I appeared on IPFW Up Close in November to discuss the First LEGO League State Robotics Competition
- 2004 Represented the SOE at the October 3rd Honor's Convocation

- 2004 Served as University Consultant for Theory Into Practice: A Balanced Literacy Model
- 2004 Assisted with the Transition to Teaching interview process
- 2001 – 2004 Drove the van for the IACTE conference in Indianapolis
- 2003 – 2011 Project Wild Indiana State Facilitator
- 2003 – 2011 State Judge Advisor, First LEGO League Championship Competition
- 2003 – 2011 Board Member, Science Central
- 2003 – 2009 Education Advisory Committee, Science Central
- 2003 – 2005 I worked with Dick Powell and Jason Hoover to get the TEAM Internship Registration Web Application setup and running
- 2003 – 2004 Served on the Annual Review Committee for Alice Merz and Dorace Smith
- 2003 – 2004 American Association for the Advancement of Science/Science Central Technology Alliance Committee
- 2003 – 2004 Technology Strand Coordinator, National Science Teachers Association Regional Convention
- 2003 – 2004 Chair, Student Affairs Committee, SOE, Indiana – Purdue University, Fort Wayne, IN
- 2003 – 2004 Co-chair, Elementary Education Social Studies Methods Search Committee, SOE, Indiana – Purdue University, Fort Wayne, IN
- 2003 – 2009 IPFW SOE TEAM II Coordinator, Indiana – Purdue University, Fort Wayne, IN
- 2003 – 2011 IPFW Northeastern Indiana Regional Science and Engineering Fair Committee, Indiana – Purdue University, Fort Wayne, IN
- 2003 – 2005 IPFW SOE Elementary and Secondary Graduate Program Review Committee, Indiana – Purdue University, Fort Wayne, IN
- 2003 – 2011 Advisor, InterVarsity Campus Fellowship, IPFW Student Life Organization, Indiana – Purdue University, Fort Wayne, IN

- 2003 – 2010 Advisor, InterVarsity Global Christian Fellowship, IPFW Student Life Organization, Indiana – Purdue University, Fort Wayne, IN
- 2003 – 2004 IPFW SOE Masters Program Standards Review Sub-committee
- 2003 Chair, Elementary Education Math Methods Search Committee
- 2002 – 2003 NCATE Standard #5 Sub-committee
- 2002 IPFW Elementary Education Social Studies Methods Search Committee
- 2002 IPFW Honor's Convocation Advisor
- 2001 – 2011 Co-sponsor, Educators for Excellence, IPFW Professional Educators Student Organization, Indiana – Purdue University, Fort Wayne, IN
- 2001 – 2007 Radiological Control Committee, Indiana – Purdue University, Fort Wayne, IN
- 2001 – 2011 IPFW Regional Science Fair Judge
- 2001 – 2011 IPFW First Lego League Judge
- 2000 – 2009 Liaison and Member, The Friends of Metea Park organization
- 2000 – 2003 IPFW Student Affairs Committee(s)

HONORS AND AWARDS

- 2011 IPFW Chancellor's Community Engagement Award
- 2010 Indiana University FACET Inductee
- 2009 Friends of IPFW, Teacher of the Year
- 2008-2009 The IPFW School of Education, Dean's Faculty Accomplishment Award (second time)
- 2008 IPFW Teaching Fellow
- 2007-2008 IPFW ORES Featured Faculty Member
- 2007 Leepoxy Undergraduate Teaching Award
- 2006 School of Education, Academic Advisor of the Year Award

- 2005 The Indiana Partnership for Statewide Education, Recognition Award for Innovation and Leadership for Teaching with Technology on Campus
- 2004 – 2005 ITT Industries and Allen County Education Partnership, Excellence in Education Award
- 2004 The IPFW School of Education, Dean's Faculty Accomplishment Award
- 2004 First LEGO® League, State Director's Volunteer of the Year Award
- 2004 HASTI, CSI: Indiana, "Searching for Solutions," Presenter Award
- 2004 Science Central, A Decade and Still Counting, 10th Annual Teacher's Workshop Presenter Award
- 2004 Indiana Geological Survey & Indiana Mineral Aggregates Association, Geology Teacher's Workshop Recognition Award
- 2004 Project Wild State-wide Facilitator Recognition Award
- 2003 EACS Visionary 9-16 School-to-University Partnership with Paul Harding High School Award
- 2003 HASTI, Do More!! Teach!!!, Presenter Award
- 2003 Science Central, Do it Wright with Beakman, 9th Annual Teacher's Workshop Presenter Award
- 2003 Project Wild State-wide Facilitator Certification
- 2002 Project Wild Indiana
- 2002 Indianapolis Public Schools Ninth Grade Summer Institute Appreciation Award
- 2002 – 2009 Educators for Excellence Advisee Award
- 2000 – 2009 Pi Lambda Theta International Honor Society and Professional Association in Education

PROFESSIONAL ACTIVITIES AND AFFILIATIONS

- American Education Research Association (AERA) (2004 – present)
- Association for Supervision and Curriculum Development (ASCD) (2003 - 2008)
- Association for the Education of Teachers of Science (AETS) (2003 - present)
- Collegiate Science Educators of Indiana (CSEI) (2000 - 2007)

Co-sponsor, Educators for Excellence, Indiana – Purdue University Professional Educators Student Organization (EFE) (2001 - present)

Hoosier Association of Science Teachers, Inc. (HASTI) (1994 -present)

Indiana Association of Colleges for Teacher Education (IACTE) (2001 – 2007)

Indiana Middle Level Education Association (IMLEA) (1998 - 2006)

Indiana Science Alliance (ISA) (2004 – 2006)

National Science Teachers Association (NSTA) (2003 – present)

Pi Lambda Theta International Honor Society and Professional Association in Education (PLT) (2001 - present)

Science Education Foundation of Indiana (SEFI) (2003 – present)

Society of Children's Book Writers & Illustrators (SCBWI) (2004 – present)

Society for College Science Teachers (SCST) (2004 – 2006)

Judge, Outstanding Young Scientist Award, Indiana Academy of Science Junior Academy, 1998.

Columbus East High School Academic Superbowl Team Advisor for Science (1994 – 1996)

Columbus East High School Science Club Advisor (1994 – 1996)

Development Team Member

KEITH THOMAS BIRK HOLD

7236 County Road 427
Auburn, IN 46706
Tel.: 260-247-9101

Career

Interest: Business management, development and education.

Education: Five credit in On-line Teaching from Ashland University. December 2002, GPA 4.0 on a 4.0 scale. Developed course work for training on-line educators of k-12 students from the US and Canada.

Course work in adolescent psychology and secondary teaching methods from Defiance college. January – May 2002. GPA 4.0 on a 4.0 scale. Classes needed to convert substitute teaching license to Alternative Education license with specialization in Mathematics & Science.

Business Management training from the University of Honduras, Feb., 1992. Course work was taught in Spanish and focused on organizational strategies and motivational techniques for managing people and businesses in Latin America. GPA 4.0 on a 4.0 scale.

Masters of Science in Horticulture (Fruit Crops), University of Florida, January 1989 – May 1991, GPA: 3.6 on a 4.0 scale. Project focused on development of improved management practices for blueberry production by tracking plant and fruit usage of carbon and nitrogen reserves using C¹⁴ and N¹⁵ isotopes. Three published articles in JASHS.

Minor in Food and Resource Economics, University of Florida. Studies emphasized marketing programs, applied production economics, accounting, finance strategies, sustainable agricultural systems, risk management, and Capital Asset Pricing Modeling (CAPM).

Bachelor of Science in Agriculture (Horticulture), The Ohio State University, GPA: 3.3 on a 4.0 scale. Graduated "With Distinction" in the Honors Program, March 1988. Honors program stressed accelerated learning in smaller classes over a broad area of subjects. Course work included the engineering chemistry and math series, agricultural economics, graduate statistics and genetics, Pascal computer programming, geology, logic, and cultural anthropology. Honors research project was to develop a triazine resistant, processing tomato variety using techniques in tissue culture and hydroponics.

**WORK
EXPERIENCE:**

Ag. Production, Distribution & Marketing, August 1997 – Present.
Management of production, marketing and delivery of specialty fruits and vegetables for wholesale and retail. Products include: seeded and seedless watermelon, cantaloupe, sweet corn, tomatoes, pumpkins and winter squash. Principle wholesale accounts include Supervalu, Scotts, Meijer's, Target, & Wal-Mart. In 2010, the agro-business was scaled back to wheat and soybean production and marketing and logistical services for several Amish communities growing pumpkins.

Grant writer and charter school development director under Stellar School Services, LLC for two school projects in Detroit, MI and one in Fort Wayne, Indiana, 2009 to present. Project and grant developer for three USDOE Planning Grants totaling 1.4 million in funds scoring #1, #1, and #3 amongst all applicants. Development of replication partnerships with 2007, 2010 National Charter School of the Year award winners, and California's top Title I school in bilingual education. Developed project proposals for sponsorship, which included all aspects of education program design, facilities acquisition, staff recruitment and training, and project budgeting. Managed each project's grant budgets and the completion of management plan task by target dates. Developed Academy Boards, Board training programs, and Board policies with legal counsel and the National Charter School Institute. Current two contracted schools finalizing agreements with Ferris State and Lake Superior State Universities.

Founder & Board President – STAR Academy of Toledo, January 2007- June 2009. Leader of an initiative to develop an urban K-12 school in Toledo, Ohio. Obtained charter, funding, facilities and oversaw hiring and professional development of all staff. Taught math and science and worked and served as superintendent. Designed schools technology program, bringing in \$950,000 in competitive grants, adapting a higher education, open source digital learning platform to K-12, and partnering with Intel to provide a tablet computer for each student. Developed schools Benchmark Assessment System for mining performance data and using information to drive decision making and the schools strategic improvement plan.

Teacher & Principal of the at-risk program for Ohio's first virtual K-12 school. Developed educational model for Bridge Academy and the Dayton Education Center (a partnership with Sinclair Community College), Feb. 2001 – July 2003. Developed and taught Earth & Space Science, Geometry, Biology and Chemistry curriculums on-line during the first two years at the Electronic Classroom of Tomorrow. Designed and

administered the schools at-risk program, implementing strategies to engage students and achieve academic performance milestones. The school grew to 3,800 students during the first three years and now serves 12,000 students on-line.

Import & Distribution Manager, June 1992 – 2002. Developed new import businesses of JMB International Inc. and Trans-American Tropicals, Inc based out of Miami, Florida. Primary perishable products were fresh ginger root, limes and mango fruit from Brazil, Peru, Ecuador, Nicaragua, Honduras, Haiti and Guatemala.

Packing House Manager, Feb. 1992- June, 1992, J. R. Brooks & Sons. Rebuilt and managed the tropical packing house, product receiving and lime packing operations, and coordinated 40 associates and migrant employees. Supervised the packing house and hydro-cooler rebuilding after a hurricane. Redesigned inventory rotation systems. Initiated packing house safety program. Calculated product packing cost and compiled packing house profit and loss statements.

International Management, Aug. 1991- Sept. 1992, Chiquita Brands International, La Lima, Honduras. Position involved over site in all areas of banana production, quality control, transportation, production and budget forecasting and business management. Principal assignment was as the international management representative to the Associated Producers management team of the Tela Railroad Company. Our section maintained the highest export quality and yield of any Chiquita division, with the lowest per box cost, with export volumes averaging 150,000 boxes per week from 30 corporate, subsidiary and independent farms. Developed a fluent speaking and good writing ability in the Spanish Language.

Agricultural Consultant. Summer 1988, Haiti. Evaluated and designed a farming program to supplement a school feeding program. Initiated a Haitian-governed agricultural cooperative.

Horticultural Intern, Dec. 1986 – June 1987, Walt Disney World (The Land). Assisted in the propagation, irrigation, maintenance, and harvest of over 40 agricultural crops at The Land Pavilion. Entertained guests on one-hour greenhouse walking tours. Co-produced a hydroponics home garden display. Participated in courses covering greenhouse management, integrated pest management, pathology, and aquaculture.

Summer jobs beginning college include research assistant at the University of Florida and Ohio State, a farm employee at the OSU Horticulture Research Farm, carpenter, landscaper, and production

manager on my family's farm. Home farm management responsibilities included filling tomato contracts for Libby's and Stokley Van Camp, and cucumber contracts for Sechler's Pickle Co. Other crops managed included corn, soybean, and wheat.

Honors: Advisory Board 2010 – Fernwood Urban Farming Project, Toledo, OH
Graduate Assistantship – University of Florida.
Graduate thesis chosen as top thesis in Horticulture and the University of Florida 1991, with two published articles in the Journal of the American Society for Horticultural Science, and invitation to present findings at the national ASHS meeting.
Citrus Club Treasurer, University of Florida. Generated \$22,000 in citrus sales in one week with \$6,000 in expenses, and lead free club trip through Honduras.
Top honors proposal in the OSU College of Agriculture (1985), with senior tuition waved and \$2,000 in research funding.
Academic scholarships for every year of undergraduate and graduate study.
Alpha Zeta Agricultural Fraternity – Chaplin

References: Furnished upon request.

Sun Academy of Fort Wayne

Attachment 2

Head of School/Principal Candidate Resume

Sun Academy has identified three potential candidates to serve as the campus leader. Criteria for selecting this leader are as follows:



Sun Academy of Fort Wayne

Job Description: Principal – Sun Academy – Fort Wayne, Indiana
Reports to: Superintendent
Employed by: Stellar School Services, LLC

GENERAL STATEMENT OF DUTIES

The Principal is a leader whose duties include working with students, families and staff on behalf of the Academy with the ultimate goal of creating thriving students, satisfied parents, energetic, motivated and enthusiastic staff. The Principal directs and coordinates educational, administrative, and counseling activities by performing the following duties personally or through subordinate supervisors.

PRIMARY RESPONSIBILITIES/ESSENTIAL FUNCTIONS

- Ensures that all students are supervised in a safe learning environment and provided instruction that meets and exceeds state and national curriculum content standards
- Provides leadership, management, and enforcement of effective and clear procedures for the operation and funding of the Academy consistent with the philosophy, mission, values and goals of the Academy, including:
 - Instructional programs in the curriculum content standards
 - Extracurricular activities
 - Discipline systems to ensure a safe and orderly climate
 - Financial management
 - Program evaluation
 - Personnel management
 - Office operations
 - Emergency procedures
 - School and community relations
- Ensures Academy’s compliance with all applicable laws, administrative codes, Board policies and regulations
- Ensures purchasing and distribution of instructional equipment and supplies
- Ensure student discipline programs and procedures are implemented in accordance with Academy’s discipline policies
- Ensures staff participation in meaningful and engaging professional development activities
- Ensures confidentiality of all student and Academy-privileged information
- Maintains positive, cooperative and mutually supportive relationships with the Board, the authorizer, parents and representatives of resources agencies within the community

- Collaborates and communicates regularly with Academy administrators and staff regarding personnel management, financial management, pupil accounting/scheduling and Academy facility operations
- Familiar with a variety of educational concepts, practices, and procedures
- A wide degree of creativity and latitude expected
- Knowledge and experience in working in a diverse environment
- Experience in using good judgment in meeting goals
- Experience in creating an atmosphere conducive to scholarly priorities
- Other job duties as assigned

SPECIFIC RESPONSIBILITIES

1. Manages school's budget with the guidance and assistance of the Superintendent and appropriate business staff
2. Oversees teachers mastery skill pacing and supporting content, grade books and student assessment portfolios, and attendance documents to assure compliance with the standards of the Academy
3. Involves teachers in the development of new instructional programs and implements standards for educational quality within the Academy curriculum
4. Adheres to, and implements all aspect of the Academy's performance management and appraisal policy; submits recommendations to the Superintendent regarding personnel
5. Assist with all student recruitment and retention efforts, including community and parent outreach
6. Assist with the enrollment process of students; interface with parents, the State Department of Education, the authorizer, and other agencies, as may be necessary
7. Participate in developing, implementing, monitoring and evaluating the Academy's school improvement/continuous improvement process

MINIMUM JOB QUALIFICATIONS

- Master's degree
- Valid Indiana Teaching Certificate
- Experience as a successful classroom teacher
- Experience in a leadership position
- Ability to communicate, effectively
- Excellent organizational and managerial skills
- Ability to support advanced information technologies
- Experience in monitoring business and operational processes, preferably of an educational organization

COMMUNICATIONS SKILLS REQUIRED

- Ability to converse with, convey information, express oneself, discuss and exchange information. Strong English language skill required along with a willingness to become fluent in Spanish within 12 months of employment at Stellar School Services, LLC.
- Ability to perform written documentation on forms and documents.

Sun Academy of Fort Wayne

Attachment 3

School Administrator's Resume

Sun Academy is not planning to use a superintendent for administration of one school. An experienced principal will be hired instead. If a superintendent is needed in the future the following qualifications will be used for selections:



Sun Academy @ The Summit

Job Description: Superintendent (Part-Time) – Sun Academy – Fort Wayne, IN
Reports to: Stellar School Services, LLC - Educational Service Provider
Employed by: Stellar School Services, LLC - Educational Service Provider

GENERAL STATEMENT OF DUTIES

The Superintendent is responsible for and will oversee the scheduling, accountability, data collection, recording, and assessing student progress in comparison with goals and objectives, recruiting, hiring, and evaluating educational staff. The Superintendent is to be the true instructional leader of the school.

PRIMARY RESPONSIBILITIES/ESSENTIAL FUNCTIONS

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by staff, students, parents and community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity and fairness and in an ethical manner.
- Keeping abreast of the latest research on effective schools and effective teaching practices.
- Demonstrates loyalty to fellow administrators, board members, and the students and community we serve.
- Openly supporting and implementing activities that address the vision and goals of the people we serve.
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
- Collaborate with appropriate staff regarding the management of funds and daily operating procedures of the Academy.

SPECIFIC RESPONSIBILITIES

1. Facilitates the design and creation of alternative learning environments that address the variety of learning styles of students.

2. Supports the design of programs/services that give students those skills essential to advancing to the next level of education.
3. Supports the expansion of service learning opportunities that result in student/community engagement.
4. Develops strategies that result in establishing a culture of high expectations.
5. Encourages and promotes curriculum review and development relative to teaching and learning and student outcomes.
6. Develops mastery-based performance evaluation measures (in alignment with the Charter Contract) for students.
7. Implements programs and activities that result in increased staff and student morale.
8. Implements a process to assess the level of engagement of students and student achievement in various classes for the purpose of providing data to staff that result in the improvement of instruction.
9. Works as a team member to help ensure staffing issues are addressed in the best interest of the Academy.
10. Strives to establish high standards of professional dress for students, staff, and self.
11. Enforces all Board policies.
12. Have plans in place that provide assistance and support to improve ineffective teachers or the documentation to remove ineffective teachers.
13. Maintains a self-improvement plan based on a variety of perceptions and assessment to monitor one's professional growth and effectiveness as a leader.
14. Manages the day-to-day operational aspects of the building.
15. Strives to improve the positive image of the Academy.
16. Strives to improve working relationships with staff, students, and the community.
17. Administer the budget responsibilities as assigned by the Board.
18. Supervise and assist in the analyses and preparation of budgetary needs for the programs of the school.
19. Supervise and assist in the identification and selection of personnel required by the programs of the building.
20. Supervise and assist in the initiation and evaluation of programs and the staff required for programs in the building.
21. Coordinates, initiates, supervises, and/or conducts staff development activities that are designed to improve employees' performance and increase achievement.
22. Monitors and evaluates the utilization, cleaning, and maintenance of the building.
23. Assume responsibility for the preparation of required reports.
24. Supervises Academy staff as appropriate and necessary.
25. Conducts organized walk-throughs of facility to check safety conditions, cleanliness, and organization of facilities.
26. Involves parents and local citizens in the planning and implementation of programs, rules, and operating procedures.
27. Develop and carry out methods and procedures for student discipline problems referred by counselors, teachers, etc., assuring due process for each student.
28. Communicate with parents of students in regard to discipline problems as the situation warrants.
29. Initiate student suspension proceedings when the situation warrants.

30. Communicate and work in cooperation with agencies such as the courts, welfare, law enforcement, health, etc., in relation to student problems.
31. Organize, coordinate, and administer the school's class schedule for teachers and students.
32. Organize, coordinate, and administer the school's standardized testing program.
33. Organize and administer the student grade reporting policy.
34. Organize and administer the student class change policy.
35. Act on requests for student free lunches and reduced price lunches.

MINIMUM JOB QUALIFICATIONS

- Master's Degree in Education from an accredited institution and current Indiana Teacher Certification
- At least three (3) years experience as Principal of a learning institution

OTHER

- Familiar with a variety of educational concepts, practices, and procedures
- A wide degree of creativity and latitude expected
- Excellent at planning and accomplishing goals
- Leads and directs the work of others
- Knowledge and experience in developing, monitoring, and meeting budgetary guidelines
- Knowledge and experience in working in a diverse environment
- Experience in using good judgment in meeting goals
- Experience in creating an atmosphere conducive to scholarly priorities

COMMUNICATIONS SKILLS REQUIRED

- Ability to converse with, convey information, express oneself, discuss and exchange information.
- Ability to perform written documentation on forms and documents.
- Strong English language skills with a willingness to become fluent in Spanish within 12 months of employment at Stellar School Services, LLC.

Sun Academy of Fort Wayne

Attachment 4

**Governance Documents – 501 C 3 Letter of
Determination, Articles of Incorporation and Bylaws**

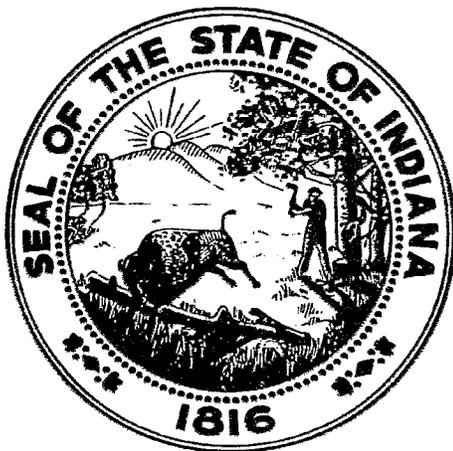
State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of

SUN ACADEMY OF FORT WAYNE, INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, March 08, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 08, 2012

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

JEROLD A. BONNET,
SECRETARY OF STATE

APPROVED AND FILED
JEROLD A. BONNET
INDIANA SECRETARY OF STATE
3/8/2012 2:11 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

SUN ACADEMY OF FORT WAYNE, INC.

3217 - B STELLHORN ROAD, FORT WAYNE, IN 46815

ARTICLE II - REGISTERED OFFICE AND AGENT

KEITH BIRK HOLD

3217 - B STELLHORN ROAD, FORT WAYNE, IN 46815

ARTICLE III - INCORPORATORS

KEITH BIRK HOLD

3217 - B STELLHORN ROAD, FORT WAYNE, IN 46815

Signature: KEITH BIRK HOLD

ARTICLE IV - GENERAL INFORMATION

Effective Date: 3/8/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

4.1 GENERAL PURPOSES. THE PURPOSES FOR WHICH THE CORPORATION ARE FORMED ARE:

(A) TO OPERATE A CHARTER SCHOOL(S) IN THE STATE OF INDIANA IN ACCORDANCE WITH THE PROVISIONS OF THE INDIANA CHARTER SCHOOLS ACT, IND. CODE 20-24-2, ET. SEQ., AS AMENDED (THE "ICSA");

(B) TO RECEIVE AND DISBURSE FUNDS TO SUPPORT THE OPERATION OF SAID CHARTER SCHOOL(S);

(C) TO MAINTAIN A REGULAR FACILITY AND CURRICULUM AND TO HAVE A REGULARLY ENROLLED BODY OF PUPILS OR STUDENTS IN ATTENDANCE AT A PLACE WHERE EDUCATION ACTIVITIES WILL BE REGULARLY CARRIED ON; AND

(D) THE CORPORATION SHALL DO EVERYTHING WHICH IS HELPFUL, NECESSARY, PROPER, ADVISABLE OR CONVENIENT FOR THE ACCOMPLISHMENT OF THE PURPOSES

HEREINABOVE SET FORTH, AND DO ALL OTHER THINGS INCIDENTAL THERETO OR CONNECTED THEREWITH WHICH ARE NOT FORBIDDEN BY THE ACT, OR BY THESE ARTICLES OF INCORPORATION, AS AMENDED FROM TIME TO TIME, AS WELL AS ANY AND ALL THINGS WHICH WILL NOT IMPAIR THE CORPORATION'S STATUS AS AN EXEMPT ORGANIZATION UNDER THE PROVISIONS OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, AS AMENDED (THE "CODE").

4.2 NONPROFIT PURPOSES.

(A) THE CORPORATION SHALL OPERATE EXCLUSIVELY IN FURTHERANCE OF CHARITABLE, LITERARY, OR EDUCATIONAL PURPOSES, OR FOR ANY OTHER PURPOSE AUTHORIZED UNDER SECTION 501(C)(3) OF THE CODE, AND NO PART OF ITS NET EARNINGS SHALL INURE TO THE BENEFIT OF ANY PRIVATE INDIVIDUAL. WITHOUT LIMITING THE GENERALITY OF THE FOREGOING, THE CORPORATION SHALL PROVIDE EDUCATIONAL PROGRAMMING FOR ELEMENTARY AND SECONDARY STUDENTS.

(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, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON BY:

(1) A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER § 501(C)(3) OF THE CODE, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAW, OR

(2) A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2), SECTION 2055(A)(2) OF THE CODE, OR CORRESPONDING PROVISIONS OF ANY SUBSEQUENT FEDERAL TAX LAWS

Distribution of assets on dissolution or final liquidation

4.3 DISTRIBUTION UPON DISSOLUTION. IN THE EVENT OF DISSOLUTION OF THE CORPORATION, ANY ASSETS REMAINING AFTER PAYMENT OF ALL DEBTS OF THE CORPORATION SHALL BE TRANSFERRED BY THE CORPORATION TO ANY NON PROFIT CORPORATION ORGANIZED FOR EDUCATIONAL PURPOSES THAT THE BOARD OF DIRECTORS MAY SELECT, PROVIDED THAT SUCH ORGANIZATION IS EXEMPT UNDER SECTION 501(C)(3) OF THE CODE; AND PROVIDED FURTHER THAT ANY REMAINING FUNDS RECEIVED FROM THE INDIANA DEPARTMENT OF EDUCATION SHALL BE RETURNED TO THE INDIANA DEPARTMENT OF EDUCATION NOT MORE THAN THIRTY (30) DAYS AFTER DISSOLUTION.

ARTICLE V

POWERS

5.1 POWERS. SUBJECT TO ANY SPECIFIC WRITTEN LIMITATIONS OR RESTRICTIONS IMPOSED BY THE ACT, THE CODE, THE ICSA OR OTHER LAW, OR BY THESE ARTICLES OF INCORPORATION AS AMENDED FROM TIME

TO TIME, AND SOLELY IN FURTHERANCE OF, BUT NOT IN ADDITION TO, THE PURPOSES SET FORTH IN ARTICLE 4 ABOVE, THE CORPORATION SHALL HAVE AND EXERCISE ALL THE POWERS SPECIFIED IN THE ACT AND § 20-24-8-1 OF THE ISCA; PROVIDED, HOWEVER, THAT SUCH POWERS AS HEREINAFTER ENUMERATED WHICH ARE NOT IN THEMSELVES IN FURTHERANCE OF ITS EXEMPT PURPOSES SHALL NOT BE EXERCISED BY THIS CORPORATION EXCEPT AS AN UNSUBSTANTIAL PART OF ITS ACTIVITIES, AND NEVER IN VIOLATION OF § 20-24-8-2 OF THE ICSA.

5.2 LIMITATION UPON POWERS.

- (A) REMUNERATION OF DIRECTORS, ETC. NO DIRECTOR, OFFICER, MEMBER, AGENT OR EMPLOYEE OF THE CORPORATION MAY RECEIVE ANY PECUNIARY BENEFIT FROM THE SAME, EXCEPT SUCH COMPENSATION AS MAY BE ALLOWED FOR SERVICES ACTUALLY RENDERED.
- (B) LOANS TO OFFICERS OR DIRECTORS. THE CORPORATION SHALL MAKE NO ADVANCEMENT ON ACCOUNT OF SERVICES TO BE PERFORMED IN THE FUTURE, NOR ANY LOAN OF MONEY OR PROPERTY TO ANY OFFICER OR DIRECTOR OF THE CORPORATION.
- (C) LEGISLATION. NO PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE DEVOTED TO INFLUENCE LEGISLATION.
- (D) POLITICAL CAMPAIGNS. THE CORPORATION SHALL NOT PARTICIPATE IN OR INTERVENE IN (INCLUDING THE PUBLICATION OR DISTRIBUTING OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OF (OR IN OPPOSITION TO) ANY CANDIDATE FOR PUBLIC OFFICE.
- (E) INCOME DISTRIBUTION. THE CORPORATION SHALL DISTRIBUTE ITS INCOME FOR EACH TAXABLE YEAR AT SUCH TIME AND IN SUCH MANNER AS NOT TO BECOME SUBJECT TO THE TAX ON UNDISTRIBUTED INCOME IMPOSED BY SECTION 4942 OF THE CODE.
- (F) SELF DEALING. THE CORPORATION SHALL NOT ENGAGE IN ANY ACT OF SELF DEALING AS DEFINED IN SECTION 4941(D) OF THE CODE.
- (G) EXCESS BUSINESS HOLDINGS. THE CORPORATION SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE CODE.
- (H) INVESTMENT RESTRICTION. THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN SUCH MANNER AS TO SUBJECT IT TO TAX UNDER SECTION 4944 OF THE CODE.
- (I) TAXABLE EXPENDITURES. THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURES AS DEFINED IN SECTION 4945(D) OF THE CODE.

**BYLAWS
OF
SUN ACADEMY OF FORT WAYNE, INC.**

**Article 1
NAME AND OFFICES**

1.1 **Name.** The name of the corporation will be Sun Academy of Fort Wayne, Inc. (the "Academy").

1.2 **Corporate Offices.** The principal office of the Academy is 1025 West Rudisill Boulevard, Fort Wayne, Indiana 46807. The Academy may from time to time establish such other offices as the Board of Trustees may designate or as the affairs of the Academy may require.

1.3 **Purpose.** The purposes of this Academy are limited exclusively to those purposes identified in Article V of the Articles of Incorporation of Sun Academy of Fort Wayne, Inc. (the "Articles")

**Article 2
MEMBERS**

2.1 **Members.** The Academy shall have no members. The rights which would otherwise vest in the members vest in the Trustees of the Academy (the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "Board")

**Article 3
BOARD OF TRUSTEES**

3.1 **Authority.** The Board is constituted and governed by the Indiana Charter Schools Act, Ind. Code 20-24-2, et. seq., as amended (the "ICSA") and by the charter granted by the Indiana Department of Education through the Indiana Department of Education Charter Board to Sun Academy of Fort Wayne., except as otherwise provided in the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), the Academy's Articles or the Bylaws of Sun Academy of Fort Wayne, Inc. (these "Bylaws").

- 3.2 **Responsibilities.** The Board is responsible for the following:
- a. implementing statutory requirements pertaining to public education as they apply to community schools;
 - b. insuring that policies and programs are consistent with the charter between the Academy, the Indiana Department of Education Charter Board, the Indiana Department of Education and federal guidelines;
 - c. approving all policies and procedures;
 - d. approving the annual budget;
 - e. approving creation of staff positions and salary schedules;

- f. providing a safe and challenging environment for professionals in which to provide their students an education;
- g. insuring that all students receive the best possible education to which they are entitled;
- h. insuring that the rights of both students and staff are protected;
- i. meeting the expectation of its families, students, staff, and local citizens;
- j. providing long range planning for the growth and development of the Academy and its programs;
- k. advocating in the community for the Academy, its programs and students; and
- l. fulfilling other duties necessary for the safe and effective operation of the Academy, including fulfilling the mission of the Academy.

3.3 Powers. The Board shall be the body politic and corporate, and as such is capable of contracting and being contracted with; acquiring, holding, possessing and disposing of property, both real and personal; taking and holding in trust for the use and benefit of the Academy, for accepting and controlling all grants, donations, bequests of money or other personal property, and contracting with staff and consultants.

a. The power of the Board resides in those responsibilities expressly granted by statute and their charter and those responsibilities necessarily implied from such powers and designated as necessary to carry them out.

b. The Board may assume jurisdiction over any dispute or controversy within the Academy or pertaining to the Academy and/or its programs.

3.4 Number and Term. The Board of Trustees shall consist of not less than five (5) Trustees and shall include adequate racial and gender representation. The number of Trustees shall be set from time to time by resolution of the Trustees.

a. The initial term of office of all Trustees of the initial Board shall be one year.

b. At the end of the first year, the Trustees will be divided into 3 classes as nearly equal in number as possible and shall be known as Class I, Class II, and Class III. The Trustees of Class I shall serve for a term of 1 year, those of Class II for a term of 2 years, and those of Class III for a term of 3 years, commencing on the date of election, and each Trustee shall hold office until his or her successor is elected and qualified, or until his or her earlier death, resignation, or removal. At each subsequent annual meeting, the successor of those Trustees whose term then expires shall be elected to serve a term of 3 years and until their successors are elected and qualified or until their earlier death, resignation, or removal.

c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Articles or these Bylaws or other Board action. Neither shall a Trustee's term of office be extended beyond that for which the Trustee was elected by amendment of the Articles or these Bylaws or other Board Action.

d. If a Parent Representative, as defined below, has been elected to serve on the Board, the Parent Representative's term shall be for a term of 1 year.

3.5 Election. Trustees of the Board (except for the Parent Representative, defined in this Section, if any, and the Executive Director, identified in Section 7.1) shall be selected from applications from the community and the current Board, interviewed by that Board or a committee, if such a committee should be appointed for that purpose, and recommended to the Board. They shall be voted on by the Board in a Board meeting at least thirty (30) days prior to the end of the preceding fiscal year and receive a majority vote of the sitting Board. The Board, or a committee appointed by it, shall present the names and a resume of each candidate to the Trustees at least ten (10) days before the vote.

a. Each year the Board, in its sole discretion, may elect to accept a nominee from the parent organization (the "Parent Representative") to sit as a Trustee on the Board. The Parent Representative candidates shall be selected by the parent organization in May of the preceding fiscal year and presented to the Secretary of the Academy by July 1st.

3.6 Vacancy.

a. A vacancy occurs within the Board when a Trustee:

- i. resigns;
- ii. no longer meets the qualifications for his/her seat on the Board (if the Executive Director, the person no longer holds that position);
- iii. is removed from the Board (see Section 3.7);
- iv. dies; or
- v. misses four (4) meetings within one (1) year, or three (3) consecutive meetings without an appropriate excuse, and is thereby considered to have vacated his/her seat.

b. When a vacancy occurs among the five (5) Trustees elected by the Board, the Board shall fill the vacancy within sixty (60) days at a regular or special Board meeting. The Board shall take the following steps to fill the vacancy:

- i. All interested applicants shall submit a resume and a letter of interest to the Board or the chairperson of a nominating committee.
- ii. The Board or a nominating committee shall interview the candidates and submit a resume to the Board. A Trustee, or a nominating committee, if any, may submit a recommendation with a resume.
- iii. The appointment by the Board to fill a vacancy shall be by a majority vote of the full Board.

c. If the vacancy is the Parent Representative to the Board, the parent organization shall present two new candidates to the Board and a copy of the minutes showing the election of the candidates to the Secretary of the Board. The Board may, by majority vote, accept one of the candidates, or the Board may, in its sole discretion, determine that neither candidate is appropriate at that time and refuse the nominations presented by the parent organization.

i. An appointee to fill a vacancy on the Board shall serve for the remainder of the term of the vacancy they were appointed to fill.

ii. If the Board fails to fill the vacancy within the sixty (60) day period, the Indiana Department of Education Charter Board shall appoint a Trustee to fill the vacancy.

3.7 Resignation or Removal. When resigning from the Board, a Trustee shall present his/her letter of resignation to the Secretary, who will present it to the Board at the next regular meeting or special meeting called for that purpose. The effective date of resignation of a Trustee of the Board shall be the date when the Board in a meeting accepts his/her letter or the date specified in the letter, whichever is later.

a. A Trustee may be removed from the Board by a two-third (2/3) vote of the entire Board for one (1) or more of the following reasons:

i. unexcused absences from three (3) consecutive regular Board meetings or four (4) meetings within a twelve (12) month period, provided the vote is taken within thirty (30) days of the final absence;

ii. misconduct in office; and

iii. no longer meets the qualifications for the apportioned area which he/she was elected to fill.

b. When a vote on removal of a Trustee is to be taken, such Trustee must be given prior notification in writing by certified mail at least one (1) week before the meeting. The notification shall include the date and time of meeting, the proposed action to be taken and the reasons for such proposed action. The Trustee has the right to appeal his/her removal to the Board. In the event of an appeal, the Board shall vote a second time by secret ballot. A two-third (2/3) vote to remove on the second ballot is final.

3.8 Qualifications. Each Trustee of the Board shall meet the following qualifications:

a. understand and support the mission of the Academy;

b. be able to attend the required number of meetings;

c. be at least eighteen (18) years of age; and

d. submit to and pass a background check, including a criminal history and fingerprint check, at the time of the proposed election to the Board, or at any later time.

3.9 Code of Ethics. While serving on the Board, each Trustee shall be bound by the following ethical standards:

a. to obey the laws of the United States and the laws of the State of Indiana;

b. to carry out all policies implemented by the Board of the Academy;

c. to respect the confidentiality of privileged information at all times;

d. to endeavor to attend all Board meetings;

- e. to respect other Trustees of the Board and Board discussions;
- f. to respect the delegation of authority between the Board and the Executive Director;
- g. to excuse him/herself when Board discussion involves matters in which the Trustee or a member of is/her immediate family has a financial or vested interest;
- h. to be informed about issues coming before the Board;
- i. to express personal opinions, but when the Board has made a decision, to accept the will of the majority; and
- j. to be available to meet with staff members but not to make decisions or statements to staff members that impinge on the authority of the Board.

3.10 **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith, in a manner the Trustee believes to be in the Academy's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

3.11 **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more officers or employees of the Academy whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, independent accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board committee on which the Trustee does not serve, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3.12 **Compensation.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Academy business.

3.13 **Orientation.** The Board shall develop a handbook for the orientation of each newly elected Trustee. The information provided in this material shall be sufficient for each new Trustee to understand the function and history of the Board, acquire knowledge of matters related to the operation of the Academy, and learn Board policy and procedure.

3.14 **Board Chair.** At its annual meeting, the Board of Trustees shall elect, from among those who are, or are to be, Trustees of the Academy, a chairman (the "**Chair**") who shall, when present, preside at all regular and special meetings of the Board of Trustees, shall present at the annual meeting of the Academy a report on the activities of the Academy during the preceding year, and shall generally

perform all other duties incident to the office, required by the Bylaws, or from time to time assigned to him or her by the Board.

3.15 Quorum and Voting. A majority of the Board shall constitute a quorum for the transaction of business at any meeting of the Board. Each Trustee shall be entitled to one vote and the vote of a majority of the Trustees present in person at a meeting at which a quorum is present shall be the act of the Board unless a greater number is specifically required by these Bylaws, by the Articles or by state law. If less than a quorum is present at a meeting, a majority of the Trustees present may adjourn the meeting from time to time without further notice other than announcement at the meeting, until a quorum shall be present.

a. If a Parent Representative is sitting as a Trustee, and, as a result there is an even number of Trustees present to vote on any matter that may come before the Board at a meeting, if a vote is taken and the vote is tied, then the Parent Representative's vote shall not be counted for that matter in order to prevent the a tie vote.

Article 4 MEETINGS

4.1 Annual Meeting. The Board shall organize annually at the first meeting of the Board after July 1, and no later than July 31st on a date announced by the Secretary no later than June 1st of the preceding fiscal year. The purpose of the annual meeting shall be for electing Officers and for the transaction of such other business as may properly come before the meeting. The annual meeting shall proceed as follows, unless otherwise determined by the Board:

- a. The Board shall choose a President Pro Tem for the annual meeting.
- b. The oath of office shall be administered to new Trustees by the President, or by the outgoing President, or by _____ University.
- c. The Board shall then proceed to the election of a President, Vice President, Secretary and Treasurer. Election of officers shall be by a roll call majority vote of the entire Board taken by the previous Secretary. Where no majority exists, a second vote will be taken between the top two (2) candidates.
- d. Immediately after the election of officers, the newly elected President shall assume the role of the Chair.
- e. The Chair shall appoint the chairpersons of each standing and ad hoc committee.
- f. The Board shall designate a day, place, and time for regular meetings, which shall be at least once every month, held during the organizational year.
- g. The Board will approve the school schedule to be used during the school year.
- h. The Board will approve the budget for the fiscal year.

4.2 Regular Meetings.

a. The Board shall meet at the principal office of the Academy, unless another location is designated in the notice, at least monthly at a time determined by the Board. Notification of all

meetings of the Board shall be sent to the local paper, to one television station and posted on the doors of the school at least twenty-four (24) hours before the meeting is to be held. Notice shall also be sent to the parents in the monthly newsletter.

b. It shall be the responsibility of the Executive Director, in conjunction with the President, to prepare an agenda for the meeting. The agenda and related materials, the fiscal report, the Executive Director's report, committee reports and the minutes of the preceding meeting shall be delivered to each Trustee no later than three (3) working days prior to the meeting to provide the Trustees time to study the material. This material may be delivered by e-mail, regular mail, or any other means reasonably calculated to be received by Trustees.

c. The Secretary shall keep minutes of all meetings of the Board, showing the time and place, the Trustees present, excused absences, the subjects considered, a summary of the deliberations sufficient enough for the public to understand the basis for Board action, actions taken, the vote of each Trustee on a roll call vote, and any other information required by law. Minutes of executive sessions shall reflect the general subject matter of discussion. These minutes will be provided to each Trustee in a reasonable time before the next regular meeting.

d. The Board during its next meeting shall consider the minutes, and when correct, the Board shall move for their adoption. The minutes shall be maintained in a book of minutes as a permanent record of official Board actions.

e. All motions shall require a majority vote of the Board for their adoption unless specified otherwise by statute, these Bylaws, or school policy or the charter with _____ University. Upon the demand of any Trustee, the vote shall be recorded as a roll call vote. Any action requiring a vote may be conducted as a roll call vote. Unless a specified number of affirmative votes are required, an abstention shall be recorded and be deemed to consent to the outcome of the voting. In the event of a tie vote, except where a tie occurs as the result of a vote from the Parent Representative, the motion fails for lack of a majority.

f. The Executive Director shall make a regular monthly report to the Board relating to the operation of the school and containing such recommendations as s/he feels are necessary for effective administration.

4.3 Special Meetings. The Chair may call a special meeting of the Board of Trustees whenever he or she deems it necessary, and shall call a special meeting whenever requested to do so in writing by 3 or more Trustees or by the President. The Chair shall fix the place and time for holding any special meeting of the Board. Notice of each special meeting stating the purpose, place, day, and hour of the meeting shall be given to each Trustee at his or her last known business or home address at least 7 days prior thereto by the mailing of written notice, or at least 2 days prior thereto by personal delivery of written notice or by telephonic or telegraphic notice or other electronic means of notice (and the method of notice need not be the same for each Trustee). If mailed, such notice shall be deemed to be given when deposited in the United States mail, with postage thereon prepaid. If sent by facsimile machine or other electronic means, such notice shall be deemed to be given when the facsimile machine or other electronic means prints or acknowledges that the transmission was successfully executed. Public notice of such meeting and the reason for it being called must be distributed twenty-four (24) hours prior to the commencement of the meeting.

4.4 Executive Sessions. The Board may meet in executive session (hereafter "Executive Session") without public attendance or participation when a majority of a quorum of Trustees determined

by a roll call vote requests such a meeting and states the purpose. The only reasons for an Executive Session are the following:

- a. personnel matters of a confidential nature;
- b. purchase of property;
- c. conference with an attorney concerning disputes involving the public body that are the subject of pending or imminent court action;
- d. preparing for negotiations or bargaining sessions with public employees concerning fiscal or other conditions of their employment;
- e. matters that are required to be kept confidential by federal or state law; or
- f. specialized details of security arrangements.
- g. At the conclusion of an Executive Session, the Board must reconvene in regular session and then conduct the remainder of their business.

4.5 **Waiver of Notice.** Any Trustee may waive receipt of notice of any meeting before, at, or after such meeting. The attendance of a Trustee at a meeting shall constitute a waiver of notice of such meeting except where a Trustee attends a meeting for the express purpose of convening the meeting or objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted nor the purpose of any regular meeting of the Board need be specified in the notice or waiver of notice of such meeting.

4.6 **Presumption of Assent.** A Trustee who is present at a meeting of the Board at which action on a corporate matter is taken shall be presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting, or unless he or she shall file his or her written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Academy immediately after adjournment of the meeting or if dissent is not noted when the minutes are circulated and approved, the dissenting Trustees may direct its inclusion. Such right to dissent shall not apply to a Trustee who voted in favor of such action.

4.7 **Public Participation.**

a. The agenda for the annual and regular meetings shall provide for public participation. Any individual wishing to speak shall register at the door of the meeting room at least twenty (20) minutes prior to the meeting, giving their name, the item of business or concern they wish to address and the organization, if any, that they represent.

b. No individual may speak more than two (2) minutes on any subject. No individual shall speak more than once on the same topic. The discussion on any subject shall be limited to ten (10) minutes, unless the Board by majority vote extends the time.

c. All public comments shall be addressed to the Chair. If, in the discretion of the Chair, it is appropriate for a particular Trustee to respond to a public comment, the Chair may invite such Trustee to make a response.

d. Any individual may present the Board with a written statement on any topic being discussed by the Board. All such statements shall contain the name, address and phone number of the individual presenting the statement. If the statement represents the views of an organization, the statement shall also include the presenter's relationship to the organization and a copy of the minutes of the organization authorizing the statement or the signatures and addresses of persons supporting the statement. The minutes will reflect the presentation of the statement and the author.

e. The Chair has the authority to ask a member of the public to leave the meeting when the individual does any of the following:

- i. refuses to follow the direction of the Chair;
- ii. becomes verbally abusive to any Trustee;
- iii. becomes physically out of control; or
- iv. disrupts the meeting and refuses to yield.

f. In the event the individual refuses to leave, the Chair shall recess the meeting and call for law enforcement. When the individual has been removed, the Chair shall reconvene the meeting.

g. A copy of this section of the bylaws shall be posted at the entrance(s) to the meeting room prior to convening the meeting.

4.8 Meeting by Telephonic or Video Conferencing. Trustees may participate in a meeting through the use of communication equipment, so long as all Trustees participating in such meeting can hear one another. Participation in a meeting pursuant to this Section constitutes presence in person at such meeting.

Article 5 OFFICERS

5.1 Number and Qualifications. The Officers of the Academy shall consist of a President, one or more Vice Presidents, a Secretary, a Treasurer, and such other Officers, Assistant Officers and Agents, Assistant Secretaries and Assistant Treasurers, as may be deemed necessary or desirable by the Academy's Trustees or state law. One person may hold more than one office at a time, except that no person may simultaneously hold the offices of President and Secretary. The President shall be a Trustee.

5.2 Election and Term of Office. The Officers of the Academy shall be elected, for a term commencing on election, by the Academy's Trustees at the annual meeting of the Board of Trustees. Each Officer shall hold office for a term of one year or until his or her successor shall have been duly elected and shall have qualified, or until his or her earlier death, resignation, or removal.

5.3 Compensation. The compensation, if any, of the Officers shall be fixed from time to time by the Board. No Officer shall be prevented from receiving a salary by reason of the fact that he or she is also a Trustee of the Academy. However, during any period in which the Academy is a private foundation as described in section 509(a) of the Internal Revenue Code, no payment of compensation (or payment or reimbursement of expenses) shall be made in any manner that might result in the imposition of any liability under section 4941 of the Internal Revenue Code.

5.4 **Removal.** Any Officer may be removed by the Board of Trustees, or a committee appointed by the Board for such purpose, with or without cause, whenever in its judgment the best interests of the Academy will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an Officer shall not in itself create contract rights.

5.5 **Vacancies.** Any Officer may resign at any time, subject to any rights or obligations under any existing contracts between the Officer and the Academy, by giving written notice to the Chair or the President or the Secretary. An Officer's resignation shall take effect at the time specified in such notice, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A vacancy in any office, however occurring, may be filled for the unexpired portion of the term by action of the Board if the vacant position is one held by a Trustee or by the President; or by the President, with the advice and counsel of the Chair, if the vacant office is a staff position.

5.6 **Authority and Duties of Officers.** The Officers of the Academy shall have the authority and shall exercise the powers and perform the duties specified by the President, the Board, or these Bylaws, except that in any event each Officer shall exercise such powers and perform such duties as may be required by law.

a. **President.** The Board shall elect a President whose duties shall be to do the following:

- i. preside at all meetings of the Board;
- ii. appoint the chairperson of each committee;
- iii. chair the executive committee, if one should exist; and
- iv. serve as official spokesperson for the Board.

b. **Vice President.** The Vice President or, if there is more than one, the Vice Presidents, in the order of their seniority unless otherwise specified by the Board, will have the following duties

- i. assume the responsibilities of the President in his/her absence;
- ii. assume the responsibilities of the President at a meeting at which the President is being considered for removal from office or from the Board; and
- iii. assume such other duties as may be assigned by the President or the Board.

c. **Secretary.** It shall be the duty of the Secretary to do the following:

- i. maintain copies of minutes of all meetings of the Board;
- ii. ensure public notifications of all meetings of the Board, both regular and special;
- iii. maintain copies of minutes of all committees established by the Board;

- and
- iv. accept and retain all letters of resignation and present them to the Board;
 - v. tend to all correspondence to and from the Board.
- d. **Treasurer.** It shall be the duty of the Treasurer to do the following:
- i. chair the fiscal committee of the Board, if any;
 - ii. in conjunction with the a fiscal committee, if any, and the Executive Director, prepare an annual budget for the Board's consideration;
 - iii. monitor the monthly income and expenditures and prepare a monthly report to the Board on those issues;
 - iv. alert the Board and staff members to fiscal trends or potential problems;
 - v. give a financial report to the Board at each meeting;
 - vi. handle the reporting and monitoring of grants;
 - vii. reconcile purchase orders with materials received;
 - viii. provide materials, as requested by the auditor;
 - ix. arrange for an annual audit; and
 - x. serve as liaison to _____ University on all financial matters.

5.7 **Other Officers.** The powers and duties of each other officer who may from time to time be chosen by the Board will be as specified by, or pursuant to authority delegated by, the Board at the time of the appointment of such other officer or from time to time thereafter. In addition, each officer designated as an assistant officer shall assist in the performance of the duties of the officer to which he or she is an assistant, and will have the powers and perform the duties of such officer during the absence or inability to act of such officer.

Article 6 COMMITTEES OF THE BOARD

6.1 **Designation of Committees.** The Board shall appoint both standing and ad hoc committees as the Board deems necessary to fulfill its obligations. The Board may appoint one or more Board committees by vote of the majority of Trustees. A Board standing committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board. No ad hoc committee appointment will extend beyond the end of the fiscal year.

- a. All committees will operate under the Sunshine Laws of the State of Indiana.
- b. A simple majority of the total number of members of a committee shall constitute a quorum.

6.2 Limitation on Committee Powers. No committee shall have the authority of the Board for the election of Trustees; Filling vacancies on the Board or any committee which has the authority of the Board; fixing of Trustee compensation for serving on the Board or on any committee; the appointment of other committees of the Board, or the members of the committees; the expenditure of corporate funds to support a nominee for Trustee; the approval of any self-dealing transaction, as defined by the Act; to amend, alter, or repeal these Bylaws; to elect, appoint, or remove any member of any such committee or any Officer or Trustee of the Academy (except as specifically provided in this Article 6); to amend the Articles of Incorporation of the Academy; to restate the Academy's Articles; to adopt a plan of merger or adopt a plan of consolidation with another corporation; to authorize the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Academy; to amend, alter, or repeal any resolution of the Board; or as otherwise may be prohibited by law.

a. **Committee Procedures.** Rules governing procedures for meetings of any committee of the Board shall be as established by the Board, or, in the absence thereof, by the committee itself. If no rules are established, then the rules that govern the Trustees shall govern each committee. All committees are to report promptly to the Board and only take such actions as are specifically designated by these Bylaws or in the resolution establishing the committee or setting forth its duties and responsibilities. In the absence or disqualification of a member of the committee, and the alternate or alternates, if any, designated for such committee member, the member or members of the committee present at any meeting and entitled to vote, whether or not they constitute a quorum, may unanimously appoint another person to act at the meeting in the place of any such absent or disqualified member of the committee or alternate. Members of a committee shall serve until the next annual meeting of the Academy or until their successors are appointed.

Article 7 ADMINISTRATION

7.1 Executive Director. The Executive Director shall be employed by the Board and shall be responsible for the daily operation of the school, the implementation of Board policy, the staffing of the school and the safety of staff and students.

a. The Board shall establish a list of specific requirements for an Executive Director to operate the school. Such requirements should include, but not be limited to, education, vocational background, and administrative experience.

b. **Board/Executive Director Relationship.** The relationship between the Board and the Executive Director is one of employer-employee. The President and the Executive Director shall meet on a regular basis to discuss issues that affect the school. If either the Board or the Executive Director has concerns about actions taken by the other party, or by an individual Trustee, those issues shall be brought to the attention of the entire Board, or if in existence, a committee appointed to handle such disputes. If the concern cannot be resolved at that level, it shall be brought to the Board in an Executive Session.

c. The Board shall establish a formalized approach to the hiring of an Executive Director which may, but is not required to, include the following considerations: Employment of Executive Director; Evaluation of the Executive Director; Duties and Responsibilities; Right Not to Renew Contract (Employment At-Will); Termination of Contract; Incapacity; Conflict of Interest; and any other considerations the Board or the personal committee, if any, deem appropriate.

d. The Executive Director shall be present at all meetings of the Board, unless he notifies the Secretary or President of his inability to attend and the reason(s) which will be preventing his/her attendance.

e. For the good of the school and the students, neither party shall discuss Board/administration relationship issues with persons outside of the Board or administration.

7.2 Assistant Executive Director. The Board may create a position of Assistant Executive Director on either a full time or part time basis. The individual appointed or employed shall be chosen by the Executive Director and the Board and be responsible to the Executive Director. The Board and Executive Director shall establish a list of specific requirements for an Assistant Executive Director of the school. A detailed job description of the position shall be written by the Board or personnel committee, if any, and the Executive Director and approved by the Board. The position shall be evaluated by the Executive Director.

7.3 Management Team. The Board may authorize the creation of a management team (the "Management Team"). The Management Team shall consist of the Executive Director, Assistant Executive Director, if any, and such others as the Executive Director chooses to invite. The purpose of the Management Team is to be a resource and support to the Executive Director and to ensure the coordination of administrative and Board actions across the entire school program. The duties and responsibilities shall be those delegated or assigned by the Executive Director. Because it is not a Board committee, it may not be subject to the Sunshine Laws of the State of Indiana.

a. Though the Management Team is not a Board committee, a very close working and planning relationship must exist between the two. For that reason, whenever the Management Team, as a team, wishes to bring a report or concern to the Board, such a report will be considered as a report from a Board committee and presented as such. The Board, or a committee of the Board, may from time to time ask to meet with the Management Team to consider planning, evaluation, staffing or program issues.

7.4 Employment of Staff. The Executive Director, acting as the agent for the Board, is hereby given authority to hire qualified personnel to fill positions authorized by the Board and within salary and benefits ranges established by the Board. It shall be the responsibility of the Executive Director to determine that the applicant meets all of the qualifications of the position and has submitted all necessary paperwork prior to beginning employment. All employment contracts shall be co-signed by the Board.

a. The Executive Director shall upon hiring any employee, report that employment to the Board at its next meeting and provide a vita or short biography of the employee for the Board's information.

b. All employment is probationary for the first thirty (30) school days, and may be terminated by either party without cause any time during that period. The probationary period may be extended up to an additional sixty (60) days at the discretion of the Board. During the first thirty (30)-day probation period, the Executive Director or Assistant Executive Director shall observe the employee at least twice. If the employee is a teacher, they shall also be observed by another teacher of the same level or grade. If the employee is an aide, the teacher shall also do an evaluation. Based upon the Executive Director's recommendation, a contract for the academic year (or portion thereof remaining) may be offered at the end of the probation period and if accepted, signed by the Board.

7.5 Evaluation of Employees. The Board or the personnel committee, if any, together with the Executive Director shall design an evaluation process and schedule for both certificated and non-certificated employees.

7.6 **Termination.** The Board, or a committee designated by them, shall define a termination policy for employees of the Academy.

Article 8 INDEMNIFICATION

8.1 **Trustees and Officers.** The Academy must indemnify, to the fullest extent now or hereafter permitted by law, each Trustee or officer (including each former Trustee or officer) of the Academy who was, is or becomes a party to, or a witness in, or is threatened to be made a party to, or otherwise becomes involved in as a witness or otherwise in any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was an authorized representative of the Academy (as defined in Section 8.3 herein), against all expenses (including attorneys' fees and disbursements), judgments, fines (including excise taxes, interest and penalties) and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding.

8.2 **Timing of Indemnification.** The Academy must pay expenses (including attorneys' fees and disbursements) incurred by a Trustee or officer of the Academy referred to in Section 8.1 hereof in defending, prosecuting where the action was brought with the consent of the Board, or appearing as a witness in any civil or criminal action, suit or proceeding described in Section 8.1 hereof in advance of the final disposition of such action, suit or proceeding. The expenses incurred by such Trustee or officer in his or her capacity as a Trustee or officer of the Academy shall be paid by the Academy in advance of the final disposition of such action, suit or proceeding only upon receipt of an undertaking by or on behalf of such Trustee or officer to repay all amounts advanced if it shall ultimately be determined that he or she is not entitled to be indemnified by the Academy because he or she has not met the standard of conduct set forth in Section 8.5 hereof.

8.3 **Authorized Representatives.** The Academy may, as determined by the Board from time to time, indemnify to the fullest extent now or hereafter permitted by law, any person who was or is a party to or a witness in or is threatened to be made a party to or a witness in, or is otherwise involved in, any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was an authorized representative of the Academy, against all expenses (including attorneys' fees and disbursements), judgments, fines (including excise taxes, interest and penalties), and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding. Subject to Section 8.2 hereof, the Academy may, as determined by the Board from time to time, pay expenses, including attorneys fees, incurred by any such person by reason of his or her participation in an action, suit or proceeding referred to in this Section 8.3 in advance of the final disposition of such action, suit or proceeding.

8.4 **Nonexclusivity.** Each Trustee and officer of the Academy will be deemed to act in such capacity in reliance upon such rights of indemnification and advancement of expenses as are provided in this Article. The rights of indemnification and advancement of expenses provided by this Article must not be deemed exclusive of any other rights to which any person seeking indemnification or advancement of expenses may be entitled under any agreement, vote of disinterested Trustees, decision of independent counsel, statute or otherwise, both as to action in such person's official capacity and as to action in another capacity while holding such office or position, and will continue as to a person who has ceased to be an authorized representative of the Academy and will inure to the benefit of the heirs, executors, assigns and administrators of such person.

8.5 **Standard for Indemnification.** Any indemnification under this Article shall be made by the Academy only as authorized in the specific case upon a determination that indemnification of

the authorized representative is proper in the circumstances because such person has acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Academy, and, with respect to any criminal action or proceeding had no reasonable cause to believe his or her conduct was unlawful. Such determination will be made (1) by the Board by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding, or (2) if such quorum is not obtainable, or, even if obtainable, a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, will not, of itself, create a presumption that the officer or Trustee did not act in good faith and in a manner which such officer or Trustee reasonably believed to be in or not opposed to the best interests of the Academy, and, with respect to any criminal action or proceeding, had reasonable cause to believe that such person's conduct was unlawful.

8.6 **Insurance.** The Academy must purchase and maintain insurance on behalf of each Trustee and officer against any liability asserted against or incurred by such Trustee or officer in any capacity, or arising out of such Trustee's or officer's status as such, whether or not the Academy would have the power to indemnify such Trustee or officer against such liability under the provisions of this Article. The Academy will not be required to maintain such insurance if it is not available on terms satisfactory to the Board or if, in the business judgment of the Board of Trustees, either (1) the premium cost for such insurance is substantially disproportionate to the amount of coverage, or (2) the coverage provided by such insurance is so limited by exclusions that there is insufficient benefit from such insurance. The Academy may purchase and maintain insurance on behalf of any person referred to in Section 8.3 hereof against any liability asserted against or incurred by such person in any capacity, whether or not the Academy would have the power to indemnify such person against such liability under the provisions of this Article.

Article 9

SELF-DEALING AND CONFLICT OF INTEREST TRANSACTIONS

9.1 The Board shall develop and implement policies and procedures for the procurement of any and all services. These policies shall require the Board and any representative or agent empowered by the Board to perform their duties in a manner free from conflict of interest. To this end, no Trustee shall use his/her position as a Trustee to benefit either himself/herself or any other individual or agency apart from the total interest of the Academy.

Article 10

GENERAL PROVISIONS

10.1 **Corporate Seal.** The Academy may adopt a seal in such form as the Board shall from time to time determine.

10.2 **Fiscal Year.** The fiscal year of the Academy shall be from July 1st to June 30th.

10.3 **Authorization.** All checks, notes, vouchers, warrants, drafts, acceptances, and other orders for the payment of moneys of the Academy must be signed by such officer or officers or such other person or persons as the Board may from time to time designate.

10.4 **Deposits.** All funds of the Academy shall be deposited from time to time to the credit of the Academy in such banks, trust companies, or other companies, or other depositories as the Board, or any Trustee determined by resolution of the Board, may select.

10.5 **Execution of Contracts and Other Instruments.** The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Academy, and such authorization may be general or confined to specific instances. Except as so authorized or otherwise expressly provided in these bylaws, no officer, agent or employee shall have any power or authority to bind the Academy by any contract or engagement or to pledge its credit or to render it liable for any purpose or in any amount.

10.6 **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Academy, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

10.7 **Discrimination.** Sun Academy of Fort Wayne, its administration, employees or policies shall not discriminate on the basis of race, religion, creed, sex, economic standard, sexual orientation, age, national origin, disability, citizenship, or other legal protected status. The Board appoints the Executive Director as the compliance officer whose responsibility it is to ensure that federal and state regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notification of this non-discrimination policy is provided to all applicants, employees, agents, and representatives and posted in a conspicuous place(s) within the Academy.

Article 11
AMENDMENTS

11.1 **Amendments to Bylaws.** The authority to adopt, amend or repeal Bylaws of the Academy is expressly conferred upon the Board, which may take such action by the affirmative vote of a majority of the whole Board of Trustees at any regular or special meeting duly convened after notice of that purpose.

These Bylaws were approved by the Board of Trustees and are being executed by the Secretary of SUN ACADEMY OF FORT WAYNE, INC., an Indiana nonprofit corporation on March ____, 2012.

_____, Secretary



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Mar. 22, 2012 LTR 3367C S0
45-4735076 000000 00

00030526
BODC: TE

SUN ACADEMY OF FORT WAYNE
DANIEL J HOLDEN
127 W BERRY ST STE 300
FORT WAYNE IN 46802



009190

Employer Identification Number: 45-4735076
Tax Form: 1023
Document Locator Number: 17053-073-30902-2
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

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

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

Sun Academy of Fort Wayne

Attachment 5

Statement of Assurances

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

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

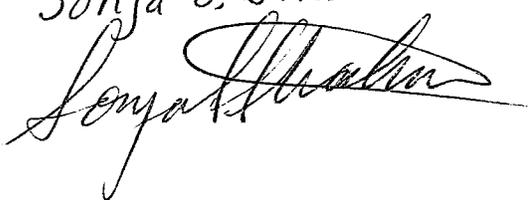
- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE Keith Birkhold - CEO - SSS	DATE 4/7/12
SIGN NAME 	

Sonja S. Strahm Board of Directors
 4/9/12

Sun Academy of Fort Wayne

Attachment 6

Board Member Information

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Sun Academy of Fort Wayne

2. Your full name: *Sonja Sue Strahm*

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

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

*Vice-President of the National Association for Developmental Education Exec. Board
President, all for One Executive Board*

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

Yes Don't Know/ Unsure

Disclosures

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

I/we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows 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

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

Certification

I, Bonja Sue Strahm, 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.

Bonja Sue Strahm
Signature

4/9/12
Date

Sonja S. Strahm
926 W. Rudisill Blvd., Fort Wayne, IN
260-615-9588

Education:

B.S. in Education, Taylor University, with major in Language Arts

M.S. in Education, St. Francis University

M.A. in English, Ball State University

Developmental Education Specialist Certificate, Kellogg Institute, Appalachian State University

Teaching English as Other Language Certificate, IPFW

Current Employment:

Ivy Tech Community College – Fort Wayne: Associate Professor; ASA English Department Chair, with supervision for writing, reading, student success, and ESOL programs; also teaching reading

Prior Employment

Taylor University Fort Wayne: Associate Professor; Director of the Academic Center for Enhancement [ACE]; taught English composition, basic English, art appreciation, reading skills)

Fort Wayne Bible College: Assistant Professor; taught English composition, basic English, speech, and art appreciation

Fort Wayne Community Schools: taught English, developmental reading, & art

Current Local, State, National Involvements

National Association for Developmental Education (NADE): member; Emeritus Cabinet

Indiana Association for Developmental Education (INADE): member

Adult Basic Education Consortium: member

Educational Opportunities Center: board member

First Missionary Church: Church Board and Deaconess

Prior Local, State, National Involvements

National Association for Developmental Education (NADE): Executive Board Vice-President (2 years)

Indiana Association for Developmental Education (INADE): President-Elect and President (2 two-year terms)

First Missionary Church: Church Board and Deaconess

All for One, Inc. (drama): Executive Board member and President

West Rudisill Neighborhood Association: Vice President

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

SUN ACADEMY

2. Your full name: Lanni Connelly

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

Resume is attached. 1975 Graduate of WAYNE TRACE High School, Anviland, OH's
1983 INTERNATIONAL BUSINESS College - IPFW Continuing Education
Office Mgr / Advert Sales Mgr Bowhunter Mag - Self Employed BOOKMARK since 1993 - Present

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

President GFW Hispanic Chamber of Commerce 3yrs - Present BOD
Board member Economic Development
Board member Park Place

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows 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

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

Certification

I, Lanni Connelly, 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 Sun Charter School is true and correct in every respect.


Signature

4/5/12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows 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

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

Certification

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


Signature

4-5-2019
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

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

Sun Academy

2. Your full name: *David John Nelson*

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

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Thru out my career I have solved technical problems, served as an IT Director and been an entrepreneur for 21 yrs.

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

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

I've done business with Carrie Connelly for 10 yrs.

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

Sun Academy of Fort Wayne

Attachment 7

Code of Ethics and Conflict of Interest Policies

Purpose

The purpose of these instructions is to prescribe the accounting procedures and related fiscal requirements that must be followed by the Board of Directors, staff members, and contractors of Sun Academy of Fort Wayne (SUN), an Indiana non-profit corporation.

The classification and description of accounts are the minimum required by SUN. If SUN desires to establish accounts other than those prescribed herein. These accounts shall be established as subdivisions of the prescribed accounts and should be maintained in such a way that they can be readily combined into the prescribed classification for uniform reporting purposes. Additionally, funding from other sources must be clearly identified and segregated so as to avoid accounting conflicts and potential purpose violations.

Accounting

SUN shall establish and maintain an adequate accounting system on an ACCRUAL BASIS in accordance with Generally Accepted Accounting Practices (GAAP) and in compliance with the rules and regulations of all funding sources.

BOOKS OF ACCOUNTING AND RECORDS

The following is a brief description of the books of accounts and records procedures considered to be the minimum required for recording transactions relating to the development of SUN's record keeping. SUN specific projects may be required to maintain an additional record. The SUN may establish any additional accounting records it considers necessary to provide adequate financial control of its assets and liabilities and to account for project costs.

1. **General Ledger** – A general ledger shall be maintained to record summarization for all accounting transactions related to SUN and to classify such transactions according to the line items shown in the budget.
2. **Cash Receipts and Disbursements Register** – A separate cash receipts register and disbursement register shall be maintained to record funds received in connection the projects and to record checks issued for the withdrawal of funds from SUN's bank account. All disbursements shall be made by pre-numbered checks used in numerical sequences and must be supported by appropriate documentation such as payrolls, invoices, contracts, travel vouchers, etc., evidencing the nature and propriety of each pay, and showing the approval of authorized officials.
3. **General Journal** – The General Journal shall be used to document and record transactions in the general ledger, which are not recorded, from the cash receipts or the disbursement register. Each entry shall contain complete explanations of the transactions and shall reference the related documents or other sources of information, if applicable.
4. **Payroll Records** – If necessary, basic payroll records shall be maintained to accumulate payroll data required by federal, state, or local laws with respect to each employee, such as gross earnings, federal, state and local income taxes withheld, FICA withholding, etc. The records shall also include data relative to other deduction as maybe allowed or required by SUN's personnel policies.
5. **Property** – A record shall be maintained for each item of non-expendable property. Non-expendable property is defined as tangible items with a useful life in excess of one year. Property includes office equipment, computers, furniture, textbooks, as well as other items meeting the tangible property definition. Procedures for managing equipment (including replacement

equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:

- a. Property records must be maintained that include a detailed description of the property, a serial number or other identification number, the source of the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the purchase price, the location, use and condition of the property, and any ultimate disposition data including the date of property disposal and sale price.
- b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- c. An operational internal control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of SUN property. Any loss, damage, or theft shall be investigated and documented.

Although the disposing of tangible property is not planned nor projected to take place, SUN agrees to adhere to EDGAR, Section 80.32.

6. **In-Kind Contributions** – SUN's outlay of non-federal cash and the value of non-cash contributions in accomplishing the objectives of the program shall be reported in accordance with the intent of the non-federal contributions which may consist of personnel cost paid with funds from an eligible source, charges for the donation or use of real property and equipment, the value of contributed goods and volunteered services all of which are directly benefiting and specifically identifiable to the program shall be documented and accounted for similar to federal cash disbursements.

CONTRACTOR'S REQUIREMENTS PRIOR TO RECEIPT OF FUNDS

Upon execution of the contract between SUN and its designated grant program management contractor, and before that contractor makes any financial commitments on behalf of SUN, the contractor shall submit to SUN the following in writing:

1. **Signed Agreement** – Each consultant is required to sign an agreement that states the services she/he/they will provide on behalf of SUN, as well as the terms of the agreement and the detailed scope of the work to be delivered.
2. **Completed Invoice** – According to a pre-approved submission schedule, each consultant will submit an invoice that describes, in detail, the service provided on specific dates and the hours billed for the tasks completed. A SUN Board Member or Officer must verify and acknowledge satisfactory receipt of the pre-approved product or service.

Upon receipt and approval of the above information, SUN will process payments for reimbursement as provided in the contract.

BRIEF DESCRIPTION OF COST CATEGORIES

1. **Salary and Wages [1000]** – The cost of staff as detailed in the latest approved budget. The number of hours and rate of pay may fluctuate based on supply and demand.

2. **Benefits [2000]** – Includes the actual cost of health and life insurance, unemployment insurance, workers compensation, social security, and pension plans. SUN does not have a pension plan.
3. **Purchased Services [3000 & 4000]** – Includes the cost of services contracted to other agencies, firms, or individuals according to written contract with the Contractor. Equipment and property lease agreements are not allowable expenses with Federal Planning Grant funds. All contracts (including consulting contracts) shall be in writing and must have prior written approval of the SUN Board of Directors, or its designated representative(s).
4. **Supplies and Materials [5000]** – Includes the purchase of tangible and consumable supplies, materials and equipment.

a. Consumable Supplies and Equipment Repairs

- i. Includes the cost of office supplies, printer paper and replacement cartridges, and all small items of non-expendable property, the cost of which is less than \$150.00 per unit. Unless otherwise specified by a written contract, the SUN Secretary shall be responsible for approving the acquisition of consumable supplies.
- ii. Maintenance and minor repairs of equipment are not Charter School Planning Grant authorized expenditures. Invoices for these items shall be satisfied by utilizing funds other than those from the Federal Planning Grant.
- iii. Postage, printing and binding, visual aids, books and pamphlets, etc. may be purchased in accordance with the management plan and the budget. Unless otherwise specified by a written contract, the SUN Secretary shall be responsible for approving the acquisition of postage and printing items.

b. Tangible Equipment

- i. Includes all types of equipment which may be purchased on behalf or at the direction of SUN. Equipment purchases will be limited to those items specified in the management plan and the budget.
 - ii. Includes computer software necessary to meet the planning requirements of GCA as necessary and described in the management plan and budget.
5. **Other Expenditures [7000 & 8000]** – Includes costs for registration and travel fees associated with the execution of the management plan and budget. These reimbursements are subject to the accurate tracking of expenditures and providing the invoices and receipts validating those expenditures.
- a. **Travel** –Includes costs incurred for officially sanctioned travel outside of one hour's commuting distance from the traveler's home of record. Mileage may be reimbursed at the current Federal Mileage Reimbursement rate of \$0.585 per mile based on portal to portal distances as measured by MapQuest. Parking fees may also be reimbursed on a cost basis.
 - b. **Lodging** –The costs associated with overnight lodging will be reimbursed on a cost basis. Travelers shall be prudent in choosing overnight lodging arrangements and shall avoid

excessive or extravagant fees whenever possible. Movies and bar charges shall not be reimbursed.

- c. **Meals** –The cost of meals will be reimbursed if travelling during the traditional meal periods on an officially sanctioned activity or visit. A limit of \$35.00 per day may be reimbursed for meals if the travel requires the individual to be away during traditional meals periods. All meal charges must be clearly documented and alcohol charges shall not be reimbursed. Gratuities of 20% and less may also be reimbursed, if documented properly.

INTERNAL CONTROLS

Invoicing Procedures

1. The contractor, service provider, or traveler completes a detailed invoice and relevant receipts and then emails those documents to the SUN treasurer/accountant on a mutually agreed upon schedule;
2. The treasurer/accountant verifies the consultant hours and work completed and/or official travel authorization, as well as all receipts with the project manager;
3. The treasurer completes a Purchase Requisition for each invoice a receipt, attaches it to the invoice and presents the invoice (with the PR) to the SUN Board member, preferably the Treasurer or President, for review and signature;
4. Once the SUN Board Officer signs the PR, the treasurer/accountant will processes the documents for payment by check and then posts the expenditure in the accounting software;
5. Once the funds are deposited, the treasurer/accountant then signs the check and acquires one additional signature from one other Board Officer. Under no circumstance shall a SUN Board member participate in the processing of a reimbursement for themselves;
6. A copy of the check and the check stub are made and the signed check is then delivered via the United States Postal Service;
7. The copy of the check and check stub is then attached to the invoices, receipts, contractual agreements, time logs, and other substantiating documents related to that expenditure. The treasurer/accountant then files them in anticipation of monthly reporting requirements.
8. Expenditures are documented on Sun Academy's monthly financial report.

Purchase Orders

All items identified for purchase with a price exceeding \$300 shall be purchased with a pre-approved purchase order (PO). The treasurer, or his/her designated representative, shall create these POs in accordance with the approved PO format based upon the information presented by the requester. All known details of the anticipated purchase must be included in the PO including shipping, handling, and taxes. The treasurer will match the request against the management plan and the budget to validate compliance. In the event a PO is submitted for a single purchase of more than \$5,000, approval from at least one additional SUN Board Officer will be required. Once the treasurer is satisfied with the detail

provided and the compliance with the approved management plan and budget he/she will sign the PO and fax it to the requester.

Once the merchandise is delivered the purchase order will be compared to the packing slip, sales receipt, and/or bill of lading to ensure all merchandise ordered was received. If any items are on back order the requester shall make a copy of the purchase order to place with the bill of lading. The original PO shall be placed into a PO file until the outstanding items are delivered. The packing slip and the invoice for the delivery shall be emailed to the Treasurer for payment processing.

To the extent possible, the merchandise should be appropriately marked before the merchandise is delivered to the person who made the request. A property inventory shall be maintained and updated by the treasurer.

After-the-fact PO requests shall not be entertained. A pre-approved PO will expire if not used within 15 calendar days of the treasurer's approval.

RETENTION OF RECORDS

The Project Manager, along with the SUN Treasurer and Secretary, shall provide periodic reports to Academy's sponsor. Copies of invoices, agreements, receipts, cancelled checks, and other similar documents will be provided as substantiating evidence for expenditures.

The SUN treasurer, in conjunction with the SUN Secretary and Project Manager, shall retain all of its records and supporting documentation applicable to the contract for a period of seven years after the completion of the grant audit, or after completion of the action or resolution of all issues regarding litigation claim negotiation, whichever is later. All such records shall be made available upon request for inspection or audit by representatives of the State, or Federal governments. In the event that the organization goes out of existence, the board shall arrange for retention of files for the required time period.

CONFLICT OF INTEREST

SUN Board members shall perform their duties in a manner free from conflict of interest. To this end, no Board member shall use his/her position as a Board member to benefit either himself/herself or any other individual or agency apart from the total interest of SUN. In addition, neither SUN staff nor contractors involved in the development of bidding specifications on behalf of SUN shall benefit from transactions of the organization, except as may be specifically approved by the SUN Board of Directors.

Specifically, no staff member, officer or agent of SUN shall participate in the selection, award or administration of a contract supported by Federal funds if the appearance of a conflict of interest, real or perceived, exists. Such a conflict could arise when:

1. The staff member, officer, or agent,
2. Any member of his/her immediate family,
3. His/Her partner, or
4. An organization which employs, or is about to employ, any of the above...

...has a financial or other interest in the firm selected for the award. SUN officers, staff members, or agents shall neither solicit nor accept gratuities, favors or anything of significant monetary value from

contractors, potential contractors, or parties to sub-agreements. Significant monetary value includes any or all items worth more than \$25 on the open market.

When a SUN Board member determines that the possibility of a personal interest conflict exists, she/he should, prior to the matter being considered, disclose his/her interest (such disclosure shall become a matter of public record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon.

PURCHASING POLICY

It is the policy of the Board of Directors that Sun Academy of Fort Wayne adheres to the following procedures when making purchasing decisions:

1. When the purchase of, and contract for, single items of supplies, materials, or equipment is in excess of \$2,500 SUN shall, whenever possible, require three (3) competitive price quotations.
2. Purchases that are in excess of the dollar amount permitted by State statute shall, whenever possible, have at least three (3) competitive bids for substantiation of the purchases and shall require the approval of the Board of Directors prior to approval to purchase.
3. Bids shall be sealed and shall be opened by the Board President in the presence of at least one other SUN Board member. All purchase orders or contracts should be awarded to the lowest responsible bidder; however, consideration may be given to:
 - a. The quality of the item(s) to be supplied,
 - b. Its conformity with specifications, suitability to the requirements of SUN in carrying out grant activities,
 - c. Local vendors,
 - d. Delivery terms, and/or
 - e. Past performance of the vendor.

The SUN Board reserves the right to reject any and all bids. The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase was not contemplated during the budgeting process.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase. However, Federal grant funds cannot be utilized for lease agreements of any type, nor can Federal funds be used for maintenance contracts.

ELIGIBLE COSTS

Criteria for Eligibility

All expenditures must be reasonable and of a nature which clearly relates to the specific purpose of the Academy under which the services are being performed. Care must be exercised by all concerned when

Sun Academy of Fort Wayne
Board Policies & Procedures

incurring costs to assure that expenditures conform to these general standards and the following criteria for eligibility of costs. To be eligible, costs must:

1. Be necessary and reasonable for proper execution of the contractual specifications during a specific project period and in accordance within the approved budget;
2. Not be a general operating expense and required to carry out other responsibilities of a contractor;
3. Be in conformance with limitations or exclusions in the grant instructions, Federal or other governing limitations;
4. Be no more liberal than policies, procedures and practices applied uniformly to both Federally supported and other activities of the contractor;
5. Be accorded consistent treatment through the application of accounting policy and procedures approved herein;
6. Not be allowable to or included as a cost of any other Federally financed grants, or in prior project periods;
7. Be net of all credits such as purchase discounts, rebates or allowances, sales of publications, or materials or other income or refunds.
8. Be in accordance with budgetary or other restrictions established by the State;
9. Be fully documented and transparent; and
10. Comply with policies governing administrative practices identified herein and in other policies as may be approved by SUN.

Care must be taken to ensure expenditures are in accordance with the approved budget and management plans, thereby reducing the risk of having expenditures disallowed. In all cases, full documentation for all budgeted expenditures must be made available for review by the Sun Board, the sponsor and the Indiana Department of Education. The SUN Treasurer shall be the individual responsible for maintaining all financial records.

The Project Manager will follow all applicable State and federal rules and guidelines including but not limited to those contained in EDGAR and the pertinent Federal Office of Management and Budget Circulars.

APPROVED:

SECRETARY, SUN ACADEMY OF FORT WAYNE

DATE

Sun Academy of Fort Wayne
PURCHASE ORDER FORM

Purchase Order Number: PO Date:

Requester: Request Date:

Item Description:

Proposed Vendor:
(including address and/or website)

Estimated Cost (including tax & shipping handling:

Alternative Vendor #1 & Bid Estimate:

Alternative Vendor #2 & Bid Estimate:

Justification for Vendor Selection:

Approver Name:
Approver Signature:

2nd Approver Name:
2nd Approver Signature:

Closeout Date: Closeout Amount:

Posting Date: Check # Check Date:

Documentation:

Sun Academy of Fort Wayne

**Attachment 8
Education Service Provider Documentation**

Education Service Provider (ESP) Term Sheet:

Intended ESP: Stellar School Services, LLC (Stellar)

Term: July 1, 2012 through June 1, 2016 – 5 Years to coincide with the charter contract terms between the ICSB and Sun Academy of Fort Wayne.

Governing Board Responsibilities: Contract and Academy oversight.

Stellar Responsibilities: Academy operations & execution of all services listed in the attached ESP contract.

Contract Performance, oversight, and compensation detailed in the attached contract.

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

CERTIFICATE OF AMENDMENT

of

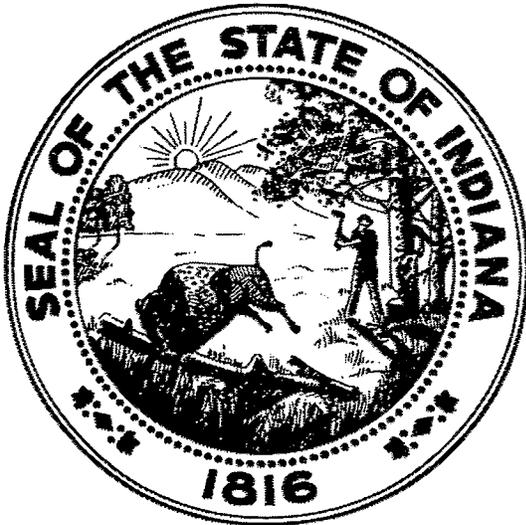
STELLAR EDUCATION MANAGEMENT SERVICES, LLC

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Domestic Limited Liability Company (LLC) have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Business Flexibility Act.

The name following said transaction will be:

STELLAR SCHOOL SERVICES, LLC

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, December 30, 2009.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 30, 2009.

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

TODD ROKITA,
SECRETARY OF STATE

Educational Service Provider Agreement
Between
Sun Academy of Fort Wayne
&
Stellar School Services L.L.C.

This Educational Service Provider Agreement (the "Agreement") is made and entered into as of the ___ day of _____, 2011, by and between Stellar School Services L.L.C. ("SSS"), and the Sun Academy of Fort Wayne ("SUN" or the "Academy"), an Indiana Public Charter School.

RECITALS

SUN is a public charter school under the Indiana Revised School Code ("the Code") and has been issued a contract (the "Contract") by the Indiana Department of Education Charter Board (the "Sponsor") to organize and operate a public school academy. .

Whereas, Stellar School Services L.L.C. was established, among other things, for the following purposes:

- Development of public school programs in communities with the interest, need, and assets to support a high performance education program.
- Implementing innovative, effective, and efficient education systems in elementary and secondary education schools.
- Support schools through consolidation of service areas such as Education, Administration, Technology, Human Resources, and Financial Management.
- Encourage staff and student collaborative learning as each school evolves to meet the specific needs of its students, parents, staff and community.

Whereas, SUN and SSS seek to create an enduring relationship to promote educational excellence in a cooperative effort to prepare SUN students for success in college, work and life

Whereas, this Agreement treats solely the provisions of services described herein, and does not describe any other agreements between the parties.

Therefore, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

ARTICLE I
RELATIONSHIP OF THE PARTIES AND OTHER MATTERS

1.01 General. For and during the term of this Agreement, upon approval of the SUN's Governing Authority, SSS shall support and assist SUN in fulfilling its mission, vision, and educational philosophy, as well as maintain compliance with the charter contract, the Code, other applicable laws and this Agreement. The SUN's Governing Authority, as well as employed

faculty and staff, shall actively support and assist SSS, so that together they may achieve academic excellence.

1.02 Relationship of SSS to SUN. SSS is an Indiana corporation and is not a division or a part of the SUN. As such, SSS shall operate as an independent contractor to SUN and shall be responsible for delivering the services required by this Agreement. Nothing in this Agreement shall be construed to create a partnership or joint venture between the parties. The relationship between SUN and SSS was entered into through arms-length negotiations and is based solely on the terms of this Agreement.

1.03 SSS as Independent Contractor and Agent. The parties to this Agreement intend that the relationship of SSS to SUN is that of an independent contractor, and not an employee of SUN. No agent or employee of SSS shall be determined to be the agent or employee of SUN, except as expressly acknowledged in writing by SUN. Notwithstanding the forgoing, the SUN Board designates the employees of SSS as agents of SUN, having legitimate educational interest, for the limited purpose of allowing them access to educational records under U.S.C. 1232g, the Family Educational Rights and Privacy Act ("FERPA").

ARTICLE II Functions of SSS

2.01 Responsibility. SSS shall be responsible and accountable to SUN for the management, performance and operation SUN as set forth in this Agreement

2.02 Specific Functions. SSS will be responsible for the Educational Program, Administrative, and Technology Services of SUN. Such services include but are not limited to the following which may, from time to time, be specified and agreed upon by SSS and SUN:

a. Educational Program. SSS agrees to implement the educational program as stated in the charter contract (the "Educational Program") and aligned to meet Indiana's requirements. The Educational Program may be adapted and modified from time to time with prior Board approval and in conjunction with the charter contract.

i. Curriculum. Curriculum for SUN will primarily come from replicating the Camino Charter Academy's curriculum. Curriculum areas which do not match up with Indiana state standards will come from the Reynoldsburg School's elementary STEM curriculum or other external sources.

ii. Instructional Tools. Such instructional tools, equipment, and supplies, including textbooks, computers, printers, software, and multi-media teaching tools as SSS determines to be necessary in its reasonable discretion, with advice and input from the Governing Authority; and

iii. Additional Educational Services. Any other services necessary to expedite teaching and student learning, as agreed to from time to time between the parties.

b. Administrative Services. During this Agreement's Term, SSS will provide or cause to be provided to SUN the following "Administrative Services" using the proceeds set forth in Section 5.01(e) of this Agreement:

i. Personnel Management. Management of all personnel providing Educational Services, Administrative Services, and Technology Services.

ii. Facility Management. Management of the central education and administration facility to the extent consistent with any and all leases or other documents pertaining to the facility.

iii. Business Administration. Administration of all business aspects and day-to-day management of the Academy. These services shall include the following:

(1) Consulting and liaison services with the Sponsor, the Indiana Department of Education, and other governmental offices and agencies;

(2) Advisory services regarding special education programs, processes, and reimbursements;

(3) Drafting of forms, operations manuals, handbooks, guides, and policies and procedures, as necessary;

(4) Consultation, monitoring, and oversight of state reporting systems;

(5) Assistance to SUN in applying for grants; and

(6) Other reasonable administrative and consulting services as requested and mutually agreed upon by SSS and the Governing Authority;

iv. Budgeting and Financial Reporting.

(1) Beginning with the 2012-2013 school year, SSS will propose an annual budget that shall conform to Indiana state accounting procedures and in a form satisfactory to the Board and to the Sponsor. Future annual budgets will be proposed by SSS in the same general manner. The proposed annual budget will include, but not be limited to, the financial details, including projected revenues and expenditures, relating to the administration and operation of SUN. The parties agree that the budget proposed in the Charter is sufficient to carry out all activities and deliver all services contemplated in the Agreement. The budget for subsequent years will be submitted by SSS to SUN on or before June 15th, prior to the start of the applicable school year. The budget for subsequent school years shall be subject to approval by the Governing Authority, which approval shall not be unreasonably withheld.

(2) On a monthly basis, SSS will provide the Governing Authority by regular mail or other acceptable method of communication, detailed statement of all revenues

received, from whatever source, with respect to SUN and detailed statement of all direct expenditures for services rendered to or on behalf of SUN, whether incurred on-site or off-site.

(3) On a quarterly basis, or as required by the Charter, the Code, or other applicable laws and regulations, SSS will provide the Governing Authority by regular mail or other acceptable method of communications, reports on the finances of SUN including reports on certain proposed expenditures as required in the Code of Regulations of SUN.

(4) Other information will be provided by SSS on a periodic basis as reasonably necessary and appropriate to enable the Governing Authority to monitor the performance of SUN under this and related agreements, including the effectiveness and efficiency of its operation.

v. Maintenance of Financial and Student Records.

(1) SSS will maintain accurate financial records pertaining to its operation of SUN and retain all such records for a period of seven (7) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts, and records relate.

(2) SSS will maintain accurate student records pertaining to students enrolled at SUN as is required and in the manner provided by the Charter, the Code, and applicable laws and regulations. Such records will be permanently retained on behalf of the Academy and at the SUN site, until this Agreement or its successor (if any) is terminated, at which time such records will be retained by and become the sole responsibility of SUN. SSS and SUN will maintain the proper confidentiality of personnel, students, and other records as required by law and the Charter.

vi. Pupil Recruitment. SSS shall be responsible for the recruitment of students subject to the Charter and the Academy's recruitment and admissions policies.

vii. Admissions. SSS will implement the Academy's admissions policy, including management of the application and enrollment process, in compliance with all nondiscrimination and other legal requirements and terms of the Charter.

viii. Student Discipline. SSS will provide necessary information to and cooperation with the Academy in handling all student disciplinary matters as required by law, Sponsor policy, and Academy policy.

ix. Annual Reports. SSS and the Academy will provide the Sponsor on an annual basis a report detailing the Academy's student academic performance, and per performance of the Education Service Provider Agreement.

x. Rules and Procedures. SSS will assist the Academy in complying with all applicable Sponsor policies as reasonably interpreted by SUN or the Sponsor which apply to the Academy. SSS will enforce the rules, regulations, and procedures adopted for SUN in a manner

that does not conflict with the Agreement, the Charter, the Code, and other applicable laws and regulations. SSS shall propose and the Governing Authority shall adopt policies and procedures regarding the responsible use of computer equipment and other school property.

xi. **Public Relations.** Any and all advertising and public relations with the community and the media will be the responsibility of SSS.

xii. **Subcontracting.** SSS reserves the right to subcontract any and all aspects of the services it provides to the Academy. SSS shall provide names and information available regarding particular subcontractors to the Governing Authority.

xiii. **Nondiscrimination Requirements.** SSS and the Academy will comply with all general and specific nondiscriminatory requirements imposed by federal, state, or local law or Sponsor or Academy policy.

xiv. **Additional Administrative Services.** SSS will provide any other services described in the Addendum to the Agreement, or reasonably necessary or expedient for the effective administration of SUN, as mutually agreed upon in writing by SSS and the Academy.

c. The Administrative Services will be provided in accordance with the Educational Program and the Agreement.

d. Subject to this Agreement, the Charter, the Code, and other applicable laws and regulations, SSS may modify details of the methods, means, and manner by which such Administrative Services are provided at any time, provided such modification does not amount to a material change in any term of this Agreement.

e. The Governing Authority shall work and cooperate with SSS to develop policies and procedures, rules and regulations, and programs and budgets, which SSS shall follow and implement.

f. **Technology Services.** During the Term (as defines in Article III below), SSS will provide or cause to be provided to SUN the following technology services (the "Administrative Services") using the proceeds set forth in Section 5.01(f) of this Agreement:

- i. Integrate technology and data systems with the Academy's curriculum;
- ii. Monitor and analyze data, as necessary;
- iii. Report on pupil academic performance;
- iv. Seek and secure competitive pricing and centralized purchase discounts through and for SUN, as available;
- v. Train school staff, parents and students, as deemed appropriate and necessary, on the technology system;

- vi. Develop, design, publish, and maintain SUN's interactive web site;
- vii. Supervise the construction and installation of SUN's internal computer and telephone network;
- viii. Negotiate contracts with computer provider(s), printer provider(s), student information system vendors, software vendors, and office set-up vendors;
- ix. Develop community tools on SUN's website (including threaded discussions, message boards, chat rooms, password protection, video conferencing, etc...);
- x. Determine hardware configurations (including software and operating systems) for the school's technology needs;
- xi. Support SUN administration in troubleshooting system errors;
- xii. Other technology support services mutually agreed upon by the Governing Authority and SSS.

2.03 Accountable to Governing Authority. SSS will be responsible and accountable to the Governing Authority for the provision of the Educational Services, Administrative Services, and Technology Services in accordance with this Agreement.

2.04 Places of Performance, Provisions of Offices. SSS will maintain and keep the records and books of the Academy at the school's Facility. SSS may maintain electronic or paper copies of records and provide other services elsewhere, unless prohibited by the Charter, the Code, and other applicable laws and regulations. SSS recognizes and agrees that, for purposes of the Family Educational Rights and Privacy Act, administrative officials of both SUN and the Sponsor are school officials with legitimate educational interest for purposes of disclosure of student records maintained by SSS as to SUN students.

2.05 SUN Expenses. SUN will be responsible for paying and discharging, at its sole cost and expense, all debts, liabilities, and obligations incurred by the Governing Authority by or on behalf of SUN except as specifically provided and paid for by SSS in accordance with this Agreement (collectively "SUN Expenses"). SUN Expenses shall include but not be limited to the following: fee payments to the Sponsor; legal fees for representation of SUN and/or expenses involved in oversight of SUN or SSS under this Agreement; facility expenses; ongoing professional development expenses, including travel reimbursements; administrators' office, travel and other expenses; teacher salaries, benefits, travel, phone, conferences, and other expenses; instructional tools, equipment and supplies, including textbooks, computers, software, and multi-media teaching tools for students, teachers and administrators; computers, printers, internet service acquisition, distribution, and re-deployment expenses for students, teachers, and administrators; proctored examinations; school outings and events; special education services (except as provided by SSS in Section 6.03 of this Agreement); SUN liability insurance; annual report expenses; and all other discretionary expenses approved by the Governing Authority from

time to time; provided, however, that the Governing Authority shall not incur or approve any expenses that would cause SUN to operate in a deficit.

2.06 SUN Loans. During the term of this Agreement, SSS may at its sole discretion pay on SUN's behalf, which payment will then become a loan from SSS to SUN evidenced by loan documents containing terms mutually agreed upon by SSS and the Governing Authority, and properly incurred Academy Expenses under the following terms and conditions; (a) SUN is unable to pay said Academy Expenses without incurring a deficit, (b) the Governing Authority has duly authorized and approved said expenses, (c) the expenses is submitted in writing to SSS, and (d) the maturity date of the loan shall not be later than the end of the current SUN fiscal year. The interest rate shall not exceed the prime rate as announced by the Bank of America plus two percent (2%).

2.07 Reasonable Discretion. It is understood by both parties that the services provided by SSS under this Agreement will be provided to the extent deemed necessary and appropriate to SSS in its professional judgment and reasonable discretion.

ARTICLE III TERM

3.01 Term. Subject to Article VII and Section 3.02 below, this Agreement will become effective as of the date hereof and end on the last day of the 2016-17 fiscal year (the "Termination Date"). Notwithstanding anything to the contrary in this Agreement, the Agreement will not be effective and binding unless the charter contract issued pursuant to the Code is effective. The parties understand, agree, and acknowledge that upon expiration or termination of this Agreement, all SSS materials, equipment, trade secrets, know-how, proprietary data, trademarks, licenses, software, marketing materials, and copyrighted documents, including, but not limited to all of the intellectual property rights and interest in curricular materials and name shall remain with or immediately revert to SSS. Materials, equipment, licenses, and software purchased by SSS on behalf of SUN or purchased by SUN itself directly shall remain SUN property.

3.02 Renewal. Upon renewal of SUN's charter contract with the Sponsor, this Agreement will automatically renew for a term consistent with the charter contract renewal term unless one party notifies the other party at least six (6) months prior to the expiration of the then-current term of its intention not to renew this Agreement.

ARTICLE IV RELATIONSHIP OF THE PARTIES

4.01 Status of the Parties. SSS is not a division or any part of the SUN. The Academy is a body corporate authorized under the Code and is neither a division nor a part of SSS. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between SUN and SSS or to make one the

agent of another (except to the extent otherwise specifically provided by this Agreement). SUN shall in no case represent to third parties, and shall whenever needed disclaim to such parties, any ability to bind SSS to any duty imposed by contract, other than this Agreement. All personnel performing educational or administrative services for SSS shall comply with all applicable licensure or other requirements of the Code and any regulations promulgated thereunder, and shall be entitled to all prerequisites provided thereby, except as otherwise provided in this Agreement, or in the Charter.

4.02 No Related Parties or Common Control. SSS will not have any role or relationship with SUN that, in effect, substantially limits SUN's ability to exercise its rights, including cancellation rights, under this Agreement. None of the voting power of the Governing Authority will be vested in SSS or its directors, trustees, members, managers, officers, shareholders, or employees, and none of the voting power of the Board of Directors or Shareholders of SSS will be vested in SUN or its directors, trustees, members, managers, officers shareholders (if any), or employees. Furthermore, the Academy and SSS will not be members of the same control group, as defined in Section 1.150(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor). Nothing in this section shall prevent parents of students enrolled in SUN from being eligible for consideration for appointment to the Governing Authority in accordance with existing regulations. In addition, SUN agrees to take such action as is necessary to permit employees or agents of SSS to have a nonvoting presence at Governing Authority meetings, including executive sessions, for the term of this Agreement.

4.03 Other Schools. The parties acknowledge that this arrangement is not exclusive and that SSS will have the right to render similar services to other persons or entities including other public or private schools or institutions within and outside of the State of Indiana ("Other Schools"). SSS will maintain separate accounts for reimbursable expenses incurred on behalf of SUN and Other Schools, if any. All grants or donations received by SUN, or by SSS for the specific benefit of SUN, will be maintained in separate accounts and used solely for Sun Academy.

ARTICLE V PAYMENTS

5.01 Definitions: Payments.

(a) "Qualified Gross Revenues" shall mean revenues and income received by SUN from the following sources: Basic State Funding, Special Education Funding, Title I and other federal funding, and other income or revenue sources provided by law and obtained by SUN which are not specifically excluded herein.

(b) "Contributions and Grants" shall mean all contributions and grants received by SUN, which are to assist in the improvement of facilities, the implementation of the Educational Program, and/or day-to-day Academy Operations.

(c) "Other Funds: shall mean all other funds paid to, earned by, or donated to SUN other than Qualified Gross Revenues and Contributions and Grants.

(d) In order that SSS can make provisions for Sun Academy Services, SUN shall purchase the Services from SSS and shall pay SSS for such Services, (the "Educational Service Fee"). For a list of services provided by SSS that are to be covered by this fee, see Section 2.01 of this Agreement. Said Educational Service Fee is exclusive of other fees/expenses associated with producing the services under this Agreement.

(e) In order that SSS can make provisions for these Services, the Academy shall pay SSS ten percent (10%) of the Academy's Qualified Gross Revenues and Contributions and Grants. For a list of services provided by SSS that are to be covered by this fee, see Section 2.01-2.02 of this Agreement as well as the Addendum to this Agreement.

(f) The SUN shall remit all payments required under this Article V on or before the 15th day of each month, based upon the previous month's Qualified Gross Revenues and Contributions and Grants (including the final month of the Term, even though payments may be made beyond expiration of the Term).

(g) Except as otherwise set forth in this Agreement, SSS assumes the risk that its fees will not allow it to operate profitably nor to fully cover the cost of business during any given period.

(h) The parties hereto acknowledge and agree that the amounts allocated above in Section 5.01 are reasonable, necessary, and fair market value compensation for services rendered.

5.02 Time and Priority of Payments.

(a) SUN will satisfy its payment obligations under this Article to SSS by paying the oldest amounts first. To the extent amounts due are affected by information newly available, the amount adjusted due to such information shall be payable in the month immediately succeeding the month in which the information became reasonable available.

(b) Any payment required under this Article V that is not paid when due will be subject to interest on the amount in arrears calculated at the prime rate of interest announced by Bank of America as its prime rate plus 2% per annum, for the time overdue; provided that any such amount due and outstanding for a period exceeding five (5) days shall be subject to a late fee calculated as five percent (5%) of the amount in arrears. Notwithstanding anything to the contrary contained in this subsection (b), no interest and no late fee shall be required if untimely payment is a direct result of an act or omission by SSS.

5.03 Other Revenue Sources.

(a) Subject to Section 5.01(a) of this Agreement, SUN and SSS may, together or independently, solicit and receive grants and donations from public and private sources

consistent with the mission and Charter of the Academy, in the name of either SSS or the Academy; provided, however, that any solicitation of such grants by SSS shall be subject to the prior approval of the Academy.

(b) Nothing in this Section 5.03 will be construed to prohibit SSS from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE VI PERSONNEL AND TRAINING

6.01 Personnel Responsibility.

(a) Subject to Section 2.01 and 2.02 above, the Charter, the Code, and other applicable laws and regulations, SSS will have the responsibility and authority, subject to consultation with the Governing Authority, to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, dismiss, and transfer personnel necessary to carry out the Educational Service, the Administrative Services, the Technology Services, and all other programs and services provided under this Agreement.

(b) SSS shall determine, in the exercise of its discretion in providing the Academy's Administrative Services as defined in Sections 2.02 above, and in accordance with applicable law, whether the personnel who perform services at the Academy shall be employees of SSS. The parties anticipate, subject to applicable law, that the Head of School (as defined in Section 6.02 below), administrators, teachers and support staff provided by SSS pursuant to this Agreement will be employees of SSS or a subcontracted HR service provider. SSS reserves the right to revisit such determination from time to time through discussion with the Governing Authority. Upon request by the Academy or Sponsor, SSS will provide the Academy or Sponsor documentary evidence of such background checks.

6.02 Head of School. Subject to Section 6.01(b) of this Agreement, SSS will determine the employment terms for the position of Head of School. SSS will have the authority, consistent with the Code, the Charter, and other applicable laws and regulations, to select and supervise the Head of School and to hold him or her accountable for the success of the Academy. Decisions regarding the selection and dismissal of the Head of School shall be made by SSS, subject to consultation with the Governing Authority. In the event that the Head of School is an employee of SSS, as initially anticipated and agreed, the Head of School shall also be accountable to the Governing Authority for his or her performance in serving as the chief administrative officer of the Academy.

6.03 Director of Special Education. Subject to Section 6.01(b) of this Agreement, SSS will determine the employment terms for the position of Director of Special Education, subject to applicable law. SSS will have the authority, consistent with the Code and other applicable laws and regulations, to select and supervise the Director of Special Education and to hold him or her accountable for the success of the Academy's special education program.

6.04 Teachers. SSS will recruit and oversee such teachers to assist in the provision of the Educational Services and Administrative Services. Unless otherwise determined by SSS and the Governing Board jointly in writing, teachers will be employed by Stellar School Services LLC., and the Academy will be responsible for all cost associated with the employment of such teachers. SSS shall determine the initial number and assignments of such teachers. SSS shall determine, in the exercise of its discretion in providing the Academy's Educational and Administrative Services as defined above, and in accordance with applicable law, an appropriate ratio of teachers to pupils for the Academy, subject to the terms and conditions of the Charter. Such teachers may work on a full- or part-time basis. Each teacher assigned to the Academy will be qualified in his or her grade levels and subjects, hold a valid teaching certification issued by the Indiana Department of Education under the Code to the extent required under the Code and other applicable laws and regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code, the Charter, and other applicable laws and regulations. SSS will provide the Academy and the Sponsor with documentary evidence of its compliance with this Section 6.04. The Governing Authority is empowered to hear appeals to disciplinary measures imposed by the Academy administration on teachers, and the Governing Authority is also empowered to formulate and implement binding decisions on such disciplinary matters when it comes to teachers employed by the Governing Authority. In the event that SSS and the Governing Authority jointly determine in writing that SSS will employ the teachers directly, the SSS and the Governing Authority will jointly be empowered to formulate and implement binding decisions on such disciplinary matters pertaining to said teachers.

6.05 Support Staff. SSS will provide the Academy with such support staff as is required to provide the Educational Services and Administrative Services. Unless otherwise determined by SSS and the Governing Board jointly in writing, support staff will be employed by Stellar School Services LLC or an HR subcontractor, and the Academy will be responsible for all cost associated with the employment of such teachers. Such support staff may include, among others, teachers' aids, clerical staff, administrative assistants, bookkeepers, and maintenance personnel. Such support staff may work at the Academy on a full- or part-time basis. All support staff will be subject to all applicable requirements set forth in state statute, or in the Academy's Charter, either directly or by reference.

6.06 Training. SSS will provide training in instructional methods, curriculum, educational program, and supporting technology to its instructional personnel on a regular basis. Such training will enable SSS instructional staff to provide in-service training to each other. The Academy shall be responsible for ensuring that all staff members have necessary in-servicing with respect to all pertinent requirements of federal or state law. Non-instructional personnel will receive such training as SSS determines to be reasonable and necessary under the circumstances.

ARTICLE VII TERMINATION OF AGREEMENT

7.01 Means of Termination.

(a) **Termination upon Notice.** Any party may terminate this Agreement prior to the end of the term specified in Article III in the even that any other party fails to remedy a breach or non-fulfillment of any material condition, term, provision, representation, warranty, covenant, or obligation contained in this Agreement within ninety (90) days after written notice of such breach or non-fulfillment unless the breach or non-fulfillment can not be reasonable cured with in ninety (90) days, in which case the breaching party shall promptly undertake and continue efforts to cure said material breach within a reasonable time. Termination does not relieve the Academy of any obligations for payments outstanding to SSS as of the date of termination or other obligations that continue upon termination as provided in this Agreement. Termination under this subsection shall be effective at the end of the school year in which notice of breach and failure to cure occurs, unless earlier termination is necessary to protect the health, welfare, or safety of students.

(b) **Termination by Loss of Charter.** This Agreement will terminate immediately upon the Academy ceasing to be a party to a valid and binding Charter. Termination pursuant to this paragraph will not relieve the Academy of any obligations for payments outstanding to SSS as of the date of termination or other obligations that continue upon termination as provided in this Agreement.

(c) **Non-Solicitation.** The Academy hereby agrees that it will not solicit SSS employees either during the Term or upon termination of this Agreement and that either during the Term or upon termination of this Agreement; the Academy will refrain from hiring SSS employees without prior approval and written consent of SSS. SSS hereby agrees that it will not solicit Academy employees either during the Term or upon termination of this Agreement and that either during the Term or upon termination of this Agreement; SSS will refrain from hiring Academy employees without the prior approval and written consent of the Academy.

(d) **Termination by SSS.** SSS may at its option terminate this Agreement upon the occurrence of any of the following events or circumstances:

(i) The Academy or the Governing Authority thereof is in default of any material condition, term, provision, representation, warranty, covenant, or obligation contained in the Charter;

(ii) Operations of the Academy have one (1) year of operating deficits;

(iii) The Academy fails to pay any fees to SSS within three (3) business days of when due; or

(iv) A reduction in per-pupil funding available from the State of Michigan for the fiscal year in which this Agreement begins.

Termination pursuant to this subsection (d) will not relieve the Academy of any obligations for payments outstanding to SSS as of the date of termination or other obligations

that continue upon termination as provided in this Agreement. Termination under this subsection (d) shall be effective immediately upon the occurrence of one of the events described herein or such late date as determined by SSS (but in no even later than the end of the current school year of the Academy).

7.02 Change in Accordance with Law or Regulation. If any federal, State, or local law or regulation, court or administrative decision, or Attorney General's opinion has a materially adverse effect on the ability of any part to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith. If the parties are unable to renegotiate and agree upon revised terms within one hundred twenty (120) days after such notice of renegotiation, then this Agreement shall be terminated effective at the end of the school year in which such notice was given, unless earlier termination is necessary to protect the health, welfare, or safety of students.

ARTICLE VIII PROPRIETARY INFORMATION

8.01 Proprietary Information. The Academy acknowledges and agrees that SSS owns all intellectual property rights and interest in its trade secrets, know-how, proprietary data, trademarks, copyrighted documents, software, licenses, marketing materials, curricular materials, and the name "Stellar School Services". The Academy further acknowledges and agrees that it has no intellectual or property interest or claims in the foregoing materials of SSS.

ARTICLE IX INDEMNIFICATION

9.01 Indemnification of the Academy. SSS will indemnify, defend, and save and hold the Academy and all of its employees, officers, directors, trustees, subcontractors, and agent harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any (a) noncompliance by SSS with any agreements, covenants, warranties, or undertakings of SSS contained in or made pursuant to this Agreement, (b) noncompliance by SSS to any applicable federal, state, or local law or regulation, court or administrative decision, (c) misrepresentation or breach of the representations and warranties of SSS contained in or made pursuant to this Agreement, and (d) action or omission by SSS or any of its employees, officers, directors, trustees, subcontractors, and agents that results in injury, death, or loss to person or property, breach of contract, or violation of statutory or common law. This indemnification includes any claim, demand, suit, or other form of liability that may arise out of, or by reason of, any alleged noncompliance by SSS with any agreements, covenants, warranties, duties, or undertakings of SSS regarding any other party with whom SSS deals, including, without limitation, employees, contractors, students, or governmental authorities. In addition, SSS will reimburse the Academy for any and all legal expenses and cost associated with the defense of any such claim, demand, or suit covered by this indemnification. The Academy agrees that it will give SSS notice within five (5) business days of any claim under this section, or as soon as a reasonably practicable (and Academy represents that this notice provision does not in any way conflict with its obligations under the Charter).

9.02 Indemnification of SSS. The Academy will indemnify, defend, and save and hold SSS and all of its employees, officers, directors, trustees, subcontractors, and agents harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any (a) noncompliance by the Academy with any agreements, covenants, warranties, or undertakings of the Academy contained in or made pursuant to this Agreement or the Charter, (b) noncompliance by the Academy with any applicable federal, state, or local law or regulation, court or administrative decision, (c) misrepresentation or breach of the representations and warranties of the Academy contained in or made pursuant to this Agreement or the Charter, and (d) action or omission by the Academy or any of its employees, officers, directors, trustees, subcontractors, and agents that results in injury, death, or loss to person or property, breach of contract, or violation of statutory or common law. This indemnification includes any claim, demand, suit, or other form of liability that may arise out of, or by reason of, any alleged noncompliance by the Academy with any agreements, covenants, warranties, duties, or undertakings of the Academy with any agreements, covenants, warranties, duties, or undertakings of the Academy regarding any other party with which the Academy deals, including, without limitation, employees, contractors, students, or governmental authorities. In addition, the Academy will reimburse SSS for any and all legal expenses and costs associated with the defense of any such claim, demand, or suit covered by this indemnification. SSS agrees that it will give the Academy notice within five (5) business days of any claim under this section, or as soon as reasonably practicable.

9.03 Relation to Dispute Resolution: Satisfied by Insurance. The indemnification requirements of this Article may be net by the purchase of insurance and shall survive termination or expiration of this Agreement. The Academy agrees to reasonably seek indemnification, if possible, though insurance coverage before seeking recovery directly from SSS.

ARTICLE X INSURANCE

10.01 Insurance Coverage. SSS and SUN shall secure and maintain such policies of insurance coverage required by the charter contract. However, where the building and related capital facilities are the property of the SUN, the Academy shall cover its property with insurance. SSS and SUN shall also maintain such insurance as shall be necessary to indemnify each other as provided in this Agreement. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. SSS shall comply with any information or reporting requirements application to SUN under the Academy's policy with its insurer(s), to the extent practicable. SSS will list the SUN as an additional named insured on its insurance policies. In the event that the Indiana Department of Education requests any change in coverage by SSS, SSS agrees to comply with any change in the type and amount of coverage as required by the IDOE within thirty (30) days after notice of the insurance coverage change.

1.02 Insurance Levels & Types: Each party shall maintain general liability insurance in the amount of one million dollars (\$1,000,000.00) per occurrence (or such greater amount if required by the terms of the charter contract or applicable law). In addition, SUN shall maintain

an umbrella policy of two million dollars (\$2,000,000.00) (or such greater amount if required by the terms of the charter contract or applicable law).

Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

10.03 Cooperation. All parties will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE XI WARRANTIES AND REPRESENTATIONS

11.01 Representations and Warranties of SSS. SSS hereby represents and warrants to the Academy:

(a) SSS is a corporation duly organized, validly existing, and in good standing under the laws of Indiana.

(b) SSS has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes the valid and legally binding obligation of SSS, enforceable against SSS in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

(c) SSS will not act in a manner that would cause the SUN to be in breach of its charter contract.

11.02 Representations and Warranties, and Covenants of the Academy. The Academy hereby represents and warrants and covenants to SSS:

(a) The Academy is a corporation duly organized, validly existing, and in good standing under the laws of the State of Indiana.

(b) The Academy's Charter authorizes it to operate and receive the State, Federal, and Local education funds identified in this Agreement, as well as other revenues, and otherwise vests the Academy with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

(c) The Academy has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Education Services, Administrative Services, and all other programs and services under this Agreement and execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement.

(d) The Academy has full power and authority to execute and deliver this Agreement and to perform its obligations hereunder., This Agreement constitutes the valid and legally

binding obligation of the Academy, enforceable against the Academy in accordance with its terms and conditions, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium, fraudulent conveyance, and other laws of general applicability relating to or affecting creditors' rights and by general principles of equity.

(e) The Academy has provided and will provide SSS with all authority and power necessary and proper for SSS to undertake its responsibilities, duties, and obligations provided for in this Agreement.

(f) The Academy is not in material default under the Charter and will not allow any material default under the Charter during the term of this Agreement.

(g) The academy is not in breach or default of any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property.

(h) The educational Program has been reviewed and approved by the Governing Authority.

(i) The Academy has no intellectual or property rights or claims to the Administrative, Education or Technology programs, nor any advancements made to said programs provided to the Academy by SSS during this Agreement.

11.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits, or proceedings, to its knowledge, threatened against it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XII MISCELLANEOUS

12.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the parties.

12.02 Force Majeure. Notwithstanding any other sections of this Agreement, no party shall be liable for any delay in performance or inability to perform due to acts of God due to war, riot terrorism, civil war, embargo, fire, flood, embargo, fire, flood, explosion, sabotage, accident, labor strike, or other acts beyond it reasonable control.

12.03 Governing Law. The laws of the State of Indiana will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the parties arising out of or relating to this Agreement.

12.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

12.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

12.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addresses). Notice may be given by: certified or registered mail, postage prepaid, return receipt requested, facsimile (with confirmation of transmission by sender's facsimile machine), or by personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are as follows:

For Stellar School Services L.L.C.:

To:
Stellar School Services L.L.C.
Attn.: Keith Birkhold – President
3217-B Stellhorn Road
Fort Wayne, IN 46815

For Sun Academy of Fort Wayne:

To:
Sun Academy of Fort Wayne
Attn.: Bo Holden
127 W. Berry St, Suite 300
Fort Wayne, IN 46802

12.07 Assignment. Except as otherwise provided in this section, neither party may assign or delegate any rights or duties under this Agreement without the prior written consent of the other party. SSS may assign or delegate its rights or duties under this Agreement to any person or entity that controls SSS, is controlled by SSS, or is under common control with SSS.

12.08 Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document approved by the Academy and SSS.

12.09 Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provisions of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

12.10 Severability. The invalidity of any of the covenants, phrases, terms, conditions, provisions, or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase, term, condition, provision, or clause had not been contained in this Agreement. To the extent that any of the services to be provided by SSS are found to be overbroad or an invalid delegation of authority by

the Academy, such services will be construed to be limited to the extent necessary to make the services valid and binding.

12.11 Successors and Assignments. Except as limited by Section 12.07 above, this Agreement will be binding upon, and insure to the benefit of, the parties and their respective successors and permitted assigns.

12.12 No Third Party Rights. This Agreement is made for the sole benefit of the Academy and SSS. Nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or any of them, and any third person, including a relationship in nature of a third party beneficiary or fiduciary.

12.13 Survival of Termination. All representations, warranties, and indemnities made in the Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Sun Academy of Fort Wayne, an Indiana nonprofit corporation

By: _____

Title: _____

Stellar School Services L.L.C., an Indiana corporation

By: _____

Title: _____

ADDENDUM
SSS for and on behalf of
Sun Academy of Fort Wayne

The list of services below provides an indication of the nature and type of services that SSS is prepared to provide to the Sun Academy of Fort Wayne. SSS and the Academy will work together to ensure that the services provided fit with the particular priorities and needs of the Academy and to ensure that the services are adapted over time to conform to the changing issues and needs of the Academy.

Start-Up:

- Assist the Founding Board with the development of the Academy's charter application.
- Work with the Founding Board to develop a proposed budget for the charter application.
- Develop a management agreement detailing the responsibilities of each party.
- Present the Sun Academy of Fort Wayne's charter application with the Founding Board to Indiana Charter School Sponsors and at public hearings.

Human Resources:

- Place Ads for administration, teachers, and staff.
- Review applications and coordinate interviews.
- Check background, references and certification of applicants.
- Correspond with applicants regarding the status of their applications.
- Recommend selected applicants for hire to the Governing Authority of the Academy.
- Prepare employment agreements on behalf of the Governing Authority.
- Negotiate, secure, and manage health, retirement, and other benefits for Academy staff.

Financial:

- Assist in establishing a line of credit for the Academy's day-to-day operations.
- Develop an accounting system which complies with state guidelines.
- Prepare annual budgets for adoption by the Governing Authority.
- Perform accounting services for the Academy.
- Assist with the administration of federal entitlement programs.
- Develop fundraising and revenue enhancing approaches on behalf of the Academy.

Facility:

- Locate a site for the Academy's administration and centralized education services.
- Negotiate a lease for the Academy's administrative facility.
- Arrange for remodeling of space to meet Academy needs.

Administration:

- Hire administrator for Academy departments as needed.
- Draft and propose policies and procedures for the Academy.
- Assist with developing information management system.
- Organize and lead school orientation sessions.

- Arrange contracts with service providers for special education.
- Manage daily interaction with students, families, teachers, the Governing Authority, press, vendors, local schools, etc...
- Report to the Governing Authority all significant developments in the Academy.
- Manage budgets, personnel and human resource issues.
- Develop a strategic and continuous improvement plan in concert with the Governing Authority.
- Prepare the school to meet all reporting and auditing requirements.
- Participate in Academy Governing Authority meetings in a nonvoting capacity.
- Participate in the charter renewal process with the Governing Authority.

Admissions, Enrollment, and Pupil Recruitment:

- Design and publish Academy application and enrollment packages, including downloadable forms off of the internet.
- Answer enrollment questions from potential families and assist the Academy with the enrollment process.
- Assist Academy administration with a random lottery, by grade, if there are more applicants than slots available.
- Assist Academy staff in other aspects of the admissions and enrollment process.

Family Services:

- Assist Academy staff in answering questions about school curriculum, enrollment, etc...
- Assist families to resolve any concerns with the Academy.
- Implement information gathering systems to obtain feedback from students and families on how to improve the Academy's program.
- Assist the Academy with Open House events and other events that will increase family participation.
- Assist the Academy with services for students and families with special needs.
- Conduct exit interviews with students and families leaving the Academy to learn more about the strengths and weaknesses of the program.

Logistics:

- Negotiate for, purchase, and assist in the distribution of tablet computers and other supporting materials.
- Facilitate the design and implementation of a "break and fix" program for Academy equipment which ensures students with minimal down time.
- Negotiate, select, and contract Internet Service Providers for Academy students and staff.
- Negotiate and contract with area education providers for supporting educational services not provided for at the Academy's central education site.

Teacher Training and Professional Development:

- Produce, design and distribute policy and training manuals to Academy staff.

- Design and deliver comprehensive teacher training on the school's curriculum, technology components, policies and procedures, and more.
- Develop a student and parent handbook, along with instructions for beginning students.
- Develop a comprehensive orientation program for new students and staff.
- Assist Academy staff and Governing Authority with planning and implementation of the Academy's Strategic and Continuous Improvement Plan.

Technology:

- Develop, design, publish, and maintain the Academy's web site.
- Develop and oversee web hosting services and technical support.
- Construct and install the Academy's internal computer and telephone network.
- Negotiate and oversee contracts for hardware, software, and connectivity.
- Support Academy staff with technology related questions.
- Assist Academy education staff to adapt the functionality of the tablet computers to curriculum.
- Develop and maintain a web-based student information system to handle student records, grades, attendance, registration, enrollment, etc...
- Ensure electronic security of student records.
- Develop web filtering devices to protect students from inappropriate materials on the Internet.
- Prepare for, supervise, and implement all system roll-overs at the end of the academic year.
- Prepare for, supervise and implement all system upgrades.
- Develop community enhancing tools and assist Academy staff and students with collaborative learning within the Academy, with other SSS supported schools, and with other educators and students around the globe.
- Forecast future technology needs of the Academy and prepare for those future needs.
- Conduct intense and continuous technology training with all Academy teachers and staff.
- Support Academy staff with resolving technology problems and questions.
- Develop and implement electronic security measures which control access to and within the Academy.

Sun Academy of Fort Wayne

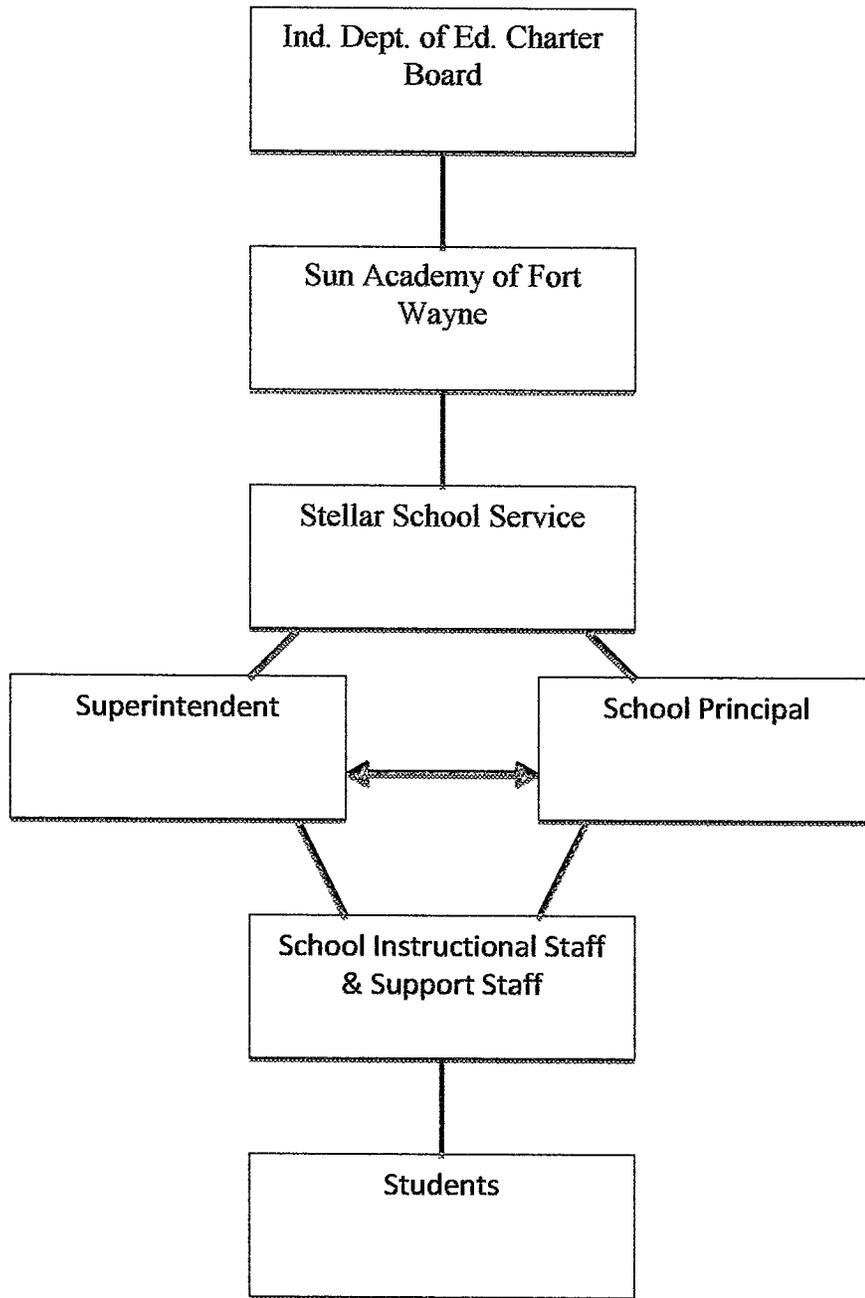
Attachment 9
Organizational Business Plan

****Not Applicable****

Sun Academy of Fort Wayne

Attachment 10 Organizational Charts

Sun Academy of Fort Wayne Organizational Chart



Sun Academy of Fort Wayne will operate as a stand-alone school with a supervising board of directors. Thus Sun Academy will not be operating in a network situation. Sun Academy will utilize this flow chart from year one through year five.

Sun Academy of Fort Wayne

Attachment 11

Course Scope and Sequence

Course Scope & Sequence

SUN Academy of Fort Wayne (SUN) will be drawing its curriculum from the Camino Nuevo Charter Academy (CNCA) for the elementary and middle school. Their curriculum has been proven successful with high poverty (98.8 %) communities and high minority communities (98% Hispanic) with more challenging conditions than the Southwest Fort Wayne community. The Denver School of Science and Technology (DSST) program does not offer elementary education, but uses a similar master skills approach and excels in educational areas which prepare students for STEM fields, where 80 % of future high paying jobs are expected. SUN will draw from the DSST core value program across all grades and will integrate the DSST curriculum and mastery skills into the CNCA approach in middle and high school grades. Metro School is also a high performance STEM and early college program recommended by DSST who is working with SUN for professional development in problem and project based learning, early college program design, and use of Project Lead The Way STEM curriculum. Rose Holman is our nation's top engineering, math and science college and is partnering with this program to develop students highly skilled in the math and science fields and will be seeking to enroll our students into their college program. The SUN k-6th grade curriculum description is as follows:

Language Arts Curriculum Overview: The SUN instructional approach will produce students that have the ability to engage in authentic, rigorous reading, writing, and critical thinking. In each grade, writing units will be crafted based on Indiana Academic and End of Course requirements. The standards will be grouped into units in the pacing plans, using the reading/language arts framework for Michigan schools as their guide. Teachers will work together in grade level teams to develop standards-based units centered on deep, essential questions which culminate in writing projects. K-5th grades will implement Patricia Cunningham's Building Blocks (kindergarten) and Four Blocks (1-5) frameworks for Literacy and Language Arts, instead of centering the curriculum on a text book. *Houghton Mifflin Reading* and Hampton-Brown *Avenues* ELD curriculum/textbooks will be available K-5, but they will be used as resources that supplement the implementation of the English language arts and English language arts pacing plans rather than as a "scripted curriculum." Additionally, teachers will utilize read-alouds, big books, book sets for guided reading, and books of a variety of levels and genres in each classroom's leveled library to support standards-based theme units within a Four Blocks framework. The Four Block structure contains the following element blocks: Guided reading, working with words, writing, and self-selected reading.

Middle School Language Arts, Grades 6-8: SUN core reading components for middle school reading instruction will be two-fold: We will continue to teach students how to read deeply through eight reading strategies, while also providing explicit standards-based reading instruction. Teachers will build upon the work done in the elementary school during the Guided Reading Block with the Reading Strategies. The eight reading strategies are explicitly taught

with enhanced sophistication as students move through the grades: 1) Decoding/Fluency 2) Visualize 3) Make Connections 4) Determine the Most Important Ideas 5) Ask Questions 6) Infer 7) Synthesize and 8) Repair Comprehension. SUN will explicitly teach the writing standards in middle school, including grammar and mechanics, and then provide students opportunities to apply writing conventions within the context of authentic writing pieces, integrated with historical themes. They will utilize mentor writing pieces for students to analyze for structure and they will integrate additional informational texts from McDougal Little *Language of Literature* series, and various history textbooks.

Mathematics Curriculum Overview: SUN's K-5 math program is designed to both support students in obtaining computational fluency while also allowing them to discover why formulas and proofs work rather than just how to memorize and follow them. The emphasis on conceptual understanding will shift students' thought processes from gaining absolute knowledge to increasing mathematical reasoning skills. SUN will adopt Singapore Math. Singapore, according to Dr. Pascal Forgione, Jr., the US Commissioner of Educational Statistics, scored number one in the world in all three International Mathematics and Science Studies, which involved a half-million students from 41 countries. Their curriculum, adapted to the US, is aligned to the national mathematic standards, emphasizes conceptual understanding of the full math spectrum while at the same time building basic skills. Students will be introduced to all of the major content domains-number sense, algebra, measurement, geometry, data analysis and probability. In 6th-8th grades, SUN will use College Preparatory Mathematics (CPM). CPM was developed and written by classroom teachers working in collaboration with university professors at the University of California, Davis, and was designated as an *Exemplary Math Program* by the U.S. Department of Education.

History Curriculum Overview: The Social Studies curriculum will be based on a holistic approach to developing the students' critical understanding of history and of their own identity. Out of this dynamic, historical understanding, the goal of social studies and humanities instruction will be to foster a culturally sensitive perspective rooted in civic-mindedness and democratic principles, and to help students develop an ethical empathy towards social justice and act according to these ethics within their community. These competencies will be developed in active learning classrooms and community-based projects that further the development of the whole student. Teachers will strive to connect the content standards to students' personal context. Elementary teachers will use the Houghton Mifflin Social Studies textbook as a resource, along with other reference materials in order to access the knowledge needed for the units. All of the following instructional strategies will assist in the comprehension of the content material for ELL students. Students will also tap into the curriculum through the use of primary sources, such as photographs, interviews, artifacts, and other neighborhood resources. Field trips

will be planned to neighborhood historical landmarks and museums to study the evolution of their community. Students will ask guest speakers to come share their historical narratives with the class. Teachers will use relevant stories and biographies to provide necessary background knowledge for learning. Furthermore, instructors will build on background knowledge through the use of videos and other multimedia so that students can better connect to the content material. Graphic organizers, particularly Thinking Maps will be used to record new information and support the students with making connections to previous knowledge. Word walls will be used to record new vocabulary for students to easily access.

Science Curriculum Overview: The goal of the science curriculum will be to provide a comprehensive curriculum that includes the essential skills and knowledge students will need to be scientifically literate. The implementation of the standards-based curriculum will be driven by the constructivist belief that students learn best in an inquiry-based, hands-on investigative environment that builds upon the knowledge of previous grade levels. Teachers will use Houghton-Mifflin Discovery Works for K-5 and Prentice-Hall grade-specific text for 6-8. All grade levels utilize the Full Option Science System (FOSS) Kits, which have been developed by the Lawrence Hall of Science at University of California, Berkeley, that provide hands-on learning and experimentation that builds upon previous knowledge.

In addition to mirroring curriculum materials from the CNCA program, SUN will draw from the expertise and materials from Rose Holman Institute of Technology, and Project Lead The Way. Rose Holman is the #1 undergraduate engineering college in the US. Rose Holman supports a free on-line help desk in science and math and provides Prism project packets out to collaborating schools. Rose Holman is interested in increasing their enrollment of minority and female students and is working with the intended education service provider in Indiana on a STEAM school for Fort Wayne opening in 2012. SUN will leverage their work in middle and high school curriculums to improve on the beginning instructional plan coming from CNCA. The ESP, Stellar School Services is also working with the founders of the Metro School to train teachers in problem based learning and integration of Project Lead The Way STEM materials. SUN will use these curriculum materials and instructional approaches to enhance our curriculum and improve student mastery.

In addition to curriculum materials used at CNCA and the other suppliers listed above, SUN will also work with the Kent County Collaborative Core Curriculum (KC4/Curriculum Crafter curriculum/tool). The KC4/Curriculum Crafter curriculum materials were developed by Michigan teachers and the Kent County staff to be meaningful and usable for the classroom teacher, and are fully aligned to Michigan and national academic standards. Materials are in

PDF format which work well with the digital learning platform SUN will use, and are organized around state and national standards.

The SUN leadership team will maintain a strong commitment to ensuring a guaranteed and viable curriculum for all students. We will ensure the quality of instruction for every student by guaranteeing **what gets taught** through teacher-created standards based pacing plans and **how it gets taught** through consistent professional development around pedagogy that meets the needs of our learners.

Standards-Based Pacing Plans

SUN will create a guaranteed and viable curriculum by initiating a formalized process to create standards-based pacing plans. The process will build upon the *Understanding By Design*, (Wiggins and McTighe, 2005) backwards planning approach:

- Pacing plan formats and benchmark standards from the CNCA schools will be analyzed and adapted to Michigan requirements and the projected student population in the Southwest Detroit community. Mastery standards will be grouped into units around big ideas and essential understandings.
- Measurable objectives will be written to teach each standard.
- Classroom instructional resources will be identified.
- Authentic assessments will be developed for each learning objective and unit.

These standards-based pacing plans will provide the foundation for creating a guaranteed and viable curriculum at SUN. They will also allow us to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever-changing student body. With the standards-based pacing plans as our guide for a “guaranteed and viable” curriculum, we will implement high quality frameworks for instruction to facilitate learning.

A complete pacing guide for K-8 in English Language Arts, Spanish Language Arts, Math, and Science has been supplied to SUN by CNCA and aligned with Indiana and National standards.

School-wide Structures

The following structures will make up the framework of the instructional design at SUN. These common cross-curricular structures will be utilized across grade-levels to ensure consistency and academic excellence: Thinking Maps, Four Blocks Literacy Framework, Reading Strategies, Integrated Block Structure (6-8), Strategic Afternoon Programming, Morning Meetings to build school culture, Benchmark skills testing, analysis with strong remediation and support interventions, and ongoing Data-Instructional looping to meet student needs.

Sun Academy of Fort Wayne

Attachment 12

Academic & Exit Standards

Sun Academy Academic & Exit Standards

Sun Academy of Fort Wayne will follow the Indiana Core 40 Course and Credit Requirements. Sun Academy will be required to demonstrate mastery of 90% of skills for each course before they will be given credit for the course.

In addition to the Core 40 requirements, Sun Academy will require high school students to complete a cap stone project and an oral presentation demonstrating mastery of Sun Academy core values and academic mastery skills.

INDIANA CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements

English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school.</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <i>(College and Career Pathway courses recommended)</i>

40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

CORE40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the priority course list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

Sun Academy of Fort Wayne

Attachment 13

School Calendar and Schedule

**Sun Academy
Attachment 13**

Sun Academy's Proposed Calendar & Weekly Schedule

School Calendar and Day Schedules:

For the 2012-2013 school year, the first day of instruction will be Tuesday, September 4th and the last day of instruction will be Friday, June 28th.

For the 2012-2013 school year, the school day start time is 8:00 am and the school day will end at 4:00 pm.

There will be 195 instructional days each academic year (i.e. we implement an extended year model) with no less than 1158 hours of instruction. With summer training, there will be a minimum of 210 teacher work days for the 2012-2013 school year.

Once Sun Academy serves grades 7 and above, we will institute a semester system in which the school calendar for those grades is broken into two semesters.

The Sun Academy day will look like the following:

7:00-7:55 am	Early Drop Off/Breakfast
8:00-8:25 am	Morning Meeting/Advisory
8:30-9:30 am	1 st Period Class
9:35-9:55 am	Recess
10:00-10:55 am	2 nd Period Class
11:00-11:55 am	3 rd Period Class
12:00-12:30 pm	Physical Education or Recess
12:35-12:55 pm	Lunch
1:00-1:55 pm	4 th Period Class
2:00-2:55 pm	5 th Period Class
3:00-3:55 pm	Dismissal
4:00-5:00 pm	Refocus/Tutoring/College Prep

Sun Academy of Fort Wayne

Attachment 14 Enrollment Policy

**Sun Academy of Fort Wayne
Attachment 14**

Enrollment Policy

Student Enrollment Processes and Policies: Sun Academy of Fort Wayne will not charge tuition nor discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services or any other basis deemed illegal for public school practices. Sun Academy will notify the public of the student application process through legal notices posted in both Spanish and English media outlets.

The following enrollment procedures will be implemented by Sun Academy of Fort Wayne:

- The Academy will have established enrollment limits by grade level prior to its application and enrollment period.
- All Indiana residents are eligible to enroll at the Academy. In addition, foreign exchange students who are not United States Citizens are also eligible to enroll at the Academy.
- Our admissions will be limited to students within a set grade or age-range level.
- We may, and will, establish an admissions policy that gives preference, not guaranteed enrollment, to siblings of currently enrolled students.
- Students enrolled at the Academy during the preceding year will be enrolled in the Academy the following year if the appropriate grade level is offered. These students must submit the enrollment application by the end of the re-enrollment period.
- Applications for enrollment cannot and will not be denied based on a lack of student records.
- The Academy will use a random selection drawing (lottery) if applications for enrollment exceed the number of spaces available. The exact procedures for the random selection drawing will be determined prior to accepting any applications for enrollment.

Sun Academy Application Process for Year One of Operations: 2012-2013

1. Sun Academy will hold open enrollment for a three (3) week period June 4th to June 22nd, 2012. During the enrollment period, Sun staff will be available for assistance during the normal school-day hours (i.e., 8:00 am until 4:00pm). Sun Academy will also post special office hours during the evenings and weekends at which Sun Academy staff will be available to help families' complete applications for enrollment.
2. Upon closure of the application window, all applications will be grouped according to the grade level / age range of the child. The number of applicants for each grade will be determined.

3. In the event the number of student applications for a specific grade exceeds the maximum number of students to be enrolled in that grade, a random selection drawing will be held to determine enrollment. The lottery will be conducted in public by a third party CPA firm, law firm or attorney, or an Authorizer representative. The Indiana Department of Education Charter Board will be notified of the date of the public lottery. Parents of applicant students will be notified of the date of the lottery drawing and invited to attend.
4. Students selected for admission to Sun Academy will be notified at the lottery drawing and/or by phone and mail. Parents of admitted students must accept the offer of admission within ten (10) days of this notification. If parents decline the offer of admission or if they fail to respond to the offer of admission, the offer of admission will become null and void and the student's application for enrollment will be rendered inactive. Students not selected in the lottery for immediate enrollment will be placed on a waiting list in the order their names are drawn. Parents of wait-listed students will be notified at the lottery drawing and/or by phone and mail of their child's place on the waiting list. If a space becomes available for a child, an offer of admission will be extended for the child and the parents will be notified of this offer of admission through a phone call and through written communication. Parents of students who had been wait-listed but who have subsequently been offered admission to the school must accept the offer of admission within ten (10) days of the school's notification of the offer of admission. If the parents decline the offer of admission or if they fail to respond to the offer of admission, the offer of admission will become null and void and the student's application for enrollment will be rendered inactive.
5. Following the three (3) week open enrollment period, Sun Academy will accept enrollment applications throughout the school year for enrollment at the school for the upcoming or current school year. Applications submitted after the three (3) week open enrollment period will not be eligible for the public lottery drawing. Rather, students submitting an application following the open enrollment period will be admitted in the order applications are received and based on the available slots for each grade / age level for the current school year. In the event that no immediate slots are open for the current or upcoming school year, students will be placed on the student waiting list for the appropriate grade in the order their applications are received. Students who apply after the open enrollment period are placed on the waiting list below the students who were placed on the waiting list through the lottery process, if any, that was used following the closure of the three (3) week open enrollment period.
6. The waiting list for the upcoming or current school year has no bearing on admissions for subsequent school years: all students on a current waiting list must submit a new application for enrollment for the following school year if they wish to be considered for enrollment for that school year. Parents of students on the waiting list will be notified of the open enrollment period at least one week prior to the beginning of the open enrollment period.

7. Once the three (3) week open enrollment period begins, the wait list for the current year becomes inactive (null and void).
8. Siblings of currently enrolled students will be given preference for admission but this does not guarantee admission for siblings.
9. Sun Academy will make legal notice of the open enrollment window and application process in Spanish and English local newspapers and on the school website. The charter school authorizer for Sun Academy will receive a copy of this notification. The legal notice will describe the above process and requirements. The legal notice will include the dates of the open enrollment window and the date of the random selection drawing, if one is necessary. Additionally, the legal notice will inform applicants that they must formally accept admission to the school within ten (10) days of being offered admission. The legal notice will also inform parents of the application assistance that is available to them at the Sun Academy office.

Sun Academy of Fort Wayne

Attachment 15

Student Discipline Policy

Sun Academy of Fort Wayne

Attachment 15

Sun Academy will employ the following procedures to ensure that the school is safe and that the students understand the rules for good discipline.

School-wide Rules

1. Obey rules, respect public and private property and actively promote the general welfare of the school environment.
2. Maintain courteous relations with teachers, fellow students and other school personnel.
3. Display the common courtesies of behavior, attitude and respect, which promote the positive image of the school and its educational function. Respect of all school employees is required at all times.
4. Do not bring valuable and personal property to school unless it is needed for class use without prior approval by administration.
5. Strive to make the best of yourself in while in school.

In accordance with this philosophy, the following discipline plan has been implemented to govern behavior at the school.

Discipline Plan (Behavior Documentation)

Student misbehavior will be documented using a documentation sheet or a White Slip. All White Slips or Disciplinary Referral (DR), must be signed by a parent or guardian and returned to school. Any extenuating circumstances to the following steps will be the decision of the administration.

Sun Academy's discipline plan will incorporate a seven (7) step discipline plan. At each level a DR will be written, parents/guardians will be notified, plus a consequence of increasing severity will be given as a student moves from Step 1 through Step 7. At Step 7, options will be discussed that might allow a student to stay in school; however, expulsion remains a possible option.

Since the goal of any Behavior Program is "improved behavior", provisions for an additional step can be written into language as part of the "Individual Behavior Plan". These modifications allow the administration to address stressful situations that might be occurring in some home situations or individual trauma. As the behavior plans are developed, we will consider modifying the Discipline plan to reward improved behavior. Parental contacts will be attempted and documented at all Steps throughout the plan. Parents may call the school at any time to discuss the behavior plan.

In terms of incentives, Sun Academy may incorporate the following as options to reward good behavior. For the younger children (K-6) students will be given the opportunity to earn Sun Dollars. Teachers or staff may award a Sun Dollar if a student is caught "being good" or doing something that exemplifies our high standards. At various time throughout the year, students will be allowed to purchase items with their Sun Dollars (i.e. school pens/pencils, tablets of paper, small tokens/toys, etc.) This system of Sun Dollars also allows teachers to incorporate lessons geared toward mini-economy type items, such as recording Dollars earned, spending habits, etc. These types of lessons will help students learn skills that they can use someday in their place of employment.

For the older students (7-12), Sun Academy may develop a true Positive Behavior Intervention System (PBIS) that is endorsed for public schools around the state of Indiana. PBIS slips will be written by any staff member for students that are observed going above and beyond the normal expectations set forth by the school. Various options will be considered as to how to reward students that have PBIS slips written for them. Options include, a weekly random drawing in which the winners would receive a reward. This might be as simple as a drink at lunch, a candy bar, or there is a theme around the state that stresses No sugar-No salt-No cost. Items that would fit that category might be a pass to the front of the lunch line, eating lunch with a friend in a special room other the cafeteria at school or other ideas developed by the staff. Overall, it is important to build a climate of positive behavior in hopes that the negative behaviors will decrease by this change of focus.

Sun Academy will follow Indiana Code 20-8.1-5-6 which sets forth the written language for suspensions and expulsions. Sun Academy will be in compliance with state laws and regulations in these two areas (suspensions & expulsions). A preliminary list of offenses that might lead to suspension or expulsion are as follows:

- Using violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes, or urging other students to engage in such conduct.
- Causing or attempting to cause damage to school property, stealing or attempting to steal school property.
- Causing or attempting to cause damage to private property, stealing or attempting to steal private property.
- Intentionally causing or attempting to cause physical injury or intentionally behaving in such a way as could reasonably cause physical injury to any person. Self-defense or reasonable action undertaken on the reasonable belief that it was necessary to protect some other person does not, however, constitute a violation of this rule.
- Threatening or intimidation of any student for the purpose of, or with the intent of, obtaining money or anything of value from the student.
- Knowingly possessing, handling, or transmitting a knife or any other object that can reasonably be considered a weapon, or is represented to be a weapon.
- Knowingly possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Use of drugs authorized by a medical prescription from a physician is not a violation of this rule.
- Failing in a substantial number of instances to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the interference constitutes an interference with school purpose.
- Knowingly possessing, using, or transmitting any tobacco product. In compliance with Indiana's tobacco laws, a person less than 18 years old commits a Class C infraction if they purchase, accept or possess tobacco. The fine is up to \$500.00.
- Federal law – No student shall possess, handle or transmit any firearm on school property. (detailed list as to what is a firearm will be include in school handbook)
- The penalty for the possession of a firearm is a 10-day suspension and expulsion from school for one calendar year.

- Suspension may be up to 10 days after an investigation has occurred. Due process will be followed as well.

Students with disabilities will be disciplined per state law. The following standards are an initial list of said rules.

The principal may suspend a student with disabilities for up to ten consecutive school days for each separate act of misconduct. 511 IAC 7-29-1(d)(2) The principal is no longer limited to ten cumulative days of suspension in the entire school year. However, the principal must be careful that the additional suspensions do not constitute a change of placement. When a student with disabilities as been suspended for more than ten cumulative days in the school year, the case conference committee must meet (before or within ten business days after suspending the student for more than ten cumulative school days) to develop a functional behavioral assessment. Within ten school days of completing the functional behavioral assessment, the case conference committee must meet to develop a behavioral intervention plan. In addition, after the 11th cumulative day of suspension educational services must be provided to the student.

Students with disabilities that must be expelled will be in accordance with state laws as well.

Parents will be notified or informed of the school's discipline policy via a school handbook. By law, students/parents/guardians must be provided with a handbook that lists Sun Academy's disciplinary policy, plus other school rules. Each student will receive a handbook during the first week of school. Handbooks will also be available in the school office in the event that a parent/guardian would need to have access to one.

Sun Academy of Fort Wayne

Attachment 16

Evidence of Support from Community Partners



April 9, 2012

**Mr. Keith Birkhold
Stellar School Services, LLC
3217-B Stellhorn Rd.
Fort Wayne, Indiana 46815**

Dear Mr. Birkhold:

It is a pleasure to write this letter in support of the Sun Academy of Fort Wayne Charter School Program. Project Lead The Way (PLTW) is the nation's leading provider of rigorous science, technology, engineering, and math (STEM) curriculum. Our programs are found across the United States represented in every school model. Our mission is based upon three foundational pillars; a world-class curriculum, exceptional professional development, and extensive national network.

We are prepared to assist the Sun Academy of Fort Wayne in its efforts to develop a strong and diverse student body with an outstanding college preparatory education. We will offer our expertise and national network in assisting the Academy with its focus on creating an exceptional STEM model.

We wish you well in your efforts.

Sincerely,

**Rex W. Bolinger, Ed.D.
Senior Vice President – Chief Engagement Officer**



Turnstone

Creating possibilities.

April 9, 2012

Mr. Keith Birkhold
Stellar School Service LLC

Re: Letter of Support for Sun Academy of Fort Wayne

Dear Mr. Birkhold,

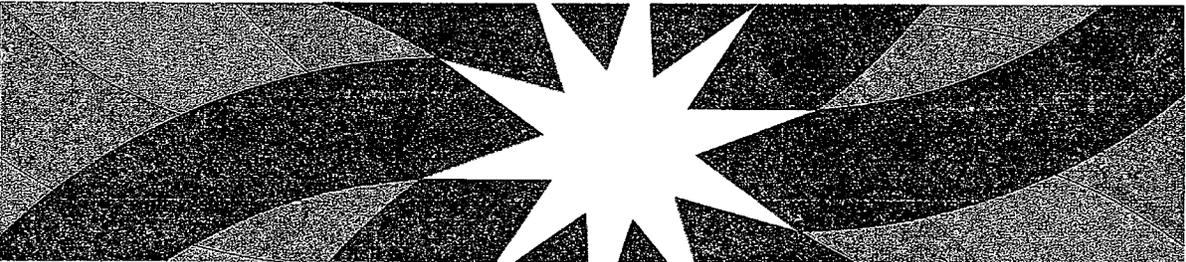
On behalf of Turnstone Center for Children and Adults, a not for profit organization located in Fort Wayne, Indiana, I submit this letter of support for the Sun Academy of Fort Wayne educational project.

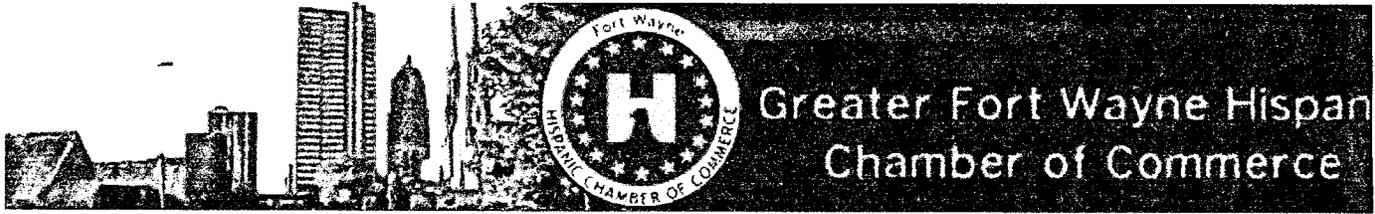
Turnstone has a 68 year history of focusing on the educational needs of children with disabilities. From this experience, we have learned that addressing the unique needs of children with special needs throughout their educational years will help guarantee their success in school. Therapeutic intervention in the early developmental and educational years of a child is part of that experience and one of our specialties.

I am excited to learn of the Sun Academy project and find the school's mission and values very similar to Turnstones. Therefore, Turnstone is supportive of the Academy's development in Fort Wayne. In addition, the agency is willing to be engaged as a collaborative partner to help address the therapeutic needs of students with disabilities to ensure success in their academic experience.

Sincerely,

Nancy J. Louraine
Executive Director





Dear Partner in Education,

The Greater Fort Wayne Hispanic Chamber of Commerce endorses and supports Stellar Schools in their journey to develop and implement a learning environment conducive to exceptional learning and growth. We support the effort to open a new charter school based on mastery of skills.

Thank you for your consideration,

Kristi J Cortezano
Hispanic Chamber President

Sun Academy of Fort Wayne

Attachment 17 Start-Up Plan

Start-Up Plan:

Pre-Authorization Preparation:

Governance: Starting Board with four quality members complete.
One to three additional Board members added.
Adoption of revised By-Laws & Board Policies

Authorization: Development team meeting scheduled for May 9th.
Follow-up community meeting as scheduled by ICSB
Contract authorized May 22nd, 2012
Contract completed with ICSB May 23 – June 30th, 2012

Operations: Three potential school leaders identified.
Job descriptions complete.
School name and logo complete – marketing material prepared.
Campus activities driving enrollment planned.
Website & digital learning platform ready to launch.
ESP agreement & support services identified.
Support of authorization process April 9 – May 22nd
School administrator & pre-recruitment of staff April 9 – May 22nd
Completion of marketing plan April 9 – May 22nd
Facilities identified with opening space secured for 2012 opening.

Starting Day of Student Attendance: Sept. 3rd, 2012

Start-Up Responsibilities:

Stellar School Services Staff
Sun Academy School Leader
Sun Academy Governing Board

Start-Up Time-Line – Post Authorization:

June 1 – July 31st: Marketing and enrollment of students. – Marketing Director
June 1 – June 30th: Completion of Academy contract with ICSB – Bo Holden
Ongoing – August 1st: Facilities completion

August 6 – 31st – Parent orientation & Student evaluation
August 13 – 24th – Staff professional development

Sun Academy has start-up financial support from Stellar School Services and Ambassador Enterprises. Additional funds from the Indiana department of Education will allow the Academy to open in 2012. Sun Academy and Ambassador Enterprises has developed an extensive

community network surrounding The Summit campus. This network will be activated once the Academy is authorized, producing student enrollment sufficient for opening in 2012. Sun Academy has facilities that are being build out by Ambassador Enterprises and will be complete by August 1st, 2012. Sun Academy has all the furniture necessary for the school from Stellar School Services who purchased the contents of a closing K-12 school.

Sun Academy of Fort Wayne

Attachment 18
Insurance Coverage

From: Jeff Peters [mailto:jeff@sbpinsurance.com]
Sent: Tuesday, January 10, 2012 5:24 PM
To: wolfgang.loewe@qmapsolutions.com; keithbirkhold@yahoo.com
Subject: Sun Academy of Fort Wayne

Wolfgang & Keith:

Here are some budgetary numbers for Stellar School Services LLC

Property Coverage \$150,000 Business Personal Property-	\$1,000
Computer Coverage \$50,000-	\$500
General Liability \$1,000,000 limit of coverage based upon 300 students-	\$2,000
Sexual Abuse and Molestation \$1,000,000 limit of coverage-	\$1,000
School Board Liability \$1,000,000-	\$2,000
Umbrella \$1,000,000 additional limit of coverage over G/L; Sexual Abuse; School Board Liability-	\$2,750
Workers Compensation based upon \$640,000 of payroll-	\$2000
Total Estimated Annual Premium-	\$11,250

Optional Coverage not quoted but recommended is Cyber Liability for coverage of personal information held in computer system- **\$1,000**

Do you need anything else from me at this time for the school?

Thank you,

Jeff

Jeff Peters, President

ISU Insurance Services
Stewart, Brimmer, Peters & Company, Inc.
P.O. Box 5577
Fort Wayne, IN 46895
Phone: 260-482-6900
Fax: 260-482-7305
Email: jeff@sbpinsurance.com

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Sun Academy of Fort Wayne

Attachment 19

Budget and Staffing Workbook

School Name: Sun Academy of Fort Wayne

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2012-2013	25	25	25	25	25	25	25							175	40%	12%	85%
Year 2: 2013-2014	50	50	50	50	50	50	50	50						400	40%	12%	85%
Year 3: 2014-2015	50	50	50	50	50	50	50	50	50					450	40%	12%	85%
Year 4: 2015-2016	50	50	50	50	50	50	50	50	50	50				500	40%	12%	85%
Year 5: 2016-2017	50	50	50	50	50	50	50	50	50	50	50			550	40%	12%	85%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2012-2013	1	1	1	1	1	1	1							7
Year 2: 2013-2014	2	2	2	2	2	2	2	2						16
Year 3: 2014-2015	2	2	2	2	2	2	2	2	2					18
Year 4: 2015-2016	2	2	2	2	2	2	2	2	2	2				20
Year 5: 2016-2017	2	2	2	2	2	2	2	2	2	2	2			22

Total Personnel Expenses	\$	19,148	\$	1,140,308	\$	2,018,856	\$	2,244,282	\$	2,398,766	\$	2,613,422
Instructional Supplies and Resources												
Textbooks	\$	-	\$	5,250	\$	12,000	\$	13,500	\$	15,000	\$	16,500
Library, periodicals, etc	\$	-	\$	5,000	\$	5,000	\$	5,000	\$	5,000	\$	5,000
Technology	\$	-	\$	5,000	\$	5,000	\$	5,000	\$	5,000	\$	5,000
Assessment materials	\$	-	\$	10,000	\$	5,000	\$	5,000	\$	5,000	\$	5,000
Computers	\$	-	\$	111,800	\$	132,000	\$	30,600	\$	34,200	\$	119,400
Software	\$	-	\$	5,000	\$	5,000	\$	5,500	\$	5,500	\$	5,500
Other classroom supplies	\$	-	\$	17,500	\$	40,000	\$	45,000	\$	50,000	\$	55,000
Field trips, other unclassified items	\$	-	\$	10,000	\$	15,000	\$	17,500	\$	20,000	\$	20,000
Co-curricular & Athletics	\$	-	\$	3,500	\$	8,000	\$	9,000	\$	10,000	\$	11,000
Computer Insurance/Replacement/Repair	\$	-	\$	23,625	\$	54,000	\$	60,750	\$	67,500	\$	74,250
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Instructional Supplies and Resources	\$	-	\$	196,675	\$	281,000	\$	196,850	\$	217,200	\$	316,650
Support Supplies and Resources												
Administrative Computers	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Administrative Software	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Administration Dues, fees, misc expenses	\$	-	\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
Office supplies	\$	-	\$	10,000	\$	10,000	\$	5,000	\$	5,000	\$	22,500
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Support Supplies and Resources	\$	-	\$	11,000	\$	11,000	\$	6,000	\$	6,000	\$	23,500
Board Expenses												
Charter Board Services, including Board Training, retreats	\$	-	\$	5,000	\$	5,000	\$	5,000	\$	5,000	\$	5,000
Charter Board Supplies & Equipment	\$	-	\$	500	\$	500	\$	500	\$	500	\$	500
Charter Board Dues, fees, etc	\$	-	\$	1,000	\$	1,000	\$	1,000	\$	1,000	\$	1,000
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Total Board Expenses	\$	-	\$	6,500	\$	6,500	\$	6,500	\$	6,500	\$	6,500
Professional Purchased or Contracted Services												
Legal Services	\$	-	\$	10,000	\$	5,000	\$	5,000	\$	7,500	\$	10,000
Audit Services	\$	-	\$	5,000	\$	5,000	\$	-	\$	-	\$	-
Payroll Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Accounting Services	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Printing/Newsletter/Annual Report Services	\$	-	\$	5,000	\$	5,000	\$	5,000	\$	5,000	\$	10,000

Consultants	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -
Internet Services	\$ -	\$ 1,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Telephone/Telecommunication Services	\$ -	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 11,250	\$ 13,250	\$ 15,250	\$ 17,250	\$ 19,250
Travel	\$ -	\$ 10,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Postage	\$ -	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250
Special Education Services	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -
Student Information Services	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	\$ -
Food service	\$ -	\$ 145,578	\$ 332,748	\$ 374,342	\$ 415,935	\$ 475,529
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ -	\$ 200,778	\$ 375,448	\$ 409,042	\$ 460,135	\$ 524,229
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 103,000	\$ 195,000	\$ 222,000	\$ 249,000	\$ 267,000
Furniture	\$ -	\$ 50,000	\$ 40,000	\$ 25,000	\$ 25,000	\$ 25,000
Gas/electric	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Water/Sewer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grounds Keeping	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodial	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Waste disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Janitorial Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ -	\$ 153,000	\$ 235,000	\$ 247,000	\$ 274,000	\$ 292,000
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 18,600	\$ 43,400	\$ 49,600	\$ 55,800	\$ 62,000
CMO/EMO Fee	\$ -	\$ 198,213	\$ 333,690	\$ 356,594	\$ 398,204	\$ 441,913
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 216,813	\$ 377,090	\$ 406,194	\$ 454,004	\$ 503,913
Total Expenditures	\$ 19,148	\$ 1,925,073	\$ 3,304,894	\$ 3,515,868	\$ 3,816,604	\$ 4,280,214
Carryover/Deficit	\$ 5,853	\$ 57,055	\$ 32,004	\$ 50,074	\$ 165,431	\$ 138,915
Cumulative Carryover/(Deficit)	\$ 5,853	\$ 62,907	\$ 94,912	\$ 144,986	\$ 310,417	\$ 449,331

	Jun-11	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	TOTAL 2011	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	TOTAL 2012
Facilities															
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other															
Contingency	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,148	\$ 19,148
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,853	\$ 5,853
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,852.50	\$ 5,852.50
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,852.50	\$ 5,852.50

Sun Academy of Fort Wayne

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,100,000	Estimated at \$6,200 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 120,000	Estimated at \$2,400 per K student
Gifted and Talented Program		
Textbook Reimbursement	\$ 33,750	Estimated at approx. 30% of textbook purchases
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 467,500	Estimated at \$1,000 per FRL student
Title II		
Federal Lunch Program	\$ 252,413	
Federal Breakfast Reimbursement	\$ 138,782	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Federal facility grant	\$ 166,100	Federal facility grant
Federal snack reimbursement	\$ 66,334	Federal snack reimbursement
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Textbook/Computer Insurance Fee	\$ 74,250	Assumes \$135 fee per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 4,419,129	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,681,262	Use staffing workbook
Substitutes	\$ 12,500	
Professional Development	\$ 25,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,718,762	
Instructional Supplies and Resources		
Textbooks	\$ 16,500	Estimated at \$30 per student
Library, periodicals, etc	\$ 5,000	
Technology	\$ 5,000	
Assessment materials	\$ 5,000	
Computers	\$ 119,400	4 staff, 54 new student, 180 replacement
Software	\$ 5,500	
Other classroom supplies	\$ 55,000	Estimated at \$100 per student
Field trips, other unclassified items	\$ 20,000	
Co-curricular & Athletics	\$ 11,000	
Computer Repair & Replacement Insurance	\$ 74,250	Zeros out with Technology fee

Other (please describe)		
Total Instructional Supplies and Resources	\$	316,650
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	22,500
Other (please describe)		
Total Support Supplies and Resources	\$	23,500
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	5,000
Charter Board Supplies & Equipment	\$	500
Charter Board Dues, fees, etc	\$	1,000
Other (please describe)		
Total Board Expenses	\$	6,500
Professional Purchased or Contracted Services		
Legal Services	\$	10,000
Audit Services		
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	10,000
Consultants		
Internet Services	\$	5,000
Telephone/Telecommunication Services	\$	1,200
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	19,250
Travel	\$	2,000
Postage	\$	1,250
Special Education Services		
Student Information Services		
Food service	\$	475,529
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	524,229
Facilities		
Rent, mortgage, or other facility cost	\$	267,000
Furniture	\$	25,000
Gas/electric		
Water/ Sewer		
Grounds Keeping		

Maintenance Services		
Custodial		
Waste disposal		
Other Janitorial Supplies		
Other (please describe)		
Total Facilities	\$	292,000
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	62,000 Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	441,913 Assume 10% of Total Revenue (Row 34)
Other (please describe)		
Total Other	\$	503,913
Total Expenditures	\$	4,385,554

Carryover/Deficit	\$	33,575
Previous Years Balance	\$	310,417
Cumulative Carryover/(Deficit)	\$	343,992

Sun Academy of Fort Wayne - Expected Charter School Staffing Needs – Year 5

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Health/Life/Dental at \$5,000 per employee, Est PERF at 6%, Est ISTRF at 7.5%, Dis./LTD at 0.5%, FICA at 7.65%, FUTA/SUTA at 2%					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
			-		-
Principal K-8	1	90,041	90,041	20,892	110,933
Principal HS	1	82,400	82,400	19,544	101,944
		-	-		-
Classroom Teachers					
K Teacher	2	40,518	81,037	24,303	105,340
Grade 1 Teacher	2	40,518	81,037	24,303	105,340
Grade 2 Teacher	2	40,518	81,037	24,303	105,340
Grade 3 Teacher	2	40,518	81,037	24,303	105,340
Grade 4 Teacher	2	40,518	81,037	24,303	105,340
Grade 5 Teacher	2	40,518	81,037	24,303	105,340
Grade 6 Teacher	2	40,518	81,037	24,303	105,340
Grade 7 Teacher	2	40,518	81,037	24,303	105,340
Grade 8 Teacher	2	40,518	81,037	24,303	105,340
Grade 9 Teacher	2	40,518	81,037	24,303	105,340
Grade 10 Teacher	2	40,518	81,037	24,303	105,340
xxxx teacher		-	-	-	-
xxxx teacher		-	-	-	-
xxxx teacher		-	-	-	-
Technology Teacher	1	56,275	56,275	14,933	71,208
PE Teacher	1	40,518	40,518	12,151	52,670
Art/Music Teacher	1	40,518	40,518	12,151	52,670
		-	-	-	-
Special Needs Teacher	3	40,518	121,555	36,454	158,009
Special Needs Teacher - Lead	1	45,020	45,020	12,946	57,966
		-	-	-	-
Student Support Position					
Counselor / Social Worker	1	40,518	40,518	12,151	52,670
		-	-	-	-
Teacher Aides and Assistants					
Teacher Aide	12	24,761	297,134	112,444	409,579
Teacher Aide - SPED	4	28,138	112,551	39,865	152,416
		-	-	-	-
School Operations Support Staff					
Development / Marketing Director	1	39,393	39,393	11,953	51,346
Office Manager	1	39,393	39,393	11,953	51,346
Administrative Assistant	1	27,318	27,318	9,822	37,140
Nurse	1	45,020	45,020	12,271	57,291
		-	-	-	-
		-	-	-	-
TOTAL	52		1,969,059	606,864	2,575,922

Sun Academy of Fort Wayne

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,790,000	Estimated at \$6,200 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 120,000	Estimated at \$2,400 per K student
Gifted and Talented Program		
Textbook Reimbursement	\$ 12,600	Estimated at approx. 30% of textbook purchases
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 425,000	Estimated at \$1,000 per FRL student
Title II		
Federal Lunch Program	\$ 229,466	
Federal Breakfast Reimbursement	\$ 126,165	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Federal facility grant	\$ 151,000	Federal facility grant
Federal snack reimbursement	\$ 60,304	Federal snack reimbursement
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Textbook/Computer Insurance Fee	\$ 67,500	Assumes \$135 fee per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,982,035	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,368,766	Use staffing workbook
Substitutes	\$ 10,000	
Professional Development	\$ 20,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,398,766	
Instructional Supplies and Resources		
Textbooks (digital)	\$ 15,000	Estimated at \$30 per student
Library, periodicals, etc	\$ 5,000	
Technology	\$ 5,000	
Assessment materials	\$ 5,000	
Computers	\$ 34,200	Assumes 12 staff and 54 student computers
Software	\$ 5,500	
Other classroom supplies	\$ 50,000	Estimated at \$100 per student
Field trips, other unclassified items	\$ 20,000	
Co-curricular & Athletics	\$ 10,000	
Computer Repair & Replacement Insurance	\$ 67,500	Zeros out with Technology fee

Other (please describe)		
Total Instructional Supplies and Resources	\$	217,200
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	5,000
Other (please describe)		
Total Support Supplies and Resources	\$	6,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	5,000
Charter Board Supplies & Equipment	\$	500
Charter Board Dues, fees, etc	\$	1,000
Other (please describe)		
Total Board Expenses	\$	6,500
Professional Purchased or Contracted Services		
Legal Services	\$	7,500
Audit Services		
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	5,000
Consultants		
Internet Services	\$	5,000
Telephone/Telecommunication Services	\$	1,200
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	17,250
Travel	\$	2,000
Postage	\$	1,250
Special Education Services		
Student Information Services	\$	5,000
Food service	\$	415,935
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	460,135
Facilities		
Rent, mortgage, or other facility cost	\$	249,000
Furniture	\$	25,000
Gas/electric		
Water/ Sewer		
Grounds Keeping		

Maintenance Services		
Custodial		
Waste disposal		
Other Janitorial Supplies		
Other (please describe)		
Total Facilities	\$	274,000
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	55,800
CMO/EMO Fee	\$	398,204
Other (please describe)		
Total Other	\$	454,004
Total Expenditures	\$	3,816,604

Carryover/Deficit	\$	165,431
Previous Years Balance	\$	144,986
Cumulative Carryover/(Deficit)	\$	310,417

Sun Academy of Fort Wayne - Expected Charter School Staffing Needs -- Year 4

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Health/Life/Dental at \$5,000 per employee, Est PERF at 6%, Est ISTRF at 7.5%, Dis./LTD at 0.5%, FICA at 7.65%, FUTA/SUTA at 2%					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Principal K-8	1	87,418	87,418	20,429	107,847
Principal HS	1	80,000	80,000	19,120	99,120
Classroom Teachers					
K Teacher	2	39,338	78,676	23,886	102,563
Grade 1 Teacher	2	39,338	78,676	23,886	102,563
Grade 2 Teacher	2	39,338	78,676	23,886	102,563
Grade 3 Teacher	2	39,338	78,676	23,886	102,563
Grade 4 Teacher	2	39,338	78,676	23,886	102,563
Grade 5 Teacher	2	39,338	78,676	23,886	102,563
Grade 6 Teacher	2	39,338	78,676	23,886	102,563
Grade 7 Teacher	2	39,338	78,676	23,886	102,563
Grade 8 Teacher	2	39,338	78,676	23,886	102,563
Grade 9 Teacher	3	39,338	118,015	35,830	153,844
xxxx teacher		-	-	-	-
xxxx teacher		-	-	-	-
xxxx teacher		-	-	-	-
xxxx teacher		-	-	-	-
Technology Teacher	1	54,636	54,636	14,643	69,280
PE Teacher	1	39,338	39,338	11,943	51,281
Art/Musio Teacher	1	39,338	39,338	11,943	51,281
Special Needs Teacher	2	39,338	78,676	23,886	102,563
Special Needs Teacher - Lead	1	43,709	43,709	12,715	56,424
Student Support Position					
Counselor / Social Worker	1	39,338	39,338	11,943	51,281
Teacher Aides and Assistants					
Teacher Aide	12	24,040	288,480	110,917	399,397
Teacher Aide - SPED	3	27,318	81,955	29,465	111,419
School Operations Support Staff					
Development / Marketing Director	1	38,245	38,245	11,750	49,996
Office Manager	1	38,245	38,245	11,750	49,996
Administrative Assistant	1	26,523	26,523	9,681	36,204
Nurse	1	43,709	43,709	12,059	55,768
		-	-	-	-
		-	-	-	-
TOTAL	49		1,805,713	563,053	2,368,766

Next year salary - assumes 3% increase

90,041
82,400
-
-
40,518
40,518
40,518
40,518
40,518
40,518
40,518
40,518
40,518
40,518
40,518
-
-
-
-
56,275
40,518
40,518
-
40,518
45,020
-
-
-
-
-
-
-
-
39,393
39,393
27,318
45,020
-
-

Sun Academy of Fort Wayne

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,480,000	Estimated at \$1,000 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 120,000	Estimated at \$1,000 per student
Gifted and Talented Program		
Textbook Reimbursement	\$ 12,450	Estimated at \$100 per student
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 382,500	Estimated at \$1,000 per student
Title II		
Federal Lunch Program	\$ 206,520	
Federal Breakfast Reimbursement	\$ 113,549	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Federal facility grant	\$ 135,900	Federal facility grant
Federal snack reimbursement	\$ 54,273	Federal snack reimbursement
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Textbook/Computer Insurance Fee	\$ 60,750	Assumes \$100 fee per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,565,942	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,221,782	Use staffing workbook
Substitutes	\$ 7,500	
Professional Development	\$ 15,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,244,282	
Instructional Supplies and Resources		
Textbooks (digital)	\$ 13,500	Estimated at \$100 per student
Library, periodicals, etc	\$ 5,000	
Technology	\$ 5,000	
Assessment materials	\$ 5,000	
Computers	\$ 30,600	Assumes 60 staff and 100 per student
Software	\$ 5,500	
Other classroom supplies	\$ 45,000	Estimated at \$100 per student
Field trips, other unclassified items	\$ 17,500	
Co-curricular & Athletics	\$ 9,000	
Computer Repair & Replacement Insurance	\$ 60,750	Assumes 60 staff and 100 per student

Other (please describe)		
Total Instructional Supplies and Resources	\$	196,850
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	5,000
Other (please describe)		
Total Support Supplies and Resources	\$	6,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	5,000
Charter Board Supplies & Equipment	\$	500
Charter Board Dues, fees, etc	\$	1,000
Other (please describe)		
Total Board Expenses	\$	6,500
Professional Purchased or Contracted Services		
Legal Services	\$	5,000
Audit Services		
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	5,000
Consultants		
Internet Services	\$	5,000
Telephone/Telecommunication Services	\$	1,200
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	15,250
Travel	\$	2,000
Postage	\$	1,250
Special Education Services		
Student Information Services		
Food service	\$	374,342
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	409,042
Facilities		
Rent, mortgage, or other facility cost	\$	222,000
Furniture	\$	25,000
Gas/electric		
Water/ Sewer		
Grounds Keeping		

Maintenance Services		
Custodial		
Waste disposal		
Other Janitorial Supplies		
Other (please describe)		
Total Facilities	\$	247,000
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	49,600 Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	356,594 Assume 10% of Total Revenue (Row 5)
Other (please describe)		
Total Other	\$	406,194
Total Expenditures	\$	3,515,868

	Carryover/Deficit	\$	50,074
Previous Years Balance		\$	94,912
Cumulative Carryover/(Deficit)		\$	144,986

Sun Academy of Fort Wayne

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,170,000	Estimated at \$6,200 per student
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 120,000	Estimated at \$2,400 per K student
Gifted and Talented Program		
Textbook Reimbursement	\$ 37,350	Estimated at 30% of textbook/computer purchases
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		
Title I	\$ 340,000	Estimated at \$1,000 per FRL student
Title II		
Federal Lunch Program	\$ 183,573	
Federal Breakfast Reimbursement	\$ 100,932	
Other Revenue Federal sources (please describe)		
Federal implementation grant	\$ 162,000	Federal implementation grant
Federal facility grant	\$ 120,800	Federal facility grant
Federal snack reimbursement	\$ 48,243	Federal snack reimbursement
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Textbook/Computer Insurance Fee	\$ 54,000	Assumes \$135 fee per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,336,898	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,003,856	Use staffing workbook
Substitutes	\$ 5,000	
Professional Development	\$ 10,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 2,018,856	
Instructional Supplies and Resources		
Textbooks (digital)	\$ 12,000	Estimated at \$30 per student
Library, periodicals, etc	\$ 5,000	
Technology	\$ 5,000	
Assessment materials	\$ 5,000	
Computers	\$ 132,000	Assumes 22 staff and 240 student computers
Software	\$ 5,000	
Other classroom supplies	\$ 40,000	Estimated at \$100 per student
Field trips, other unclassified items	\$ 15,000	
Co-curricular & Athletics	\$ 8,000	
Computer Repair & Replacement Insurance	\$ 54,000	Zeros out with Technology fee

Other (please describe)		
Total Instructional Supplies and Resources	\$	281,000
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$	1,000
Office supplies	\$	10,000
Other (please describe)		
Total Support Supplies and Resources	\$	11,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	5,000
Charter Board Supplies & Equipment	\$	500
Charter Board Dues, fees, etc	\$	1,000
Other (please describe)		
Total Board Expenses	\$	6,500
Professional Purchased or Contracted Services		
Legal Services	\$	5,000
Audit Services	\$	5,000
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$	5,000
Consultants	\$	5,000
Internet Services	\$	5,000
Telephone/Telecommunication Services	\$	1,200
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	13,250
Travel	\$	2,000
Postage	\$	1,250
Special Education Services		
Student Information Services		
Food service	\$	332,748
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	375,448
Facilities		
Rent, mortgage, or other facility cost	\$	195,000
Furniture	\$	40,000
Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		

Waste disposal		
Other Janitorial Supplies		
Other (please describe)		
Total Facilities	\$	235,000
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	43,400 Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	333,690 Assume 10% of Total Revenue (Row 36)
Other (please describe)		
Total Other	\$	377,090
Total Expenditures	\$	3,304,894

	Carryover/Deficit	\$	32,004
Previous Years Balance		\$	62,907

Sun Academy of Fort Wayne - Expected Charter School Staffing Needs -- Year 2

Benefits Assumptions - Please describe how you calculated your benefits and what is included below						
Health/Life/Dental at \$5,000 per employee, Est PERF at 6%, Est ISTRF at 7.5%, Dis./LTD at 0.5%, FICA at 7.65%, FUTA/SUTA at 2%						
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits	Next year salary - assumes 3% increase
Principal	1	82,400	82,400	19,544	101,944	84,872
Classroom Teachers						
K Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 1 Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 2 Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 3 Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 4 Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 5 Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 6 Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 7 Teacher	2	37,080	74,160	23,089	97,249	38,192
Grade 8 Teacher		-	-	-	-	-
xxxx teacher		-	-	-	-	-
xxxx teacher		-	-	-	-	-
xxxx teacher		-	-	-	-	-
xxxx teacher		-	-	-	-	-
xxxx teacher		-	-	-	-	-
Technology Teacher	0.5	51,500	25,750	7,045	32,795	53,045
PE Teacher	1	37,080	37,080	11,545	48,625	38,192
Art/Music Teacher	1	37,080	37,080	11,545	48,625	38,192
Special Needs Teacher	2	37,080	74,160	23,089	97,249	38,192
Special Needs Teacher - Lead	1	41,200	41,200	12,272	53,472	42,436
Student Support Position						
Counselor / Social Worker	1	37,080	37,080	11,545	48,625	38,192
Teacher Aides and Assistants						
Teacher Aide	16	22,660	362,560	143,992	506,552	23,340
Teacher Aide - SPED	3	25,750	77,250	28,635	105,885	26,523
School Operations Support Staff						
Development / Marketing Director	1	36,050	36,050	11,363	47,413	37,132
Office Manager	1	36,050	36,050	11,363	47,413	37,132
Administrative Assistant	1	25,000	25,000	9,413	34,413	25,750
Nurse	1	41,200	41,200	11,654	52,854	42,436
		-	-	-	-	-
		-	-	-	-	-
TOTAL	46.5		1,506,140	497,716	2,003,856	

Sun Academy of Fort Wayne

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 930,000	Estimated at \$6,200 per student
Common School Loan		
Charter School Start-Up Grant	\$ 310,000	One-third of first year's ADM funding
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 60,000	Estimated at \$2,400 per K student
Gifted and Talented Program		
Textbook Reimbursement	\$ 27,825	Estimated at approx 30% of textbook purchases
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		
Title I	\$ 148,750	Estimated at \$1,000 per FRL student
Title II		
Federal Lunch Program	\$ 80,314	
Federal Breakfast Reimbursement	\$ 44,158	
Federal planning grant	\$ 121,500	Federal planning grant
Federal implementation grant	\$ 162,000	Federal implementation grant
Federal facility grant	\$ 52,850	Federal facility grant
Federal snack reimbursement	\$ 21,106	Federal snack reimbursement
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Textbook/Computer Insurance Fee	\$ 23,625	Assumes \$135 fee per student
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,982,128	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,132,808	Use staffing workbook
Substitutes	\$ 2,500	
Professional Development	\$ 5,000	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,140,308	
Instructional Supplies and Resources		
Textbooks (digital)	\$ 5,250	Estimated at \$30 per student
Library, periodicals, etc	\$ 5,000	
Technology	\$ 5,000	
Assessment materials	\$ 10,000	
Computers	\$ 111,800	Assumes 28 staff & 190 student computers
Software	\$ 5,000	
Other classroom supplies	\$ 17,500	Estimated at \$100 per student
Field trips, other unclassified items	\$ 10,000	
Co-curricular & Athletics	\$ 3,500	
Computer Repair & Replacement Insurance	\$ 23,625	Zeros out with Technology fee
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 196,675	
Support Supplies and Resources		
Administrative Computers		
Administrative Software		
Administration Dues, fees, misc expenses	\$ 1,000	
Office supplies	\$ 10,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 11,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 5,000	
Charter Board Supplies & Equipment	\$ 500	
Charter Board Dues, fees, etc	\$ 1,000	
Other (please describe)		
Total Board Expenses	\$ 6,500	
Professional Purchased or Contracted Services		
Legal Services	\$ 10,000	
Audit Services	\$ 5,000	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services	\$ 5,000	
Consultants		
Internet Services	\$ 1,500	
Telephone/Telecommunication Services	\$ 1,200	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 11,250	
Travel	\$ 10,000	
Postage	\$ 1,250	
Special Education Services	\$ 5,000	
Student Information Services	\$ 5,000	
Food service	\$ 145,578	Assume zero out with food revenue
Transportation		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 200,778	
Facilities		
Rent, mortgage, or other facility cost	\$ 103,000	Assume \$10/sq. ft. Al. \$2/sq. ft. common area
Furniture	\$ 50,000	Assumes 5K Used and 20K New
Gas/electric		
Water/ Sewer		
Grounds Keeping		
Maintenance Services		
Custodial		
Waste disposal		
Other Janitorial Supplies		

Other (please describe)		
Total Facilities	\$	153,000
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	18,600 Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	198,213 Assume 10% of Total Revenue (Row 37)
Other (please describe)		
Total Other	\$	216,813
Total Expenditures	\$	1,925,073

Carryover/Deficit \$ 57,055
Previous Years Balance \$ 5,853
Cumulative Carryover/(Deficit) \$ 62,907

Sun Academy of Fort Wayne - Expected Charter School Staffing Needs -- Year 1

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Health/Life/Dental at \$5,000 per employee, Est PERF at 6%, Est ISTRF at 7.5%, Dis./LTD at 0.5%, FICA at 7.65%, FUTA/SUTA at 2%					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
Principal	1	80,000	80,000	19,120	99,120
Classroom Teachers					
K Teacher	1	36,000	36,000	11,354	47,354
Grade 1 Teacher	1	36,000	36,000	11,354	47,354
Grade 2 Teacher	1	36,000	36,000	11,354	47,354
Grade 3 Teacher	1	36,000	36,000	11,354	47,354
Grade 4 Teacher	1	36,000	36,000	11,354	47,354
Grade 5 Teacher	1	36,000	36,000	11,354	47,354
Grade 6 Teacher	1	36,000	36,000	11,354	47,354
Grade 7 Teacher			-	-	-
Grade 8 Teacher			-	-	-
xxxx teacher			-	-	-
xxxx teacher			-	-	-
xxxx teacher			-	-	-
xxxx teacher			-	-	-
xxxx teacher			-	-	-
Technology Teacher	0.5	50,000	25,000	6,913	31,913
PE Teacher	1	36,000	36,000	11,354	47,354
Art/Music Teacher	1	36,000	36,000	11,354	47,354
Special Needs Teacher	1	36,000	36,000	11,354	47,354
Special Needs Teacher - Lead	1	40,000	40,000	12,060	52,060
Student Support Position					
Counselor / Social Worker	1	36,000	36,000	11,354	47,354
Teacher Aides and Assistants					
Teacher Aide	7	22,000	154,000	62,181	216,181
Teacher Aide - SPED	2	25,000	50,000	18,825	68,825
School Operations Support Staff					
Development / Marketing Director	1	35,000	35,000	11,178	46,178
Office Manager	1	35,000	35,000	11,178	46,178
Administrative Assistant			-	-	-
Nurse	1	40,000	40,000	11,460	51,460
TOTAL	25.5		855,000	277,808	1,132,808

Next year salary - assumes 3% increase

82,400
-
-
37,080
37,080
37,080
37,080
37,080
37,080
37,080
-
-
-
-
-
51,500
37,080
37,080
-
37,080
41,200
-
-
-
37,080
-
-
22,660
25,750
-
-
36,050
36,050
-
41,200
-
-

Sun Academy of Fort Wayne

Attachment 20 Budget Narrative

Budget Narrative:

Sun Academy Revenues:

Sun Academy of Fort Wayne has attached a conservative budget for opening in 2012. Budget comments for each line item are listed in the individual yearly budgets in Attachment 19.

Prior to receiving Indiana state or US federal funds, financial support will come from Stellar School Services and Ambassador Enterprises and are sufficient for all expenses prior to additional sources becoming available in July, 2012.

In July 2012, Sun Academy will receive state start-up grant funds based on one third of projected student enrollment (175) students at \$6,200 per student.

Sun Academy will apply for federally funded planning and implementation grant funds. The application will be submitted on June 1st, 2012, with anticipated funds being released ten weeks later. The funding level estimates are based on a score of 90%.

Indiana basis grant funds are based on a per pupil about of \$6,200 for the year, with funding becoming available in November, 2012.

Federal Title I funds are anticipated, based on an 85% enrollment of free or reduced students. The payment amount is based on \$1,000 per FRL student, with available funds in January, 2013.

Federal support of the schools lunch program, with support rated provided from the USDOE school lunch program payment schedule for 2012.

No common school loan fund request is anticipated, as Ambassador Enterprises is responsible for all build-out cost.

A fee for insuring computers and supplying textbooks and materials is calculated at \$135 per student.

Sun Academy Expenditures:

Staffing positions and personnel expenses for Sun Academy are detailed in the attached Budget. Sun Academy budgets a teachers aid for every classroom for the first three years to assist with remediation of low performing students.

Sun Academy will utilize Intel student table computers and online resource. The tablet cost \$500 per computer. Staff computers are estimated at \$600 per teacher/administrator. An eight percent reserve equipment pool is calculated into the budget. Repair/insurance cost for equipment is zeroed with revenue from computer/textbook fees. Computer replacement is on a four year schedule.

Food service cost zero out with anticipated food service revenues.

Rent from Ambassador Enterprises is calculated at \$10/sq. ft. and \$2/sq. ft for common area space, with all other occupancy cost covered except phone and internet. Classroom sizes of 1,100 for kindergarten and 900 sq. ft. for 1-12 grades were used for calculations.

Based on these projected revenues and expenses, Sun Academy will finish its first year of operation with a positive balance of \$62,907. Minimal increased in reserve funds are seen during the first three year of growth as the school expands. Each year, however, shows positive gains without the use of Indiana's common loan fund or any other grants or entitlement funds.

Sun Academy will avoid a situation where expenses are greater than revenues by first developing an accurate one and five year budget, then monitoring actual versus planned expenses on a monthly basis. Actions will be taken to increase revenues or decrease cost prior to financial difficulties.

Sun Academy of Fort Wayne

Attachment 21 Portfolio Summary

**** Not Applicable****

Sun Academy of Fort Wayne

Attachment 22

Indiana School Financials

**** Not Applicable****

Sun Academy of Fort Wayne

Attachment 23 Operator Financials

Operator Financials

Stellar School Services, LLC

Stellar School Services, LLC is a freshly formed education service provider. Current revenue is currently derived from contracts with La Academia Del Sol and the Explorer's Academy of Science and Technology projects for project development and management services.

2012 - First Quarter Financial Summary:

Beginning Balance (Jan. 1, 2012):	\$14.74
Deposits (Jan. 1 – March 31 st , 2012):	\$37,705.43
Expenditures (Jan. 1 – March 31 st , 2012):	\$35,674.18
Ending Balance (March 31 st , 2012)	\$2,045.99

Sun Academy of Fort Wayne

Attachment 24

Litigation Documentation

Academy & ESP Litigation:

Sun Academy of Fort Wayne is a newly formed Indiana not-for-profit corporation and has no litigation outstanding against it.

Stellar School Services, LLC is the intended education service provider to Sun Academy of Fort Wayne. Stellar School Services has not litigation history against it nor is it currently engaged in any litigation against it.